Child Protection & Safeguarding Policy

Review

Formal Review Cycle	Annually		
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Policy Owner	Vice Principal Curriculum & Student Services		
Policy Author	Director of Student Services		

Approvals

Board of Corp Y/N	Y	Committee		Date Board approved	18/10/2022
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Change History

Version	Date Reviewed/ Revised	Description of Change	Reviewed by	Approved by
v1.1	Aug 2021	Updated to reflect KCSIE Sept 2021	Safeguarding Committee	ELT
v1.2	Sept 2022	Updated to reflect KCSIE Sept 2022	Safeguarding Committee	ELT

Child Protection & Safeguarding Policy

1. Policy Statement

1.1. This policy is the Child Protection & Safeguarding Policy of City of Sunderland College trading as: Sunderland College, Hartlepool Sixth Form and Northumberland College. These colleges will be referred to as "The College" throughout this document.

1.2. The College fully recognises and accepts that it has a statutory and moral duty to ensure that the College functions with a view to safeguarding and promoting the welfare of children/young people and vulnerable adults receiving education and training at the College. This includes ensuring they have support in situations where they could come into harm, be abused, be radicalised or drawn into extremism.

1.3. The College endeavours to create and maintain a safe learning environment for all students. The College has a strategic safeguarding lead within the Senior Leadership Team together with a deputy/operational designated safeguarding lead, designated safeguarding leads and designated staff to ensure appropriate protocols are in place. Any identified concerns or requests for early support and intervention can be addressed and supported in partnership with other agencies as appropriate.

1.4. The Safeguarding Policy (including Prevent) covers all members of the College community but highlights specific reference to safeguarding children and vulnerable adults. Definitions of these categories are as follows:

1.4.1. The broad definition of a '**child**' is:
'Anyone who has not reached their 18th birthday. 'Children' therefore means 'children and young people'.

The fact that a child has reached 16 years of age, is living independently or is in further education, does not change his or her status or entitlement to services or protection under the Children Act 1989.' (Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children 2018).

Care experienced students (Cared For and Care Leavers) and students with special educational needs up to age 25 may also need additional services, assistance, protection and consideration.

1.4.2. The broad definition of a **'vulnerable adult'** is:
'Those adults who are or maybe in need of community care services by reason of mental or other disability, age or illness' and who may be unable to take care of, or unable to protect themselves, against significant harm or exploitation (Department of Health 2000).

The definition of vulnerable adults includes, but is not exclusive to, individuals with any of the following:

- Learning Difficulties
- Physical Impairments
- Sensory Impairments
- Mental Health Needs
- Aged Related Frailty
- Dementia
- Brain Injuries
- Drug or Alcohol Problems

1.5. The policy is available on the college's website and is shared with staff annually as part of safeguarding bulletins and held electronically on the staff intranet.

1.6. Information on our Safeguarding Policy is provided to all visitors and a copy of the policy is available on request.

2. Scope

2.1. This Policy applies to all those working in, studying and visiting any College site including students, the College workforce, Governors, volunteers and visitors to the College including contracted services such as agency staff, employers offering work placements, transportation companies, sub-contractors and contractors with direct access to children, young people and vulnerable adults.

2.2. Students aged 14-16 whose main education provider is a School are covered by all aspects of the Policy when at the College. In accordance with agreed partnership protocols, there is a separate procedure for Child Protection referrals as schools retain accountability for external referrals. Appendix 9.6 details the safeguarding procedure for the '14-16 Building Careers Programme' Should there be an emergency and the College is unable to contact the appropriate school, the College will apply its referral procedures to the situation to ensure a child is safe.

2.3. Employers and sub-contractors will be asked to make a commitment to safeguarding students' welfare by endorsing an agreed statement of principles. Any person whose normal duties include regular caring for, training, looking after or supervising a child in the workplace where that person has been specifically designated to have responsibility for such activities will be subjected to vetting and DBS checking. Providers will be monitored annually for compliance with process and must report any incidents to the college for any subcontracted provision. For employers providing apprenticeship and/or industry placements, DBS checking will be undertaken on a risk-based approach.

2.4. For apprenticeships and long-term placements, the College will ensure that additional safeguards are in place, these must include staff who will have had training in child protection, completing risk assessments and arranging placements.

3. Aims of the Policy/Underpinning Principles

3.1 The College fully recognises and accepts the responsibility it has regarding safeguarding and promoting the welfare of children, young people and vulnerable adult students, including the need for early support and intervention. The College assesses the risks and issues in the wider community when considering the wellbeing of its students.

3.2 The College takes a whole College approach to child protection safeguarding, underpinning all relevant processes and policy development.

3.3 All new employees of the College, including Apprentices appointed to work within the organisation, will be subject to an Enhanced Disclosure via the Disclosure and Barring Service (DBS). The Disclosure Code of practice detailed within the Recruitment and Selection Policy and Procedures will be followed at all times by the People & Development department in terms of Safer Recruitment practices.

3.4 The College will provide a safe learning environment in which all students can learn and achieve without threat of harm, ensuring there is dedicated support for students who have been abused, could come to harm or be a victim of radicalisation.

3.5 All staff, including Governors and volunteers, students and visitors should display their official college photo ID badge on the relevant coloured lanyard at all times, in order for students and visitors to feel safe and be able to recognise appropriate professionals that can offer support on behalf of the College. All staff have a duty to challenge non-compliance in order that unauthorised people on site can be identified and dealt with accordingly.

3.6 The College will deliver curriculum which builds student resilience by strengthening critical thinking skills so they will be less likely to accept information without question which will help keep them physically safe from harm and risk of radicalisation, both inside and outside of the College premises and online.

3.7 It is the responsibility of all members of the College workforce to record and report concerns under this policy.

3.8 This policy, and its associated procedures, is designed to provide guidance for members of staff in dealing with suspicions of, and incidents of, abuse. Whilst any member of staff can make a referral to Social Care, any final decisions in relation to referral to appropriate agencies will be made by the designated safeguarding lead.

3.9 The policy, and its associated procedures, aim to provide staff with guidance around acting on a student concern and the difference when responding to a student in immediate danger.

3.10 The policy, and its associated procedures, aim to provide staff with guidance around acting on an allegation regarding a staff member or employer/work placement provider.

3.11 The governing body has nominated Vikkie Morton, Vice Principal Curriculum & Student Services as the strategic designated safeguarding lead, who is supported by Ruth Magnus, Director of Student Services, acting as the Deputy strategic designated safeguarding lead with responsibility for safeguarding / child protection issues, due to the level of knowledge and experience in this area. Other members of staff shall assist the lead function by taking responsibility of child protection and safeguarding issues as designated staff members.

3.12 James Stuart is the Lead Governor with responsibility for Safeguarding and vulnerable students, who will liaise with the strategic and designated safeguarding leads to ensure the College fulfils all responsibilities.

3.13 Governors, the Chief Executive Officer, Principals, and all staff working with students will receive safeguarding and child protection training during their induction to familiarise themselves with safeguarding issues, including online safety, and their responsibilities relating to the College's policies and procedures. All staff members will receive refresher training every three years alongside regular safeguarding and child protection updates via email, bulletins and staff meetings at least annually, to provide them with relevant skills and knowledge to safeguard children. Additionally, Governors will receive training at regular intervals to provide them with the knowledge to ensure that the College's safeguarding policies and procedures are effective.

3.14 The designated safeguarding lead and other designated staff for child protection and safeguarding will undertake refresher training at least every two years and will attend further training as and when required to enhance their knowledge base and function in this specialist capacity.

3.15 The Designated Teacher for Looked After Children/care leavers and under 16 provision is Vikkie Morton, Vice Principal Curriculum & Student Services. The Designated Teacher will have responsibility for promoting the educational achievement of children who have been placed into care or have left care through adoption, special guardianship, or child arrangement orders or who were adopted from state care outside England and Wales

3.16 The College's policy and associated procedures have been devised by the governing

body after taking account of relevant legislation and guidance issued and is reviewed on an annual basis.

3.17 Additionally, the governing body notes and draws to the attention of the College staff the criminal offences that may be committed in connection with the welfare of children, young people and vulnerable adults, in particular those involving abuse of trust which prohibits staff from engaging in, or encouraging, sexual activity with students who are under the age of 18 or deemed vulnerable. This policy makes protection responsibilities clear and gives the College the ability to dismiss or otherwise discipline employees who fail in this duty.

3.18 An annual audit (S175) will be submitted, as required, to local authorities, including an action plan. The governing body will have oversight of the audit and lead governor will work in conjunction with the DSL to ensure any gaps areas of concern are addressed.

4. Responsibilities

4.1 The Board of Governors.

It is the responsibility of the Board of Governors to:

- consider and approve the College's policy and associated procedures annually
- receive and consider the bi-annual Safeguarding Report of how the College and its staff have complied with the principles of the policy.
- fulfil their statutory duties and understand how these duties have been discharged through the cycle of business and relevant sub-committees.
- have in place a designated Governor who is responsible for liaising with the Strategic Lead for Safeguarding over matters regarding safeguarding.
- regularly review the effectiveness of the College's web filters and monitoring systems and ensure that the leadership teams and relevant staff are:
    - Aware and understand the systems in place
    - Manage them effectively
    - Know how to escalate concerns when identified
- undertake safeguarding and child protection training that is regularly updated.
- be aware of their obligations under the Human Rights Act 1998, the Equality Act 2010, (including the Public Sector Equality Duty), and their local multi-agency safeguarding arrangements.
- remedy, without delay, any deficiencies or weaknesses in regard to arrangements for the safeguarding of students that are brought to its attention.

