

SAFEGUARDING & CHILD PROTECTION POLICY

2024/25

Safeguarding is a shared responsibility that extends to everyone within our college community. This policy outlines our comprehensive approach to safeguarding and promoting the welfare of children, young people, and adults at risk. It applies to all members of staff whether temporary, sessional, or full-time as well as advisory group members, contractors, and visitors.

The policy details our unwavering commitment to protecting individuals from harm, recognizing signs of abuse, and the clear procedures for reporting concerns and disclosures.

Safeguarding is a priority at City College Peterborough.

Foreword

City College Peterborough has a statutory and moral duty to ensure that the College operates with a view to safeguarding and promoting the welfare of children and adults at risk. The College has a zero tolerance for abuse of any kind or other harmful behaviour affecting learners, supported people, or staff. **Safeguarding is a priority at City College Peterborough.**

- All learners and supported people, regardless of age, disability, gender, racial heritage, religious belief, sexual orientation, or identity, have the right to equal protection from all types of harm and abuse.
- Peterborough City Council, along with all staff, including volunteers and agency staff working for the College, are responsible for the safety and welfare of children and adults at risk by following the procedures set out in this policy.
- All staff have a duty to maintain the highest standards of professional behaviour and confidentiality when dealing with children, adults at risk, and personal and sensitive issues relating to these groups. All staff and volunteers will apply the principles of the “Guidance for Safer Working Practice for those Working with Children and Young People in Education Settings” (Safer Recruitment Consortium, February 2022) irrespective of whether they are working with young people or adults in education provision or Day Opps.
- All staff have a duty to identify and support people who may be susceptible to being drawn into violent extremist activity (Preventing Violent Extremism/Prevent strategy).
- The College takes very seriously its responsibility to practice Safer Recruitment Procedures to protect learners, supported people, and staff.
- All staff have a duty to be alert to any suspicions, nagging doubts, or allegations raised about the safety and welfare of children or adults at risk and to refer to or seek advice from the Designated Persons for Safeguarding.
- At City College Peterborough, we recognize that learners with special educational needs and disabilities (SEND) and adults at risk can face additional safeguarding challenges. Additional barriers can exist when recognizing abuse and neglect in this group. These can include:
 1. Assumptions that indicators of possible abuse such as behaviour, mood, and injury relate to the learners' or supported persons' additional needs without further exploration.
 2. The potential for learners with SEND and adults at risk to be disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
 3. Communication barriers and difficulties in overcoming those issues.

Staff across the College will remain vigilant and observant to these additional challenges.

- Designated Persons will share information about concerns or allegations with statutory agencies, involving learners, supported people, and parents/carers appropriately.
- All staff have a duty to raise concerns about the actions of other employees, employees of the college and Council's partners, private contractors, and/or elected members; this is enshrined in our whistleblowing policy (Appendix A). This safeguarding policy should be read in conjunction with that policy.
- The college takes historic safeguarding concerns, allegations, and disclosures seriously. If an individual discloses historic abuse, such as past sexual abuse whilst in a school or college, the individual will be supported to make an independent, informed decision about what steps they would like to take, such as making a report to the police.

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1. INTRODUCTION

City College Peterborough places the highest importance on safeguarding, the safety and wellbeing of our college community is paramount in all activities. Our commitment to safeguarding applies to all staff, learners and people we support, subcontract partners and other college users; including volunteers, external contractors, remote learners, and employers where learners and people we support have work placements. Safeguarding is a priority at the College.

This policy sets out City College Peterborough's commitment in relation to its duty to safeguard and promote the wellbeing of children, young people and vulnerable adults across all the provision.

There are three main elements to our Safeguarding Policy:

Prevention: creating a positive environment, raising awareness of safeguarding priorities within teaching activities and pastoral support to children, young people and vulnerable adults and maintaining an attitude of 'it could happen here'.

Protection: ensuring policies and procedures are in place to minimise the risks to children, young people and vulnerable adults, including well-trained staff who are supported to respond appropriately and sensitively to safeguarding concerns.

Support: to children and vulnerable adults and staff who may have been abused or radicalised.

2. OBJECTIVE

At City College Peterborough, safeguarding and promoting the welfare of our learners and people we support is everyone's responsibility. Everyone who comes into contact with learners and people we support, and their families has a role to play. To fulfil this responsibility effectively all staff should make sure their approach is person centred, i.e. they should consider at all times what is in the best interests of the learners and people we support. It is imperative that everyone recognises the importance of meeting the needs of the person as soon as a problem emerges. This includes inside and outside of the home, online and in college.

No single practitioner can have a full picture of a learner or supported person's needs and circumstances. If learners and people we support and their families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

The aim of this policy is to ensure there is a clear, transparent and robust approach to the College's statutory and moral duty in relation to all members of our college community.

It is intended to:

- Ensure appropriate action is taken that will contribute to the safeguarding of all learners and people we support.
- Raise awareness of the importance of safeguarding learners and people we support.
- Raise awareness regarding issues vulnerable adults may be faced with.
- Indicate action to be taken in certain circumstances.

This policy covers all members of the college community including:

- Current and prospective learners and people we support under-18 enrolled on full, part-time and / or transition courses.
- All learners and people we support classed as vulnerable over the age of 18 years.
- Elected home educated.
- Learners and people we support studying with sub-contractors.
- Visitors to the college.
- Children attending the college via family learning.
- Employees, work experience and or volunteers.

3. RESPONSIBILITIES

3.1 Advisory Board

It is essential that everybody working in college understands their safeguarding responsibilities and complies with mandatory safeguarding training.

Working with the leadership team and the DSL (Designated Safeguarding Lead), those in governance should ensure that ALL staff read at least part one of the Keeping Children Safe in Education guidance.

Advisory Board members should ensure they utilise the DfE data protection guidance for schools as a useful resource, which “will help school staff, governors and trustees understand how to comply with data protection law, develop their data policies and processes, know what staff and pupil data to keep, and follow good practices for preventing personal data breaches.”

The Advisory Board is responsible for liaising with the Principal / DSL over matters regarding safeguarding and child protection, including:

- ensuring the college has adopted the interagency procedures produced by the Cambridgeshire and Peterborough Safeguarding Children Partnership Board
- ensuring the Advisory Board considers the college’s policy on safeguarding each year and provides strategic challenge in terms of safeguarding policy and procedures
- ensuring that each year the Advisory Board is informed on how the college and its staff have complied with the policy. This includes receiving a report on training that staff have undertaken
- ensuring the IT system has appropriate filters and monitoring systems in place and that the effectiveness of the systems are regularly reviewed
- overseeing the liaison between social care in connection with allegations against the Principal / DSL. This will not involve undertaking any investigation but will ensure good communication between the parties and provide information to assist enquiries
- to assist in these duties, the Advisory Board will receive appropriate training as directed by the Cambridgeshire and Peterborough Safeguarding Children Partnership Board.

