Single Safeguarding Policy: Young People and Adults at Risk

Date approved: September 2018
Approved by: Corporation
Review date: September 2019
Responsible Managers: Nominated Divisional Leads
Group Executive Lead: Executive Director, Quality
Accessible to Students/Customers: Yes

1. Consultation

Consultation undertaken with:-

- Newcastle College: Yes
- West Lancashire College: Yes
- Newcastle Sixth Form College: Yes
- Carlisle College: Yes
- Kidderminster College: Yes
- Lewisham Southwark College: Yes
- Intraining: Yes
- Rathbone: Yes
- Group Services: Yes

2. Applicability of Policy to Organisation

This policy applies to:-

- Newcastle College: Yes
- West Lancashire College: Yes
- Newcastle Sixth Form College: Yes
- Carlisle College: Yes
- Kidderminster College: Yes
- Lewisham Southwark College: Yes
- Intraining: Yes
- Rathbone: Yes
- Group Services: Yes
3. **Scope and Purpose of Policy**

NCG, and its constituent college and training providers, is committed to the safety and well-being of its learning community. In doing so, this single policy will be adopted through divisional procedures and strictly adhered to.

3.1 **Safeguarding Young People (Children)**

In June 2004 Section 175 of the Education Act 2002 came into force. The provisions of Section 175 make explicit the responsibility of governing bodies for safeguarding and promoting the welfare of children as part of fulfilling their common law duty of care towards the children for whom their organisation is responsible. In addition, arrangements must be made in accordance with any guidance issued by the Secretary of State.

Keeping Children Safe in Education (KCSIE) is statutory guidance from the Department for Education issued under Section 175 of the Education Act (2002), the Education (Independent School Standards) Regulations (2014) and the Non-Maintained Special Schools (England) Regulations (2015). Schools and colleges must have regard to it when carrying out their duties to safeguard and promote the welfare of children. This means that they should comply with it unless exceptional circumstances arise.

KCSIE (2018, p5) defines safeguarding and promoting the welfare of children as:

- protecting children from maltreatment;
- preventing impairment of children’s health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

This policy and the derivative divisional procedures have been developed in response to KCSIE. The Children Act (1989) defines a child as any person under the age of 18 years. This includes all 14–16 year old children attending any Division of NCG for whom additional procedures apply.

The principles of this policy also apply to Scotland, which has a different legislative framework, primarily the Children (Scotland) Act (1995), and which defines a child as any person under the age of 16.

3.2 **Safeguarding Adults at Risk**

This policy and the derivative procedures have been developed in response to guidance issued on the protection of adults considered vulnerable in the DfES/NIACE publication “Safer Practice, Safer Learning” (2007). The guidance applies to all education providers of post-16 learning and skills.
The Care Act (2014) Section 14.2 states: The safeguarding duties apply to an adult who: has needs for care and support (whether or not the local authority is meeting any of those needs) and; is experiencing, or at risk of, abuse or neglect; and as a result of those care and support needs is unable to protect themselves from either the risk of, or the experience of abuse or neglect. An adult is a learner aged 19 or above at the point of enrolment.

This policy also applies to Scotland which has different legislation “The Protection of Vulnerable Groups (Scotland) Act (2007) which defines a protected adult as “an individual, aged 16 or over who receives one or more types of care or welfare services”.

The term ‘Adult at Risk’ is used to describe a vulnerable adult.

### 3.3 The Types and forms of Abuse

Abuse is described as ‘a violation of a person’s human or civil rights by any other person or persons’.

There are four main categories of abuse that apply to both children and adults at risk:-

- Physical
- Emotional
- Neglect
- Sexual

There are additional categories of abuse for adults at risk:

- Modern Slavery/Exploitation
- Organisational/Institutional
- Discriminatory
- Financial
- Domestic
- Self-Neglect

There are various signs and indicators to be aware of and these can be separated into two categories physical and behavioural/emotional.

Keeping Children Safe in Education (2016) defines a further 16 specific safeguarding issues, including

- Bullying including Cyber Bullying
- Child Sexual exploitation
- Domestic Violence
- Drugs
- Fabricated or Induced illness
- Faith Abuse
- Female Genital Mutilation (FGM)
• Forced Marriage
• Gangs and Youth Violence
• Gender based Violence / Violence against Women and Girls (VAWG)
• Mental Health
• Private Fostering
• Radicalisation
• Sexting
• Teenage Relationship Abuse
• Trafficking

In the September 2018 KCSIE update, staff are also requested to be vigilant around issues associated with sexual violence and sexual harassment between children in schools and colleges. It is also provided clarity of managing peer-on-peer abuse and additionally physical relationships between children.

