

## SAFEGUARDING AND CHILD PROTECTION POLICY

|                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Role Responsible:</b>                                                                                                                                                                                   | Vice Principal / Designated Safeguarding Lead (DSL)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Author:</b>                                                                                                                                                                                             | DSL and Safeguarding and Mental Health Lead (Deputy DSL)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Approved by:</b>                                                                                                                                                                                        | <b>From 1 October 2020:</b> policy (i.e. the introduction & sections 1-3) approved by the Corporation; detailed definitions and procedures (i.e. section 4 onwards) approved by the College's Senior Leadership Team (SLT)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Date 2025 Edition Approved:</b>                                                                                                                                                                         | Sections 1-3 approved by the Corporation 10 <sup>th</sup> July 2025<br>Remainder of the policy approved by SLT 9 <sup>th</sup> September 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Review date 2026 Edition:</b>                                                                                                                                                                           | Sections 1-3 to be approved by the Corporation 10 <sup>th</sup> Sept 2026<br>Remainder of the policy approved by SLT September 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Publication:</b>                                                                                                                                                                                        | Website / Policy Register / Distributed to all staff                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <i>This policy reflects legislation at the time it was last reviewed. If there is a conflict between legislation and the policy, legislation will take precedence over anything printed in the policy.</i> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Changes made from previous version:</b>                                                                                                                                                                 | <b>Key changes for 2026-27:</b> <ul style="list-style-type: none"> <li>• New Family Help and Early Intervention framework.</li> <li>• Expanded student safeguarding reporting routes.</li> <li>• Revised child-on-child abuse section.</li> <li>• Violence Against Women and Girls (VAWG) provisions.</li> <li>• Strengthened filtering and monitoring arrangements.</li> <li>• Cyber security safeguarding provisions.</li> <li>• Low-level concerns procedures aligned with KCSIE.</li> <li>• New section on gender identity requests, preferred names and social transition.</li> <li>• New Adults at Risk appendix for students aged 18+.</li> <li>• Updated online safety and AI safeguarding guidance.</li> <li>• Updated Appendices</li> </ul> |
| <b>Version:</b>                                                                                                                                                                                            | 1.9                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

## Contents Table

| Section | Contents                                              |
|---------|-------------------------------------------------------|
|         | Safeguarding/Child Protection Definition              |
| 1       | Purpose                                               |
| 1.1     | Purpose and scope of this policy                      |
| 1.2     | Legal Framework                                       |
| 1.3     | At Wyke we believe that                               |
| 1.4     | At Wyke we recognise that                             |
| 1.5     | We seek to keep our students safe by                  |
| 1.6     | How students can report concerns                      |
| 2       | Roles and Responsibilities                            |
| 2.1     | Safeguarding Team                                     |
| 2.2     | Corporation                                           |
| 2.3     | Principal and Senior Leadership Team                  |
| 2.4     | Designated Safeguarding Lead/Deputies/Officer         |
| 2.5     | All Staff (Including volunteers)                      |
| 3       | Equality Statement                                    |
| 4       | Abuse (Adult Perpetrator)                             |
| 4.1     | Definition                                            |
| 4.2     | Procedure – Student Disclosure/Staff Concern          |
| 4.3     | Recording and Reporting                               |
| 4.4     | Allegations of abuse made against staff (*Expanded)   |
| 4.5     | Low Level Concerns (New Section)                      |
| 5       | Child on Child Abuse                                  |
| 5.1     | Key Theme within KCSIE Guidance                       |
| 5.2     | Serious Violence                                      |
| 5.3     | Sexual Violence and Harassment                        |
| 5.4     | Procedure – Student Disclosure/Concern                |
| 5.5     | Prevention                                            |
| 5.6     | Guidelines                                            |
| 5.7     | Investigation                                         |
| 5.8     | Support                                               |
| 5.9     | Staying Safe online/Filtering and Monitoring          |
| 5.10    | Criminal and Sexual Exploitation                      |
| 6       | Domestic Abuse                                        |
| 6.1     | What is Domestic Abuse?                               |
| 7       | Prevent Duty - Challenging Extremism                  |
| 7.1     | What is Prevent?                                      |
| 7.2     | Preventing Radicalisation                             |
| 7.3     | Channel Process                                       |
| 7.4     | Definitions                                           |
| 7.5     | Additional Support                                    |
| 8       | Honour-based violence                                 |
| 8.1     | So-called 'honour-based' violence                     |
| 8.2     | Actions                                               |
| 9       | Female Genital Mutilation (FGM)                       |
| 9.1     | Procedure - FGM mandatory reporting duty for teachers |