The Board of Governors does not:

- • Have a role in dealing with individual cases
- • Have a right to know the details of individual cases (unless it is in relation to an allegation against A Senior Postholder

Full responsibilities of the governing body are set out in Part Two of KCSIE – The management of safeguarding.

4.2 The Lead Governor with Responsibility for Safeguarding.

It is the responsibility of the lead Governor to:

- ensure that **all** governors receive safeguarding and child protection (including online) training at induction, that equips them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and

procedures in place at the College are effective and support the delivery of a robust whole college approach to safeguarding.

- ensure that the College has procedures and policies which are consistent with the local safeguarding partners' multi-agency procedures.
- liaise with the Strategic Lead for Safeguarding over matters regarding safeguarding, including ensuring all relevant policies and procedures include reference to safeguarding / Prevent.
- ensure that the Governing body, including the membership of local boards, considers College Safeguarding and Prevent a priority.
- ensure the Single central record is in place and regularly updated.
- be responsible for liaising with the local authority and/or partner agencies, as appropriate in the event of allegations of abuse being made against the College's Senior Postholders.

4.3 The Chief Executive

It is the responsibility of the Chief Executive working with the Strategic Designated Lead for Safeguarding, is responsible for the implementation of this policy, including:

- ensuring that staff (including temporary and supply staff) and volunteers are informed of this policy as part of their induction
- communicating this policy via the college website
- ensuring that the roles and responsibilities of the DSL/DDSL as referenced in Annex C of KCSiE (2022) are reflected in their job description
- ensuring that the SDSL has appropriate time, training and resources, and that there is always adequate cover if the SDSL is absent
- liaising with the Lead Governor with responsibility for Safeguarding
- ensuring that all recommendations made by the Local Authority in relation to strengthening the College's safeguarding arrangements are actioned in a timely fashion.

4.4 The Strategic Lead for Safeguarding.

It is the responsibility of the Strategic Lead to:

- be the Single Point of Contact for Child Protection, Vulnerable Adults and Prevent.
- ensure standardisation and parity between areas of safeguarding practice and policy.
- report bi-annually to the Board of Governors (including local boards) regarding the appropriate policies and procedures and will provide a statistical analysis of safeguarding incidents and all training and related CPD undertaken.
- liaise with the local authority and/or partner agencies, as appropriate, in the event of allegations of abuse being made against the College's Designated Safeguarding Leads (or in their absence, a member of the Executive/Senior Leadership Team or Associate Principal People & Resources).
- be aware of the requirement for children to have an 'Appropriate Adult' for any police investigations
- be accountable for having an appropriate safeguarding and prevent training offer in place for staff across all roles
- manage any complaints regarding the outcomes of safeguarding allegations or suspicions, including liaison with lead Governor.

4.5 Designated Leads for Safeguarding.

It is the responsibility of designated leads to:

- take part in strategy discussions and inter agency meetings and ensure strategies and policies are agreed, implemented and effectively delivered.
- work with the Strategic Lead for Safeguarding on matters of safeguarding, child protection and

Prevent.

- be available to provide advice and support to other staff on issues relating to safeguarding, policy, procedures and record keeping.
- be available to listen to children, young people and vulnerable adults studying at any site across the College.
- receive information from any staff, volunteers, children, parents and/or carers who have safeguarding concerns and record it.
- be able to assess information promptly and carefully, clarifying and obtaining more information about the matter as appropriate.
- provide advice and support to staff on issues relating to safeguarding.
- deal with individual cases, including attending case conferences and review meetings as appropriate
- consult with statutory safeguarding agencies to test out any concerns
- make an appropriate referral to the appropriate statutory protection agency or the police.
- be aware of the requirement for children to have an 'Appropriate Adult' for any police investigations
- ensure that when a student under 18 leaves, their child protection file is transferred to the new provider as soon as possible, ensuring secure transit and confirmation of receipt is obtained.
- ensure the content of the safeguarding & Prevent training offer is reflective of current practice and organisational priorities and responds to changes in the types of concerns being seen
- be trained in safeguarding as required by the local safeguarding partners and receive regular refresher training.
- oversee the use of the centralised database to record and maintain secure records for the College in line with GDPR regulations. Records include the details of the concern, how the concern arose and the actions taken.

4.6 Designated Safeguarding Officers.

It is the responsibility of all designated safeguarding officers to:

- promote positive safeguarding procedures and practices so that all of our students feel safe.
- provide a level of support to staff which ensures consistency in the implementation of the College's safeguarding procedures (as specified in this policy).
- have a thorough understanding of the Safeguarding Policy and procedures.
- act as a key point of referral for students and staff so that the College can respond swiftly and appropriately to all suspicions or allegations of abuse.
- follow up all referrals and disclosures made directly by students or via staff in accordance with the policy, the guidelines and procedures and, as appropriate, to the specific circumstances of the referral. This will involve:
    - receiving information from, and offering advice to, staff, volunteers, children and young people, adults at risk, parents and carers and employers about concerns relating to vulnerable adult or child protection issues
    - assessing this information promptly, taking action and referring on to a Designated Safeguarding Lead and/or Strategic Lead for Safeguarding as appropriate
    - use the centralised database to record and maintain secure records for the College. Records include the details of the concern, how the concern arose and the actions taken.
- be trained in safeguarding as required by the local safeguarding partners and receive regular refresher training.
- maintain confidentiality regarding safeguarding cases at all times.

4.7 Associate Principal (People & Resources).

It is the responsibility of the Associate Principal (People & Resources) to:

- ensure a clear policy and procedures are in place for Safer Recruitment & Selection and Disclosure and Barring Service.
- ensure the single central record is complete and maintained regularly.
- contribute to the bi-annual report to the Board of Governors.
- ensure arrangements are in place for governors, permanent staff, temporary staff and volunteers working with children and vulnerable groups to undertake induction safeguarding training.
- ensure opportunities exist for governors, permanent staff, temporary staff and volunteers working with children and vulnerable groups to undertake regular training to equip them to carry out their responsibilities for safeguarding and Prevent effectively. Refresher training will be undertaken on a 3-year cycle for safeguarding and prevent.
- be responsible for liaising with the local authority and/or partner agencies, as appropriate in the event of allegations of abuse being made against the College's workforce
- be responsible for making referrals to the Disclosure and Barring Service (DBS)

4.8 People and Development Team.

People and Development Team are responsible for:

- the safe recruitment and employment of staff, undertaking DBS and barred list checks, central record.
- ensuring all recruitment checks are completed and the Single Central Record (SCR) is maintained.
- working with Designated leads to make sure the safeguarding and prevent training offer is impactful (needs driven, measurable, responsive, accessible) and uses current best practice in workplace learning (e.g. digital / Teams based etc.) Refresher training will be undertaken on a 3-year cycle for safeguarding and prevent.

4.9 Curriculum Vice Principals:

Curriculum Vice Principals are responsible for

- ensure students are taught about safeguarding, including e learning, through Self Society & Skills and teaching and learning opportunities

4.10 Executive Director of Capital Projects & Estates and Executive Director of Health, Safety & Environment:

Executive Director of Capital Projects & Estates and Executive Director of Health, Safety & Environment are the are responsible for

- estates, facilities and security in relation to safeguarding, providing suitable systems to ensure the safety of visitors and all who visit a college centre, ensuring all risks are adequately controlled and regularly reviewed, as necessary including the use of contractors.
- ensuring centre risk assessments are annually updated and promoted.

4.11 Executive Director of ICT:

Executive Director of ICT is responsible for

- implementing processes to ensure effective firewall internet & systems monitoring and clear rules and regulations for staff and students, for on-Line Safety in general
- updating acceptable use and other relevant policies regarding College use of IT.

4.12 Leadership.

All members of the leadership team are responsible for:

- ensuring that the policies and procedures, (particularly those concerning referrals of cases of suspected abuse and neglect), are understood, and followed by all staff.

- promoting positive safeguarding procedures and practices so that all of our students feel safe.
- ensuring that all relevant employers, sub-contractors, contractors and visitors that they work with know and follow our Safeguarding Policy and procedures, including Prevent.
- ensuring that regular checks are undertaken to ensure compliance with Safeguarding Policy and procedures, including Prevent.

4.13 College Workforce.

All college employees, including managers are responsible for:

- promoting positive safeguarding procedures and practices so that all our students feel safe.
- report safeguarding issues to the Designated Staff in line with college procedures.
- undertake regular training to equip them to carry out their responsibilities for safeguarding children and vulnerable adults effectively.
- be familiar with expectations of the staff code of conduct.