Colleagues are additionally expected to be vigilant around harmful online material that may constitute one or more types of abuse.

4. **Policy Statement**

It is important that all children and adults at risk are protected from abuse and have the right to access education and training free from fear of harm and protected from mistreatment and abuse, including the risk of radicalisation.

Section 26 of the Counter-Terrorism and Security Act 2015 places a duty on ‘specified authorities’ which includes NCG, to comply with the *Prevent Duty Guidance: for England and Wales*.

There is separate guidance for Scotland. NCG recognises that governors, members of staff and students each have a role to play in safeguarding the welfare of children and adults at risk and preventing their abuse with specific attention paid to the particular safeguarding risks of Looked After Children and children / adults at risk who have additional support needs.

In accordance with the statutory guidance across the UK provided in “Keeping Children Safe in Education” (May 2018) and “Safer Practice, Safer Learning” (2007), the following arrangements apply to each Division of NCG:

• The Guidance is to be available on NCG Intranet and managers to be responsible for ensuring all staff have read it.
• NCG’s Safeguarding Single policy applies to all Divisions and is made available to parents / carers, learners and customers on request;

• Divisional procedures are developed and updated within the framework. These procedures are:
  o developed in accordance with local authority guidance and locally agreed interagency procedures; DfE Guidance Keeping Children Safe in Education (2018) and Safer Practice, Safer Learning (2007)
  o include guidelines for dealing with allegations of abuse against members of staff and volunteers;
  o reviewed and updated annually by Group and Divisional Safeguarding Leads
  o approved by the Corporation and adopted as procedures by the Local Board and Divisional Management

• NCG operates safe recruitment procedures and ensures that all appropriate checks are carried out on staff and volunteers who work with all learners in a position of trust and maintain a single central register. A process will be in place to verify that agency staff have been appropriated checked prior to starting work.

• A member of the Group Executive, the Director of Quality is NCG’s Group Designated Safeguarding Lead (GSL) with responsibility for dealing with all safeguarding issues and provides advice and support to other Divisional Safeguarding Leads across NCG; the Safeguarding Meeting provides a further opportunity to share peer expertise

4.1 Designated Safeguarding Leads (DSL)

• The Divisional Head (principal or managing director) identifies a Designated Safeguarding Lead (DSL) who is a member of the Senior Management Team with responsibility for safeguarding issues within the Division;

• Deputy Divisional Designated Safeguarding Leads must be identified in each Division to deputise in the absence of the Divisional Designated Safeguarding Lead; DSLs are required to inform Group of the current deputies.

• Additional Nominated Safeguarding Managers/Safeguarding Officers are identified within Schools/sub-Divisions to ensure that safeguarding requirements are met at local level;

• In addition to basic safeguarding young people training and adults at risk training NCG’s designated managers with lead responsibility are required to undertake appropriate training determined by their operational role to standards agreed by the Local Safeguarding
Children’s Boards and their Local Adult Safeguarding Board, including refresher training at two yearly intervals to keep his or her knowledge and skills up to date. This will include the Group Designated Safeguarding Lead, Divisional Designated Safeguarding Leads, the Divisional Deputy Designated Leads and the additional Nominated Safeguarding Managers / Officers. These staff should ensure ongoing CPD as and when appropriate through internal safeguarding meetings and external events. This training is also undertaken by the HR Manager or equivalent.

4.2 Staff Responsibilities

- All NCG staff have a responsibility to provide a safe environment in which young people and adults can learn.

- NCG Staff working with children and adult at risk are advised to maintain an attitude of ‘it could happen here’ where safeguarding is concerned. When concerned about the welfare of a learner, staff should always act in the best interests of the child or adult at risk.

- All NCG staff should be aware of indicators of abuse and neglect so that they are able to identify cases of children and adults at risk who may be in need of help or protection;

- All NCG staff should be prepared to identify learners who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child’s / adult at risks’ life, from the foundation years, through to the teenage years and beyond into all stages of adulthood. Any learner may benefit from early help, but NCG staff should be particularly alert to the potential need for early help for a child / adult at risk 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 or adult 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 / adult at risk, 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 child.
4.3 What to do

- All staff should know what to do if a child or adult at risk tells them he/she is being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the designated safeguarding lead (or a deputy) and children’s / adult’s social care. Staff should never promise a child or adult that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child / adult.

- The process for referral is to the Divisional Safeguarding Lead or their nominated team/deputies. Group Services will refer to the Group Designated Safeguarding Lead.