|            |                                                                             |
|------------|-----------------------------------------------------------------------------|
| 10         | Forced Marriage                                                             |
| 11         | Vulnerable Children                                                         |
| 11.1       | Looked after children (CLA)                                                 |
| 11.2       | Children with a Social Worker                                               |
| 11.3       | Previously Looked After Children/Care Leavers                               |
| 11.4       | Kinship Care                                                                |
| 11.5       | Family Help and Early Intervention                                          |
| 11.6       | Targeted Support Groups                                                     |
| 11.7       | Children Missing or Persistently Absent from Education                      |
| 11.8       | Students Requesting Support in relation to gender identity                  |
| 12         | Mental Health Support                                                       |
| 12.1       | How do we Support Student Mental Health                                     |
| 12.2       | What to do if you have a concern                                            |
| 13         | Self-Harm/Suicidal Thoughts                                                 |
| 13.1       | How to Spot the Warning Signs                                               |
| 13.2       | Guidelines                                                                  |
| 13.3       | Staff Support                                                               |
| 14         | Reasonable Force/Restraint                                                  |
| 15         | Online (eSafety) and Filtering and Monitoring                               |
| 16         | Staff Training – Wyke Requirements                                          |
| 17         | Internal Referral Guidelines – CPOMS and Flowchart                          |
| 17.1       | CPOMS                                                                       |
| 17.2       | Informing the DSL (or Deputy)                                               |
| 18         | All Other Situations                                                        |
| 19         | Related Documents: Statutory Guidance & Legislation                         |
| 20         | Monitoring & Review                                                         |
| 21         | Equality & Diversity                                                        |
| 22         | General Data Protection Regulations                                         |
| Appendix A | How to report a safeguarding concern                                        |
| Appendix B | CPOMS Instructions                                                          |
| Appendix C | Safeguarding Protocol for admitting visitors to the site                    |
| Appendix D | Safeguarding Students Aged 18 and Over: Adults at Risk Policy and Procedure |

# SAFEGUARDING AND CHILD PROTECTION POLICY

## 1. Purpose

Safeguarding is a term which is broader than 'child protection' and relates to the action taken to promote the welfare of children and protect them from harm. Safeguarding is everyone's responsibility and is defined in Working together to safeguard children as:

- Providing help and support to meet the needs of children as soon as problems emerge;
- Protecting children from maltreatment, whether that is within or outside the home, including online;
- Preventing impairment of children's mental and physical health or development;
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care;
- Promoting the upbringing of children with their birth parents, or otherwise their family network through a kinship care arrangement, whenever possible and where this is in the best interests of the children;
- Taking action to enable all children to have the best outcomes in line with the outcomes set out in the Children's Social Care National Framework.

Child Protection is part of safeguarding and refers to the activity that is undertaken to protect children who are suffering or likely to suffer significant harm.

The Children's Act defines anyone under the age of 18 as a child. Here at Wyke Sixth Form College, students between the ages of 16-19, will come under the scope of this policy and its attendant operating procedure. Appropriate considerations will be taken when supporting those students over the age of 18 (please see Appendix D).

### 1.1 Purpose and Scope

The purpose of this policy is to protect young people and adults who use Wyke Sixth Form College's services. This policy will provide students, parents, staff and volunteers with the overarching principles that guide our approach to child protection and safeguarding. This policy applies to anyone working on behalf of Wyke College, including senior leaders and the Corporation, paid staff, volunteers, temporary staff, agency staff and students.

