

# Safeguarding Policy and Procedure

This policy is available on-line at: [www.tynecoast.ac.uk](http://www.tynecoast.ac.uk)

- We will consider any request for this policy to be made available in an alternative format or language. Please note that the College may charge for this. Please contact: Principal
- We review our policies regularly to update them and to ensure that they are accessible and fair to all. We welcome suggestions for improving the accessibility or fairness of this policy.
- All our policies are subject to equality impact assessments. We are always keen to hear from anyone who wishes to contribute to these impact assessments. Please contact: Principal

Approved by:	Version:	Issue Date:	Review Date:	Contact Person:
SEG, JCC QC&S Committee, Board	V11.1	September 2022	August 2023	Head of Student Services and Safeguarding

**Equality Opportunities:**      **Impact**

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**POLICY NUMBER 53**

# Safeguarding Policy and Procedure

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## 1. PURPOSE

The purpose of the Safeguarding Policy is to provide a clear set of guidelines to students, their parent/carers, staff and other workers within the College community, together with wider stakeholders, regarding how the College will discharge its safeguarding responsibilities.

### **The College has clear objectives:**

- To provide a safe environment for children, young people and adults in which to work, learn and take part in educational social and recreational activity
- To identify people who are experiencing, or likely to experience significant harm, providing support and taking appropriate action with the objective of producing positive outcomes for those people
- To foster, promote and maintain a genuine feeling of safety throughout the College via the curriculum, pastoral support, and appropriate working practices through the promotion of a College ethos where everyone feels secure, valued and listened to
- To take action where appropriate to safeguard the person through working in partnership with other agencies
- To educate all students and staff in safeguarding and child protection issues so that they become more aware and confident in dealing with issues relating to those matters

## 2. SCOPE

This policy and procedure are in place to ensure children and adults at risk are protected from all forms of abuse, definitions which are contained in **Section 7 – Definition of Key Terms**.

This policy deals with the protection of children and young people and all adults at risk. For the purposes of clarity, any person under the age of 18 is deemed to be a child, and an adult at risk is deemed to be a person who is or may be in need of community care services by reason of mental or other disability, age or illness; and who is or may be unable to take care of him or herself, or unable to protect him or herself against harm or exploitation. An adult is considered 'vulnerable' if they receive a health, personal or social care services from a professional. Personal services would include, for example, help with financial matters, feeding, washing or dressing. Any person up to the age of 24 with a current Educational Health and Care Plan in place is treated as a child for the purposes of safeguarding & child protection legislation.

The term 'College' is used throughout this document and appendices, as a generic term that encompasses Tyne Met College, South Tyneside College, South Shields Marine School, Queen Alexandra Sixth Form. The term 'staff' is used throughout the

policy and all appendices as a generic term that encompasses all groups of workers associated with the College group in any capacity, whether paid or unpaid.

### **3. LEGISLATION**

The statutory guidance 'Keeping Children Safe in Education 2022', Working Together to Safeguard Children 2018', 'The Care Act 2014', and the 'Safeguarding Vulnerable Groups Act 2006', are the key documents upon which this policy is predicated.

### **4. INTENT OF POLICY**

- 4.1 Provide guidance on a whole College approach to safeguarding to everyone, underpinning all relevant processes and policy development.
- 4.2 Provide guidance for members of staff in dealing with suspicions of, and incidents of, abuse.
- 4.3 Provide staff with guidance around acting on a student concern and the difference when responding to a student in immediate danger.
- 4.4 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.
- 4.5 Provide staff with guidance around acting on an allegation regarding a staff member or employer/work placement provider.

We believe that everyone should be safe, and feel safe; and we want everyone who attends or has contact with the College to enjoy what the College has to offer in safety

We want to make sure that our students know this and are empowered to tell us if they have suffered, or are suffering, from any form of harm or abuse, if they feel at risk of being drawn into terrorism or extremism, or if they have concerns about any other College user in respect of these matters

We want organisations who work with, or commission work from the College, to have confidence and recognise that we are a safe organisation

We want all students studying with us to see themselves as a valued part of the College community and to understand how this community operates within the wider

UK community, including the importance of promoting, and abiding by, the fundamental British values of:

- **Democracy:** *your vote and voice counts; you can make a difference*
- **The rule of law:** *laws apply to everyone*
- **Individual liberty:** *you are entitled to your view and to your freedom of expression and thought, and so is everyone else*
- **Mutual respect and tolerance for those with different faiths and beliefs.**

We are an inclusive organisation where everyone is respected.

We will ensure that all contractors or their employees who undertake work at the College will have a Disclosure barring service (DBS) check in place. Where that work falls into the scope of regulated activity the DBS will be enhanced. In circumstances where no checks are in place, the contractor and/or employee(s) will be appropriately supervised and will not be allowed to take part in any regulated activity. Where a contractor is self-employed the College will consider making its own DBS check (KCSiE 2022)

The College will maintain an effective Safeguarding Policy which brings together all aspects of safeguarding and child protection, and includes the College's Prevent duty. The policy, and all appendices, will be updated at least yearly, or in line with changes in legislation and guidance, to make sure it is current and effective.

**The College has processes in place which include:**

- Identifying children, young people and adults at risk of significant harm, or where there are concerns for a person's welfare, and provide procedures for reporting and addressing such concerns
- Prevent unsuitable people from working with children, young people and adults
- Identify procedures for reporting unsuitable people to the DBS and other relevant agencies where appropriate
- Maintain channels for reporting and dealing with all allegations of abuse
- Work in partnership with local agencies including the sharing of information
- Provide a safe environment for children, young people and adults within the College
- Appropriately filter and monitor student internet usage.
- Identify low level concerns

**Measures taken include:**

- Named Senior Board Lead who is responsible for College safeguarding arrangements, together with a named Designated Lead for Safeguarding, and a cross College safeguarding team with a named officer for Safeguarding on each College site.
- Appointed and train a Designated Safeguarding Lead with responsibilities to lead on all matters pertaining to safeguarding and child protection, and who ensures that appropriate and robust systems are in place that coordinate reporting, monitoring, referrals and support procedures. Name, role and contact details are available to all staff, students and parents/carers.
- All staff will be trained to Recognise, Respond, Record, Report and Refer in regard to Safeguarding procedures with training updates provided on an annual basis. Induction training that includes safeguarding procedures and Part One of Keeping Children Safe in Education September 2022. In addition to this, staff induction will include, as a minimum, the student behaviour policy, staff code of conduct and the role and identities of the Safeguarding team and will be mandatory for all new staff working in the College.
- All of the Safeguarding team will undertake mental health first aid training, which will support the roles with early identification of concerns and allow us to sign post appropriate internal and external support services specifically around mental health and wellbeing.
- accurate and secure records of concerns about individuals, even when there is no need for immediate referral to outside agencies.
- Please ensure when reporting a concern/criminal act that involves a learner and requires reporting to Police, that a referral to adult/children social care is also submitted related to those concerns.
- a systematic means of monitoring children, young people and adults known, or thought to be, at risk of harm, and contribute to assessments/support plans with other agencies
- sources of help and support accessible for anyone who may experience abuse
- develop effective working relationships with other agencies, and in particular, the South and North Safeguarding Children and Adults Board.
- Staff trained in safe practices to protect children, young people and adults in the learning environment, and also to protect themselves from false allegations of abuse, including specific training to raise awareness of sexual violence and sexual harassment in college, by peers.
- Safe recruitment practices by implementing enhanced checks on all new and existing staff in accordance with the DBS, taking of references, and training interviewers in accordance with Department of Education guidance to effectively establish suitability for role at the time of employment.
- provide effective induction, tutorial, enrichment, or other curriculum, learning or pastoral support for learners. The curriculum (both formal and informal) will be

used to help children, young people and adults to develop their self-esteem, assertiveness, problem-solving skills, raise awareness of risk, including sexual violence and sexual harassment from peers, and local threats to promote their resilience, confidence, self-awareness and help with behaviour challenges, such as anger, mental health and sexual violence & harassment.

## 5. ROLES AND RESPONSIBILITIES

### 5.1a College 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 tri-annual Safeguarding Report of how the College and its staff have complied with the intent 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.
- remedy, without delay, any deficiencies, or weaknesses in regard to arrangements for the safeguarding of students that are brought to its attention.
- Be aware and understand the obligations under the 'Human Rights act 1998' & 'The Equality act 2010' (including the Public Sector Equality Duty<sup>23</sup>),
  - *Under the HRA, it is unlawful for schools and colleges to act in a way that is incompatible with the Convention. The specific convention rights applying to schools and colleges are:*
    - *Article 3: the right to freedom from inhuman and degrading treatment (an absolute right)*
    - *Article 8: the right to respect for private and family life (a qualified right) includes a duty to protect individuals' physical and psychological integrity*
    - *Article 14: requires that all of the rights and freedoms set out in the Act must be protected and applied without discrimination,<sup>25</sup> and*
    - *Protocol 1, Article 2: protects the right to education.*

### 5.1b Lead Governor with Responsibility for Safeguarding

It is the responsibility of the Lead Governor to:

- 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 Chief Executive.
- Be aware and understand the obligations under the 'Human Rights act 1998' & 'The Equality act 2010' (including the Public Sector Equality Duty<sup>23</sup>). To be aware and understand the local authority, multi-agency arrangements.



- Under the HRA, it is unlawful for schools and colleges to act in a way that is incompatible with the Convention. The specific convention rights applying to schools and colleges are:
  - Article 3: the right to freedom from inhuman and degrading treatment (an absolute right)
  - Article 8: the right to respect for private and family life (a qualified right) includes a duty to protect individuals' physical and psychological integrity
  - Article 14: requires that all of the rights and freedoms set out in the Act must be protected and applied without discrimination,<sup>25</sup> and
  - Protocol 1, Article 2: protects the right to education.

## 5.2 Head of Student Services and Safeguarding.

It is the responsibility of the Head of Student Services and Safeguarding to:

- be the **Designated Lead for Safeguarding**
- Oversight of all College safeguarding arrangements is through the College Safeguarding Management Group. The group has a diverse membership and provides an effective forum for the monitoring, review and shaping of College safeguarding arrangements.
- be the Single Point of Contact for Child Protection, Vulnerable Adults.
- ensure standardisation and parity between areas of safeguarding practice and policy.
- report tri-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.
- Ensure all safeguarding team members have access to appropriate supervision as required
- work with the Executive Director of Human Resources to ensure that appropriate training is identified for staff who work with children, young people and vulnerable adults.
- manage any complaints regarding the outcomes of safeguarding allegations or suspicions, including liaison with lead Governor.
- 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.
- Ensure all safeguarding team members have access to appropriate supervision as required
- 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 a statutory safeguarding agency to test out any concerns
- make an appropriate referral to the appropriate statutory protection agency or the police.
- 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.

- be trained in safeguarding as required by the local safeguarding partners and receive regular refresher training.
- Working knowledge in how the local Safeguarding Multi-agency Partnership (STSCP) operates, the conduct of case conferences, and be able to attend and contribute to these when necessary.
- Liaise with the Principal, CEO and inform of any ongoing or commencing police investigation related to a learner.
- Ensure any learner that is part of a police investigation and is required to be interviewed has an appropriate adult present.

### **5.3 Deputy Designated Safeguarding Lead.**

It is the responsibility of the Deputy Designated Lead to:

- take part in strategy discussions and inter agency meetings and ensure strategies and policies are agreed, implemented and effectively delivered.
- work with the Head of Student Services and 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 a statutory safeguarding agency to test out any concerns
- make an appropriate referral to the appropriate statutory protection agency or the police.
- 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.
- 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.
- work with Human Resources to ensure that governors, permanent staff, temporary staff and volunteers, who work within the College, are made aware of the College's safeguarding policy the procedures for safeguarding students and their responsibilities.
- Liaise with the Principal, CEO and inform of any ongoing or commencing police investigation related to a learner.
- Ensure any learner that is part of a police investigation and is required to be interviewed has an appropriate adult present.