- Where a child / adult at risk is suffering, or is likely to suffer from harm, it is important that a referral to children’s / adult’s social care (and if appropriate the police) is made immediately. Referrals should follow the divisional and local authority’s referral process and will be made by the Divisional Designated Safeguarding Lead. In the unlikely event that the Divisional Designated Safeguarding Lead or nominated deputy be unavailable, then staff are duty bound to refer to the local authority without delay. The staff member should call the local authority and ask to speak with the duty children and families or adult team (depending whether it is a child or adult at risk). In the event that the referral involves concerns raised about an NCG staff member towards a child or adult at risk, HR must be informed immediately by the Group or Divisional Designated Safeguarding Lead at Referrals@ncl-coll.ac.uk along with the local authority designated officer (LADO). In the unlikely event that the concern is about the Group or Divisional Designated Safeguarding Leads, then the member of staff must contract the Divisional Head who will follow the same procedure.

- All NCG staff who have a concern about a child, or adult at risk should follow the referral processes set out in this policy. Staff should expect to support social workers and other agencies following any referral.

- All staff in NCG (including casual staff and volunteers) who will (or will potentially) work with young people are required to read and understand the document ‘Keeping Children Safe in Education: information for all school and college staff’. The Keeping Children Safe in education is now part of the safeguarding and prevent module, as is the additional categories of abuse for adults; additional arrangements may be made for key publication updates.

- All staff in NCG who will (or will potentially) work with young people and adults at risk are required to undertake mandatory training to equip them to carry out their responsibilities for safeguarding young people and adults at risk effectively, that is kept up to date by refresher training at
two yearly intervals. A log of training will be maintained by Group HR which will be sent at defined intervals to Divisional Designated Safeguarding Leads for supportive action. Accountability to ensure compliance rests with the Divisional Head, who must have appropriate structures in place.

- The Director of Learning & Organisation Development is responsible for ensuring that the modules are appropriate, current and accessible through the People Portal. The Group and Divisional Designated Safeguarding Leads will support this process through the bi-monthly safeguarding team meeting.

- The Divisional Designated Safeguarding Lead and the recruiting manager (or their equivalent) ensure that permanent staff, temporary staff and volunteers who work with children and adults at risk receive induction to include the Single Safeguarding Policy and a written Code of Conduct for staff and are made aware of NCG’s Safeguarding Young People and Adult’s at Risk policy and the Divisional procedures for safeguarding children, young people and adult’s at risk, including their own responsibilities.

- All staff are required to comply with the Code of Conduct applicable to their relevant Division;

- The Chair of the Corporation, or in his absence, the Vice Chair is nominated to 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 Group Chief Executive;

- In terms of strategic oversight, the Corporation Board discharges its statutory leadership responsibility through NCG’s Local Boards – this is due to the close proximity of the Local Board members to the Divisional Designated Leads and learners. Local Boards are required to name a link Member for safeguarding which is published as an annex to this policy. Corporation assurance is met through reporting of the Group Designated Safeguarding Lead into the Corporation Board.

4.4 Safeguarding and Whistleblowing (Disclosure Policy)

- Every maintained school or college is required to have a whistleblowing policy that protects staff members who report colleagues they believe are doing something wrong or illegal, or who are neglecting their duties. This duty is contained with the NCG Disclosure Policy.

- For staff making a disclosure associated with safeguarding, then the procedures herein will be followed.

- Where the staff member thinks that the division will cover it up, would treat them unfairly, if they complained, or if they have raised the matter
before, but the concern hasn’t been dealt with, then they should report it to the Group Designated Safeguarding Lead or follow the Disclosure Policy.

4.5 General Arrangements

- NCG ensures appropriate filters and mandatory systems are in place in respect of potential inappropriate online material;

- Divisional Heads will ensure that procedures are in place for the effective training of staff and learners, taking time to ensure that the learners understand the types of neglect, how that could be applicable in their own circumstances and how to seek help and in doing so remain safe.

- The Corporation remedies without delay any deficiencies or weaknesses in regard to safeguarding arrangements that are brought to its attention;

- Policies and procedures are reviewed annually by the Group Designated Safeguarding Lead and information is provided to Governors about how the above duties have been discharged;

- All complaints, allegations or suspicions are taken seriously and discussed with the Divisional Designated Safeguarding Lead and/or Group Designated Safeguarding Lead before any steps are taken. Where action is necessary, this will be undertaken with due regard to procedures within each division.

- The Education and Skills Funding Agency (ESFA) has included new safeguarding instructions in the funding agreements and contracts for 2018 to 2019. Whilst the local authority and the Group/Divisions have the primary duties in respect of safeguarding, the Secretary of State has a general duty to promote the wellbeing of children in England under section 7 of the Children and Young Persons Act (2008). ESFA’s role therefore, is to provide assurance to the Secretary of State in meeting the general duty, in that the right organisations are taking action to keep all learners, both children and adults at risk safe. In order to ensure ESFA is made aware of serious safeguarding incidents, these clauses have been added to the funding agreements and contracts for 2018 to 2019 and are integrated into this policy below.