4.14 Employers, Sub-contractors, contractors and visitors.

All employers, sub-contractors and contractors are responsible for:

- knowing and following our Safeguarding Policy and procedures.
- complying with other college procedures and reporting any concerns or incidents.
- undertaking identified training to equip them to carry out their responsibilities for safeguarding children and vulnerable adults effectively, where applicable.

4.15 Students.

All students are responsible for:

- understanding safeguarding and PREVENT referral procedures.
- agreeing to the expectations of the Student Code of Conduct.
- participating in safeguarding and PREVENT awareness training

5. Implementation

5.1 Key Terms

5.1.1 : Significant Harm

The concept of significant harm is the threshold that justifies compulsory intervention into family life in the best interests of the child or young person and gives local authorities a duty to make enquires as to whether to take action (Section 47, Children Act 1989) to safeguard or promote the welfare of a young person who is suffering, or likely to suffer significant harm. The Act also gives powers to the Police known as Police Powers of Protection to take emergency action to protect a young person from significant harm. In the absence of Police Powers of Protection, the Local Authority can apply to the Court to secure an Emergency Protection Order.

5.1.2 : Abuse and neglect

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect by inflicting harm, or by failing to act to prevent harm. Individuals may be abused in a family or in an organisational or community setting, by those known to them or, more rarely, by a stranger, for example via the internet. They may be abused by an adult or adults, or another child or children.

Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse.

5.1.3 : Physical abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to an individual. Physical harm may also be caused when a parent or carer fabricates the symptoms or deliberately induces, illness in an individual. For vulnerable adults, this may also include inappropriate restraint or sanction or the misuse of medication.

5.1.4 : Emotional abuse

Emotional abuse is the persistent emotional maltreatment of an individual such as to cause severe and persistent adverse effects on their emotional development. It may involve conveying to an individual that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on an individual. These may include interactions that are beyond the individual's development capability, as well as overprotection and limitation of exploration and learning, or preventing the participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing an individual frequently to feel frightened or in danger, or the exploitation or corruption of an individual. Some level of emotional abuse is involved in an all types of maltreatment of an individual, though it may occur alone.

5.1.5 : Sexual abuse

Sexual abuse involves forcing or enticing a child, young person or vulnerable adult to take part in sexual activities, not necessarily involving a high level of violence, whether or not the individual is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non- penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving an individual in looking at, or in the production of, sexual images, watching sexual activities, encouraging an individual to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can children.

5.1.6 : Neglect

Neglect is the persistent failure to meet a child, young person or vulnerable adult's basic physical and / or psychological needs, likely to result in the serious impairment of their health or development. Neglect may occur during pregnancy as a result of material substance abuse. Neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect an individual from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers);
- ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, basic emotional needs.

5.1.7 Self-Neglect

Self-neglect is neglecting to care for one's own personal hygiene, health or surroundings. Self-neglect includes the following:

- lack of self-care – neglect of personal hygiene, nutrition, hydration and/or health, thereby endangering safety and wellbeing.
- lack of care of one's environment – squalor and hoarding.
- refusal of services that would mitigate risk of harm.

5.1.8 Child Sexual Exploitation (CSE), Missing & Sexually Exploited and Trafficked – MSET (Sunderland), Vulnerable, Exploited, Missing and Trafficked – VEMT (Hartlepool) Child Sexual Exploitation - CSE (Northumberland)

Sexual exploitation of children and young people under 18 involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive 'something' (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing, and/or another or others performing on them, sexual activities. Sexual exploitation is often linked to periods of going missing from home or education and, in some cases, individuals may be trafficked.

Child sexual exploitation can occur through the use of technology without the child or young person's immediate recognition; for example being persuaded to post sexual images on the Internet/mobile phones without immediate payment or gain. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources.

Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability.

5.1.9 Female Genital Mutilation (FGM)

Female genital mutilation (sometimes referred to as female circumcision) refers to procedures that intentionally alter or cause injury to the female genital organs for non- medical reasons. The practice is illegal in the UK. An estimated 137,000 women in the UK are affected by female genital mutilation (FGM), however the true extent is unknown, due to the "hidden" nature of the crime. The girls may be taken to their countries of origin so that FGM can be carried out during the summer holidays, allowing them time to "heal" before their return to school. There are also worries that some girls may have FGM performed in the UK.

5.1.10 Forced Marriage

Forced marriage is an offence, and different to an arranged marriage where both parties consent.

A Forced marriage is when a person is likely to face physical pressure such as threats, physical or sexual violence or emotional/psychological pressure.

A forced marriage protection order can be applied for to protect anyone who is being forced into a marriage.

5.1.11 Honour-based violence

Honour-based violence is a crime or incident which may have been committed to protect or defend the honour of the family and/or the community when it is believed a person has shamed the family and/or the community by breaking the honour code.

Honour based violence can encompass various offences which are used to control behaviours within families or social groups to protect perceived cultural and religious beliefs and/or honour. Honour based violence can include such things as forced marriage, domestic abuse, sexual harassment, sexual violence and threats to kill (this list is not exhaustive).

5.1.12 Domestic Abuse

Children and young people can be significantly harmed by Domestic abuse, both physically and emotionally. Children and young people do not necessarily need to be in the same room to be affected by Domestic abuse as often being in another room has an impact on their emotional wellbeing. It can impact children and young people through seeing, hearing or experiencing the effects of domestic abuse and/or experiencing it through their own intimate relationships.

Abusive behaviours can occur in any relationship and both men and women can be abusers. Domestic abuse is a type of controlling, bullying, threatening or violent behaviour. Domestic abuse is not only physical violence, it includes emotional, physical, financial, sexual and psychological abuse.

If young people have witnessed Domestic abuse, they may be at risk of entering into an abusive relationship or being perpetrators of domestic abuse.Witnessing domestic abuse is child abuse. Teenagers can suffer domestic abuse in their relationships.

5.1.13 Operation Encompass

Operation Encompass is a police and education early information sharing partnership enabling education providers to offer immediate support for children and young people experiencing domestic abuse. Information is shared by the police with a trained Key Adult (DSL) prior to the start of the next school/college day after officers have attended a domestic abuse incident, thus enabling appropriate support to be given.

5.1.14 Financial or Material Abuse

Financial or material abuse may include theft, fraud, exploitation and/or pressure in connection with money or material possessions. This may also include loss of jewellery or personal property and loss of money from a wallet or purse

5.1.15 Organisational Abuse

Organisational abuse includes the practice of an abusive regime or culture which destroys the dignity and respect to which every person is entitled. It is the mistreatment of people brought about by poor or inadequate care or support, and poor practice, that affects the whole setting. It occurs when the individual's wishes and needs are sacrificed for the smooth running of a group, service or organisation.

5.1.16 Online Abuse, Cyberbullying & Grooming

Online abuse, cyberbullying and grooming are types of abuse that happen via the

internet. Children and young people are at risk of online abuse by playing games, social networks and using mobile phones. Online abuse can occur at any time of the day and this can even impact when a young person is in their safe space, for example their bedroom. Online abuse may involve blackmail, sexting, sexual exploitation or distribution of images.

When a child or young person is being groomed, online accounts are ways in which the perpetrator can form trusting relationships with the intention of meeting up with the young person.

The College will use communication with parents/carers to reinforce the importance of children/young people being safe online and provide them with information on:

- What systems we have in place to filter and monitor online use
- What we are asking their child to do online, including the sites they will be asked to access
- Who from the college their child is going to be interacting with online

5.1.17 Child on Child Abuse

All Staff should be aware of the signs of abuse and neglect so that they can identify children who may need help or protection. The College recognises that children are capable of abusing their peers. Child on child abuse can take many forms and some types can be gender specific. should be aware of the signs of abuse and neglect so that they can identify children who may need help or protection.

Child on child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- • initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Child on child abuse is any form of physical, sexual, emotional and financial abuse, and coercive control, exercised between young people and within young people's relationships

(both intimate and non-intimate). These types of abuse rarely take place in isolation and often indicate wider safeguarding concerns. For example, a teenage girl may be in a sexually exploitative relationship with a teenage boy who is himself being physically abused by a family member or by older boys. Equally, sexual bullying in education settings can result in the sexual exploitation of children by their peers. For a young person who is in an abusive relationship, what may appear to be a case of domestic violence may also involve sexual exploitation. Young people's experiences of abuse and violence are rarely isolated events, and they can often be linked to other things that are happening in their lives and spaces in which they spend their time. Any response to peer-on-peer abuse therefore needs to consider the range of possible types of child-on-child abuse set out above and capture the full context of that young person's experiences. The College does this by adopting a contextual safeguarding approach and ensuring that our response to incidents of peer-on-peer abuse takes into account any potential complexity.

Abuse is abuse and should never be tolerated or passed off as "banter" or "part of growing up". See Anti-Bullying Policy (included as Appendix 9.) 5 for procedure in dealing with child-on-child abuse.

5.1.18 Serious Violence

All staff should be aware of the indicators, which may signal children are at risk from, or are involved with serious violent crime. These may include increased absence from education, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation. There are a range of risk indicators which increase the likelihood of involvement in serious violence, including being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery. Advice to schools and colleges on gangs and youth violence - GOV.UK (www.gov.uk)

5.1.19 County lines

County lines is the term used by police and law enforcement to describe the approach taken by criminal groups originating from urban areas across the country to sell drugs and conduct other criminal activities.