### **5.4 Safeguarding Manager**

It is the responsibility of the Safeguarding Manager to:

- take part in strategy discussions and inter agency meetings and ensure strategies and policies are agreed, implemented, and effectively delivered.
- work with the Head of Student Services, Deputy Safeguarding Lead and safeguarding officers 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 a statutory safeguarding agency to test out any concerns
- make an appropriate referral to the appropriate statutory protection agency or the police.
- Where children leave the school or college, the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term to allow the new school or college to have support in place for when the child arrives. The designated safeguarding lead should ensure secure transit, and confirmation of receipt should be obtained. For schools, this should be transferred separately from the main pupil file. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and special educational needs co-ordinators (SENCO's) or the named persons with oversight for special educational needs and disability (SEND) in a college, are aware as required. 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.
- Liaise with the Principal, CEO and inform of any ongoing or commencing police investigation related to a learner.
- Ensure any learner that is part of a police investigation and is required to be interviewed has an appropriate adult present.

#### **5.4 Safeguarding Officers.**

It is the responsibility of the 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 the Designated Safeguarding Lead/Deputy Designated Safeguarding Lead as appropriate
- use the centralised database to record and maintain secure records for the College. Records must 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.
- Safeguarding officers will undertake mental health first aid training

### 5.5a Executive Director of Human Resources

It is the responsibility of the Executive Director of Human 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.
- Ensure the staff Code of Conduct is current, understood and embedded in the College values
- contribute to the tri-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.
- A member of staff who receives an allegation about another member of staff from a child should report immediately to the principal, unless the Principal is the person against whom the allegation is made, in which case the report should be made to the DSL or the Designated Governor. The Principal (or DSL or Governor if the allegation is against the Principal) will inform the **Executive Director of HR** and should: Obtain written details of the allegation from the person who received it, that are signed and dated. The written details should be countersigned and dated by the Principal (or DSL or Governor if the allegation is against the Principal).the reporting of cases to the Secretary of State. It is essential that cases are reported if a person ceases to work in an education setting and there are grounds for believing he/she may be unsuitable to work with children or may have committed misconduct. The Secretary of State will consider whether to prohibit the person from working with children in the future or place restrictions on their employment in educational establishments. FE institutions have a statutory duty to make reports, and to provide relevant information to the Secretary of State. Please

refer to: **Appendix H: Procedure for dealing with allegations against a member of staff** – for more information.

### **5.5b Human Resources Team.**

Human Resources 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.
- arranging staff induction safeguarding training and 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.

### **5.6 Senior Leadership Team.**

It is the responsibility of all members of the senior leadership team to:

- policies and procedures are fully implemented and followed by all staff
- sufficient resources and time are allocated so that the DSL and staff can attend strategy discussions, interagency meetings, contribute to assessments etc
- promote positive safeguarding procedures and practices so that all of our students feel safe.
- ensure that all relevant employers, sub-contractors, contractors and visitors that they work with know and follow our Safeguarding Policy and procedures, including Prevent.
- ensure that regular checks are undertaken to ensure compliance with Safeguarding Policy and procedures, including Prevent.

### **5.7 All College Staff.**

- It is the responsibility of all college employees, including managers to:
- it is a requirement that all staff and visitors visibly wear ID badges with the College lanyards on all College sites unless directed otherwise due to health and safety considerations.
- promote positive safeguarding procedures and practices so that all our students feel safe.
- report safeguarding issues to the Safeguarding Officers 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.

### **5.8 Employers, Sub-contractors, contractors and visitors.**

It is the responsibility of all employers, sub-contractors and contractors to:

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

## 5.9 Students.

It is the responsibility of all students to:

- visibly wear an ID badge on a College lanyard whilst on all College sites unless directed otherwise due to health and safety considerations.
- Understand safeguarding and PREVENT referral procedures.
- Articulate what safeguarding and PREVENT mean and their importance
- agree to the expectations of the Student Code of Conduct.
- participate in safeguarding and PREVENT awareness training at the start of their course, and on an annual basis through Personal Development Sessions.

## 6. IMPLEMENTATION

All staff should be aware of the indicators of abuse, neglect, and specific safeguarding issues.

**Appendix A provides step by step guidance for all staff to follow.** In addition, further information is available on the College safeguarding portal on indicators of abuse, neglect and specific safeguarding issues.

All staff are responsible for safeguarding one another and our students. Where a student makes a disclosure to a member of staff, they should maintain an attitude of **‘it could happen here’**.

Staff should not assume a colleague or other professional will take action, sharing information is critical is ‘keeping children safe’.

### 6.1 SAFEGUARDING PROTOCOLS FOR STAFF

Recognise	<ul style="list-style-type: none"> <li>• be aware of the indicators of abuse, neglect, and specific safeguarding concerns</li> <li>•</li> </ul>
Respond	<ul style="list-style-type: none"> <li>• listen carefully, stay calm; do not express shock or embarrassment</li> <li>• do not guarantee confidentiality, but be clear that you will act sensitively and explain what will happen next</li> <li>• give reassurance that you are taking the information seriously</li> <li>• do not ask leading questions</li> <li>• do not examine any physical injuries</li> </ul>
Record	<ul style="list-style-type: none"> <li>• take note of what was said</li> <li>• detail fact not opinion</li> <li>• time, date and place</li> <li>• student name, DOB and contact details</li> </ul>

Report	<ul style="list-style-type: none"><li>• contact a member of the Safeguarding Team as soon as is reasonably possible</li><li>• The Safeguarding Team will lead on next steps, including who else if anyone, should be informed.</li></ul>
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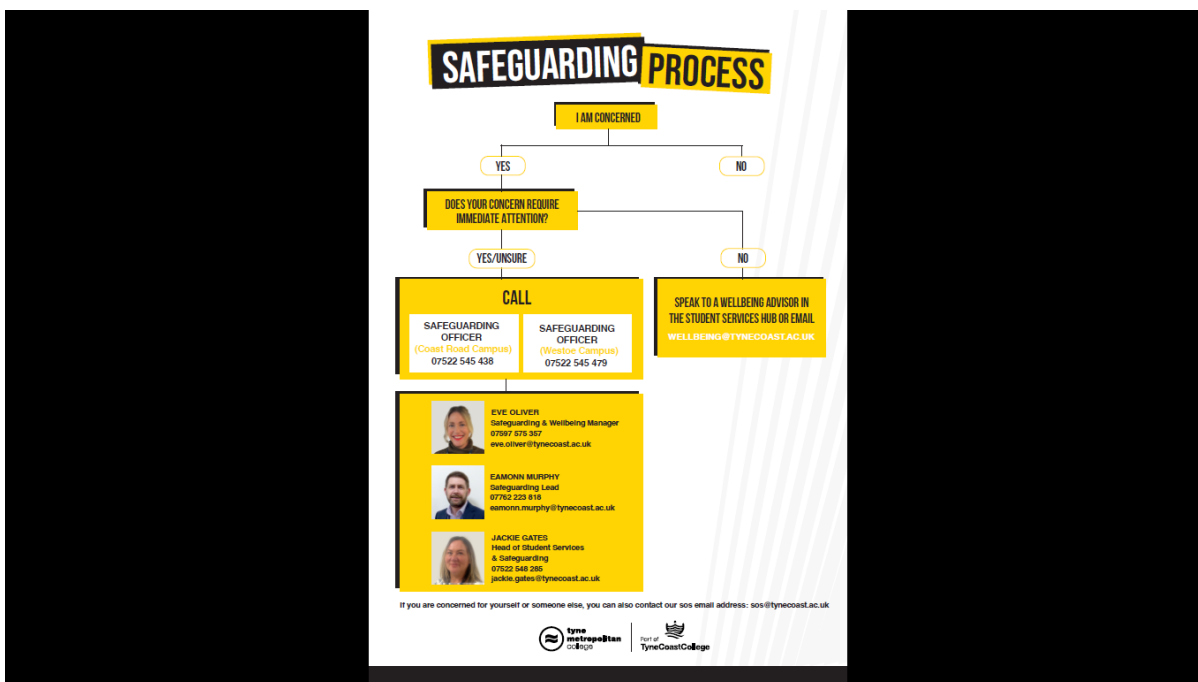
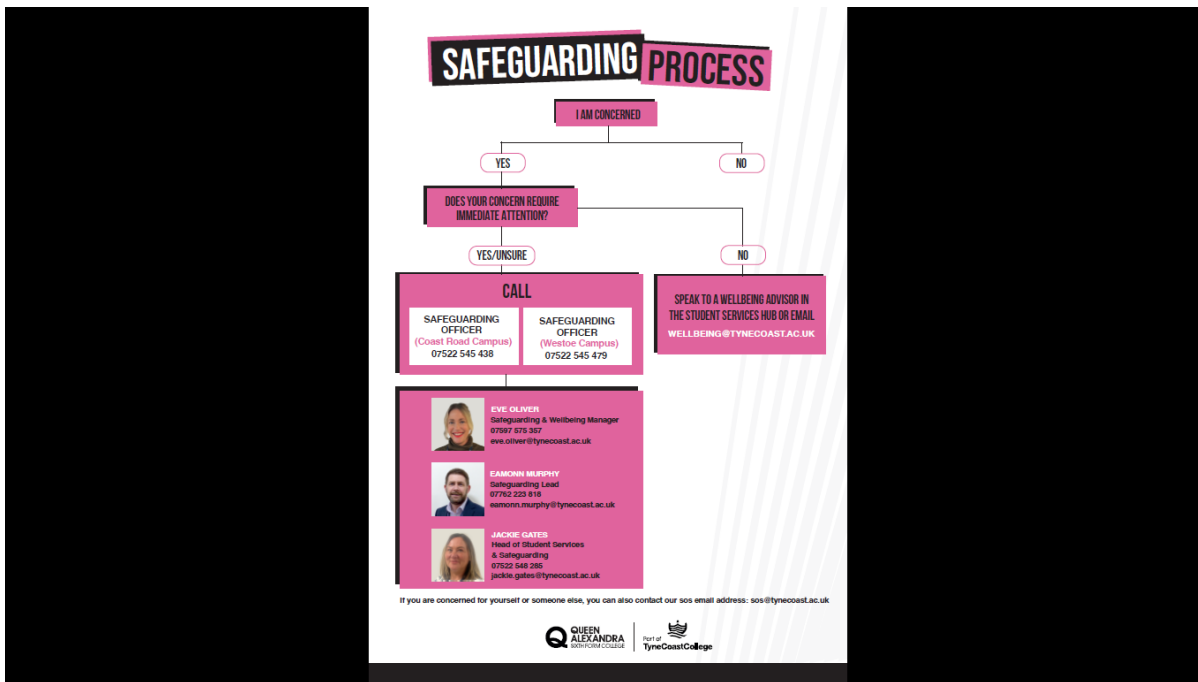
## 6.2 KEY SAFEGUARDING CONTACTS

If, at any point, there is a risk of immediate serious harm to a person ring 999.