5 Referral to Group Services

Divisional Safeguarding Leads are required to inform Group Services of the following referrals:

1. Learner/apprentice (children and adults at risk referrals to the Local Authority Designated Officer / Children and Families or Safeguarding
Adults’ Duty Team / Police whereby the learner is the alleged ‘subject’;

2. Learner/apprentice (children and adults at risk) referrals to the Local Authority Designated Officer / Children and Families or Safeguarding Adults Duty Team / Police whereby the learner is the alleged ‘perpetrator’

3. Staff referrals to the Local Authority Designated Officer / Children and Families or Safeguarding Adults Duty Team / Police whereby the staff member is the alleged ‘perpetrator’

The Prevent and Safeguarding Notification Form should be completed and emailed to Referrals@ncl-coll.ac.uk within 2 days of the referral. All correspondence will be held in the strictest confidence.

Should the Divisional Safeguarding Lead be required to complete local referral documentation that exceeds the content of the NCG referral form, then only part 1 of the Prevent and Safeguarding Notification Form should be completed. This concession is intended to remove unnecessary duplication and bureaucracy – the quality and completeness of information remains the priority.

There may be occasions where colleagues conscientiously refer the siblings of current students to Local Authority Designated Officer due to emerging concerns. In these cases, there is no compulsion to complete the Notification Forum, unless the potential outcome will have a likely and direct impact on the student. For example, a potential intervention from the local authority/police/CAFCAS that would see the family’s children removed from their parents/carers, or a potential threat to the learner is apparent as a result of making the disclosure. Local records must be maintained.

5.1 Group Monitoring and Action

The Group Designated Safeguarding Lead will monitor the inbox on behalf of Group Services. The Group Designated Safeguarding Lead will inform the Chief Executive and the action taken by the Division. The Group Designated Safeguarding Lead may be required to seek further clarification or advise next steps on occasion. Correspondence will be made through Referrals@ncl-coll.ac.uk.

The Group Designated Safeguarding Lead will make arrangements to inform the Education and Skills Funding Agency of the referral in line with Annex B.

5.2 Group Follow-up

Divisional Safeguarding Leads are required to provide summary follow-up information following referral. The purpose of this procedure is to
provide Group Services with oversight and assurance that the referral is being handled with due attention by the relevant agency or service.

Automatic milestone reminders will be set at half termly cycles following the referral and Divisional Safeguarding Leads are required to add a summary note to the Prevent and Safeguarding Notification Form and resend to the Referrals@ncl-coll.ac.uk inbox.

In some cases, the issues will be resolved within one of the milestone at which point a summary comment will be provided and the referral ‘closed’. More complex cases may require ongoing monitoring. The process for this latter category will be set on a case by case basis.

6. **Linked Policies**

- Health, Safety and Wellbeing Policy (Group)
- Disclosure Policy (Group)
- Staff Disciplinary Policy (Group)
- Recruitment and Selection Policy (Group)
- Admissions Policy (Divisional)
- Student Disciplinary Policy (Divisional)
- Attendance Policy (Group)

7. **Linked Procedures**

Disclosure Procedure (Group)
Staff Disciplinary Procedure (Group)
Recruitment and Selection Procedure (Group)
Safeguarding and Prevent Procedures (Divisional)
Safety Management Plan (including procedure on Risk Assessment) (Divisional)
Student Disciplinary Procedure (Divisional)
Disclosure for Students in the Workplace Procedure (Divisional)
Attendance Procedure (Divisional)
Safeguarding Risk Assessment for Work Placements (Divisional)
Safe Entry to College / Search and Screening Policy (Divisional – LSC)
Local Safeguarding Board Procedures (Divisional)

8. **Equal Opportunities Statement**

The policy is written with due regard to NCG’s commitment to Valuing Diversity. However, where there are concerns about a child’s or adults at risks’ welfare, this will take priority. An Equality Impact Assessment will be completed by each Division. This policy may be subject to review following Equality Impact Assessment by the Divisions.

a. **General Data Protection Regulations**
Wherever possible Designated Safeguarding Leads will follow the principles of the GDPR, however this should not be a barrier to the effective and timely communication of information related to safeguarding information. This is treated as the ‘special category personal data and allow for storage and sharing sensitive and personal information through secure means.

“Whilst, among other obligations, the Data Protection Act 1998 places duties on organisations and individuals 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.” KCSIE (Sep 2018)


9. **Location and Access to the Policy**

The Safeguarding Young People and Adults at Risk Policy is located as follows:

- Single Policy: NCG Website: Media Centre: Guide to Information: Our policies & procedures
- Single Policy and Divisional Procedures: All Divisional Websites

10. **Person Responsible for the Policy**

Group Designated Safeguarding Lead – Director of Quality
Appendix A – Forms of Abuse (from KCSIE, 2018, p15 and 15)

All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

- Abuse: 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. 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. They may be abused by an adult or adults or by another child or children.