Gangs typically use children and vulnerable people to deliver drugs to customers and this often involves deception, intimidation, violence, debt bondage and/or grooming. Criminal exploitation of children and vulnerable adults: county lines - GOV.UK (www.gov.uk)

5.1.20 Child trafficking

Child trafficking is where a person under the age of 18 years old has been recruited, is transported / transferred or is being harboured. Children and young people can also be sold on for these purposes. Children who are trafficked can also be at risk of sexual exploitation.

5.1.21 Modern Slavery

Modern Slavery is the term used within the UK and is defined within the Modern Slavery Act 2015. The Act categorises offences of Slavery, Servitude and Forced or

Compulsory Labour and Human Trafficking (which comes from the Palermo Protocol).

These crimes include holding a person in a position of slavery, servitude forced or compulsory labour, or facilitating their travel with the intention of exploiting them soon after.

Although human trafficking often involves an international cross-border element, it is also possible to be a victim of modern slavery within your own country.

It is possible to be a victim even if consent has been given to be moved.

5.1.22 Harmful sexual behaviour

Harmful sexual behaviour is where a child or young person uses power and control as well as inappropriate touching, sexual violence and threats, and/or explicit words and phrases.

However, context around the behaviours are to be ascertained as some behaviours may be deemed within the normal parameters of their age and development. They can be identified through the use of the NSPCC harmful sexual behaviour framework tool. Harmful sexual behaviour framework | NSPCC Learning

5.1.23 Upskirting

The Voyeurism (Offences) Act 2019, which is commonly known as the Upskirting Act, came into force on 12 April 2019. 'Upskirting', typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence.

5.1.24 Prevent Duty

The College workforce and governors must have due regard to the need to prevent people from being drawn into terrorism in accordance with the Counter Terrorism and Security Act 2015.

5.1.25 Discriminatory

This may include abuse, bullying and harassment based upon the individual's age, sex, disability, religion, race or sexual orientation (DoH 2000).

5.1.26 Radicalisation

The process by which a person comes to support terrorism and forms of extremism leading to terrorism (Prevent Strategy.Gov.uk).

5.1.27 Extremism

Extremism is where extreme views are considered politically or religiously outside the main attitudes of society.

5.1.28 Abuse of Trust:

Under the Sexual Offenders Act 2003, it is an offence for a person over 18 to have a sexual relationship with a young person under 18 where that person is in a position of trust in respect of that young person, even if the relationship is consensual. This includes teaching and a range of support staff within educational establishments.

5.1.29 Children in Need of Protection

Some children and young people are in need of Protection because they are

suffering or likely to suffer “significant harm”. Where local authorities believe a young person is suffering, or likely to suffer, significant harm, they have a duty to make enquiries to decide whether they should take action to safeguard or promote the

welfare of a young person under Section 47 guidance.

5.1.30 Children in Need

Children and young people who are defined as being “in need‟ under Section 17 of the Children Act 1989, are those whose vulnerability is such that they are unlikely to reach or maintain a satisfactory level of health or development, or their health and development will be significantly impaired, without the provision of service(s). A child with a disability is a child in need.

5.1.31 Cared For Children

The most common reason for children becoming looked after is as a result of abuse and/or neglect. Governing bodies and the College will ensure that staff have the skills, knowledge and understanding necessary to keeping looked after children safe. The appropriate staff will have the information they need in relation to a child’s looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They will also have information about the child’s care arrangements and the levels of authority delegated to the carer by the authority looking after them. The designated person for looked after children will ensure that the designated safeguarding lead will have details of the child’s social worker and the name of the virtual school head in the authority that looks after the child.

5.1.32 Children Leaving Care

A child or young person stops being looked after if they are adopted, return home or reach the age of 18 years old. Once the young person reaches the age of 18, the Local Authority have a duty of care to support them until they are at least 21, however the support ends when the person reaches the age of 25.

5.1.33 Toxic Trio

The toxic trio is a term which describes a combination of issues which impact on a parent/carer and their ability to meet the basic needs of the child or young person. The three issues are domestic abuse, mental health and drug and alcohol misuse. Working Together 2015 have noted these issues rarely exist in isolation, hence the term toxic trio.

5.1.34 Information Sharing

Information sharing is vital in identifying and tackling all forms of abuse. Whilst the Data Protection Act 2018 places duties on organisations to process personal information fairly and lawfully and to keep the information they hold safe and secure, this is not a barrier to sharing information where the failure to do so would result in a child being placed at risk of harm. Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

Where a child/young person leaves the college, the designated safeguarding lead will ensure their child protection file is transferred to the new provider as soon as

possible, ensuring secure transit, and confirmation of receipt should be obtained.

In addition to the child protection file, the designated safeguarding lead will also consider if it would be appropriate to share any information with their new provider in advance of a child leaving. For example, information that would allow the new provider to continue supporting victims of abuse and have that support in place for when the child/young person arrives.

5.1.35 Operation Divan

Operation Divan was initially launched at the beginning of February 2019 in order to address knife crime amongst juveniles within the Northern Area Command. The operation is being trialled by the Youth Offending Team. This operation has been implemented in North Yorkshire Police and has already having an impact in educating young people about knife crime and the law around knives. Although this has been aimed at juveniles under the age of 18 this could be adapted for adults.

This Process will be used where a juvenile under the age of 18 has been identified through the intelligence system and where a crime has not been committed or a juvenile has been no further actioned for a crime involving a knife or pointed bladed article.

6. Associated Documents

6.1 Legislation/guidance

- Keeping Children Safe in Education September 2022
  (this includes DfE's advice on sexual violence and harassment between children in schools and colleges).
- The Children Act 1989 (as amended 2004)
- Section 175 of the Education Act 2002
- The Children and Social Work Act 2017
- Safeguarding Vulnerable Groups Act 2006
- Working Together to Safeguard Children 2018
- Keeping Children Safe in Education 2021
- Data Protection Act 2018 (incorporating GDPR)
- Information Sharing: Advice for Practitioners 2018
- Sexual Offences Act 2003
- Forced Marriage Act 2007
- Equality Act 2010 & Human Rights Act 1998
- Care Standards Act 2000
- Health and Social Care Act 2008, 2012
- Mental Capacity Act 2005, 2007
- Domestic Violence Crime and Victims Act 2004
- Counter Terrorism and Security Act 2015
- Prevent Duty Guidance 2015

- Voyeurism (Offences) Act 2019
- Education and Training (Welfare of Children) Act 2021
- PACE Code C 2019

6.2 College Procedures Linked to this Policy

- Safeguarding Guidance: Safeguarding General Procedures
- Safeguarding Guidance: Reporting and Dealing with Allegations of Abuse against Members of Staff and other Adults
- Safeguarding Guidance: Procedure for Reporting Missing Students
- Safeguarding Guidance: Procedure for Workplace and Home Placements
- Safeguarding Guidance: Procedures for possession of a bladed article/weapon
- Safeguarding Guidance: Procedure for dealing with an incident that arises during an educational visit
- Students: Anti-Bullying Policy
- Students: Behaviour for Success Policy
- Students: Positive Handling Policy
- Students: Self-harm procedures
- Students: Code of Conduct
- Students: Out of College Activities, (Including overseas trips)
- Students: Visiting Speakers & Freedom of Speech Procedure
- Students: Search Policy
- Students: Drug, Alcohol and Substance Misuse Procedures
- Students: Administration of Medication Procedure
- Students: Criminal Convictions Disclosure and Assessment
- Students: E Safety Policy
- Students: Evacuation, Invacuation and Lockdown Policy
- Students: Mental Health Policy
- Students: Personal/Intimate Care Procedures
- Students: Safe Touch Procedures
- Students: Fitness to Study Policy
- Staff: Recruitment & Selection Procedures
- Staff: DBS Procedures
- Staff: Code of Conduct

7. Policy Monitoring and Review

7.1 Process for Monitoring Compliance and Effectiveness of Dealing with Disclosure of Abuse and Procedure for Reporting Concerns:

- **Monthly:** The Strategic Lead for Safeguarding will receive a report on Safeguarding incidents.
- **Termly:** The Senior Leadership Team and Safeguarding Committee will receive a report on Safeguarding incidents.
- **Bi-Annually:** The Designated Leads for Safeguarding will a produce a report that will be presented to the Board of Governors by the Strategic Lead for Safeguarding.

- **Annually:** The Designated Leads for Safeguarding and College's Safeguarding Committee will review the Safeguarding policy and associated procedures

7.2 Process for Monitoring Compliance and Effectiveness of Dealing with Allegations against a member of staff

Where an allegation has been made against a member of staff, the Lead Governor with responsibility for Safeguarding, together with the Strategic Lead for Safeguarding will, at the conclusion of the investigation and any disciplinary procedures, consider whether there are any matters arising from it that could lead to the improvement of the College's procedures and/or policies and/or which should be drawn to the attention of the Children's Integrated Services Safeguarding Team. Consideration should also be given to the training needs of staff.