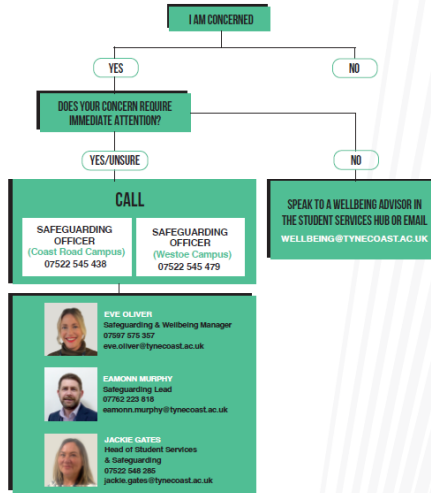
Role	Name	Contact Details
<b>Safeguarding Officer – TyneMet and Queen Alexandra Sixth Form College</b>	Safe-guarding Officer - TBC	Email: TBC Telephone: 07522545438
<b>Safeguarding Officer – South Tyneside College and South Shields Marine School</b>	Safeguarding Officer -Hayley Warters	Email: <a href="mailto:hayley.warters@tynecoast.ac.uk">hayley.warters@tynecoast.ac.uk</a> Telephone: 07522545479
<b>Safeguarding Officer – Halls of Residence</b>	Kenneth Nott	Email: <a href="mailto:kenneth.nott@tynecoast.ac.uk">kenneth.nott@tynecoast.ac.uk</a> Telephone: 01914273655
<b>Safeguarding Officer – Halls of Residence</b>	Christopher Galt	Email: <a href="mailto:christopher.galt@tynecoast.ac.uk">christopher.galt@tynecoast.ac.uk</a> Telephone: 01914273655
<b>Safeguarding Manager / Deputy Designated Safeguarding Lead</b>	Eve Oliver	Email: <a href="mailto:eve.oliver@tynecoast.ac.uk">eve.oliver@tynecoast.ac.uk</a> Telephone: 07597575357
<b>Deputy Designated Safeguarding Lead</b>	Eamonn Murphy	Email: <a href="mailto:eamonn.murphy@tynecoast.ac.uk">eamonn.murphy@tynecoast.ac.uk</a> Telephone: 0776223818
<b>Head of Student Services and Head of Safeguarding / Designated Safeguarding Lead</b>	Jackie Gates	Email: <a href="mailto:jackie.gates@tynecoast.ac.uk">jackie.gates@tynecoast.ac.uk</a> Telephone:07522548285
<b>Nominated Governor for Safeguarding</b>	Mark Overton	<b>Via Neil Longstaff, Clerk to the Corporation</b>  Email: <a href="mailto:neil.longstaff@tynecoast.ac.uk">neil.longstaff@tynecoast.ac.uk</a> Telephone:
<b>Prevent Lead (DIRECTOR OF IT)</b>	Craig Scott	Email: <a href="mailto:craig.scott@tynecoast.ac.uk">craig.scott@tynecoast.ac.uk</a> Telephone: 01914276057



### 6.3 Safeguarding Process Flowchart:



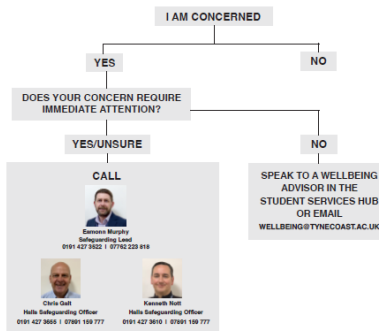
# SAFEGUARDING PROCESS



If you are concerned for yourself or someone else, you can also contact our sos email address: sos@tynecoast.ac.uk



# DR WINTERBOTTOM HALLS OF RESIDENCE SAFEGUARDING TEAM



## COLLEGE SAFEGUARDING TEAM

<b>SAFEGUARDING OFFICER</b> (Coast Road Campus) 07522 545 438	<b>SAFEGUARDING OFFICER</b> (Westoe Campus) 07522 545 479
<b>EVE OLIVER</b> Safeguarding & Wellbeing Manager 07597 579 387 eve.oliver@tynecoast.ac.uk	<b>EAMONN MURPHY</b> Safeguarding Lead 07762 223 818 eamonn.murphy@tynecoast.ac.uk
<b>JACKIE GATES</b> Head of Student Services & Safeguarding 07522 548 286 jackie.gates@tynecoast.ac.uk	

If you are concerned for yourself or someone else, you can also contact our sos email address: sos@tynecoast.ac.uk

## 6.4 Referral

Upon review of each disclosure, the DSL or DDSL will consider whether the matter should be referred to Children's Social Care/Social Services (or in the case of an emergency, the Police) by telephone. This will be followed up by written confirmation within 48 hours using the appropriate Local authority paperwork (this will vary for each Local Authority and can be found in the Safeguarding Portal)

Please note – any police contact made for a concern related to adult or child, a referral should also be made to the relevant social care segment (adult/child).

A written record of any verbal conversations will be made in CURA, with any appending referrals.

## 6.5 Early Help

Early help is providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to teenage years. Early help can also prevent further problems arising; for example, if it is provided as part of a support plan where a child has returned home to their family from care, or in families where there are emerging mental health issues or drug and alcohol misuse.

Any child may benefit from early help, but all college staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs
- has special educational needs (whether or not they have a statutory education, health and care plan)
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- is frequently missing/goes missing from care or from home
- is misusing drugs or alcohol themselves
- is at risk of modern slavery, trafficking or exploitation
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse
- has returned home to their family from care
- is showing early signs of abuse and/or neglect
- is at risk of being radicalised or exploited
- is a privately fostered children

**Early Help Assessments:** The college will liaise with local agencies if deemed necessary and working with those agencies, understand the thresholds for early help external referrals. The safeguarding committee will collectively discuss and asses to which appropriate agency is suitable for the individual in the case of early help.

## 6.6 Contextual safeguarding & local circumstances

The College believes all students have the right to be able to access and enjoy a high quality and rich learning experience that both enhances and increases their life chances. The College serves the needs of students from a range of backgrounds including higher proportions of:

- Students from socio-economically deprived areas
- High Needs SEND students
- LAC and Young Carers

The College will ensure that all staff have an effective understanding of the local context and all safeguarding training will acknowledge and reference the local context to ensure that staff are adequately prepared to manage such issues that arise from this.

### **6.7 Multi-agency working**

The College will ensure that it pursues robust and timely information sharing protocols with all of the agencies working with young people including schools, statutory authorities, support services and social services in line with the 'Working Together to Safeguard Children 2018' document.

### **6.8 Information Sharing**

The College will work in conjunction with all relevant external agencies, and in particular the South Tyneside Safeguarding Children Partnership & North Tyneside Safeguarding Children and Adults Safeguarding partnership , to ensure information is passed freely where there are safeguarding concerns and information sharing protocols are well established.

All safeguarding referral protocols will reflect the guidance laid down in Part 1 of KCSiE 2022, including Prevent referrals to Channel.

### **6.9 Staff Training**

All staff will receive adequate training to familiarise themselves with Safeguarding issues and responsibilities at induction (to include 'Part One of KCSiE 2022') and on at least an annual basis, including sexual violence & sexual harassment between peers. All staff will be required to read and understand Part One and Annex , B of KCSiE 2022.

### **6.10 Safer Recruitment**

The College's approach to Safer Recruitment is included in the Recruitment & Selection Policy.

### **6.11 Public Interest disclosure**

Staff should acknowledge their individual responsibility to bring matters of concern to the attention of senior management and/or relevant external agencies (Public Interest Disclosure Act 1998). This should be a mechanism by which staff can voice concerns, made in good faith, without fear of repercussion. Staff should refer to the College policy; Public Interest and Disclosure Policy. Staff can also use the NSPCC whistle-blowing helpline number 0800 028 0285, if required.

### **6.12 Duty of Care**

Staff are accountable for the way in which they exercise authority, manage risk, use resources, and actively protect children and people from discrimination and avoidable harm. Staff should develop respectful, caring and professional relationships between themselves and all other users of the College. Staff behaviour should demonstrate integrity, maturity and good judgement, e.g. management of risk in external visits/residential visits.

Concerns about staff may relate to current or historic behaviour and must be reported regardless of whether the alleged abuse took place in the College or another place. The College Human Resource Executive Director & The Designated Lead for Safeguarding must be informed of all allegations that raise concerns about child and/or vulnerable adult protection so they can consult the Local Authority Designated Officer (LADO), police and social care services as appropriate. Further details can be found in **Appendix H**.

### **6.13 Reporting for ESFA contracting**

Notifications to DfE required by ESFA contracting will be made by the Chief Executive, Lindsey Whiterod.

### **6.14 Breach of Trust**

Under the Sexual Offences 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 applies when the young person is in full time education and the person works in the same establishment as the young person, even if he/she does not teach the child.

### **6.15 Use of technology and Online safety**

The Acceptable Use of IT Policy sets out clear expectations on acceptable and unacceptable use of technology by staff, learners, visitors or contractors on College premise regardless of whom owns the equipment. The policy also applies to any equipment, regardless of physical location, which is used by staff or contractors when undertaking their duties.

All communications and data that are sent, received, created or contained within the College's IT Systems are the property of the College. The College reserves the right to monitor, log and access all computer, telephone and network activity including internet access and e-mail, with or without notice, to or from any device owned by the College, or connected to the College's IT Systems.

Staff should refer to the "Acceptable Use of IT" policy for further guidance.

### **6.16 Social Media**

The College recognises that the use of social media by young people has grown exponentially, and that social media has become a focus for a number of issues including cyber-bullying, sharing of nudes and semi-nudes, sharing of inappropriate images, the promotion of radical and extreme viewpoints, grooming, Child Sexual Exploitations (CSE) and Child Criminal Exploitation (CCE). All staff will be trained to be vigilant of and sensitive to this area of activity and the College will ensure that suitable IT policies are in place to address access and monitoring of social media activity.

**It is expressly forbidden for staff to either share their personal contact details with existing students or seek to befriend/accept friend requests from existing students on any social media platform.** This includes the sharing of personal mobile telephone details, personal e-mail addresses and any personal contact information. Any member of staff found to be in breach of this will be liable to disciplinary action.

Staff should refer to the Social Media Policy for further guidance on this topic.

**6.17 Preventative Education:** We understand we play a vital role in delivering preventative education, we believe in a whole College approach to maintain consistency in that delivery, with the objective of creating a zero-tolerance culture for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment.

**6.18 Relationship, Sex and Health Education:** We provide a scheduled programme with, in tutorial sessions to underpin the values of RHSE, we will detail vigilance and awareness and offer advice. Such subjects will be created to be age and development appropriate. We will cover the following sensitively and appropriately.

- healthy and respectful relationships
- boundaries and consent • stereotyping, prejudice, and equality
- body confidence and self-esteem
- how to recognise an abusive relationship, including coercive and controlling behaviour
- the concepts of, and laws relating to- sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so called honour-based violence such as forced marriage and Female Genital Mutilation (FGM), and how to access support, and
- what constitutes sexual harassment and sexual violence and why these are always unacceptable.

## 7. DEFINITION OF KEY TERMS

In respect of this policy and in line with 'Keeping Children Safe in Education, September 2022', the College recognises the following as definitions of abuse, neglect and specific safeguarding issues.

Although, the generally accepted terminology refers to "child" the College will extend consideration to adult(s) at risk

**Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child or an adult at risk. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child or an adult at risk.

**Emotional abuse:** the persistent emotional maltreatment of a child or an adult at risk such as to cause severe and adverse effects on the child's or an adult at risk emotional development

**Sexual abuse:** involves forcing or enticing a child or an adult at risk to take part in sexual activities, not necessarily involving 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 a child or an adult at risk in looking at, or in the production of, sexual images, watching sexual activities, encouraging the child or an adult at risk to behave in sexually inappropriate ways, or grooming a child or an adult at risk in preparation for abuse.