- 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. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

- Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child’s emotional development. It may involve conveying to a child 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 a child’s developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), 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, although 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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The
sexual abuse of children by other children is a specific safeguarding issue in education.

- Neglect: 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, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.
### DIVISIONAL SAFEGUARDING POLICY CHECKLIST

The following should be included in the Divisional Procedures:

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<td><strong>□</strong></td>
<td>The procedure should <strong>outline the definitions, signs and symptoms of the four kinds of abuse and neglect.</strong></td>
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<td><strong>□</strong></td>
<td>The procedure should <strong>outline the difference between a ‘concern’ and ‘immediate danger’ or ‘at risk of harm’</strong></td>
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<td><strong>□</strong></td>
<td>The procedure should include the <strong>signs and symptoms of child sexual exploitation.</strong></td>
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<td>The procedure should include the signs and symptoms of <strong>female genital mutilation</strong> and should refer to the mandatory duty on teachers to report disclosures on FGM about a female under 18.</td>
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<td><strong>□</strong></td>
<td>The procedure should make the responsibilities of staff explicit</td>
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<td><strong>□</strong></td>
<td>The procedure must be made available and explained to students at <strong>induction</strong>; there should be a clear student behaviour policy or code of conduct in place</td>
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<td><strong>□</strong></td>
<td>The procedure should include the division’s duties under the Counter Terrorism and Security Act 2015 (<strong>The ‘Prevent Duty’</strong>) [Note there is no requirement to have a separate procedure for the Prevent duty, but division’s in higher risk areas might wish to do so]</td>
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<td><strong>□</strong></td>
<td>The procedure should define ‘<strong>Private Fostering</strong>’ and note that there is a mandatory duty to inform the local authority of children in such arrangements.</td>
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<td><strong>□</strong></td>
<td>The procedure should refer to the key areas of risk that students in the division may encounter. Outlining the signs and symptoms staff might notice is useful. You can use information from the local authority child health profiles to identify where your students are at higher risk and ensure those issues are a focus. You can find the profiles here: <a href="http://www.chimat.org.uk/resource/view.aspx?QN=PROFILES_STATIC">http://www.chimat.org.uk/resource/view.aspx?QN=PROFILES_STATIC</a> Risks can also be identified from the safeguarding issues identified from your own annual safeguarding report analysis and changes year-on-year</td>
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<td><strong>□</strong></td>
<td>The procedure should include a <strong>statement that certain groups of learners are more vulnerable to abuse or neglect</strong>, and how the division identifies these learners and seeks to keep them safe (sadly bullying of LLD students outside division, and sometimes inside, is increasingly common)</td>
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<td><strong>□</strong></td>
<td>The principles of <strong>safer recruitment</strong> followed should be outlined in the procedure including <strong>pre-employment checks</strong> such as take-up of two references, <strong>DBS checking</strong> (all governors now need an Enhanced DBS check), central register, etc.</td>
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For agency staff, it is now a requirement that divisions check that the person presenting at the division, is the same person that the agency has provided the vetting checks for.

*Prohibition from teaching checks* only need to be carried out by Sixth Form Divisions [the NCTL's Teacher Services system (previously known as the Employer Access Service) now provides restriction information about teachers from the European Economic Area (EEA), and these checks must be recorded for staff from these countries for SFC].

Policies and procedures include appropriate reporting to the local authority for dealing with learners who go missing from education (see page 76 and 86 KCSIE)

The Division has at least two Designated Safeguarding Leads (one a deputy) and these are named in the procedure, along with contact details (best practice is to have a male & female). Usually a senior member of staff, the DSL should not delegate their responsibility.

For DSLs there is an increased emphasis on ensuring that they have a job description, and that the cover arrangements are clear (most divisions have a senior management duty rota where the managers have received safeguarding training). The contact details for the Designated Safeguarding Leads will be published as an annex to this policy.

The Division has a named governor for safeguarding who is identified in the procedure, along with appropriate contact details. The procedure should also name the person to whom concerns about the principal can be taken.

The procedure is clear that staff should promptly share their concerns in writing with the DSL and sets out the procedure for doing so.

The procedure should be clear that all verbal conversations should be promptly recorded in writing.

There should be an identified single location for the delivery of concern forms and a clear method for alerting the DSL that a concern form has been raised.