8. Equality Impact Assessment

Have you sought consultation on this policy? **Details:**		Yes Student Services Leadership Safeguarding Committee		
Could a particular group be affected (negatively or positively)?	**Impact Y/N**	**Description of Impact**	**Evidence**	**Mitigation/ Justificatio n**
Protected characteristics under the Equality Act 2010				
Age	N			
Disability	N			
Gender Reassignment	N			
Marriage and Civil Partnership	N			
Pregnancy and maternity	N			
Race	N			
Religion or belief	N			
Sex	N			
Sexual Orientation	N			
Additional characteristics to consider				
Young Persons in Care & Care Leavers	Y	Designated staff members in place	Structure Charts, Job, Descriptions and appendices	Positive Impact
Young Carers & Care Givers	Y	Designated staff members in place	Structure Charts, Job, Descriptions and appendices	Positive Impact
Young Parents	Y	Designated staff members in place	Structure Charts, Job, Descriptions and appendices	Positive Impact
Youth Offenders	Y	Designated staff members in place	Structure Charts, Job, Descriptions and appendices	Positive Impact
Those Receiving Free School Meals	N			
If there is no impact, please explain:				

9 Appendices

9.1 Designated Staff with Responsibility for Safeguarding

9.2 Safeguarding Flowchart

9.3 Additional Expert and Professional Guidance

9.4 PREVENT Duty for FE Colleges

9.5 Designated Staff with Responsibility for Safeguarding for 14-16 Building Careers Programme

9.6 Safeguarding Procedures for 14-16 Building Careers Programme

9.7 EPNE Anti-Bullying Policy

Appendix 9.1: Designated Staff with Responsibility for Safeguarding With effect from September 2022

Manager with Lead Responsibility for Safeguarding

1. The governing body has nominated Vikkie Morton, Vice Principal Curriculum & Student Services (SDSL) as the strategic designated safeguarding lead. Ruth Magnus, Director of Student Services acting as Deputy strategic designated safeguarding lead (DSDSL) with operational responsibility for safeguarding / child protection issues. Coleen Nevins is Designated Safeguarding Lead (DSL) for Northumberland.

2. The DSL has a key duty to take lead responsibility for raising awareness with all staff of issues relating to the welfare of children, young people and vulnerable adults, and the promotion of a safe environment for the students learning within the College.

3. The DSL is a trained safeguarding facilitator and has received requisite training in safeguarding/child protection issues and inter-agency working, as required by Safeguarding Partners within each local authority, and will receive refresher training at least every 2 years. The Designated Safeguarding Lead will keep up to date with developments in child protection issues.

4. The DSL will:

   a. Oversee the referral of cases of suspected abuse or allegations to the relevant investigating agencies including social care and police as agreed with the relevant Local Safeguarding Children Board.

   b. Provide advice and support to other staff on issues relating to safeguarding matters/child protection.

   c. Maintain a proper record of any child protection referral, complaint or concern (even where that concern does not lead to a referral).

   d. Ensure that parents of children and young people within the College are aware of the College's Child Protection and Safeguarding Policy.

   e. Liaise with Children's Services, Adult Services, Local Safeguarding Children Board (LSCB), Adult Board and other appropriate agencies.

   f. Liaise with secondary schools which send pupils to the College to ensure that appropriate arrangements are made to arrange the transfer of appropriate safeguarding files as young people progress from secondary education into College.

   g. Liaise with employers and training organisations that receive children or young people from the College on long term placements to ensure that appropriate safeguards are put in place.

   h. Ensure that all college staff receive appropriate safeguarding and refresher training / updates as outlined in paragraph 3.13 Safeguarding Policy.

   i. Ensure that all designated staff receive training in Safeguarding in line with paragraph 3.14 of the Safeguarding Policy.

5. In conjunction with the strategic designated safeguarding lead, the DSL will provide a bi- annual report to the governing body of the College setting out how the College has discharged its duties. The DSL is responsible for reporting deficiencies in procedure or policy identified by the

LSCB (or others) to the governing body at the earliest opportunity.

6. In conjunction with the strategic designated safeguarding lead the DSL will ensure the governing body reviews the Child Protection and Safeguarding Policy annually.

7. Designated Staff Members

Designated members of staff with responsibility for safeguarding / child protection issues are detailed in the attached table.

Name	Job Role	Safeguarding / Child Protection (CP) Role	Centre of Responsibility	Contact Details
WHOLE COLLEGE				
Vikkie Morton	Vice Principal Curriculum & Student Services	Strategic Designated Lead for Safeguarding	All	0191 511 6000 Ext 05390 07770656488
Naomi Robson	Associate Principal - (People & Resources)	Designated Safeguarding officer for Allegations against staff	All	0191 511 6000 Ext 05669 07384235540
Ally Young	Director of People & Organisational Development	Designated Safeguarding Officer for Allegations against staff	All	0191511 6000 Ext 08259 07909581273
Ruth Magnus	Director Student Services	Deputy Strategic Designated Lead /Operational Lead for Safeguarding	All	0191 511 6000 Ext 03759 07810607832
Michael Hall	Director of Inclusive Learning	Designated Safeguarding Officer with a lead on Vulnerable Adults	All	0191 511 6000 Ext 02443 07958302950
Julie Henderson	Senior Student Counsellor	Designated Safeguarding Officer	All	0191 511 6000 Ext 3536
SUNDERLAND AND HARTLEPOOL SITES				
Beverley Blackstone	Intensive Support Manager	Designated Safeguarding Officer	All Sunderland & Hartlepool	0191 511 6000 Ext 07208
Georgina Percival	Intensive Support Officer	Designated Safeguarding Officer	City	0191 511 6000 Ext 03881

Name	Job Role	Safeguarding / Child Protection (CP) Role	Centre of Responsibility	Contact Details
Jonathan Charlton	Intensive Support Officer	Designated Safeguarding Officer	Bede	0191 511 6000 Ext 08360
Jo Corbett	Personal Development and Wellbeing Manager	Designated Safeguarding Officer	Hartlepool and City	0191 511 6000 Ext 07197
Craig Clark	Personal Development and Wellbeing Manager	Designated Safeguarding Officer	Bede	0191 511 6000 Extn: TBC
Lesley Ramsey	Learning Support Coordinator	Designated Safeguarding Officer	City and Hartlepool	0191 511 6000 Ext 03569
Angela Adamson	Learning Support Coordinator	Designated Safeguarding Officer	Bede (Directions)	0191 511 6000 Ext 02938
Beverley Saint	Learning Support Coordinator	Designated Safeguarding Officer	Bede	0191 511 6000 Ext 03703
NORTHUMBERLAND SITES				
Coleen Nevins	Head of Student Services	Designated Safeguarding Lead	All Northumberland	01670 841200 07944093401
Jonathan Bell	Intensive Support Officer	Designated Safeguarding Officer	Ashington	01670 841200 Ext: 2374
Peter Snowball	Intensive Support Officer	Designated Safeguarding Officer	Kirkley Hall	01670 841200 Ext: 3535
Heather Dent	Personal Development and Wellbeing Manager	Designated Safeguarding Officer	All Northumberland	01670 841200
Emma Hart	Learning Support Coordinator	Designated Safeguarding Officer	Ashington	01670 841200

Name	Job Role	Safeguarding / Child Protection (CP) Role	Centre of Responsibility	Contact Details
Judith Taylor	Learning Support Coordinator	Designated Safeguarding Officer	Kirkley Hall	01670 841200
Brandon Christie	Accommodation Team Leader	Designated Safeguarding Officer	Kirkley Hall	01670 841200
Tracy Girdwood	Berwick Centre Manager	Safeguarding Point of Contact	Berwick	01670 541200 Ext: 4651 07903 721235

Duty Mobile Numbers

Sunderland	Northumberland	Hartlepool
City – 07785 419 300	Ashington – 07739 516 066	07785 419 420
Bede – 07785 419 309	Kirkley – 07507 773 870	
Washington – 07985 419 766	Berwick – 07903 721 235	

8. These designated staff members:

a. Report to the Strategic Designated Safeguarding Lead

b. Will know how to make an appropriate referral

c. Will be available to provide advice and support to other staff on issues relating to safeguarding children & adults

d. Have particular responsibility to be available to listen to students

e. Will deal with individual cases, including attending case conferences and review meetings as appropriate.

f. Have received training in safeguarding child/vulnerable adult protection issues and inter-agency working, as required by the Safeguarding Partners and Adult Board, and will receive appropriate refresher training.

Appendix 9.2: Flowchart for dealing with Concerns, suspicions or disclosures of harm or abuse

REACT –log the facts of the disclosure on MyConcern.
If the disclosure, identifies the student or another child / vulnerable adult could be **at risk of harm** or **is in immediate danger**, contact a duty Safeguarding Officer on one of the numbers below, who will take the referral immediately

Third Party makes an allegation/disclosure of an incident***; Young Person makes an allegation/disclosure of an incident*** observation of a young person leads to suspicion of abuse (it is important to be aware that a young person may not feel ready or know how to tell someone they are being abused) ***If it involves a member of staff do not inform the member of staff. Contact Naomi Robson or Ally Young **immediately**

RECEIVE – actively listen to the young person or adult at risk, **do not** ask leading questions.