3.2 Designated Safeguarding Lead

The college’s DSL is the College Principal. They have a key duty to take the lead responsibility for raising awareness within the college of issues relating to the welfare of children, young people and vulnerable adults, and the promotion of a safe environment for those individuals who are enrolled at college or attend our Day Opportunities provision. These include all learners and people we support who may be working with third parties such as a subcontractor.

They will receive training in safeguarding and child protection issues and inter-agency working, as required by the Local Safeguarding Board, and will receive refresher training in accordance with their recommendations.

The Designated Safeguarding Lead will be expected to:

- Oversee the referral of cases of suspected abuse or allegations to social care services.
- Ensure written records of concerns, discussions and actions cover the rationale behind any decision making, and “include instances where referrals were or were not made to another agency such as LA children’s social care or the Prevent programme etc.”
- Oversee the referral of cases to the Channel programme where there is a radicalisation concern.
- Raise awareness of current Prevent themes and support with the strategic planning for embedding Prevent across curriculum and within the college.
- Ensure all future updates for Prevent are reviewed and implemented within the safeguarding policy.
- Provide advice and support to other staff in relation to safeguarding and child protection issues.
- Maintain a record of any child protection referral, complaint or concern (even where the concern does not lead to a referral).
- Ensure child protection files are transferred with the student within five days of the start of a new term or within five days if the learners and people we support change school/college in year.
- Ensure that parents / carers of children, young people and vulnerable adults within the college are aware of the Safeguarding Policy.
- Liaise with the Local Authority and other appropriate agencies.
- Ensure that staff receive appropriate training in safeguarding, child protection and Prevent issues and are aware of this policy.
- Ensure staff are aware of the need for child or vulnerable adult to be accompanied by an appropriate adult if being interviewed or arrested by the police during college hours.
- Provide an annual report to the Advisory Board, setting out how the college has discharged its duties.

3.3 Deputy Designated Safeguarding Leads

The college’s DDSLs (Deputy Designated Safeguarding Leads) will support the DSL / Principal in carrying out their role. Some activities relating to the DSL will be delegated to the DDSL and DPs (Designated Persons), though the DSL will retain ultimate responsibility for all safeguarding, child protection and Prevent matters.

In addition to supporting the DSL in their absence with the responsibilities outlined in section 3.2 above, the DDSLs will be expected to:

- Refer cases of suspected abuse to the Local Authority children’s social care as required.
- Refer cases of suspected radicalisation to the Channel programme.
- Decide whether it is necessary to initiate a multi-agency request for services (MASH) and who will take the lead.
- Act as contact for young people who are looked after or leaving care.
- Liaise with secondary schools which send pupils to the college to ensure that appropriate arrangements are put in place.

Liaise with the Study Programme staff responsible for employers and training organisations that receive children or young people from the college on placements, to ensure the appropriate safeguards are put in place.

3.4 Designated Person

These DPs will be expected to:

- Refer cases of suspected abuse to the local authority children's social care as required.
- Refer cases of suspected radicalisation to the Channel programme.
- Act as contact for young people who are looked after or leaving care.
- Liaise with secondary schools which send pupils to the college to ensure that appropriate arrangements are put in place.
- Liaise with the manager responsible for employers and training organisations that receive children or young people from the college on long term placements, to ensure that appropriate safeguards are put in place.
- Provide advice and support to other staff in relation to safeguarding and child protection issues.
- Maintain a record of any child protection referral, complaint or concern (even where the concern does not lead to a referral).
- Regularly update the DSL on any safeguarding concerns in both their caseload and across the college.
- Record and maintain concise and accurate records which may be used as a source of evidence.

3.5 Executive Operations Manager

The Executive Operations Manager will be expected to:

- Carry out appropriate audit checks on applicants to the college, this should include an online search for digital screening and must include DBS checks at the correct level.
- Work with the Leadership and HR Team to ensure that all staff are trained to an acceptable standard, by establishing and maintaining a training plan / schedule and monitoring compliance with this, ensuring action is taken for non-compliance.
- Work with the Safeguarding Lead to ensure all policies linked to safeguarding and staff actions and behaviour are updated in accordance with Keeping Children Safe in Education each year.
- Ensure that safeguarding policies and practices are a core part of the staff induction, which should include the Safeguarding Policy, Behaviour Policy and the role of the DSL, DDSLs and DPs.
- Develop, monitor and advise on the implementation of procedures for dealing with allegations against staff which are consistent with Children's Safeguarding Partnership / social care procedures and national guidance.
- Manage the progress of allegations against staff, liaising with the Designated Safeguarding Lead, and other agencies as required.
- Manage the progress of allegations made against supply / temporary members of staff with the Designated Safeguarding Lead, and other agencies as required.
- Maintain records of staff compliance in understanding the key updates within the Keeping Children Safe in Education report.

3.6 All College Staff

All college staff will be expected to:

- Establish and maintain an ethos where all learners and people we support, which includes those who are vulnerable feel secure and are encouraged to talk and are listened to.
- Be able to reassure learners and people we support that they are being taken seriously and that they will be supported and kept safe. No individual should ever be given the impression that they are creating a

problem by reporting abuse, sexual violence or sexual harassment. Nor should they ever be made to feel ashamed for making a report. Finally, learners and supported people should always be made aware that their concern or disclosure has to be escalated.

- Tutors and managers must include in the curriculum and 'core' activities, opportunities for learners and people we support and vulnerable adults to acquire skills and attitudes to both resist abuse in their own home and to prepare themselves for responsibilities including parenthood in their adult lives. To encourage a belief in equality of opportunity, celebrate diversity and challenge extreme views.
- Promote inclusivity and preventative education for all learners and people we support with the key focus being "Life in modern Britain".
- All staff, whether permanent, temporary or volunteers, need to be aware of the college's Safeguarding Policy, update themselves yearly with the appropriate elements according to their role and as a minimum read chapter 1 within Keeping Children Safe in Education and share our commitment to safeguarding and promoting the welfare of all learners and people we support.
- Understand and adhere to the reporting procedure for a safeguarding concern, seeking support from a DSO or the DSL / DDSL where necessary.
- Be aware that technology is a significant component in many safeguarding and wellbeing issues. Learners and people we support are at risk of abuse online as well as face to face. Learners and people we support can also abuse their peers online, this can take the form of abusive, harassing, and misogynistic messaging, non-consensual sharing of indecent images and sharing of abusive images and pornography to those who do not want to receive it.
- Recognise that the risk of harm can be compounded for children who are LGBTQIA+ or who lack a trusted adult with whom they can be open. It is therefore vital staff endeavour to reduce the additional barriers faced and provide a safe space for them to speak out or share their concerns with a member of staff.
- Recognise the preferred terminology for learners and people we support who are bisexual (previously bi), gender questioning (previously trans) and take a cautious approach and consider the broad range of their individual needs.