The procedure should be clear about the steps the DSL should take in order to refer a concern outside the division, e.g. a social services enquiry or to the local authority Designated Officer (LADO) and to Group Services. An up-to-date list of relevant names and contacts details should be included in the procedure.

The procedure will make it clear when to refer to Group and in what format.

The procedure should set out the training opportunities for staff in different roles; and the type and frequency of training. For DSL/deputy two-yearly interval, f r
all other staff 'regular updating' from September 2016 changed to 'at least annually'. In terms of training, the September 2018 version of Keeping Children Safe refers to safeguarding topics that might not have been explicit in the past. These topics include:

- **Peer-on-Peer Abuse** (includes issues such as sexting);
- So-called **Honour-based Violence**; and
- Understanding the additional safeguarding vulnerabilities of learners with SEN and disabilities, and how those barriers can be overcome.
- Sexual abuse and harassment between children

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<th>The procedure should make it explicit how learners will be briefed and trained on the referral process (induction), and how the impact of this training will be tested (e.g. student forum, visits to tutorial, survey, audit)</th>
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<td>The procedure should be <strong>self-contained</strong> and not rely on other documents to understand it – is the language understandable or jargon riddled</td>
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<td>The procedure should have a <strong>publication date, person responsible and a review date</strong> (not later than one year from publication)</td>
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<td>The procedure should be <strong>available on the division’s website</strong> (right version – often out of date as review date has passed)</td>
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| | The procedure should set out the other relevant documents **all staff must have read and understood:**  
  - Keeping Children Safe in Education (September 2018)  
  - **Division’s Code of Conduct** and **acceptable staff behaviour**  
  - Division’s Safeguarding Procedure  
  [Although not statutory, it is useful to ask staff to be familiar with 'What to do if you're worried a child is being abused', as it contains excellent examples of the different types of safeguarding issues and Ofsted's own safeguarding guidance for inspectors that is updated every year including summer 2016 – good to use as part of annual staff update training, along with main points of your SG report and any local/ national SG examples.]
| | Include issues from your annual safeguarding report and analysis of issues addressed in the year prior to this update |
| | Identify **specific training needs** for staff, governors / local board members |
| | Identify awareness campaigns to be raised with learners through training/ tutorials/ posters in the year of the procedure (Safer Internet, Anti-Bullying) |
| | The procedure should be explicit that GDPR is not a barrier to sharing information with designated colleagues or authorities |
The procedure should explicitly state how the division keeps learners safe from harmful online material, specifically the training delivered and web filters / keyword search checks in place.


Informing ESFA about serious safeguarding incidents

ESFA has included new safeguarding clauses in the funding agreements and contracts for 2017 to 2018. Whilst the local authority and the institution have primary duties in respect of safeguarding, the Secretary of State (SoS) has a general duty to promote the wellbeing of children in England under section 7 of the Children and Young Persons Act 2008. ESFA’s role therefore, is to provide assurance to the SoS, in meeting her general duty, that the right organisations are taking action to keep all pupils and students safe.

For this reason, we want to be made aware when an institution is itself the subject of an investigation by the local authority or the police. We do not require details of all the safeguarding incidents an institution reports to the local authority or to the police, only where the institution itself, or one of its subcontractors, is subject to investigation. In such circumstances, we require the Chair or Chief Executive of the institution (or senior designated safeguarding lead) to email Enquiries.EFA@education.gov.uk.

ESFA will need to know the name of the institution, the nature of the incident and confirmation that it is, or is scheduled to be investigated by the local authority and/or the police. The relevant clause will be amended at the first opportunity to be clearer on this point, either in-year or for 2018 to 2019.

The circumstances in which ESFA funded providers should inform ESFA of safeguarding referrals/concerns

The main issues/referrals ESFA want to be notified about, where any funded students are concerned, are those that result in police investigations. ESFA needs to be sighted on these cases and satisfied the right action is in hand by responsible bodies.

How we expect to be informed and level of information required
Please email Enquiries.EFA@education.gov.uk. ESFA will need to know the name of the institution, the nature of the safeguarding incident and confirmation that it is under investigation by the police. We will not ask for, or require any information that could be used to identify individuals or any information that will impact on your data protection duties.

What we will do with the information provided

Once ESFA has been alerted that a serious safeguarding incident has taken place at an ESFA funded institution, ESFA will ensure the SoS is made aware.
ESFA will then liaise with the organisations that have the primary duty. ESFA will take the action they deem necessary in accordance with the funding agreement.

**Information to be provided to ESFA about Prevent referrals to channel panels**

We will not require institutions to routinely inform ESFA about Prevent referrals to channel panels. In line with the position on safeguarding more generally, we will only require institutions to inform us when an institution is itself, or one of its subcontractors, is the subject of an investigation by the local authority or the police in connection with a Prevent issue. In such circumstances, we require the Chair or Chief Executive of the Institution (or senior designated safeguarding lead) to email Enquiries.EFA@education.gov.uk.