**Neglect:** the persistent failure to meet a child's or an adult at risk's basic physical and/or psychological needs, likely to result in the serious impairment of the child's or an adult at risk's health or development

**Children Missing in Education:** Children missing in education is often an indicator for other potential safeguarding concerns. The College has measures, through its attendance reporting and follow up procedures, to ensure it is following up on students, who could potentially be "missing in education" – need to look at attendance policy.

**Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE):** Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children or adults at risk, both male and female and can include children/ adults at risk who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

**Child Criminal Exploitation (CCE):** Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can

also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others.

As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

**Adult Criminal Exploitation:** CCE detailed as above, can also occur with vulnerable adults, in the same format as detailed above.

**Child Sexual Exploitation (CSE):** Child Sexual Exploitation involves a victim being targeted and groomed by adults, with the intention of sexually assaulting and/or raping her/him. The children are targeted because they are vulnerable, due to their age. Grooming can take place in many forms - e.g. online via social media, via mobile phones, or in person. The child will not always realise that (s)he is being groomed. Often the grooming starts with friendship or a relationship, where the offender may supply gifts such as clothes, money, mobile phones, which may progress to the supply of alcohol and drugs. The offenders are very organised and deliberate in their actions, in some cases working together within a group. They are predatory sex offenders, targeting specifically vulnerable children. Sometimes the children are given lifts and transported around. The offender will usually encourage the child to distance her/himself further from her/his usual family and friends. Soon into this friendship/relationship, sexual assaults and rapes may occur upon the child.

**Adult Sexual Exploitation: (CSE)** detailed as above, can also occur with vulnerable adults, in the same format as detailed above.

**County Lines:** County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of “deal line”. This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and adults at risk are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children/adults at risk can be targeted and recruited into county lines in a number of locations including schools (mainstream and special), further and higher educational institutions, pupil referral units, children’s homes and care homes.

[Criminal exploitation of children and vulnerable adults: county lines - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

**Modern Slavery:** Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.



**Cuckooing:** Cuckooing is a term used for when criminals target the homes of vulnerable adults. They may use the property for any criminal purpose but in particular drug dealing, sexual crimes and firearms. The vulnerable person is often tasked to complete criminal tasks under duress.

**Cybercrime:** Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer).

**Domestic Abuse:** The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children/ adults at risk, as victims in their own right, if they see, hear or experience the effects of abuse. All children/ adults at risk can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children/ adults at risk. Students can also experience domestic abuse within their own intimate relationships.

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child to parent abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Young people can also experience domestic abuse within their own intimate relationships. This form of child-on-child abuse is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support.

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. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others

**Homelessness:** being homeless or being at risk of becoming homeless presents a real risk to a child's/ an adult at risk welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity.

**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).

**Female Genital Mutilation (FGM):** Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police.

**Forced Marriage:** forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological.

**Extremism:** Is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

**Radicalisation:** Refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

**Terrorism:** Is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious, or ideological cause.

**Child on Child (relates to anyone under the age of 18)**

**Peer on Peer Abuse: (relates to anyone over the age of 18)**

Young people can abuse other young people (under the age of 18). This is generally referred to as Child on Child abuse and can take many forms and it can happen both inside and outside of college and online. This can include (but is not limited to): Peer on peer abuse relates to anyone of the forms below relating to those over 18.

- bullying (including cyberbullying, prejudice-based and discriminatory 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)

It is essential that inappropriate behaviours between peers is challenged, downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of acceptance of unacceptable behaviour - inappropriate behaviour must be challenged.

**Up skirting:** The Voyeurism (Offences) Act 2019, which is commonly known as the Up skirting Act, came into force on 12 April 2019. ‘Upskirting’ is where someone takes a picture under a person’s clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any sex, can be a victim.

**Serious Violence:** There are indicators, which may signal that children/ adult at risk are at risk from or involved with serious violent crime. These may include increased absence from school, 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/ adults at risk have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation

Recent guidance suggests that risk factors that might increase the likelihood of involvement in serious violence are:

- being male
- having frequent absences or permanently excluded from school
- having experienced child maltreatment
- having been involved in offending, such as theft or robbery

[Advice to schools and colleges on gangs and youth violence - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/advice-to-schools-and-colleges-on-gangs-and-youth-violence)

**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.

**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

**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.

**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.

**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.

**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.

## Prevent Strategy

To ensure that the College effectively safeguards students and staff, manages risks and is able to deal appropriately with issues around radicalisation and extremism, the College will;

- Understand the nature of the threat from extremism and how this may impact directly or indirectly on the College
- Ensure that staff and students understand the nature of the local threats
- Encourage staff and students to respect and adhere to fundamental British values
- Ensure staff receive awareness training in recognising and preventing extremism and radicalisation
- Understand and manage potential risks within the College and from external influences including the display of extremist materials and the hiring of College premises
- Respond rapidly and appropriately to events in local, national or international news that may impact on the College community
- Ensure measures are in place to minimise the potential for acts of extremism within the College
- Ensure plans are in place to respond appropriately to a threat or incident within the College.
- Work with sub-contractors, employers and work placement providers to ensure they are compliant with the Prevent Duty and the College's safeguarding procedures.
- Adopt effective IT security and responsible use policies and promote these to all staff and students

Further information can be found in **Appendix D** and the College Prevent Policy.

## 8. Policy Monitoring and Review

**The College undertake a robust approach to monitoring compliance and effectiveness of dealing with disclosure of abuse and procedure for reporting concerns:**

**Weekly:** The Safeguarding committee, Head of Safeguarding, Safeguarding Manager, Deputy Safeguarding lead and Safeguarding officers will meet weekly to discuss cases, incidents, and concerns.

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

**Termly:** The Senior Leadership Team and Safeguarding Committee will receive a report on Safeguarding incidents.

The Head of Student Services and Safeguarding will produce and present a report that will be presented to the Board of Governors.

**Annually:** The Head of Student Services and Safeguarding and College's Safeguarding Committee will review the Safeguarding policy and associated procedures

## 9. Linked Policies and Procedures

The following guidance documents/procedures are linked to the Safeguarding Policy and support the College to provide a safe place to work and study. It is important to reference these when considering safeguarding matters.

- Appendix A:** Safeguarding General Procedures
- Appendix B:** Procedure following a Safeguarding Disclosure or Raising a concern
- Appendix C:** Procedure following fighting, physical threats, and/or violence
- Appendix D:** Procedure for 14-16 Students
- Appendix E:** PREVENT Duty for FE Colleges Procedure
- Appendix F:** Sexual Violence, Sexual Abuse and Sexual Harassment Procedure
- Appendix G:** Students Missing Education Procedure
- Appendix H:** Procedure for dealing with allegations against a member of staff
- Appendix I:** Procedure for dealing with students with criminal convictions
- Appendix J:** Safeguarding, Health and Safety Process for all contractors entering College premises.

The following **policies** are linked to the Safeguarding Policy and support the College to provide a safe place to work and study.

- Students:** Prevention of Bullying Policy
- Students:** Positive Behaviour Policy
- Students:** Code of Conduct
- Students:** Out of College Activities, (Including overseas trips)
- Students:** Administration of Medication Policy
- Students:** Criminal Convictions Disclosure and Assessment Policy
- Students:** College Approach to Supporting Staff and Students Mental Health and Well-Being
  
- Staff:** Recruitment & Selection Procedures
- Staff:** DBS Procedures
- Staff:** Code of Conduct

# Appendix A

## General Safeguarding Guidance

All staff should be aware of the indicators of abuse, neglect, and specific safeguarding issues.

**Further guidance is available on the College safeguarding portal on indicators of abuse, neglect and specific safeguarding issues.**

The following procedure provides guidance for staff who receive a disclosure or who have concerns about allegations or abuse against a child (under 18) or Adult at Risk (18 or over).

Where a member of staff suspects that a child or adult at risk is being abused, they must:

- Take all allegations or suspicions of abuse seriously.
- Show acceptance of what they are told – even if it seems unlikely or too awful to be true. Reassure the person that they have done the right thing in raising the matter and that you are taking the information seriously
- Respond with tact and sensitivity to anyone who confides in them and clarify that they are not creating an issue or problem.
- Reassure the learner and let them know they were right to report the matter and that their concerns will be taken seriously.
- Always ask enough questions to clarify understanding but not probe or interrogate.
- Be honest – explain that you may have to share what they say with the College specialist staff (e.g. the DSL/DDSL) but this information will be shared on a 'need to know' basis only and why (i.e. the appropriate person in College who will seek further advice and help). Don't delay in making this notification
- Ensure tact and diplomacy and discretion (only the people who need to know will be told).
- Allow the learner to speak freely in her/his own way and time and at her/his own pace. Avoid interrupting when the learner is recalling significant events.
- Only clarify what the learner is trying to say and ascertain whether there are any immediate issues of safety for the learner or any other learner(s).
- Take notes as accurately as possible of what was said, use the learner's own words; what you said in response, and an explanation of how the conversation took place. Include the date, time and your signature. Keep the notes, even if not typed up, as they could be used as material evidence in court.
- If the concern is about what has been **observed**, for example bruises, marks, suspicions of neglect or sexually explicit/abusive behaviour, then it is important to write a full account of what was seen. Include:
  - Size, shape, colour, position on the body of any bruises or marks, consider taking a picture unless location of that picture is inappropriate
  - Person's appearance e.g. ragged or dirty clothing, smell, emaciated body, pain or difficulty in moving
  - Description of sexually explicit or abusive behaviour
  - The date and time of your report and your signature

## Appendix B

### Actions following a Safeguarding Disclosure or Raising a concern:

Safeguarding Officer After making sure that the student is safe **immediately** contact one of the College's Safeguarding Officers

### South Tyneside College, Tyne Met College, Queen Alexandra Sixth Form, South Shields Marine School

Job Role	Name	Contact Details
Safeguarding Officer		07522545438
Safeguarding Officer	Hayley Warters	07522545479
Safeguarding Manager	Eve Oliver	07597575357
Deputy Designated Safeguarding Lead	Eamonn Murphy	07762223818
Designated Safeguarding Lead	Jackie Gates	07522548285

### Halls of Residence

Job Role	Name	Contact Details
Safeguarding Officer	Kenneth Nott	01914273655
Deputy Designated Safeguarding Lead	Eamonn Murphy	07762223818
Safeguarding Officer	Chri Galt	01914273655

On receiving your call, the Safeguarding Officer will take initial details and decide on how the matter should be dealt with. They will give clear feedback to you on the next steps required.