3.7 Teaching Staff

In addition to 3.6 above, teaching staff are expected to maintain public trust in the teaching profession as part of their professional duties, as laid out in Teaching Standards 2012.

There is a specific legal duty on teaching staff to report concerns of Female Genital Mutilation (FGM) immediately to the police via the safeguarding system in addition to reporting through the normal safeguarding procedure.

Teaching staff should be aware of any welfare, safeguarding or child protection concerns that may affect their learners and people we support in order to promote educational outcomes. It is the responsibility of the DSL to ensure that this information is disseminated accordingly.

Teaching staff must understand how to follow safeguarding procedures when planning remote education strategies and teaching remotely.

4. DEFINITIONS

For the purposes of this policy, the following words and phrases have the meanings as indicated:

- **Abuse & neglect:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting

harm or by failing to act to prevent harm. 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 the impact on children in 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. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children. Abuse and neglect heading has been amended to include exploitation.

- **“Child” or “Children”** means a person(s) under the age of 18.
- **“Channel”** forms a key part of the Government Prevent Strategy (see below for Prevent definition). The process is a multi-agency approach to identify and provide support to individuals who are at risk of being drawn into terrorism and extremism.
- **“College premises”** means all buildings and land owned or operated by the college.
- **“College staff”** means all college employees, authorised agency staff and volunteers working on behalf of the college.
- **Deliberately missing education** has been replaced with unexplained and / or persistent absence from education
- **“Extremism”** is defined in the 2011 Prevent Strategy as vocal or active opposition to fundamental British values including democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs. Also included in the definition is extremism calls for the death of members of the UK armed forces, whether in this country or abroad.
- **“Prevent”** refers to the Prevent Strategy, published by the Government in 2011, which is part of the Government’s overall counter-terrorism strategy, CONTEST. The aim of the Prevent Strategy is to reduce the threat to the UK by stopping people becoming terrorists or supporting terrorism.
- **“Promoting the welfare of children”** ensure children grow up in circumstances consistent with the provision of safe and effective care.
- **“Radicalisation”** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- **“Risks”** of harm can be compounded for children who are LGBTQIA+ lack a trusted adult with whom they can be open.
- **“Safeguarding”** is the process of protecting and promoting the welfare of children and vulnerable people, whether from crime or other forms of abuse. This includes protecting children from maltreatment, taking actions to ensure all children have the best outcome. This includes ensuring children grow up in circumstances consistent with the provision of safe and effective care.
- **“Terrorism”** is defined in the Terrorism Act 2000 (TACT 2000). In summary, this defines terrorism as 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.
- **“Vulnerable adult”** means any person aged 18 or over who is or may be in need of community care services by reason of mental or other disability, age or illness and is or may be unable to take care of themselves, or unable to protect themselves against significant harm or exploitation. It should be noted that the definition of a vulnerable adult means that this can be a transient category for some individuals.

Definitions of Abuse:

- Abuse of children can be categorised into five areas (as defined by the Children’s Act 1989):
“Neglect” is the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development.

Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- a) provide adequate food, clothing and shelter (including exclusion from home or abandonment).
 - b) protect a child from physical and emotional harm or danger.
 - c) ensure adequate supervision (including the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.
- **“Physical abuse”** includes hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
 - **“Emotional abuse”** is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.
 - **“Sexual abuse”** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child 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 children in looking at, or in the production of sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males.
 - Women can also commit acts of sexual abuse, as can other children.
 - **“Child on child abuse”** is the sexual abuse of children by other children is a specific safeguarding issue (previously referred to as peer-on-peer abuse) in education and all staff should be made aware of it and understand the importance of challenging this behaviour.

Child-on-child abuse is likely to include:

- Bullying (including cyberbullying).
- Abuse in intimate personal relationships between peers.
- Physical abuse including an online element which facilitates, threatens and or encourages physical abuse.
- Sexual violence including an online element which facilitates, threatens and or encourages sexual violence.
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment.
- Causing someone to engage in sexual activity without consent.
- Consensual and non-consensual sharing of nudes and semi-nude images and or videos (sexting).
- Up skirting, involving taking a picture under a person's clothing without permission.
- Initiation / hazing type violence and rituals as a way of initiating someone into a group.

Additional forms of abuse:

- In addition, Keeping Children Safe in Education identifies that there are wider safeguarding issues that should be considered and acted upon. The statutory guidance lists specific issues and provides further links to information on all these areas. The specific areas are:
 - child sexual exploitation
 - child criminal exploitation
 - domestic abuse (experience of this can impact the ability to learn)
 - fabricated or induced illness
 - female genital mutilation (FGM)
 - gangs and youth violence
 - mental health (this includes mental health as an indicator of abuse and mental health issues that are safeguarding concerns)
 - radicalisation
 - teenage relationship abuse
 - bullying, including cyberbullying
 - online abuse
 - drugs
 - faith abuse
 - forced marriage (the legal age of marriage has been raised to 18 years which makes it a crime to cause a person to marry before their eighteenth birthday)
 - gender-based violence / violence against women and girls
 - honour-based abuse
 - private fostering
 - trafficking.

5. POLICY STATEMENT

The college will:

- Comply with all legal and statutory duties in relation to safeguarding and wellbeing of children, young people and vulnerable adults.
- Take a preventative approach to protecting children, young people and vulnerable adults from potential harm, damage, radicalisation or being drawn into terrorism (violent and non-violent extremism).
- Take all appropriate actions to address concerns about the welfare of children, young people and vulnerable adults.
- Have particular regard to children, young people and vulnerable adults who:
 - Are disabled and have specific additional needs.
 - Have special education needs (whether or not they have an Education, Health and Care Plan).
 - Are young carers.
 - Are showing signs of being drawn into anti-social or criminal behaviour; including gang involvement and associated organised crime groups.
 - Are frequently missing from care or from home.
 - Are misusing drugs and alcohol.
 - Are at risk of modern slavery, trafficking or exploitation.
 - Have family circumstances presenting challenges for them, such as substance misuse, adult mental health problems, or domestic abuse.
 - Are looked after or have previously been looked after (care leavers).