**Information to be provided to ESFA about Disclosure and Barring Service**

Institutions will only need to notify ESFA that a referral has been made, no other information is required.

**Providing ESFA with quality improvement activity in advance of an Ofsted inspection, and informing us about provisional and interim inspection grades**

We have added an additional clause to enable us to request this information. We anticipate that we will only request it in very exceptional cases.

We will ask for interim and provisional inspection grades again only for exceptional cases where we reserve the right consider it necessary to take action in
Appendix D – Referral Form

COLLEGES PREVENT AND SAFEGUARDING NOTIFICATION FORM - Strictly Confidential

This form is to be used by employees or volunteers to record any Prevent issues and safeguarding incidents, disclosures or suspicions of abuse or potential risk of harm relating to a child (under 18 years), young person or adult at risk.

Once completed and checked, the Form should be sent from the Designated Divisional Safeguarding Lead to the referrals e-mail Referrals@ncl-coll.ac.uk within two working days The Designated Divisional Safeguarding Lead will notify the HR Manager (only involved regarding staff issues) and Managing Director, and by sending on this form, the Group Designated Safeguarding Lead.

Part A – Control and Follow-up

<table>
<thead>
<tr>
<th>Incident</th>
<th>Date</th>
<th>Key Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>Referral to Division</td>
<td>Click or tap to enter a date.</td>
<td></td>
</tr>
<tr>
<td>Referral to Group</td>
<td>Click or tap to enter a date.</td>
<td></td>
</tr>
<tr>
<td>Follow-up #1 @ 4 weeks</td>
<td>Click or tap to enter a date.</td>
<td></td>
</tr>
<tr>
<td>Follow-up #2 @ 3 months</td>
<td>Click or tap to enter a date.</td>
<td></td>
</tr>
<tr>
<td>Follow-up #3 @ 6 months</td>
<td>Click or tap to enter a date.</td>
<td></td>
</tr>
<tr>
<td>Follow-up #bespoke</td>
<td>Click or tap to enter a date.</td>
<td></td>
</tr>
</tbody>
</table>

OUR VALUES: Valuing People – Ownership – Being Open & Honest
### Part B – Headline Details

<table>
<thead>
<tr>
<th>Division:</th>
<th>Name of person making this referral: (please print name)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job title of referrer:</td>
<td>Contact phone number</td>
</tr>
<tr>
<td>Place of work of referrer:</td>
<td>Email of referrer:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Is this a Safeguarding incident?:</th>
<th>Is this a Prevent incident?:</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

### The Learner’s Details

<table>
<thead>
<tr>
<th>Is the learner a:</th>
<th>Name of learner:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child or young person (under 18 years of age)</td>
<td>Yes/No</td>
</tr>
<tr>
<td>Adult</td>
<td>Yes/No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learner student number:</th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Date of birth:</th>
<th>Click or tap to enter a date.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Age at point of referral:</th>
<th>Yes/No</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>First preferred language:</th>
<th>Any specific needs do they have any HCP?:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes/No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Have you attached Local Authority Referral Paperwork?</th>
<th>☐</th>
</tr>
</thead>
<tbody>
<tr>
<td>If Yes, go to Part D.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name and Address of Employer [for apprentices and work-based learners]:</th>
<th></th>
</tr>
</thead>
</table>
**Part C – Details of Safeguarding Concern**

**Detail the safeguarding concern:**

<table>
<thead>
<tr>
<th><strong>Other relevant details about the person involved:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Include family circumstances (e.g. substance misuse, domestic abuse, parental mental health issues, or any other factor which may impact on parenting), physical and mental health of the person concerned, any communication or learning difficulties they may have.</td>
</tr>
</tbody>
</table>

| **Is the person in danger of further abuse?** | ☐ |
| **Is the person any risk to others?** | ☐ |

**Parent/guardian/carer’s contact details:**

**Relationship to person concerned:**

<table>
<thead>
<tr>
<th><strong>Any siblings/children/dependents if known:</strong></th>
<th>Yes/No/Not known (siblings/children/dependents) delete as appropriate</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Name</strong></td>
<td></td>
</tr>
<tr>
<td><strong>D.o.B.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Gender</strong></td>
<td></td>
</tr>
</tbody>
</table>

| **Are you recording:** | A disclosure made directly to you by the learner? ☐ |
| (tick as appropriate) | A disclosure or suspicions from a third party? ☐ |
| | Your suspicions or concerns? ☐ |

| **Date and time of disclosure:** | Click or tap to enter a date. |
| **Date and time of incident:** | Click or tap to enter a date. |