### For Allegations against staff

Job Role	Name	Contact Details
Deputy Designated Safeguarding Officer for allegations against staff	Catherine Donnelly	07854 040004

## Appendix C

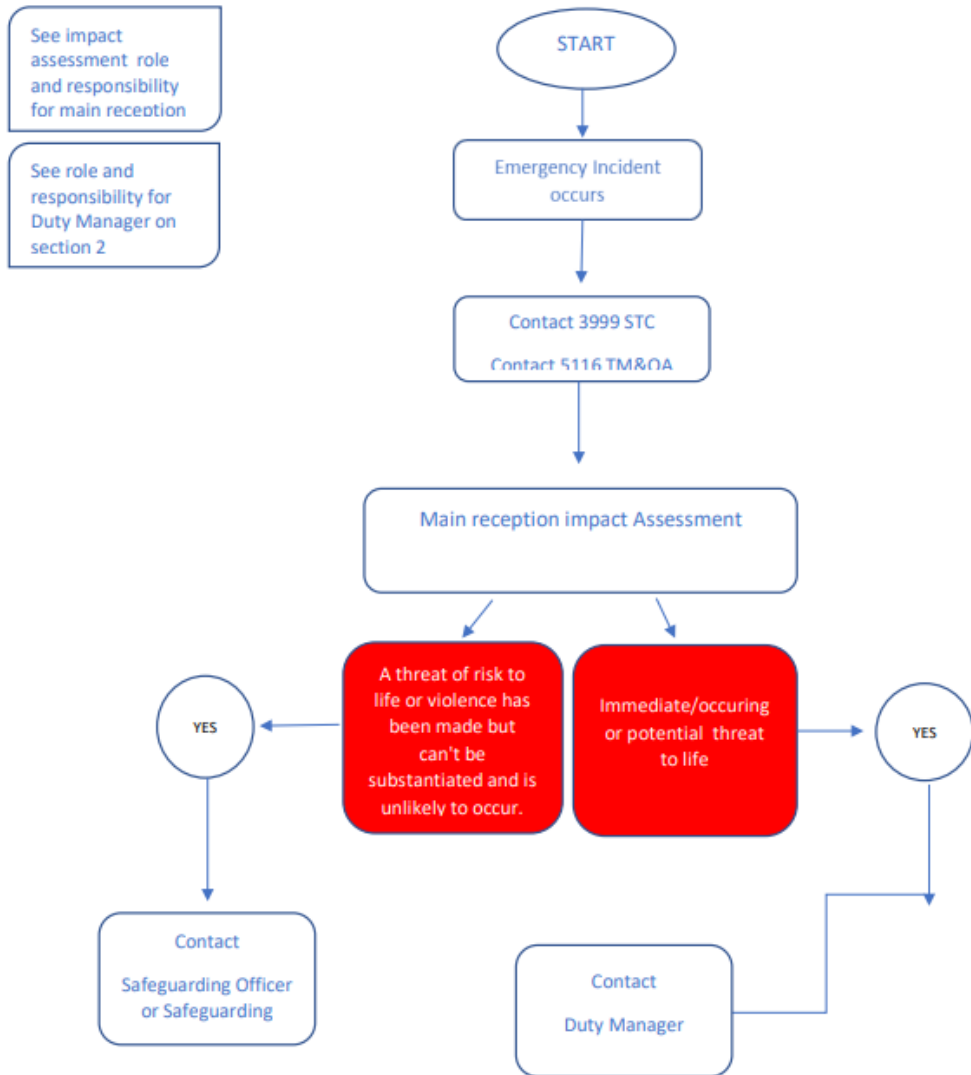
### Action to take following fighting, physical threats, and/or violence

On sight of, rumour of, concerns of fighting and physical threats to staff and/or students you must immediately contact the **Reception and Security**. **Reception will make immediate contact with the Campus Daily Duty Manager.**



It is the responsibility of the **Campus Daily Duty Manager** respond to the concern and ensure the necessary staff who need to be involved are made aware and the proceeding actions.

### Activation Process



Designated Daytime Duty Manager (senior manager) and Evening Duty Manager available on Rota which is sent by Mandy Oram each Monday.

•Section 1

impact assessment role and responsibility for main reception

Examples of risks to life or risk of violence to person or persons – this list is not exhaustive.

*Receiving information regarding or witnessing - Knife attack, terror attack, firearms discharged or being carried, physical threats/actions of violence, use of any items that could be used as a weapon which could cause serious injury/harm or death.*

1.1(a) (High Risk) If a member of staff witnesses an incident that presents an immediate threat to life and believe the incident requires immediate assistance from the emergency responses then they should call 999, they should then immediately contact the Duty Manager. If the Duty Manager doesn't respond, contact Lindsey Whiterod CEO on 07817902636

1.1(b) (High Risk) If a call is taken on the emergency phone at reception, the call handler must establish from the caller if there is an immediate risk of violence to a person or persons or risk to life of a person or persons, if the caller states there is an immediate risk then the call handler should dial 999 and inform the emergency services. If reception has identified the threat to life and is being threatened directly, they should activate the panic button ( please note the Police will attend to the location of the physical panic alarm) and when it is safe to do so inform the Duty Manager. If the Duty Manager doesn't respond, contact Lindsey Whiterod CEO on 07817902636

**Who** – Is at risk

**Where** – location the threat is present.

**What** - is the threat.

**When** – did is it happening.

1.2 – (Medium Risk) In the event of an alleged incident being reported via the emergency phone which does not involve immediate risk to life or immediate threat of violence to person or persons but could be in the near future then the Duty Manager should be contacted, and the following information should be obtained and passed over. If the Duty Manager doesn't respond, contact Lindsey Whiterod CEO on 07817902636

**Who** – Is at risk

**Where** – location the threat is present.

**What** - is the threat.

**When** – did/is it/proposed to be happening.

Section 2

**Impact assessment role and responsibility for Senior Duty Manager.**

Examples of risks to life or risk of violence to person or persons –this list is not exhaustive.

*Receiving information regarding or witnessing -Knife attack, terror attack, firearms discharged or being carried, physical threats/actions of violence, use of any items that could be used as a weapon which could cause serious injury/harm or death.*

**High Risk Definition:** Immediate risk to life or real threat of violence. Highly likely that there is a real risk to life threat of violence in the future or is currently taking place.

**Medium Risk Definition:** A threat of risk to life or violence is unlikely to occur but it can't be ruled out.

**Low Risk:** A threat of risk to life or violence has been made but can't be substantiated and is unlikely to occur.

**Activity –Step process to be used in the event of Medium to High Risk**

Step Process	Action	Person Responsible
Step One	Assessment following information received. Medium or High	Duty Manager
Step Two	High or Medium with risk to life or risk of violence Contact 999 Police & Ambulance if casualties are identified and advise them of incident and response required. Give emergency services a contact number.	Duty Manager
Step Three	Inform Assistant Principal of the relevant campus & Principal of incident and if assistance is required appoint appropriate individual for support.	Duty Manager
Step Four	Alert security and instruct accordingly and.	Duty Manager
Step Five	establish radio contact with those you believe will support the incident appropriately.	Duty Manager
Step Six	Deploy security/staff members to redirect any footfall away from incident once contained.	Duty Manager
Step Seven	Designate person to meet Police/Ambulance on arrival and brief them.	Duty Manager & Designated Person
Step Eight	Any requests of actions from Police /ambulance services to be passed over to Designated person. Such as CCTV footage obtained/Exits opened , closed/ access to areas.	Duty Manager & Designated Person
Step Nine	De-brief jointly given to the CEO & Principal verbally, then followed up with paper copy.	Duty Manager & Designated Person
Step Ten	Incident review carried out by person appointed by CEO & Principal, with the objective of establishing learnings from the incident and how we can improve our response.	CEO & Principal

## **Arrangements for 14-16 Students**

Tyne Coast College has worked closely over several years with Local Authorities and local schools to support and deliver 14 -16 education to students who have been unsuccessful in schools, are at risk of exclusion or have not been attending school for a range of reasons, including those who have been home educated.

This guidance outlines Tyne Coast College responsibilities for ensuring students aged 14-16 are safe, well supported and achieve during their time at the College.

### **Aim**

The College has a range of policies and procedures in place to ensure the safety of all students at the College. To meet any additional requirements for 14-16 students, and to ensure their safety in a post 16 environment, the following will be in force:

- The College will liaise with Local Authorities, previous schools, parents, and carers prior to admission to ensure that the College can meet the needs of the student.
- students, including 14-16-year-olds will be assigned a course leader who is responsible for monitoring attendance, reviewing progress and ensuring that the study programme is person-centred, and destination led.
- A register will be taken at the beginning of every session. Home schools and parent/carer will be contacted within three hours by a member of the Youth College team if an absence is recorded.
- As part of the commitment to Personal, Social, Health and Economic education (PSHE), full time 14-16 students will be provided with information on how to keep themselves safe in a range of situations including e-safety, sexual health, safeguarding and Prevent, this will be delivered through timetabled tutorial sessions.

This guidance applies to all 14–16-year-old students who are placed at the College. It is designed to meet the statutory requirements of The Education (Special Educational Needs) (Information) (England) Regulations 1999, the Special Education Needs Code of Practice (2001 and the (0-25) Special Educational Needs Code of Practice, September 2014.

This guidance should be read in conjunction with the following policies and guidance documents

- Safeguarding Policy
- Equality & Diversity Policy
- Health and Safety Policy
- Student Voice Strategy
- Student Code of Conduct and Disciplinary Policy
- Prevent Strategy

### **Role and Responsibilities**

**The Youth College Manager will ensure:**

- Appropriate policies and procedures to safeguard and promote students' welfare are followed.
- That Tyne Coast College adhere to the pursuant to section 52A FHEA 1992, and subject to the Education (Secondary Education in Further Education Institutions) Regulations 1999, to ensure that students aged 14 to 16 years olds are not educated in the same room, at the same time, as a student aged 19 or over, without a teacher present in the room.
- The conduct of students towards each other is covered in the College's Student Behaviour Management Policy, and any behaviour or disciplinary issues are dealt with accordingly.

**The Designated Safeguarding Lead will:**

- Carry out their role in accordance with the responsibilities outlined in '*Keeping Children Safe in Education*' DfE (2022)
- Ensure all staff understand the importance of reporting safeguarding concerns and/or incidents within the agreed timescales.
- Report all safeguarding incidents regarding Youth College students to the Safeguarding team who will liaise initially with the Youth College Manager and if necessary, the appropriate external agencies.

**The Youth College Manager will:**

- Support 14-16 students to integrate into the College environment
- Monitor attendance and academic progress
- When appropriate, notify parents/carers and lead a meeting to discuss progress
- Ensure where a student is still on a school roll, liaise closely with the DSL from the school to agree actions following any safeguarding incident/concern
- Through regular training, knowledge and experience be equipped to attend and contribute to child protection case conferences, strategy discussions and other interagency meetings.

**The Head of School, in conjunction with other College staff will:**

- Work with the Youth College Manager to support the 14-16 students to integrate into the College environment
- Work with the Youth College Manager to monitor attendance and academic progress
- Ensure all absences are reported timely and follow the reporting procedures
- Work with the Youth College Manager when appropriate, notify parents/carers and lead a meeting to discuss progress
- Invoke the College's Behaviour Management Policy when necessary
- Provide regular updates to the Youth College Manager as agreed on a case-by-case basis

## Appendix E

### 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 DfE Regional FE/HE Prevent Co-ordinator and is represented at Local Authority Community Safeguarding Partnership meetings.

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 referrals to the appropriate agencies to support students who may be vulnerable 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 Craig Scott, Director of IT.

### **Further Information**

Staff should refer to the "Prevent and Terrorism Policy" for further information.

## Appendix F

### Sexual Violence, Sexual Abuse and Sexual Harassment Procedure

#### How to report an incident of sexual violence, sexual abuse and sexual harassment

All staff undergo safeguarding training and are competent in dealing with complaints/concerns of this nature, in addition to this we have a dedicated safeguarding lead who is experienced in dealing with such concerns, they will manage any incidents related to sexual violence abuse or harassment.

There are multiple options to report an incident, these options are not just exclusive to victims, if you know someone who has been or is currently a victim of sexual harassment, sexual violence or sexual abuse, we encourage all students and staff to use one the reporting avenues below.

- Speak to any member of staff you feel comfortable speaking to
- Speak to a safeguarding officer or Safeguarding lead.
- Email or phone a safeguarding lead or officer
- Directly contact the designated safeguarding lead for sexual harassment, sexual abuse and sexual violence – [Eamonn.Murphy@tynecoast.ac.uk](mailto:Eamonn.Murphy@tynecoast.ac.uk) Tel: 0191-427-3522
- Email [sos@tynecoast.ac.uk](mailto:sos@tynecoast.ac.uk) – a dedicated email address that is monitored by the safeguarding team within the college.