- Have returned to their family home from care.
- Are showing early signs of neglect or abuse.
- Are at risk of radicalisation or exploitation.
- Are at risk of FGM.
- Are privately fostered.
- Have a social worker.
- Work to agreed local policies and procedures in full partnership with other local agencies alongside the Local Authority designated officer.
- Plan, implement, monitor and review policies and procedures to ensure the maximum is done to provide a safe environment for children, young people and vulnerable adults in the College, including apprentices in the workplace and learners and people we support undertaking work experience.
- Take all reasonable measures to ensure that risks of harm to children, young people and vulnerable adults' welfare is minimised by the appropriate:
 - Risk assessment and management.
 - Health and safety procedures.
 - Staff selection, recruitment, induction, supervision and training.
 - Selection of partners delivering services to the College.
 - If college premises are hired to “out of hours organisations” working with children they meet the expectations in Keeping Children Safe in Out-of-schools Settings and follow the college safeguarding procedures.
 - Creation and promotion of an open work culture.
 - Reacting to and reporting abuse.
 - Ensure that concerns and disclosures made regarding a child, young person or vulnerable adult at risk of significant harm are referred in a timely manner to the appropriate organisations (social services, police and other agencies).
 - Ensure that all staff undertake mandatory training to familiarise themselves with safeguarding, child protection issues, and responsibilities, Prevent and the college’s policies and procedures, with refresher training at least every three years.
 - Have specific and robust processes in place to respond to allegations against a member of staff.
 - Convene a safeguarding steering group to oversee, review and guide safeguarding and Prevent processes within the college.
 - Ensure that best practice and learning is shared across the college through a safeguarding network.
 - Empower all learners and people we support to develop healthy and safe lifestyles. This include managing risks, developing judgement on acceptable behaviour, resisting unhelpful pressure and challenging extremist narratives. The college will promote this through an effective tutorial framework and targeted pastoral support for learners and people we support.

6. RECORDS

Effective monitoring and recording are vital to ensuring the College meets its safeguarding obligations and all learners and people we support are supported and protected appropriately. Monitoring is particularly valuable to establish what is ‘normal’ or ‘usual’ for a particular person.

Teachers and support staff are well placed for this as they have frequent contact with learners and people we support, however safeguarding is everyone’s responsibility. Any concerns should be recorded on the **My Concern** system at the earliest opportunity. Where access is not available, contact should be made with a member of the safeguarding team as soon as possible. **Full recording requirements are detailed in Appendix 1.**

What should be recorded?

- Patterns of attendance.
- Changes in mental or emotional wellbeing.
- Use of inappropriate language.
- Changes in classroom functioning.
- Relationships (with peers and adults).
- Behaviour.
- Statements, comments, stories, drawings.
- General demeanour and appearance.
- Parental interest and comments.
- Home / family changes.
- Medicals.
- Response to PE / sport.
- Injuries / marks, past and present.
- When is recording needed?
- When there is a concern over:
 - marks on a child's body
 - unusual, significant changes in behaviour
 - mood changes
 - puzzling statements or stories from a child
 - information from others.
- If requested by another agency, for example, following an Initial Child Protection Conference.
- Disclosure.

Confidentiality

Confidentiality and trust should be maintained as far as possible. The degree of confidentiality will be governed by the need to protect the child, young person or vulnerable adult who is always the primary concern. The child, young person or vulnerable adult must, at the earliest opportunity in the disclosure, be informed of the need to pass the information on.

The College will comply with the requirements of the Data Protection Act 2018, and the UK General Data Protection Regulation which allows for the disclosure of personal data where necessary to protect the vital interests of the vulnerable adult.

In some cases, the main restrictions on disclosure of information are:

- Common Law duty of confidence.
- Human Rights Act 1998.
- Data Protection Act 2018.
- UK GDPR Act 2018 (updates 2021).

Each of these must be considered separately. Other statutory provisions may also be relevant, but in general, legislation does not prevent the sharing of information if:

- those likely to be affected provide their consent
- the public interest in safeguarding the child's welfare overrides the need to keep the information

- confidential
- disclosure is required under a court order or other legal obligation.

7. RAISING CONCERNS ABOUT THE SAFEGUARDING PRACTICES WITHIN THE COLLEGE

All staff, volunteers, subcontracted partners and all learners and people we support should feel able to raise concerns about poor or unsafe practice and potential failures within the College’s safeguarding policies and procedures and know that such concerns will be taken seriously by the College’s Leadership Team.

Staff, volunteers, subcontracted partners and all learners and people we support should follow the Whistleblowing Policy if they have any concerns about the practices at the College. Where they do not feel able to use the college policies, the NSPCC Whistleblowing helpline is available. Details are available in **Appendix 2 & 3**.

Document control

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Document Lead and Author:	Tash Dalton
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Purpose of the review:	As per schedule
Dissemination:	All staff via sign off on MyConcern; intranet and website

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Revisions	
17/09/24	Additions: <ul style="list-style-type: none"> Amendments: <ul style="list-style-type: none"> Significant review to condense and sharpen up the former policy, in line with good practice.

APPENDICES

Appendix 1: City College Peterborough Safeguarding Procedures & Reporting

Appendix 2: City College Peterborough Safeguarding structure & contacts

Appendix 3: Statutory Agencies Contact information

Appendix 4: References and further information

APPENDIX 1: SAFEGUARDING PROCEDURES

1. Introduction

The City College Peterborough Safeguarding Policy establishes the principles within which the College will work to ensure the safety and welfare of all children, young people and vulnerable adults at the College. This document is intended to provide practical guidance for colleagues who are responsible for taking action under the policy and should be read in conjunction with the policy itself.

2. Responding to Concerns

Where any member of staff, student, volunteer or Advisory Board member has a concern about a child, young person or vulnerable adult, they must report it immediately. There are a number of reasons why a someone might need to report a concern:

- In response to something the person has said.
- In response to signs or suspicions of abuse.
- In response to allegations made against a member of staff, volunteer, carer or parent.
- In response to bullying, face to face or online.
- Observation of inappropriate behaviour / views.
- In response to anything which makes a student / young or vulnerable person uncomfortable.

It is important for staff to note that if an incident has occurred outside of the College, it should still be reported.

On receipt of safeguarding information regarding a child, young person or vulnerable adult or member of staff:

- Stay calm.
- Reassure the person reporting their concern that they have done the correct thing in telling you.
- Listen carefully to what is being said and take them seriously.
- Do not promise confidentiality.
- Explain that you have a duty to tell a Designated Person and that their concerns may be shared with others who could play a part in protecting them or the individual concerned.
- Reassure them that they will be involved in decisions about what will happen wherever possible. For concerns that involve potential risk to children, this cannot always be guaranteed.
- If they have specific communication needs, provide support and information in a way that is most appropriate to them, or seek support to do this.
- Do not be judgemental or jump to conclusions.
- Record in writing exactly what is being said, if you cannot do this at the time, then record immediately afterwards. See Section 4 for recording requirements.