RESPOND – reassure the young person or adult at risk that that they will be helped and supported. **Do not** promise confidentiality.

REACT - log the facts of the disclosure on MyConcern. If the disclosure identifies that the student or another studnet or child could be **at risk of harm** or **is in immediate danger**, contact aduty safeguarding officer on the duty number who will make a referral immediately.

RECORD – exact words, names, dates, time, your observations, your actions, it is **essential** to keep all rough notes and pass these onto a designated person.

Designated person will consult appropriate agency(ies) and act accordingly. Further advice (or referral) must be via the Designated Leads from the Local Safeguarding Children's Board or Adult Social Care. The young person's wishes and feelings should be taken into account when determining what action to take and which services to provide.

Designated person will record events, actions and details of reports made and ensure safe and confidential storage of information. This will include a clear and comprehensive summary of the concern, details of how the concern was followed up and resolved, and notes of actions taken, decisions reached and the outcome. **Designated Leads** will liaise with Children's Social Care/Police and other agencies as appropriate and keep relevant staff informed of any developments. The **Designated Leads** will report monthly to **Strategic Lead for Safeguarding** all cases, referrals and outcomes via a Safeguarding Report.

Appendix 9.3: Additional Expert and Professional Guidance

Further expert and professional guidance and practical support on specific safeguarding issues can be accessed via the www.gov.uk website as follows:

- child sexual exploitation (CSE)
- bullying including cyberbullying
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM)
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- mental health
- private fostering
- radicalisation
- sexting
- teenage relationship abuse
- trafficking

In addition to the above, information can be found on the NSPCC website

www.nspcc.org.uk If a member of the Safeguarding team cannot be contacted (for

example out of college hours)
NSPCC, Childline or the local Safeguarding team in your area provide a safeguarding advice and support service.

Local Safeguarding Partners

Sunderland:	Children and Adults - **0191 520 5555**	
Hartlepool:	Children - **01429 284284**	Adults - **01429 523872**
Durham:	Children and Adults - **03000 267 979**	
Northumberland:	Onecall - **01670 536400**	
Newcastle:	Children - **0191 277 2500**	Adults - **0191 278 8377**
North Tyneside:	Children – **0345 2000109**	Adults – **0191 6437317**
South Tyneside:	Children – **0191 4245010**	Adults – **0845 1304959**

NSPCC (24 hours 7 days per week)

Telephone: 0808 800 5000

www.nspcc.org.uk

Child line (24 hours 7 days per week)

Telephone: 0800 1111

www.childline.org.uk

The National Association for People Abused in Childhood
(10am-9pm Mondays to Thursdays & 10am-6pm on

Fridays) Tel: 0800 085 3330 www.napac.org.uk

Appendix 9.4: PREVENT Duty for FE Colleges

Prevent is 1 of the 4 elements of CONTEST, the government's counter-terrorism strategy. It aims to stop people becoming terrorists or supporting terrorism.

The Prevent strategy:

- responds to the ideological challenge we face from terrorism and aspects of extremism, and the threat we face from those who promote these views
- provides practical help to prevent people from being drawn into terrorism and ensure they are given appropriate advice and support
- works with a wide range of sectors (including education, criminal justice, faith, charities, online and health) where there are risks of radicalisation that we need to deal with

The strategy covers all forms of terrorism, including far right extremism and some aspects of non-violent extremism.

The Home Office works with local authorities, a wide range of government departments, and community organisations to deliver the Prevent strategy. The police also play a significant role in Prevent, in much the same way as they do when taking a preventative approach to other crimes. The Home Office uses a range of measures to challenge extremism in the UK, including:

- where necessary, preventing apologists for terrorism and extremism from travelling to this country
- giving guidance to local authorities and institutions to understand the threat from extremism and the statutory powers available to them to challenge extremist speakers
- funding a specialist police unit which works to remove online content that breaches terrorist legislation
- supporting community-based campaigns and activity which can effectively rebut terrorist and extremist propaganda and offer alternative views to our most vulnerable target audiences - in this context they work with a range of civil society organisations
- supporting people who are at risk of being drawn into terrorist activity through the Channel process, which involves several agencies working together to give individuals access to services such as health and education, specialist mentoring and diversionary activities.

This Act places a duty on specified authorities including Further and Higher Education, to have due regard to the need to prevent people from being drawn into terrorism (the Prevent Duty).

The College is committed to supporting vulnerable students through its safeguarding policies and procedures and recognises that this can support the College's contribution to the Prevent duty.

The College works in partnership with the BIS Regional FE/HE Prevent Co-ordinator and is represented at silver level within the Local Authority task groups.

All students will be given information about radicalisation and extremism, they will have a safe place to discuss the risk relating to their communities and they will know where to go to ask for help.

Under the Prevent Duty, the College will ensure all staff have the skills and knowledge to refer any concerns appropriately. Designated safeguarding staff will be trained to recognise when it is appropriate to make a referral to the Channel Programme to support students who may be vulnerable to such influences and where we believe a student is being directly influenced by extremist materials or influences.

It is unacceptable to download or transmit any material which might reasonably be considered obscene, abusive, sexist, racist, defamatory, related to violent extremism or terrorism or which is intended to annoy, harass or intimidate another person. This also applies to use of social media systems accessed from College systems.

The College has systems in place for assessing and rating risks. Risk assessments for planned events, including off site events, external visitors and speakers to mitigate any risk and clearly set out what is required for any event to proceed.

Contact with external services

Referral for any issue concerning potential radicalisation to extremism should be managed as any other safeguarding referral, safeguarding staff will then refer any concerning information using agreed referral pathway.

The College's Single Point of Contact (SPOC) for Prevent is Vikkie Morton, Vice Principal Curriculum & Student Services as the strategic designated safeguarding lead. In their absence, the next point of contact is Ruth Magnus, Director of Student Services in their role as Deputy strategic designated safeguarding lead.

Appendix 9.5 14-16 Building Careers Programme:
Designated Staff Members

Designated members of staff with responsibility for safeguarding / child protection issues are detailed in the attached table.

Name	Job Role	Safeguarding / Child Protection (CP) Role	Centre of Responsibility	Contact Details
Sunderland College				
Vikkie Morton	Vice Principal Curriculum & Student Services	Strategic Designated Lead for Safeguarding	All college sites	0191 511 6000 Ext 05390 07770656488
Ruth Magnus	Director of Student Services	Deputy Strategic Designated Lead /Operational Lead for Safeguarding	All college sites	0191 511 6000 Ext 03759 07810607832
Beverley Blackstone	Intensive Support Manager	Designated Safeguarding Officer	All Sunderland & Hartlepool	0191 511 6000 Ext 07208 07785419420
Georgina Percival	Intensive Support Officer	Designated Safeguarding Officer	City	0191 511 6000 Ext 03881
Jo Corbett	Personal Development and Wellbeing Manager	Designated Safeguarding Officer	City	0191 511 6000 Ext 07197
Lesley Ramsey	Learning Support Coordinator	Designated Safeguarding Officer	City and Hartlepool	0191 511 6000 Ext 03569
St. Wilfrid's RC College				
Paul Given	Assistant Headteacher Pastoral	Deputy Designated Safeguarding Lead	School	0191 456 9121
Mark Price	Deputy Headteacher Pastoral	Designated Safeguarding Lead	School	0191 456 9121
Anthony Logan	Assistant Headteacher Pastoral	Designated Safeguarding Lead	School	0191 456 9121
Jed Manuel	Head of Aidan House	Deputy Designated Safeguarding Lead	School	0191 456 9121
Emma Tiffin	Head of Cuthbert House	Deputy Designated Safeguarding Lead	School	0191 456 9121

Name	Job Role	Safeguarding / Child Protection (CP) Role	Centre of Responsibility	Contact Details
Liz Marshall	Head of Hilda House	Deputy Designated Safeguarding Lead	School	0191 456 9121
Chloe Close	Head of Bede House	Deputy Designated Safeguarding Lead	School	0191 456 9121
Mia Robson	Head of Margaret Clitherow House	Deputy Designated Safeguarding Lead	School	0191 456 9121

These designated staff members:

a. Report to the Strategic Designated Safeguarding Lead for anything relating to Safeguarding and child protection

b. Will know how to make an appropriate referral

c. Will be available to provide advice and support to other staff on issues relating to safeguarding children & adults

d. Have particular responsibility to be available to listen to students

e. Will deal with individual cases, including attending case conferences and review meetings as appropriate.

f. Have received training in safeguarding child/vulnerable adult protection issues and inter-agency working, as required by the Safeguarding Partners and Adult Board, and will receive appropriate refresher training.

Appendix 9.6 14-16 Building Careers Programme:

Third Party makes an allegation/disclosure of an incident***; Young Person makes an allegation/disclosure of an incident*** observation of a young person leads to suspicion of abuse ***If it involves a member of staff do not inform the member of staff. Contact Vikkie Morton **immediately**

⇩

RECEIVE – actively listen to the young person or adult at risk, **do not** ask leading questions.

⇩

RESPOND – reassure the young person or adult at risk that that they will be helped and supported. **Do not** promise confidentiality.