#### How do we respond to reports of sexual violence, sexual abuse and sexual harassment?

Reports of sexual violence and sexual harassment are likely to be complex and, therefore, require difficult professional decisions to be made, often quickly and under pressure. Guidance from the DfE is clear that it does not attempt to provide (nor would it be possible to provide) detailed advice on what we should do in any or every particular case; it provides effective safeguarding practice and principles for us to consider in our decision making process. Ultimately, all decisions at Tynecoast College will be made on a case-by-case basis. We will assign a specific Safeguarding lead, who has undertaken specific training to be able to deal with such cases.

#### The immediate response to a report – managing the disclosure:

We will always do our utmost to ensure that victims are reassured that they are being taken seriously and that they will be supported, kept safe. In some cases, the victim may not make a direct report or disclosure. For example, a friend may make a report, or a staff member may overhear a conversation that suggests a child has been harmed. This discussion will be handled sensitively and with the support of children's social care if required.

#### Confidentiality

**Staff taking a disclosure will never promise confidentiality** as it is very likely that it will be in the best interests of the victim to seek advice and guidance from others in



order to provide the necessary support and engage appropriate agencies.

### **The victim may ask us not to tell anyone about the sexual violence or sexual harassment.**

There are no easy or definitive answers when a victim makes this request. If the victim does not give consent to share information, staff may still lawfully share it, if it can be justified to be in the public / individual's interest; for example, to protect the student from harm and to promote the welfare of student.

### **Anonymity**

Where we are aware that an allegation of sexual violence or sexual harassment is progressing through the criminal justice system, we will be mindful of anonymity, witness support and the criminal process in general so that we can offer support and act appropriately. In addition, we will endeavour to do all we can to reasonably protect the anonymity of any student involved in any report of sexual violence or sexual harassment. We will carefully consider which staff in our College should know about the report and any support that will be in place for the student involved.

### **Risk Assessment**

When there has been a report of sexual violence, the appointed Safeguarding lead will make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The risk assessment will consider – the victim-the alleged perpetrator & other students at college (and, if relevant, staff).

At all times, we will actively consider & review the risks posed to all our students and put adequate measures in place to protect them and keep them safe during college hours.

The safeguarding lead will liaise with any external agencies' involvement (such as Police, Child Services, Victim Support) and ensure a collaborative approach to the risk assessment.

### **Action following a report of sexual violence and/or sexual harassment**

We will carefully consider any report of sexual violence and/or sexual harassment. Important considerations will include:

- The wishes of the alleged victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered.
- The nature of the alleged incident(s).
- The ages of the students involved.
- The developmental stages of the students involved as indicated by the Traffic Light Tool.
- Any power imbalance between the students (for example, is the alleged perpetrator significantly older?).
- If the alleged incident is a one off or a sustained pattern of abuse (where this may be known).

- Whether there are any ongoing risks.
- Other related issues and wider context.
- Where incidents and/or behaviours are associated with factors outside the College or occur between student outside the College, we will consider contextual safeguarding. This simply means assessments of student in such cases should consider whether wider environmental factors are present in a student's life that is a threat to their safety and/or welfare.

## **Options to manage the report**

We will consider every report on a case-by-case basis. When to inform the alleged perpetrator will be a decision that will be carefully considered. Where a report is going to be made to Children's Social Care and/or the Police, then, as a general rule, we will speak to the relevant agency and discuss next steps and how the alleged perpetrator will be informed of the allegations.

There are four likely scenarios we will need to consider when managing any reports of sexual violence and/or sexual harassment.

### **1. Manage internally**

In some cases of sexual harassment (for example, one-off incidents) the College may take the view that the students concerned are not in need of Early Help or statutory intervention and that it would be appropriate to handle the incident internally, perhaps through utilising our Behaviour and Anti-Bullying Policies and by providing pastoral support.

### **2. Early Help**

In line with the above, we may decide that the students involved do not require statutory interventions but may benefit from Early Help. Early Help can be particularly useful to address non-violent harmful sexual behaviour and may prevent escalation of sexual violence.

### **3. Referral to Children's Social Care**

Where a student under the age of 18 has been harmed, is at risk of harm or is in immediate danger, a likely course of action will be that we make a referral to local children's social care.

### **4. Reporting to the Police**

- Where a report of rape, assault by penetration or sexual assault is made, the starting point is this should be passed on to the Police.
- Reporting to the Police will generally be in parallel with referrals to Children's Social or other external agencies.
- At this stage, the College will generally inform parents of a student that is u18, unless there are compelling reasons not to do so (for example, if informing a parent is likely to put a child at additional risk). In circumstances where parents have not been informed, it will be especially important that the College supports the student in any decision they take. This should be in conjunction with the support of Children's Social Care or other external agencies.

- An appropriate adult should be present for any interview with Police (social worker, parent, Guardian)
- It is imperative that a report to the Police of concern of an adult/child or young person is also followed up by a referral to the appropriate social service. For example.  
*Concern regarding a Child or young person that has been reported to the Police (those u18) – a referral to children services should be submitted.*  
  
*Concern regarding an adult that has been reported to the Police (those over 18) – a referral to Adult services should be submitted.*

### **Ongoing Considerations: victim and alleged perpetrator sharing classes**

- Where a report has been made to the Police, the College will consult the Police and agree what information can be disclosed to staff and others; in particular, the alleged perpetrator and their parents. We will also discuss the best way to protect the victim and their anonymity.
- We will consider the scenario where the victim and alleged perpetrator are sharing classes and sharing space at College. This will inevitably involve complex and difficult professional decisions, including considering our duty to safeguard students and our duty to educate them. It is important each report is considered on a case-by-case basis and risk assessments are updated as appropriate.
- Where there is a criminal investigation, the alleged perpetrator should be removed from any classes they share with the victim. We will consider how best to keep the victim and alleged perpetrator a reasonable distance apart on College premises and if we feel necessary, we may choose to insist the alleged perpetrator does not physically attend site but is moved to online lessons during the investigation process. These decisions will be taken on a case by case basis and we will always act in the best interests of both students and should not be perceived to be a judgement on the guilt of the alleged perpetrator; close liaison with the police is essential.

## Appendix G

### Procedure for Students Missing Education

Tyne Coast College (TCC) has put these guidelines in place, to ensure appropriate safeguarding responses to learners who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual abuse or exploitation, and to help prevent the risks of going missing. Where reasonably possible, the College aims to hold more than one emergency contact number for each learner.

To give us additional options to contact a responsible adult when a learner missing education is also identified as a welfare and / or safeguarding concern.

### Children Missing Education (CME)

Due to the daily contact that staff have with learners, as a sector we are often well placed to notice when a learner has gone missing. When a learner or sibling group are withdrawn from college, or appear to have gone missing, staff should raise a concern to the Safeguarding Officer and make every effort to trace the learner as soon as it is apparent that the period of absence is unusual in any way.

Local Authorities have the lead statutory responsibility to identify, as far as possible to do so, children missing education and get them back into education. All schools, colleges and the local authority should:

- promote good attendance and reduce absence;
- ensure every learner has access to full-time education; and
- act early to address patterns of absence.
- Parents have a duty to ensure their child of compulsory school age receives suitable full-time education. Although children can leave school on the last Friday in June if they will be 16 by the end of the summer holidays, they must do one of the following until they are 18:
  - stay in full-time education, for example at a college;
  - start an apprenticeship or traineeship; or
  - Spend 20 hours or more a week working or volunteering, while in part-time education or training.

### Tyne Coast College Responsibilities

If a learner fails to attend college or the arranged education provision, the college must establish the reason for absence and mark the register accordingly. The college should follow up absence to:

- ascertain and record the reason for absence;
- identify whether the absence is approved or not;
- identify the correct code to use before entering it on the College's electronic system; and
- ensure the proper safeguarding action is taken.

Following two weeks of continuous unexplained absence (regardless of the study timetable) staff should alert the Safeguarding Team. . The concern should include the

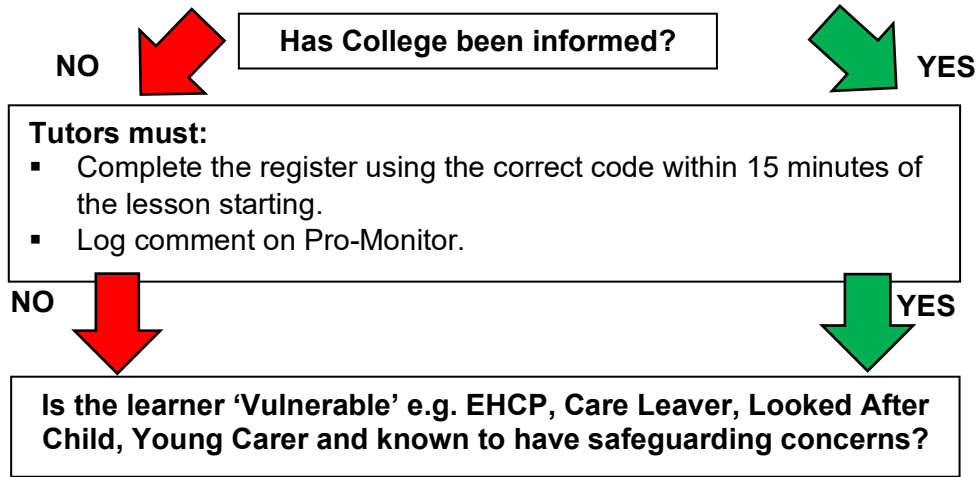
steps already taken to contact the learner / family and any other relevant information gained to establish the reason for absence. The Safeguarding Team will then notify the Local Authority responsible to track young people's participation in education and training Post 16.

If the college is of the belief that the learner has moved away notification to the local authority must be made earlier. Learners with a history of poor attendance and / or welfare concerns should be followed up immediately by the college.

### **Children Missing Education Procedure**

If a learner is going to be absent from College, the student, parent(s) / carer(s) should contact the College (either their Tutor or Curriculum Administrator) before 09:30 on the day of absence to inform us that the student is not able to attend and the reason why.

Learner is Absent from College



**DAY 1 - Tutors must:**

- Check if course administrator / tutor(s) have received absence notification via email; Pro-Monitor or Teams.
- Contact the learner via email; phone or Teams.
- Ascertain reason for absence and log on Pro-Monitor

**DAY 2 - Learner is absent and no contact has been made.**

- Call and email parent(s) / carer(s) and emergency contact(s).
- Log absence on Pro-Monitor.

**DAY 3 - Learner is absent no contact has been made.**

- Student Administrator for the area attempts to contact Learner and/or Next of Kin or Emergency Contact.

**Day 5 - Curriculum Team reviews Pro-Monitor**

- Student Administrator continues to attempt to make contact.

**DAY 7 - LEARNER IS UNDER 18 - absent and no contact has been made.**

**Tutor must:**

- Report a concern to a Safeguarding Officer. Include steps already taken to contact learner / parent(s) / carer(s) & any other relevant information.

**Day 1**

- Check if course administrator / tutor(s) have received absence notification via email; Pro-Monitor or Teams.
- Contact the learner via email; phone or Teams.
- Tutor call and email parent(s) / carer(s) and emergency contact(s).
- Student Administrator for the Learning Area attempts to contact Learner and/or Next of Kin or Emergency Contact.
- Log absence on Pro-Monitor.
- Copy in Intervention Mentor to Pro-Monitor comment.