3. Reporting Concerns

City College Peterborough staff can easily record and manage their safeguarding concerns on any web-enabled device via the online portal – My Concern. You should use the link below. Links can also be found on the college intranet. If the concern involves an allegation about a member of staff, the Procedure for Managing Safeguarding Allegations about Staff must be followed instead.

My Concern Log In

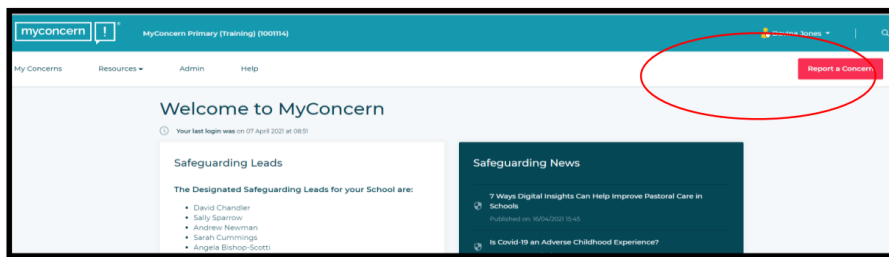
[My Concerns | MyConcern \(thesafeguardingcompany.com\)](https://thesafeguardingcompany.com)

You should already have a My Concern Log in to access the system. **If you cannot log in you should report your concern immediately to one of the safeguarding team and then arrange to activate your log in.** The safeguarding team are easily identifiable by the Bee Lanyard worn around their neck or speak to reception who will be able to contact one of the safeguarding team for you.

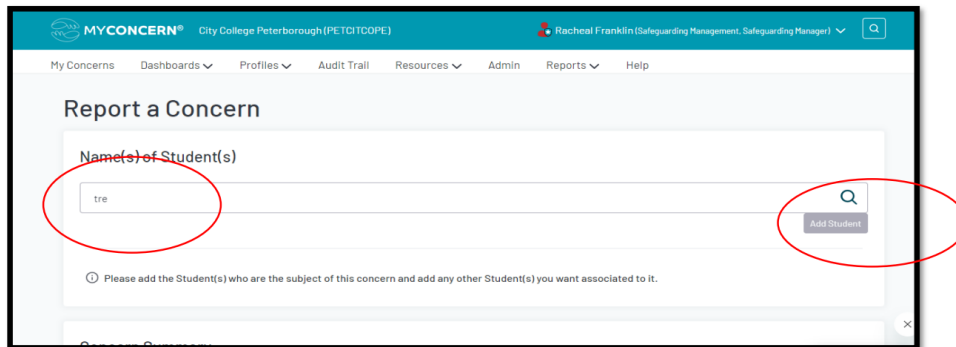
Once you have logged in you should follow the step below.

Report your concern

Every page on the My Concern system has a red tab that is clearly marked 'report a concern' (circled below)



Click on the red tab. This will take you to the following page.



The name(s) of the learner / supported person involved can be searched here by entering the first few letters of their name. (It is important that the correct spelling is used.)

If the learner / supported person has not been entered onto the system before, their details will need to be added manually. This can be done by clicking on the 'add student' tab (see above)

This will open the following screen:

Complete the profile to include as much information as possible. This **MUST** include the name and date of birth as a minimum. **If the date of birth is not known at this stage, please enter 01/01/2000**

At the bottom of the page, there is an option to save and close (this gives you the option to return to continue logging later) or save and continue to edit. This option allows you to continue with your report.

Details about the concern you are raising

Once the learner profile has been selected / added, you will have to complete the following:

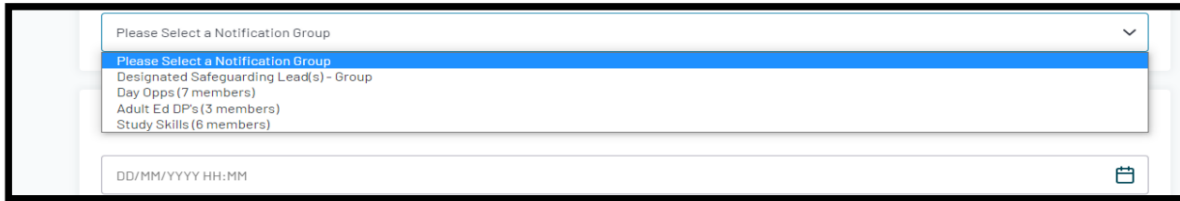
Concern summary

Describe the type of concern using a brief summary. For example – ‘Frankie attended the Industrial hub today where we noticed some bruising to his left arm.’

Concern date / time - Please ensure this is the time and date that the incident happened.

Send concern to - Please select the group responsible for managing the concern. For example, if the concern is regarding a learner at JMC, study skills should be selected, if it is an adult attending one of our day opportunity provisions, the Day Opps option should be selected. Please refrain from using the Designated Safeguarding Lead (DSL) option unless you are unsure of which group the learner belongs to. **(The DSL taking ownership of a concern**

should update this to reflect the correct notification group if the DSL option has been selected. This ensures correct reporting figures for each area)



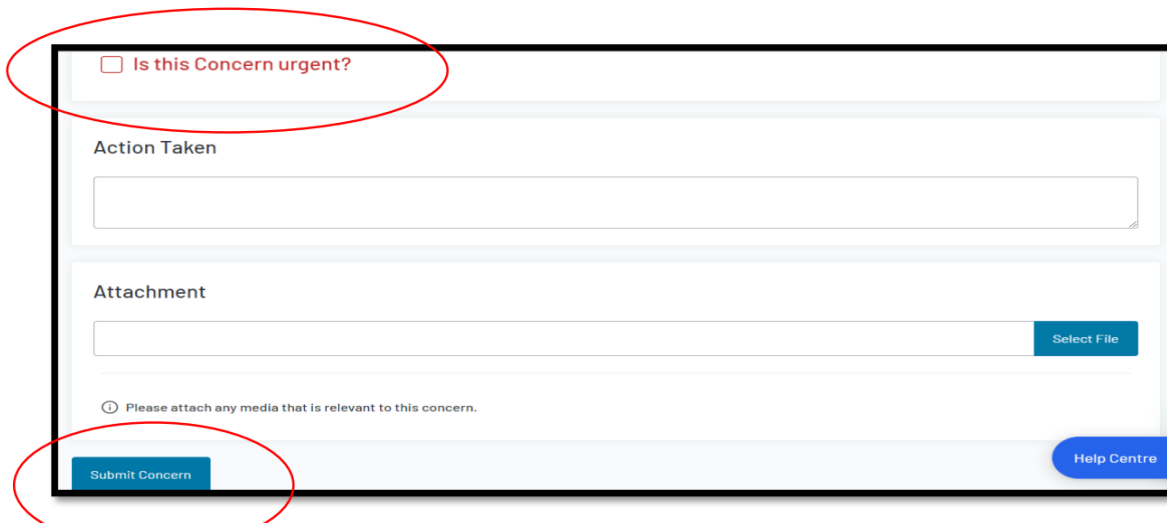
Details of concern - There is no need to repeat the concern summary. This is for any additional information such as times, people present, actual words spoken etc. **For example** – ‘Frankie was sat at his table holding a cup of tea. I noticed that he pulled a face and swapped his tea from one hand to the other. When I asked him if he was ok, he said his arm hurt. I asked him if I could look and he pulled up the left sleeve exposing his forearm where I saw a large bluish green bruise. I asked him how this happened, and he shrugged and said ‘it doesn’t matter.’ Another staff member, Alicia was also present and heard the exchange. This is not the first time he has declined to explain why he has bruises on his person.’