⇩

REACT –log the facts of the disclosure on **MyConcern**.

If the disclosure, identifies the student or another child could be **at risk of harm** or **is in immediate danger**, contact a duty Safeguarding Officer on one of the numbers below, who will take the referral immediately

⇩

Flowchart for dealing with Concerns, suspicions or disclosures of harm or abuse

Sunderland College	**St. Wilfrid's RC College**
City Duty Phone – 07785 419 300 Coleen Nevins – 07944 093 401 Beverley Blackstone – 07785 419 420	Mark Price – 07497 932 614 Anthony Logan – 07961 982 540 Paul Given - 07881 777 648

⇩

RECORD – exact words, names, dates, time, your observations, your actions, it is **essential** to keep all rough notes and pass these onto a designated person.

⇩

SUPPORT – the designated person will discuss the concern and provide advice and support to staff and help ensure that the student is supported. Paul Given to be first point of contact for staff when on-site – if not on-site, Sunderland College DSL to make contact with schoo DSL to relay details of disclosure.

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Designated person will consult appropriate agency(ies) and act accordingly. Further advice (or referral) must be via the Designated Leads from the Local Safeguarding Children's Board or Adult Social Care. The young person's wishes and feelings should be taken into account when determining what action to take and which services to provide.

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Appendix 9.7

Anti Bullying Policy

Review

Formal Review Cycle	Every two years		
Latest Formal Review (date)	June 2021	Next Formal Review Due (date)	June 2023
Policy Owner	Vice Principal Student Services & Registry		
Policy Author	Director of Student Services		

Approvals

Board of Corp Y/N	Y	Committee		Date Board approved	
SLT Y/N	Y	SLT date approved	22/09/2021	Additional committee	

Publication

Website Y/N	Y	Intranet Y/N	Y	Student VLE Y/N	Y	Other	

Change History

Version	Date Reviewed/ Revised	Description of Change	Reviewed by	Approved by
1.2	August 2022	Peer on Peer abuse amended to child on child abuse to reflect KCSIE updates	Ruth Magnus	Vikkie Morton

Anti Bullying Policy

1. Policy Statement

1.1. This policy is the Anti Bullying Policy of City of Sunderland College trading as: Sunderland College, Hartlepool Sixth Form College and Northumberland College. These colleges will be referred to as "The College" throughout this document.

1.2. Bullying, in any form, is entirely contrary to the College values; all members of the College community have a right to work in a secure and respectful environment. We all have a responsibility to contribute to the protection and maintenance of such an environment. The aim of this policy is to ensure that all students can learn in a supportive, caring and safe environment without fear of being bullied.

1.3. The College takes all incidents of bullying and harassment seriously and will always act to ensure that any bullying incident is dealt with appropriately. The College is committed to keeping all students safe by providing an environment where there is a zero tolerance culture in bullying behaviours.

1.4. The College provides an environment free from discrimination and does not tolerate discriminatory, offensive, violent and inappropriate behaviour. All students are entitled to be treated with respect and understanding, and to participate in any activity free from intimidation. All staff are expected to listen actively to students and act appropriately on information received in order to ensure that a safe, secure, positive environment exists.

2. Scope

2.1. This Policy applies to all students and staff at the College, irrespective of age and whether or not a student is in the care of the College when/if bullying behaviour occurs.

2.2. The policy applies to the whole College community and should be read in conjunction with the Code of Conduct, College Values, Child Protection and Safeguarding, Behaviour for Success and Equality, Diversity and Inclusion policies.

2.3. The policy applies to all college related activity both on and off campus including off site trips and visits, Halls of Residence, work placements and remote learning.

3. Aims of the Policy/Underpinning Principles

3.1 The policy aims to ensure that bullying is not tolerated in any form, by any member of the college community.

3.2 Our expectation of all members of the College community is that the welfare of students is the College's primary concern. Bullying is a form of abuse which contravenes our Child Protection and Safeguarding Policy. Any complaint of bullying will always be taken seriously and no form of bullying will be tolerated.

3.3 The College's Equality, Diversity and Inclusion Statement highlights the College's commitment. This policy aims to protect any member of the College who may be deemed vulnerable with respect to a disability, sexual orientation, race or religion, particularly in relation to bullying. The College is committed to a culture which provides equal opportunities and is free from bullying.

3.4 Members of staff are expected to uphold our Child Protection and Safeguarding Policy. The College ensures that all staff are fully updated on current safeguarding issues including bullying and child on child abuse. Staff are aware of the importance of the DSO in maintaining a vital safeguarding culture and are trained and encouraged to report all concerns regarding safeguarding or bullying to the safeguarding team via MyConcern. In all such circumstances, the safeguarding team should be informed and the informing member of staff has a duty to follow up the concern to ensure that it is being dealt with.

3.5 Students are introduced to our culture which promotes safeguarding and equal opportunities when they receive their induction. This awareness is reinforced through our Personal Development programmes. The Student Union also has a role to play in promoting a culture which does not tolerate bullying. Students are encouraged to:

- Celebrate the effort and achievement of others
- Hold and promote a positive attitude
- Feel able to share or raise concerns
- Feel comfortable raising complaints
- Share with staff if they are worried about the welfare of another students

3.6 The College will:

- Work to create a welcoming and safe environment for all, including providing a safe space for LGBTQ+ students with a safe space for them to speak out or share concerns with a member of staff.
- Promote mutual respect and tolerance, in line with our College Values.
- Model fair and respectful behaviour through leadership
- Challenge all forms of prejudice and promote equality, diversity and inclusion.
- Educate students about the impact of bullying
- Consult with students about bullying through our student voice process
- Ensure that students and parents/carers know the College's anti-bullying policy, our approach to dealing with concerns, how to report concerns and how they will be supported.
- Respond to bullying concerns in a timely way.
- Work to create change in the perpetrator of bullying behaviours, wherever possible.

3.7 Integral to the policy is the promotion of self-awareness, self-discipline, accountability, personal responsibility, and respect for self and others.

3.8 College expectations will only be achieved by all students if this policy is implemented consistently.

4. Responsibilities

4.1 The College Governors.

It is the responsibility of the Board of Governors to:

- receive and consider the bi-annual Safeguarding Report of how the College and its staffhave complied with the principles of the policy.
- fulfil their statutory duties and understand how these duties have been discharged through the cycle of business and relevant sub-committees.
- have in place a designated Governor who is responsible for liaising with the Strategic Lead for Safeguarding over matters regarding safeguarding, including bullying.

4.2 Leadership.

It is the responsibility of Leadership to:

- promote the policy, procedure and practices.
- ensure that all staff know and follow the policy
- ensure that regular checks are undertaken to ensure compliance with the policy.

4.3 Director of Student Services.

It is the responsibility of Director of Student Services to:

- promote the policy to all staff
- review and apply the requirements of this Policy.
- monitor and assess the impact of the policy.
- provide advice and support to other staff on aspects of the policy.
- promote positive processes with Student Services and wider college teams in relation to anti bullying
- ensure that the Personal Development Programme provides appropriate and effective content and resources to promote, educate and challenge with regards to bullying.

4.4 Designated Leads for Safeguarding

It is the responsibility of designated leads to:

- take part in strategy discussions and inter agency meetings and ensure strategies and policies are agreed, implemented and effectively delivered.
- be available to provide advice and support to other staff on related issues.
- be available to listen to children, young people and vulnerable adults studying at any site across the College.
- receive information from any staff, volunteers, children, parents and/or carers who have concerns and record it.

4.5: Designated Safeguarding Officers (Anti-bullying Team).

It is the responsibility of all designated safeguarding officers to:

- promote procedures and practices so that all of our students feel safe.
- provide a level of support to staff which ensures consistency in the implementation of the policy.
- act as a key point of referral for students and staff so that the College can respond swiftly and appropriately to all bullying concerns raised.
- to equip them to carry out their responsibilities regarding bullying effectively.
- receive and triage bullying concerns and assign investigating member of staff.

4.6 Curriculum Directors.

It is the responsibility of Faculty Directors to:

- ensure managers are overseeing and monitoring behaviour of students within their faculty/area and staff are implementing appropriate strategies and reporting bullying concerns.
- ensure behaviour for success and positive strategies are promoted and implemented by all staff.
- ensure curriculum teams follow the policy and related procedures.

4.7 Personal Development and Wellbeing Managers. It is the responsibility of Personal Development and Wellbeing Managers to:

- plan and coordinate personal development activity and events which promote positive behaviour and relationships and challenge inappropriate and bullying behaviours.
- act as point of contact with wider college teams in terms of specific support in place for students
- support and oversee interventions and support in place following bullying concerns.

4.8 Student Progress and Development Tutors/Tutorial Mentors/Trainer Assessors It is the responsibility of Student Progress and Development Tutors/Tutorial Mentors/Trainer Assessors to:

- ensure that all students are aware of the policy and processes as part of the induction process.
- liaise with curriculum, support services and parent/carers regarding the behaviour of students and monitor interventions in place following any bullying concerns.
- facilitate activities which challenge bulling, educate on the impact and promote positive behaviours.
- support students to report any bullying concerns.