**If you have information which increases the vulnerability or risk of a learner and they have not attended, or have left College premises, please follow the escalation procedure below.**

## Children Missing Education (Escalation Procedure – Day 1)

If a vulnerable learner is absent from College or leaves College premises without permission, please follow the Escalation Procedure below:



- Learner is subject to a Child in Need or Child Protection Plan / disclosed a safeguarding concern.
- High needs learner has left College premises and does not have parent(s) / carer(s) permission.
- High needs learner has not arrived by 15:00 e.g. not arrived on transport and we are unable to



1. Complete the register using the correct code by the end of the lesson.
2. Log absence on Pro-Monitor, include Education and Wellbeing Mentor.
3. Report a concern on My Concern, or update the open concern. Include steps already taken to contact learner / parent(s) / carer(s) and any other relevant information.
4. Safeguarding Team contact 101 and request a welfare check.

**If a learner has not arrived home on time as per their usual routine, parents(s) / carer(s) should alert the Police if they are unable to make contact with the learner.**

## Appendix H

### Procedure for receiving an allegation against a member of staff

In rare instances, staff of education institutions have been found responsible for child abuse. Because of their frequent contact with children and young people, staff may have allegations of child abuse made against them. The College recognises that an allegation of child abuse made against a member of staff may be made for a variety of reasons and that the facts of the allegation may or may not be true. It is imperative that those dealing with an allegation maintain an open mind and that investigations are thorough and not subject to delay.

The College recognises that hasty or ill-informed decisions in connection with a member of staff can irreparably damage an individual's reputation, confidence and career. Therefore, those dealing with such allegations within the College will do so with sensitivity and will act in a careful, measured way.

### Receiving an allegation about a member of staff

A member of staff who receives an allegation about another member of staff from a child should report immediately to the principal, unless the Principal is the person against whom the allegation is made, in which case the report should be made to the DSL or the Designated Governor. The Principal (or DSL or Governor if the allegation is against the Principal) will inform the Executive Director of HR and should: **Obtain written details of the allegation from the person who received it, that are signed and dated. The written details should be countersigned and dated by the Principal (or DSL or Governor if the allegation is against the Principal).**

Record information about times, dates, locations and names of potential witnesses.

The Principal (or Assistant Principal) (AP) should make an initial assessment of the allegation, consulting with the DSL and Executive Director of HR as well as the Local Authority Designated Officer (LADO) as appropriate. **Where the allegation is considered to be either a potential criminal act or indicates that the child has suffered, is suffering or is likely to suffer significant harm, the matter should be reported immediately to the LADO.**

It is important that the Principal (or AP) does not investigate the allegation. The initial assessment should be on the basis of the information received and to determine whether or not the allegation warrants further investigation.

### Other potential outcomes are:

The allegation represents inappropriate behaviour or poor practice by the member



of staff and is neither potentially a crime nor a cause of significant harm to the child. The matter should be addressed in accordance with the College disciplinary procedures.

## **Enquiries and Investigations**

Safeguarding enquiries by social services or the police are not to be confused with internal, disciplinary enquiries by the College. The College may be able to use the outcome of external agency enquiries as part of its own procedures. The Safeguarding agencies, including the police, have no power to direct the College to act in a particular way; however, the College should assist the agencies with their enquiries.

The College shall hold in abeyance its internal enquiries while the formal police or social services investigations proceed; to do otherwise may prejudice the investigation. Any internal enquiries shall conform to the existing staff disciplinary procedures.

If there is an investigation by an external agency, for example the police, the DSL (or Deputy) and the Executive Director of Human Resources should normally be involved in, and contribute to, the inter-agency strategy discussions. The DSL (or Deputy) is responsible for ensuring that the College gives every assistance with the agency's enquiries. He/she will ensure that appropriate confidentiality is maintained in connection with the enquiries, in the interests of the member of staff about whom the allegation is made. The DSL (or Deputy) shall advise the member of staff that he/she should consult with a representative such as a trade union.

Subject to objections from the police or other investigating agency, the DSL (or Deputy) shall:

inform the child/children or parent/carer making the allegation that the investigation is taking place and what the likely process will involve.

ensure that the parents/carers of the child making the allegation have been informed that the allegation has been made and what the likely process will involve.

inform the member of staff against whom the allegation was made of the fact that the investigation is taking place and what the likely process will involve.

inform the Chair of Governors and/or the designated governor of the allegation and the investigation.

The Principal (or DSL) shall keep a written record of the action taken in connection with the allegation.

## **Suspension of Staff**

The appropriate section of the College Staff Disciplinary Policy and Procedure should be followed.

## **The Disciplinary Investigation**

The disciplinary investigation should be conducted in accordance with the Staff Disciplinary Policy and Procedure following advice provided by a senior member of the HR Team.

Where a member of staff is dismissed, moved to an area that is not regulated activity or resigns before the disciplinary process is completed as a result of such allegations the College has a statutory duty to inform the Disclosure and Barring Service (DBS). It is the Executive Director of HR's responsibility to inform the DBS.

### **Supporting those involved**

The college will act to manage and minimise the stress inherent in the allegations process. In line with our other procedures individuals will be informed of concerns or allegations as soon as possible and given an explanation of the likely course of action, unless there is an objection by the children's social care services or the police. The individual will be advised to contact their trade union representative, if they have one, or a colleague for support. They will also be given access to welfare counselling or medical advice through the college Occupational Health provider, via HR.

Parents or carers of the child or children involved should be told about the allegation as soon as possible if they do not already know of it. However, where a strategy discussion is required, or police or children's social care services need to be involved, this should not be done until those agencies have been consulted. And have agreed what information can be disclosed to the parents or carers. Parents or carers should also be kept informed about the progress of the case, and told the outcome where there is not a criminal prosecution, including the outcome of any disciplinary process. The deliberations of a disciplinary hearing, and the information taken into account in reaching a decision, would not normally be disclosed but the parents or carers of the child can be told the outcome in confidence only after discussion with the Executive Director of HR.

Parents and carers should also be made aware of the requirement to maintain confidentiality about any allegations made against teachers whilst investigations are ongoing as set out in section 141F of the Education Act 2002. If parents or carers wish to apply to the court to have reporting restrictions removed, they should be told to seek legal advice.

In cases where a child may have suffered significant harm, or there may be a criminal prosecution, children's social care services, or the police as appropriate, should consider what support the child or children involved may need.

### **Allegations without foundation**

False allegations may be indicative of problems of abuse elsewhere. A record should be kept and consideration given to a referral to the LADO in order that other agencies may act upon the information.

In consultation with the DSL and the Executive Director of HR the Principal (or appropriate Manager) shall:

- inform the member of staff against whom the allegation is made orally and in writing that no further disciplinary or Safeguarding action will be taken. Consideration should be given to offering counselling/support.
- inform the parents/carers of the alleged victim that the allegation has been made and of the outcome
- where the allegation was made by a child other than the alleged victim,

consideration to be given to informing the parents/carers of that child.

- prepare a report outlining the allegation and giving reasons for conclusion that it had no foundation and confirming that the above action had been taken.

## **Records**

Details of allegations that are found to have been malicious should be removed from personnel records. However, for all other allegations, it is important that a clear and comprehensive summary of the allegation, details of how the allegation was followed up and resolved, and a note of any action taken and decisions reached, is kept on the confidential personnel file of the accused, and a copy provided to the person concerned.

The purpose of the record is to enable accurate information to be given in response to any future request for a reference, where appropriate. It will provide clarification in cases where future DBS checks reveal information from the police about an allegation that did not result in a criminal conviction and it will help to prevent unnecessary re-investigation if, as sometimes happens, an allegation re-surfaces after a period of time.

The College has an obligation to preserve records which contain information about allegations of sexual abuse for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry (further information can be found on the IICSA website). All other records should be retained at least until the accused has reached normal pension age or for a period of 10 years from the date of the allegation if that is longer.

The Information Commissioner has published guidance on employment records in its Employment Practices Code and supplementary guidance, which provides some practical advice on record retention.

If a member of staff is dismissed, moved to an area that is not regulated activity or resigns before the disciplinary process is completed, he/she should be informed about the College's statutory duty to inform the DBS.

## **Monitoring Effectiveness**

Where an allegation has been made against a member of staff, the DSL together with the Executive Director of HR should, 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 LSCP. Consideration should also be given to the training needs of staff at this time.

## Appendix I

# Criminal Convictions Policy and Procedure

### 1. Policy Statement

Tyne Coast College take a proactive and positive approach to equality and diversity and strives to support students where ever possible. The College also has a duty of care to safeguard all of its stakeholders including staff, students and visitors and is committed to providing a safe environment for study and work.

### 2. Scope

This policy cover all students of the college community irrespective of method of application, enrolment or their type of study.

### 3. Legislation

- Human Rights Act 1998
- The Equality Act 2010
- Mental Health Act 1983
- Mental Capacity Act 2005

### 4. Policy Aims

This policy aims to:

- Ensure that everyone who works and learns at the college achieves their full potential safely in an environment free from discrimination
- To have procedures that take account of individuals right to education balanced by the risk to the college and wider community

### 5. Fitness to Practise

5.1 Some qualifications require an Enhanced Disclosure and Barring Service check (DBS). In this circumstance students must disclose any spent convictions that would appear on a DBS. The onus is on the student to establish, prior to enrolment, if they will be able to work in the type of sector connected to their chosen course. The College is available to assist with any queries which potential students may have. Students are obliged to tell us about any convictions (including pending) when applying/enrolling. In signing the Learning Agreement the student is deemed as confirming they are 'fit to practise'.

5.2 Failure to disclose could result in being withdrawn from the course

## **6. Declaration of Convictions**

**6.1** Applicants and students are required to declare if they have an unspent criminal conviction or if they are convicted of an offence during their course.

**6.2** Applicants requiring a DBS must declare any spent convictions either at application stage or during their course of study if the conviction becomes spent.

**6.3** Exceptions:

Minor motoring offences – these do not need to be disclosed on the College application form and at the enrolment stage.

Cautions, warnings or reprimands will not be considered; however, if a DBS is required for the course these will need to be disclosed.

**6.4** When assessing convictions as part of the risk assessment process a number of factors will be taken into consideration including:

- Spent convictions
- Placement on the Violent and Sex Offender Register (ViSOR) in line with the Rehabilitation of the Offenders Act
- Date conviction/s occurred
- Offending history
- Substance misuse
- Mental Health
- Circumstances surrounding conviction
- Sentence/s
- Rehabilitation
- Course appropriateness e.g. timetable, duration, health & safety factors, work placement etc.
- Who is at risk
- Previous conduct in College (if relevant)
- Fitness to practise
- Engagement with external agencies
- Advice from specialist agencies i.e. Probation, YOS
- References e.g. employers, education etc
- DBS requirement
- Risk of re-offending
- Bail restrictions, tag/curfew, other orders e.g. Harassment Order
- Organised Crime Groups/Street Gangs (OCG)
- Criminal exploitation
- Multi Agency Public Protection Arrangements (MAPPA)

This list is not exhaustive

**6.5** Additional information can be sought on the government website when looking at spent convictions:

## 7. Failure to Disclose

If an individual applying to a programme fails to declare unspent criminal conviction(s), cautions, pending charges, inclusion on the sex offenders register or police investigations, the application may be considered 'fraudulent'.

Current Students studying on a course are required to inform the Safeguarding Officer at their college location of any unspent criminal conviction(s), cautions, pending charges, inclusion on the sex offenders register or police investigations that have occurred since their start date.

## 8. Criminal Conviction Disclosure and Assessment Process

**8.1** All applicants will be asked if they have a criminal conviction via the application process and at the point of enrolment.

**8.2** If an applicant declares they have a criminal conviction against them at the point of enrolment a Safeguarding Officer will be contacted to meet with the applicant. The Safeguarding Officer will discuss details of the conviction. Applicants/ Students will be asked if they have an unspent conviction or a potential fitness to practise issue. During periods of remote learning, this meeting may take place via telephone or video call.