Location - Use the drop-down box to choose the location where the incident / concern took place. (Please do not leave this blank)

Action taken - Please describe any action(s) you have taken or plan to take in relation to this concern. **For example** - ‘I called the Manager of the supported living home where Frankie lives to see if they had logged the bruising and if they had any idea of what had caused it. They advised that they didn’t have it logged’.

Supporting files - These can be uploaded as an attachment by selecting the saved file from your computer.

1. Is your concern Urgent?



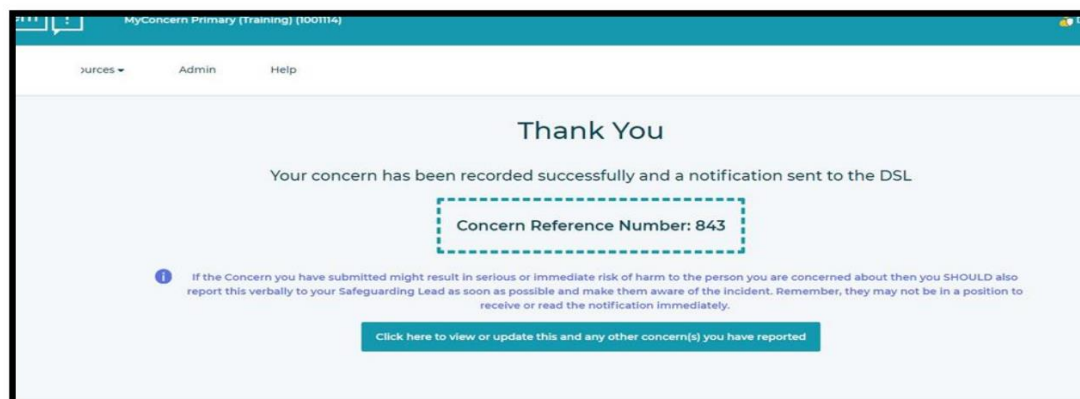
Is this concern urgent? If you feel that the concern might result in serious or immediate risk of harm to the person involved, you should tick the box marked, ‘is this concern urgent?’ as pictured above.

DPs will receive an email alert whenever a concern is recorded for their area; however, if your concern is urgent, you should contact a DP to inform them as they may not have access to their emails.

REMEMBER – if a learner or supported person is at an immediate risk of harm phone 999 and alert the Duty Manager.

Next steps

Once you are satisfied that you have provided as much information as possible and all sections are completed, please submit using the submit concern tab at the bottom left of the page. You will then see the following screen with the concern reference number.



You do not need to take any further action. Your concern will be sent to the appropriate to be dealt with. Once a concern is raised it is normal procedure to not confirm with staff any action that has been taken or any ongoing investigations into the concern raised. One of the safeguarding team may need to speak with you to discuss the concern you have raised.

If you have any questions or need to debrief with a member of the safeguarding team, you can email them directly or speak with you line manager to access help and support.

2. Managing Allegations Against a Member of Staff

Managing allegations of abuse by members of staff must be in accordance with Keeping Children Safe in Education (DfE 2024) and Cambridge and Peterborough Safeguarding Partnership Board Allegations against Staff or Volunteers guidance.

This procedure should be applied when there is such an allegation or concern that a person who works with children, has:

- behaved in a way that has harmed a child or may have harmed a child
- possibly committed a criminal offence against or related to a child OR
- behaved in a way that indicates he / she is unsuitable to work with children.

These behaviours should be considered within the context of the four categories of abuse (i.e., physical, sexual and emotional abuse and neglect). These include concerns relating to inappropriate relationships between members of staff and children or young people, for example:

- Having a sexual relationship with a child under 18 if in a position of trust in respect of that child, even if it claimed to be consensual (see ss16-19 Sexual Offences Act 2003).
- 'Grooming', i.e., meeting a child under 16 with intent to commit a relevant offence (see s15 Sexual Offences Act 2003).

- Other 'grooming' behaviour which may not meet the criminal threshold, but gives rise to concerns of a broader child protection nature (e.g., inappropriate text / e-mail messages or images, gifts, socialising etc.); or,
- Possession of indecent photographs / pseudo-photographs of children.

- 2.1 All staff who have, or receive concerns about, the conduct of any colleague, permanent, temporary or voluntary, must report the matter immediately. Any concerns should be reported to the Designated Safeguarding Lead. If, within two hours of the initial concern arising, it has not been possible to contact the nominated member of staff, the matter must be reported to a member of the Leadership Team or the Assistant Director of People and Communities, Peterborough City Council.
- 2.2 If the concern is in relation to the designated member of staff, the matter should be reported to the DSL. In the event that the concern is in relation to the DSL, that must be reported to the Assistant Director.
- 2.3 The procedures laid down in the Cambridgeshire & Peterborough safeguarding partnership board along with the City College Peterborough Code of Conduct and Disciplinary Policy as appropriate.

3. Potential Indicators of Abuse

- 3.1 There are a number of common factors, which can be potential indicators of abuse in children, young people and vulnerable adults. It is important to remember that many of the characteristics and signs detailed can also be typical for some individuals, so whilst it is important to be vigilant in such matters, staff should also be tactful in their approach. This information is provided as a guide only and further support should be sought following the guidance in the Policy and Procedures documents where there are possible safeguarding concerns.