4.9: Curriculum Teams. It is the responsibility of all curriculum staff, including managers to:

- be familiar with and follow the policy and associated processes, ensuring the policy is followed fairly and concerns are reported.
- ensure that unacceptable behaviour and bullying is challenged and positive behaviour is recognised.
- ensure that a non-bullying culture is promoted in all learning environments, where students treat each other with respect and all students feel safe.

4.10: Parents/Carers. It is the responsibility of parents/carers to:

- be aware of the Student Code of Conduct and encourage their child to follow college expectations.
- encourage their child to report and bullying concerns and as parents/carers report any concerns they have to the College.
- keep appropriate members of staff informed of any factors which may impact upon their child's behaviour in College.
- engage with and attend meetings to support interventions and events following any bullying concerns.

4.11: Students. It is the responsibility of students to:

- be aware of this policy and their responsibilities and the College expectations.
- follow the Student Code of Conduct
- keep appropriate members of staff informed of any concerns and ensure any bullying issues regarding themselves or others are reported.
- engage with any activities to raise awareness of bullying and related topics.
- follow support/interventions in place in the event of any bullying concerns.

4.12 : College Workforce. It is the responsibility of all college employees, including managers to**:**

- promote positive behaviours and practices so that all of our students feel safe.
- take immediate action if bullying is reported or suspected – logging all cases on MyConcern,
- monitor conduct and language to eliminate bullying behaviour and practices and actively challenge such behaviours.

5. Implementation

5.2 Definitions

5.1.1: Bullying

"Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance cyber-bulling via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on the grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children or perceived differences." (DfE)

Bullying generally involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in different ways, whether physical, psychological (knowing what upsets someone), derive from an intellectual imbalance or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Bullying can be :

- Emotional/Psychological – being unfriendly, tormenting, threatening language, excluding, persistent teasing or harassment.
- Physical – pushing, kicking, hitting, punching or any use of physical violence.
- Racist or Religious – hurtful behaviour, both physical and psychological, that makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture, faith community or national status.
- Sexual – includes any behaviour, whether physical or non-physical, where sexuality is used as a weapon. It includes unwanted physical contact or sexually abusive comments.
- Transphobic – bullying because someone is or is thought to be transgender.
- Homophobic – targets someone because of their sexual orientation (or perceived sexual orientation).
- Verbal – name calling, sarcasm, spreading rumours, teasing.
- Cyber – all areas of internet, including social networking, email and chatroom misuse. Threats/abuse by text messaging or calls from any mobile device. Misuse of associated technology e.g. phones, tablet, camera, video.

5.1.2 :Child on Child Abuse

All staff should be aware of the signs of abuse and neglect so that they can identify children who may be in need of help or protection. The College recognises that students, irrespective of age, are capable of abusing their peers. Child on child abuse can take many forms and some types can be gender specific. It can include bullying (including cyberbullying), gender based violence, assault and sexting. Abuse is abuse and should never be tolerated or passed off as "banter" or "part of growing up".

5.1.3 Banter

Banter is defined as 'the playful and friendly exchange of teasing remarks is seen as a form of humour'. Banter can become a bullying activity when it is directed at an individual, is persistent and offensive to them. Low level disruption and the use of offensive language can in itself have a significant impact on its target. If left unchallenged or dismissed as banter or horseplay, it can also lead to reluctance to report other behaviour.

5.2 Responding to bullying

When bullying does occur, a clear and consistent approach is essential. The College has a responsibility to respond promptly and effectively to all issues of bullying. Bullying hurts and has long term consequences for the victim and the bully. Everybody has the right to be treated with respect and no one deserves to be a victim of bullying. Students who are bullying others need to learn different ways of behaving. The aims of our response to bullying should be:

- Make the victim/alleged victim safe
- Stop the bullying immediately
- Change bullying behaviours in individuals and groups
- Make clear to every student that bullying is unacceptable.
- Reinforce the anti-bullying message through curriculum activities, events and campaigns.

5.3 Signs of bullying

All College staff should be aware and alert to the possible signs which could include an individual :

- Being frightened of walking to or from college
- Not wanting to go on their usual mode of transport
- Changing their usual routine
- Being unwilling to go home
- Unwilling to attend college, having poor attendance or showing changes to a usual good attendance record
- Becoming withdrawn, anxious or lacking in confidence
- Self-harming behaviours
- Talking about feeling suicidal or attempting suicide
- Running away/going missing
- Showing signs that their college work is suffering
- Having personal possessions damaged or being taken/going missing
- Having unexplained physical injuries
- Becoming aggressive, disruptive or unreasonable
- Bullying other students
- Showing changes in their eating habits
- Being frightened to say what's wrong
- Giving improbable excuses for any of the above
- Being afraid to use the internet or mobile phone
- Being nervous or jumpy when a cyber/digital message is received

These signs could indicate other safeguarding concerns, but bullying should be considered a possibility and should be investigated.

5.4 Sexual violence and Sexual Harassment

Sexual violence and sexual harassment can occur between two people of any age and sex. It can also occur through a group of people sexually assaulting or sexually harassing an individual or group of people.

People who are victims of sexual violence or harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and offline (both physically and verbally) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support.

Being subjected to harassment, violence and/or abuse, may breach a child/young person's rights, as set out in the Human Rights Act.

The College ensures that:

- We make clear that sexual violence and sexual harassment are not acceptable, will never be tolerated and is not an inevitable part of growing up.
- We do not tolerate or dismiss sexual violence or sexual harassment as 'banter' 'part of growing up' 'just having a laugh' or 'boys being boys'.
- We challenge behaviour (potentially criminal in nature) such as grabbing bottoms, breasts and genitalia and flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.
- Understanding that all of the above can be driven by wider societal factors beyond the College, such as everyday sexist stereotypes and everyday sexual language and challenging these wider factors through our Personal Development Programme.

Consideration must always be given when investigating bullying concerns around sexual violence and sexual harassment. Any allegation or concern must be taken seriously and reported to the Safeguarding Team through MyConcern.

6. Procedures

6.1 All incidents must be reported via MyConcern.

6.2 A member of the Anti-bullying Team (DSOs) will determine how the incident should be dealt with and which staff would be involved.

6.3 The member of staff assigned to investigate the bullying incident should arrange to meet with the alleged victim/s as soon as possible to understand the nature of the concern.

6.4 The starting point for any intervention should be to talk to the student/s who has alleged they have been bullied in order to establish what has happened and agree a way forward.

6.5 The member of staff must make time to listen calmly to the alleged victim without making personal judgments and then agree an action plan with the student's consent.

6.6 The member of staff who is asked to investigate should also arrange where appropriate to meet with the alleged perpetrator/s to discuss the nature of the concern. The member of staff may also gather physical evidence to help the investigation. This may include , but is not limited to, requesting access to a student's College IT profile.

6.7 For those under the age of 18, parents/carers of students involved should be contacted,wherever

possible.

6.8 Following initial information gathering/investigation, the investigating officer will determine if the Behaviour for Success Policy will need to be instigated.

6.9 The College will always work with the victim/s and perpetrator/s to build resilience and to identify where behaviours may need to be changed.

6.10 The member of staff investigating should always consider whether intervention has secured lasting change and regularly review the actions put in place. They should always continue to monitor the situation and follow up with the victim/s to ensure that the bullying has stopped and that they feel safe.

6.11 If the individual is an apprentice and bullying is taking place in the workplace, then the Assessor must intervene immediately to safeguard the apprentice.

7. Associated Documents

- Child Protection and Safeguarding Policy
- Equality, Diversity and Inclusion Policy
- Behaviour for Success Policy
- Student Code of Conduct

8. Policy Monitoring and Review

8.1. Process for MonitoringCompliance and Effectiveness of Dealing with Disclosure of Abuse and Procedure for Reporting Concerns:

- **Monthly:** The Strategic Lead for Safeguarding will receive a report on Safeguarding incidents.

- **Termly:** The Senior Leadership Team and Safeguarding Committee will receive a report on Safeguarding incidents.
- **Bi-Annually:** The Designated Leads for Safeguarding will a produce a report that will be presented to the Board of Governors by the Strategic Lead for Safeguarding.
- **Annually:** The Designated Leads for Safeguarding and College's Safeguarding Committee will review the Safeguarding policy and associated procedures

9. Equality Impact Assessment

Have you sought consultation on this policy? **Details:**		Yes Safeguarding Committee, Student President		
Could a particular group be affected (negatively or positively)?	**Impact Y/N**	**Description of Impact**	**Evidence**	**Mitigation/ Justification**
Protected characteristics under the Equality Act 2010				
Age	N			
Disability	N			
Gender Reassignment	N			
Marriage and Civil Partnership	N			
Pregnancy and maternity	N			
Race	N			
Religion or belief	N			
Sex	N			
Sexual Orientation	N			
Additional characteristics to consider				
Young Persons in Care & Care Leavers	N			
Young Carers & Care Givers	N			
Young Parents	N			
Youth Offenders	N			
Those Receiving Free School Meals	N			
If there is no impact, please explain:	The policy encompasses fairness and equality for all groups of staff and students. The aim of the policy is to ensure that all students are protected from bullying.			