**8.3** Following an initial meeting with a Safeguarding Officer, applicants/students will be provided with a form to provide full details including, dates of charges/allegations, conditions, probation officer/youth offending officer/social worker/investigating officer name and telephone numbers.

Advice can be given if applicants are unsure of information to include. NACRO 0300 123 1999 [helpline@nacro.org.uk](mailto:helpline@nacro.org.uk). Paper declaration forms must be handed to the campus Safeguarding Officer within one working day of completion.

## 9. Disclosure Levels

9.1 Once the fully completed criminal disclosure form is received by the Safeguarding Officer, an initial review of content must take place within the same working day. The Safeguarding Officer will review the disclosures and confirm with relevant probation officer/youth offending officer/social worker/investigating officer where appropriate that the details are correct. The Safeguarding Officer will assess the unspent criminal conviction(s), cautions, pending charges inclusion on the sex offenders register or police investigations and rate the offence as one of the following:

- Low Risk
- Medium Risk • High Risk

Ratings are at the discretion of the College and made with due regard to the Safeguarding, Health and Safety and Welfare of other members of the college community. The Designated Safeguarding Lead will be notified if a student is classed as medium or high risk the same working day. The Designated Safeguarding Lead (or designate) and the HOD will decide if suspension/delayed start date is required.

The HOD will notify the student if suspension/delayed start is agreed.

### Low Risk

The Campus Safeguarding Officer will review the initial declaration form and make

the following recommendations:

- Approved and signed off; no risk assessment required
- Approved; risk assessment required (unusual for low risk)

### **Medium Risk or High Risk**

Where the Safeguarding Officer and / or Designated Safeguarding Lead have rated the offences as Medium or High Risk, the HOD will be notified and a Criminal Disclosure Panel meeting will be convened. High risk criminal panel meetings will be convened within 48 hours

The College Safeguarding Officer will share the declaration form and all details of their recommendations with the relevant Head of Department within 5 working days, who may:

- Sign off and agree to the recommendations
- Change the recommendation and sign off the form
- Disagree with the outcome and convene a Criminal Disclosure Panel Medium

## **10. Criminal Disclosure Panel**

The Panel will consist of:

- Designated Safeguarding Lead (or nominee) (Chair)
- Head of Department / Deputy where the student/potential student will be studying (HOD / Deputy invited, however if unable to attend within the time frame, the panel meeting will still go ahead)
- Representatives from external partners e.g. Police, Probation, Youth Offending Team (if appropriate)

The Designated Safeguarding Lead will present the declaration, alerting the panel to any potential concerns they may have. During the meeting, the Admissions risk assessment form will be completed and signed by panel attendees.

### **The potential outcome of the meeting will be:**

1. Admit the applicant/continue on programme on the basis of the evidence presented
2. Admit the applicant subject to agreed contract of conduct/other restrictions. (The student will be contacted by the curriculum team who will explain the details of the contract and the consequences of non-adherence. The student must sign the contract of conduct as a condition of being offered or maintaining a place at college).
  - Admit the applicant with Careers guidance from Curriculum area (Secretariat inform Curriculum)
3. Admit the applicant for this course only, future courses would require further consideration.
4. Recommend continued exclusion or non-admittance due to the risks presented to the institution Re: safeguarding. (Any student who is declined will be sent a letter advising that this is the case. Where a student is under the age of 18, parents/carers will also be informed in writing with appropriate consent. Where a student is currently working with the Youth Offending Team or the Probation Service, their assigned worker will be informed.) Any decisions the college make to decline a student can only be done on the basis where it is felt that the risks to the college community are too high.
5. The H.O.D of the relevant department, would then communicate the outcome via the phone initially and then followed up with a letter of confirmation.
6. Letter of confirmation example

Dear \_\_\_\_\_

*Following a safeguarding risk assessment panel to assess your course application approval, we have concluded that due to the nature of the disclosure, and the potential risk around the conviction we are unable to continue with your application at this time.*

*You can appeal this decision. Appeals must be made in writing and must be received by the College within 15 working days of the date of the panel outcome letter.*

*The appeal should be sent to the; the Principals PA, Tyne Coast College, St. George's Avenue, South Shields, Tyne and Wear. Appeals will be heard by a member of the Senior Management Team, usually the College Principal, who will*

*consider each individual case and confirm their decision to the applicant or student in writing.*

*For the purposes of this procedure, an appeal is defined as a request for a formal review of the outcome of a safeguarding risk assessment panel. The appellant may appeal a decision regarding the outcome of the panel if they feel that the panel was not conducted in accordance with this procedure or that the decision did not take account of the available evidence or was unreasonable, given the evidence available.*

*In making an application for an appeal, the appellant must state on which of these grounds the appeal is being made.*

## **11. Other Circumstances:**

The College reserves the right to conduct a risk assessment on any applicant or any student at any time. This could include when an applicant has already been made an unconditional or conditional offer of a place on a course or when students are already on course. This may be in response to a range of circumstances including information on an EHCP, a Disclosure and Barring Service (DBS) certificate that was not disclosed at the application/enrolment stage and information received from social services, the police and other relevant agencies or organisations. If the outcome is that an applicant is refused a place at the College, an offer of a place to an applicant is withdrawn or a student on programme is withdrawn, the decision will be communicated in writing to the applicant or student. This letter will be copied to the parent/carer for a student under the age of 18, with appropriate consent.

## **12. Appeals**

Applicants who have been refused a place at the College or have had an offer of a place withdrawn and students on programme who have been withdrawn due to a safeguarding risk assessment panel, may appeal against this decision. Appeals must be made in writing and must be received by the College within 15 working days of the date of the panel outcome letter.

The appeal should be sent to the; the Principals PA, Tyne Coast College, St. George's Avenue, South Shields, Tyne and Wear. Appeals will be heard by a member of the Senior Management Team, usually the College Principal, who will



consider each individual case and confirm their decision to the applicant or student in writing.

For the purposes of this procedure, an appeal is defined as a request for a formal review of the outcome of a safeguarding risk assessment panel. The appellant may appeal a decision regarding the outcome of the panel if they feel that the panel was not conducted in accordance with this procedure or that the decision did not take account of the available evidence or was unreasonable, given the evidence available.

In making an application for an appeal, the appellant must state on which of these grounds the appeal is being made.

### **13. Data Protection**

The College will comply with the Data Protection Act 2018 and General Data Protection Regulation (GDPR).

### **14. Confidentiality**

The Data Protection Act and GDPR are not only restrictions on disclosure of information about the College, they are bound by a common law duty of confidentiality. This duty prevents the College from releasing information about students, without their consent. This duty applies to manual records as well as information held on computers.

Information which must be treated as confidential includes the names and addresses of students and any other information about them which is not publicly known, i.e. "personal data". Accordingly, to ensure that the College does not breach its duty, no information, even if it only exists in printed form, should be disclosed unless all the relevant procedures have been followed.

There may be occasion where the College is obliged to disclose information, notwithstanding that the learner has refused consent:

- Where the learner's behaviour threatens their safety or safeguarding, and that of others;
- Or where the College would be liable to civil or criminal liability for failure to disclose.

### **15. Linked Policies and Procedures**

- Admissions Policy
- Higher Education Admissions Policy
- Safeguarding Policy and Procedures
- Equality and Diversity Policy
- GDPR and Data Protection Policy
- Fitness to Study Policy

## Appendix A

### Guidance Notes for Students – Disclosure of Criminal Convictions

Rehabilitation of Offenders Act 1974 The Rehabilitation of Offenders Act 1974 enables criminal convictions to become 'spent' or ignored after a specified 'rehabilitation period'. After this period, with certain exceptions, an ex-offender is not normally obliged to mention their conviction.

Students are not obliged to disclose Spent convictions if they are applying for or attend programmes that are not professionally validated programmes or do not require a DBS disclosure.

Full details of the rehabilitation of offenders act can be found on the Rehabilitation of Offender Act 1974 Sentence/disposal Buffer period for adults (18 and over at the time of conviction or the time the disposal is administered). This applies from the end date of the sentence (including the licence period). Buffer period for young people (under 18 at the time of conviction or the time the disposal is administered). This applies from the end date of the sentence (including the licence period). Custodial sentence\* of over 4 years, or a public protection sentence Never spent Never spent Custodial sentence of over 30 months (2 1/2 years) and up to and including 48 months (4 years) 7 years 3 1/2 years Custodial sentence of over 6 months and up to and including 30 months (2 1/2 years) 4 years 2 years Custodial sentence of 6 months or less 2 years 18 months Community order or youth rehabilitation order\*\* 1 year 6 months \*Custodial sentence includes a sentence of imprisonment (both an immediate custodial sentence and a suspended sentence), a sentence of detention in a young offender institution, a sentence of detention under section 91 of the Powers of Criminal Courts (Sentencing) Act 2000, a detention and training order, a sentence of youth custody, a sentence of corrective training and a sentence of Borstal training.

\*\*In relation to any community or youth rehabilitation order which has no specified end date, the rehabilitation period is 2 years from the date of conviction.



**Safeguarding, Health and Safety  
Process  
for all contractors entering  
College premises**



**Reviewed: August 2022**  
**Appendix J**

## **Section A: SAFEGUARDING, HEALTH AND SAFETY PROCEDURES FOR ALL CONTRACTORS ENTERING TYNE COAST COLLEGE PREMISES**

Tyne Coast College is committed to providing a safe and healthy working and learning environment within the College. This procedure has been produced to ensure that contractors and their employees fully understand that commitment.

### **Safeguarding:**

Tyne Coast College is fully committed to safeguarding our students, staff, and partners. This part of the procedure is structured to layout clear guidelines to follow for all external contractors and subcontractors.

### **Definitions:**

**Subcontractors:** External business - *A firm/employee that is carrying out works as part of a larger project appointed by the external project lead firm/employer.*

**Contractors:** *External business – Appointed by the college, to carry out a schedule of works over a period (hours, 1 day, a number of days, weeks or months)*

**Fixed Term Contractors:** *External business appointed by the college to carry out schedule of work or fulfil a service/facility over a fixed long term period(long term 1 year plus)*

### **Subcontractors Safeguarding Induction Requirements:**

- You **must** report to the Estates office on arrival.
- You **must** always wear a lanyard when on site
- If your scheduled works involve being in the vicinity of students, you **must** provide a DBS enhanced 'adult and child protection' in advance of the works commencing for all employees attending to the works.
- You **must** read and sign the Safeguarding declaration prior to commencing the scheduled works.

**Contractors Safeguarding Induction Requirements:**

- You **must** report to the Estates office on arrival.
- You **must** always wear a lanyard when on site
- If your scheduled works involve being in the vicinity of students, you **must** provide a DBS enhanced ‘adult and child protection’ in advance of the works commencing for all employees attending to the works.
- You **must** read and sign the Safeguarding declaration prior to commencing the scheduled works.

**Fixed term contractors.**

- All fixed term contractors **must** provide a central register to HR on termly basis. DBS enhanced ‘Adult and Child protection’ certificate must be in place for all employees of the fixed term contractor that are attending site.
- All fixed term contractors’ employees **must** be undertake and induction which is structured and led by the college HR team.
- Specific requirements for mandatory training of all fixed term contractors’ employees, related to safeguarding, health & safety and right to work in the UK will be advised during the procurement process and will be maintained through out the contract life by HR.
- All staff should be aware of systems within the college which support safeguarding and these should be explained to them as part of staff induction.

**Declaration:**

*I acknowledge and fully understand that I am working in an environment with children, young and vulnerable people.*

*I understand that if I see or hear something that I believe is a matter of concern that I will report it immediately to a member of college staff.*

Name (printed).....

Signature.....

Date.....