3.2 Potential indicators of physical abuse

- Injuries to any part of the body.
- Individuals who find it painful to walk, sit down, to move their jaws or are in some other kind of pain.
- Injuries which are not typical of the bumps and scrapes associated with regular activities e.g. injuries of an unusual shape / type or with very clearly defined marks that may be the result of being hit with an object.
- The regular occurrence of unexplained injuries.
- Frequent injuries, where explanations may be confused.
- Conflicting explanations of how the injuries were sustained.
- Furtive / secretive behaviour.
- Uncharacteristic aggression or withdrawn behaviour.
- Compulsive eating or sudden loss of appetite.
- Sudden ill co-ordination.
- Difficulty staying awake.
- Wider concerns about the family / home life situation.

3.3 Potential indicators of emotional abuse

- Poor attachment relationships with children.
- Unresponsive or neglectful behaviour towards the individual's emotional or psychological needs.
- Persistent negative comments about the individual.
- Inappropriate or inconsistent developmental expectations of the individual.
- Parental problems that supersede the needs of the child / vulnerable adult.

- Dysfunctional family relationships including domestic violence.
- Emotional indicators such as low self-esteem, unhappiness, fear, distress, anxiety.
- Behavioural indicators such as attention seeking, opposing, withdrawn, insecure.
- Physical indicators such as failure to thrive / faltering growth, delay in achieving developmental, cognitive or educational milestones.

3.4 **Potential indicators of sexual abuse**

- Signs of blood or other discharge on the individual's clothes.
- Awkwardness in walking or sitting down.
- Stomach pains.
- Bed wetting.
- Tiredness.
- Extreme variations in behaviour e.g. anxiety, aggression or withdrawal.
- Sexually provocative behaviour or knowledge that is incompatible with the individual's age and understanding.
- Drawings and or written work which are sexually explicit and inappropriate for the context of the work (indirect disclosure).
- Direct disclosure.

3.5 **Potential indicators of neglect**

- Abnormal growth including failure to thrive.
- Recurrent infection.
- Unkempt dirty appearance.
- Poor body hygiene.
- Inadequate / unwashed clothes.
- Hunger.
- Listlessness.
- Attachment disorders.
- Indiscriminate friendliness.
- Poor social relationships.
- Poor concentration.
- Developmental delays.
- Low self-esteem.
- Insufficient food, heating and ventilation in the home.
- Risk from animals in the household.
- Inappropriate sleeping arrangements and inadequate bedding.
- Dangerous or hazardous environment.

3.6 **Potential indicators of radicalisation**

There is no single way of identifying who is likely to be vulnerable to being drawn into terrorism or radicalisation. HM Government 'Channel' guidance indicates factors which may have a bearing on someone becoming vulnerable can include:

- Peer pressure.
- Influence from other people or via the internet.
- Bullying.
- Crime against the individual or their involvement in crime.
- Anti-social behaviour.
- Family tensions.

- Race / hate crime.
- Lack of self-esteem or identity.
- Personal or political grievances.

3.6.1 **Assessment for vulnerability uses a consistently applied vulnerability assessment framework built around three criteria these are:**

- Engagement with a group, cause or ideology.
- Intent to cause harm.
- Capability to cause harm.

3.7 **Potential Indicators of engagement with an extremist group, cause or ideology**

- Spending increasing time in the company of other suspected extremists.
- Changing style of dress or personal appearance to accord with the group.
- Day-to-day behaviour becoming increasingly centred on an extremist ideology, group or cause.
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause.
- Possession of material or symbols associated with an extremist cause (e.g. the swastika for far-right groups).
- Attempts to recruit others to the group / cause / ideology.
- Communications with others that suggest identification with a group / cause / ideology.

3.8 **Potential indicators of CCE (Child Criminal Exploitation)**

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any **criminal** activity in exchange for something the victim needs or wants, and/or for the financial or other advantage of the perpetrator or facilitator and/or through violence or the threat of violence. Indicators include learners and people we support who:

- Appear with unexplained gifts or new possessions.
- Associate with other young people involved in exploitation.
- Suffer from changes in emotional well-being.
- Misuse drugs and alcohol.
- Go missing for periods of time or regularly come home late.
- Regularly miss school or education or do not take part in education.

3.9 **Potential indicators of CSE (Child Sexual Exploitation)**

CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into **sexual** activity in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator. In addition to the above indicators of CCE, indicators of CSE can be learners and people we support who have older boyfriends or girlfriends and who suffer from sexually transmitted infections or become pregnant.

3.10 **Child-on-child abuse**

Child-on-child abuse is a specific form of abuse, that whilst covered within the categories outlined in the policy and procedures, requires a specific focus within the college as it is recognised that it is a particularly sensitive and complex area of safeguarding learners and people we support within the College.

All staff should recognise that learners and people we support are capable of abusing their peers and that inappropriate behaviour should never be tolerated or passed off as 'banter' or 'part of growing up'.

Child on child abuse is often gender specific, such as girls being inappropriately touched or sexually

abused by boys; boys may be more vulnerable to initiation or hazing type violence and rituals.

3.11 Types of child-on-child abuse include:

- Physical abuse such as:
 - Biting
 - Kicking
 - Hitting
 - Hair pulling.
- Sexually harmful behaviour such as:
 - Inappropriate language
 - Touching
 - Sexual assault.
- Bullying, which can be:
 - Physical
 - Name calling
 - Homophobic etc.
- Cyberbullying.
- Sexting (also known as youth produced sexual imagery).
- Initiation / hazing.
- Prejudiced behaviour.
- Teenage relationship abuse.
- Up-skirting.

3.12 Expected response from staff

It is important to deal with a situation of peer abuse immediately and sensitively. As with any safeguarding concern, it is important to gather the information as soon as possible to ascertain the true facts. This should be done objectively, with consideration of intent. Where it is deemed that any party involved in the child-on-child abuse is at risk, then a safeguarding referral should be made. Where there is a potential criminal act, the police should also be informed.

3.13 Dealing with sexting (or youth produced sexual imagery)

The college will make reference to the UK Council for Internet Safety guidance when dealing with incidents of sexting. All incidents of sexting should be initially dealt with as a safeguarding concern, and the College will be guided by the principle of proportionality and the primary concern at all times will be the welfare and protection of the young people involved.

The incident will be referred to the police and/or social care immediately if:

- The incident involved an adult.
- There is reason to believe the young person is being coerced, blackmailed or groomed, or there are concerns about their capacity to consent.
- The imagery suggests sexual acts that are unusual for the young person's developmental stage or are violent.
- The imagery involved sexual acts and any young person under the age of 13 (i.e., below the age of legal consent); or,
- There is reason to believe a young person is at immediate risk of harm owing to the sharing of the imagery, for example the young person is presenting as self-harming.

The DSL should be notified as soon as is practicable of the referral if they have not been involved in the original decision to refer.

If none of the above apply, the usual safeguarding process should be applied.