<p>| <strong>Are there any previous reports?</strong> | Yes/No |</p>
<table>
<thead>
<tr>
<th>Date(s) of any previous reports (if applicable)</th>
<th>Click or tap to enter a date.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is there a Risk Assessment in place for any learners involved in the disclosure:</td>
<td>Yes/No</td>
</tr>
<tr>
<td>Name of learner (if different to report name):</td>
<td></td>
</tr>
<tr>
<td>Date of risk assessment:</td>
<td>Click or tap to enter a date.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Additional Risk Factors</th>
<th>Radicalisation</th>
<th>Pregnant</th>
<th>Has responsibility for children</th>
<th>Current or recent suicide attempts</th>
<th>History of self-harming</th>
<th>Self-neglect</th>
<th>Threats or violence to others</th>
<th>Misusing substances</th>
<th>Currently receiving medication</th>
<th>Mental health problems</th>
<th>Other [please state]</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

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### Part D – Action – Response

<table>
<thead>
<tr>
<th>External Agencies</th>
<th>Referral to Social Services</th>
<th></th>
<th>Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>External Agencies</td>
<td>Police or other Emergency Services involved?</td>
<td></td>
<td>Notes:</td>
</tr>
<tr>
<td>External Agencies</td>
<td>Discussion with Divisional Designated Advisor or HR Manager</td>
<td></td>
<td>Notes:</td>
</tr>
<tr>
<td>External Agencies</td>
<td>Were any other external agencies contacted</td>
<td></td>
<td>Notes:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Notes:</td>
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<td>Notes:</td>
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<td></td>
<td></td>
<td></td>
<td>Notes:</td>
</tr>
</tbody>
</table>

**Additional Note:**
## Appendix E – Designated Leads

<table>
<thead>
<tr>
<th>Division</th>
<th>Designated Lead</th>
<th>Job Title</th>
<th>Phone</th>
<th>Email</th>
<th>Link Governor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Services (NCG Designated Lead)</td>
<td>Steven Wallis</td>
<td>Director of Quality</td>
<td>0191 200 4321</td>
<td><a href="mailto:Steven.wallis@ncgrp.co.uk">Steven.wallis@ncgrp.co.uk</a></td>
<td>No nominated Governor</td>
</tr>
<tr>
<td>Carlisle College</td>
<td>Sarah McGrath</td>
<td>Director of Quality</td>
<td>01228 822779</td>
<td><a href="mailto:SMcGrath@carlisle.ac.uk">SMcGrath@carlisle.ac.uk</a></td>
<td>No nominated Governor</td>
</tr>
<tr>
<td>Intraining / Rathbone</td>
<td>Jo Frith-Williams</td>
<td>Director of Learning and Performance</td>
<td>07966 934188</td>
<td><a href="mailto:jo.frith-williams@intraining.co.uk">jo.frith-williams@intraining.co.uk</a></td>
<td>No nominated Governor</td>
</tr>
<tr>
<td>Kidderminster College</td>
<td>Cat Draper</td>
<td>Assistant Principal</td>
<td>01562 512072</td>
<td><a href="mailto:cdraper@kidderminster.ac.uk">cdraper@kidderminster.ac.uk</a></td>
<td>Don Beckett</td>
</tr>
<tr>
<td>Lewisham and Southwark College</td>
<td>Kieren McIntosh</td>
<td>Head of Student Service</td>
<td>02037573371</td>
<td><a href="mailto:Kieren.mcintosh@lscollege.ac.uk">Kieren.mcintosh@lscollege.ac.uk</a></td>
<td>Hilary Moore</td>
</tr>
<tr>
<td>Newcastle College</td>
<td>Paula Miller</td>
<td>Head of Learner Services and Safeguarding</td>
<td>0191 200 4107</td>
<td><a href="mailto:Paula.miller@ncl-coll.ac.uk">Paula.miller@ncl-coll.ac.uk</a></td>
<td>Lynne Shaw</td>
</tr>
<tr>
<td>Newcastle Sixth Form College</td>
<td>Simon Ross</td>
<td>Assistant Principal: Students</td>
<td>0191 200 4568</td>
<td><a href="mailto:Simon.ross@newcastlesfc.ac.uk">Simon.ross@newcastlesfc.ac.uk</a></td>
<td>Katie Wilkie</td>
</tr>
<tr>
<td>West Lancashire College</td>
<td>Collette Collins</td>
<td>Head of Learner Experience</td>
<td>01695 52327</td>
<td><a href="mailto:Collette.collins@westlancs.ac.uk">Collette.collins@westlancs.ac.uk</a></td>
<td>No nominated Governor</td>
</tr>
</tbody>
</table>

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