3.14 **Online Safety**

Due to an increase in online learning, it is essential that learners and people we support are safeguarded from potentially harmful and inappropriate online material. The College is committed to supporting online safety and deploys Smoothwall which highlights any irregular or inappropriate use of online material whilst using the college IT system and devices. Additionally, any safeguarding concerns that are identified by staff when online should be reported in the same manner and urgency, using City College Peterborough Safeguarding Procedures.

Staff should ensure that they adhere to the guidance regarding **Online Safeguarding Processes** applicable to all online learning, support and communication with learners and people we support. A specific **Online Safety and Behaviour Contract** should be reinforced by all staff to learners and people we support when engaging online or remotely.

City College Peterborough has robust filtering and monitoring systems installed on all college owned devices. Any breaches to the online safety standards should be referred through the usual safeguarding process.

All IT users who access our buildings, technology and networks (including remotely) have a role in ensuring that safety is embedded within the organisation. All staff must sign a declaration to say they will adhere to the Acceptable Use of Technology Policy. Learners and people we support are asked to sign an acceptable use document before taking equipment out on loan. People using our computers whilst on site will be given a link to the acceptable use document and asked to click to agree to it before they can successfully log on.

APPENDIX 2

1. City College Peterborough Safeguarding contacts & external links

Role	Name	email
Peterborough City Council Safeguarding Lead*	Adrian Chapman	adrian.chapman@peterborough.gov.uk
Designated Safeguarding Lead	Tasha Dalton	tdalton@citycollegepeterborough.ac.uk
Deputy Designated Safeguarding Lead	Sarah Perkins	sperkins@citycollegepeterborough.ac.uk
Deputy Designated Safeguarding Lead	Michaela Granger	mgranger@citycollegepeterborough.ac.uk
Deputy Designated Safeguarding Lead	Barry Spicer	bspicer@citycollegepeterborough.ac.uk
<p>A full and up-to-date list of the safeguarding team can be found on the college intranet and information boards around the college campuses and sites.</p>		

1.2 Additional Lead Responsibilities:

Role	Name	Email
Prevent incl. SPOC	Barry Spicer	bspicer@citycollegepeterborough.org.uk
Domestic Violence	Helen Stimson	hstimson@citycollegepeterborough.ac.uk
Child Sexual Exploitation	Michaela Granger	mgranger@citycollegepeterborough.ac.uk
Online Safety	Barry Spicer	bspicer@citycollegepeterborough.org.uk
<p>Across the City College Peterborough Safeguarding team staff are trained in a variety of areas such as Peer-on-Peer abuse, FGM, forced marriage and Early Help assessment this is not an exhaustive list.</p>		
<p>Every interview panel at City College Peterborough has a minimum of one member of staff who is safer recruitment trained.</p>		

1.3 City College Peterborough helpful contact details:

Location	Availability	Contact details
College duty manager	<p>Term time: 8.45 – 9pm Mon – Wed 8.45 – 6pm Thur & Fri</p> <p>Non term time: 8.45 – 6pm daily</p>	
Brook Street campus	<p>Term time: Monday – Wednesday - 8.30am – 7pm Thursday – 8.30am – 5pm Friday – 8.30am – 4.45pm</p> <p>Non term time:</p>	01733 761 361 Reception 248

	Monday – Thursday - 8.30am – 5pm Friday – 8.30am – 4.45pm	
John Mansfield campus	Monday to Friday 8.45 – 6pm	01733 761361 Reception Ext 800
Kingfisher Centre	9am – 4pm Mon - Fri	01733 797 728
Industrial Hub	8am – 3:30pm Mon - Fri	01733 797701
City Centre Hub	9am – 4pm Mon - Fri	01733 588 356
Skills development hub	9am – 4pm Mon - Fri	01733 797 723
Out of hours support. Any safeguarding concern that has been raised during college hours will be assigned to staff who will ensure support is available, even if this is out of hours. Any Safeguarding concerns that happen outside of college hours should be reported to the relevant authority in the first instance and college staff will provide appropriate support from the point of referral.		

1.4 Other information and sources of information

Cambridgeshire and Peterborough Safeguarding Children Partnership Board.

The Cambridgeshire and Peterborough Safeguarding Partnership Board (Cambridgeshire County Council, Peterborough City Council, Cambridgeshire Constabulary and the Cambridgeshire and Peterborough Integrated Care Board), are responsible for ensuring that children, young people and adults at risk of harm, neglect and exploitation across Cambridgeshire and Peterborough receive the help and protection that they need. The site contains resources, tools and contact information.

[Cambridgeshire & Peterborough Safeguarding Partnership Board \(safeguardingcambspeterborough.org.uk\)](http://safeguardingcambspeterborough.org.uk)

Agency	Number	Email
Police Child Abuse Investigation Unit	Tel: 101/999	
Early Help	01733 863649	helpwithcaf@peterborough.gov.uk
Customer Service Centre – social care referrals	01733 864180	
Emergency Duty Team (Out of hours)	01733 234724	
Local Authority Designated Officer (LADO)	01733 864038	LADO@peterborough.gov.uk
PREVENT Team	01480 422596	prevent@cambs.nn.police.uk
Customer Services – Adult social care	01733 747474 (9am to 5pm Monday to Friday)	adultsocialcare@peterborough.gcsx.gov.uk

APPENDIX 3 – REFERENCES & MONITORING

1. Local procedures & guidance

Peterborough and Cambridge Safeguarding Board Multi Agency Policies and Procedures

2. City College Peterborough / Peterborough City Council Related Documents

Anti Bullying and Harassment Policy including behaviours of concern

Modern slavery

Equality and Diversity

Conflict resolution and physical intervention policy

Learner disciplinary and behaviour policy

Online Safety Policies including acceptable use of technology and bring your own device

Sexual violence, harassment and bullying policy

Data protection

Code of conduct & Disciplinary policy

Visitors and Contractors and Lone Workers Policy

Whistleblowing Policy

External Speakers Policy

Policies can be found on the college intranet.

3. National Guidance

Keeping Children Safe in Education 2024

Working together to Safeguard Children (2018)

Sharing nudes and semi-nudes: advice for education settings working with children and young people (2020)

NPCC Whistle blowing

Preventing and Tackling Bullying, DfE (2017)

Prevent Duty guidance for further education revised (2021)

Meeting digital and technology standards in schools and colleges, Filtering and monitoring standards for schools and colleges” (2023)

The effectiveness of this policy will be monitored and measured in a variety of ways. These will include:

- Regular reporting on safeguarding incidents to the Advisory Board.
- Measuring staff confidence in managing safeguarding incidents.
- Individual training and development records.
- Using surveys to measure how satisfied learners and supported people are with our safeguarding provision.
- Feedback from partners on quality and appropriateness of referral.