### 1.2 Legal Framework

Wyke Sixth Form College recognises that it has a statutory obligation in accordance with the guidance outlined in (KCSIE) Keeping Children Safe in Education (which is reviewed and updated on an annual basis), to ensure that students who attend the College are safeguarded as defined by The Children's Act, the Safeguarding Vulnerable Groups Act, the Counter Terrorism and security Act (including the Prevent Duty) and the Equality Act. In achieving this Wyke College will seek to provide a safe learning environment and, where incidents or suspicions of a safeguarding nature are reported, operate procedures to ensure these are dealt with fairly, sensitively, respectfully and quickly.

The acts complement Wyke College's responsibility in student welfare, equality and diversity and the safety of students and staff. A single point of contact is established with regard to safeguarding and Prevent via the Designated Safeguarding Lead (DSL) and in their absence the Safeguarding and Mental Health Lead or a deputy DSL.

### **1.3 At Wyke we believe**

That all of our students should be able to study in an environment that is safe, supportive and conducive to learning. Our students should never experience abuse of any kind, we have a responsibility to promote the welfare of all students, to keep them safe and to practice in a way that protects them.

### **1.4 At Wyke we recognise:**

That the welfare of the student is paramount and all students, regardless of age, disability, gender reassignment, race, religion or belief, sex, or sexual orientation have a right to equal protection from all types of harm or abuse. Some students are additionally vulnerable because of the impact of previous experiences, their level of dependency, communication needs or other issues and working in partnership with students, their parents, carers and other agencies is essential in promoting student welfare.

### **1.5 We seek to keep our students safe by:**

- a. Valuing, listening to and respecting them;
- b. Having a Safeguarding Lead, a Designated Safeguarding Lead (DSL) and a number of deputies, and a Corporation safeguarding member;
- c. Adopting child protection and safeguarding best practice through our policies, procedures and code of conduct for staff and volunteers;
- d. Developing and implementing effective online safety policy processes;
- e. Providing effective management for staff and volunteers through supervision, support, training and quality assurance measures;
- f. Recruiting staff and volunteers safely, ensuring all necessary checks are made;
- g. Recording and storing information professionally and securely;
- h. Sharing information about safeguarding and good practice with children, their families, staff and volunteers via leaflets, posters, group work and one-to-one discussions;
- i. Using our safeguarding procedures to share concerns and relevant information with agencies who need to know, and involving children, young people, parents, families and carers appropriately;
- j. Information will be shared lawfully, proportionately and in a timely manner where necessary to safeguard children, in accordance with applicable data protection legislation, including the Data (Use and Access) Act 2025;
- k. Using our procedures to manage any allegations against staff and volunteers appropriately;
- l. Creating and maintaining an anti-bullying environment and ensuring that we have a policy and procedure to help us deal effectively with any bullying that does arise;
- m. Ensuring that we have effective complaints and whistleblowing measures in place;
- n. Ensuring that we provide a safe physical environment for our children, young people, staff and volunteers, by applying health and safety measures in accordance with the law and regulatory guidance.

### **1.6 How students can report concerns**

Wyke Sixth Form College is committed to ensuring that every student has access to clear, well-promoted and accessible ways to report a safeguarding concern. Students may raise a concern about themselves or another student. They do not need to be certain that abuse

or harm has taken place before seeking help.

Students can report a concern by:

- a. Emailing [safeguarding@wyke.ac.uk](mailto:safeguarding@wyke.ac.uk);
- b. Visiting the safeguarding office and speaking to a member of the safeguarding team;
- c. Speaking to their progress tutor; or
- d. Speaking to any trusted member of College staff, who will help them contact the safeguarding team.

Students will be listened to, taken seriously and supported. They will not be made to feel that they are causing a problem by reporting a concern. The member of staff receiving the report will explain what will happen next and who may need to be told. Information will be shared only where necessary to protect the student or another person.

The College will ensure that these reporting routes are promoted regularly through induction, personal development tutorials, student digital resources, posters and direct communication from the Safeguarding Team. Arrangements will be reviewed to ensure they remain visible and accessible to students with different communication needs.

Students can report a concern by using the Shout Out at Wyke reporting route. Details are displayed on posters around the College.

## **2. Roles and Responsibilities**

### **2.1 Wyke College Safeguarding Team:**

- DSL: Vice Principal, Chris Herring ([chris.herring@wyke.ac.uk](mailto:chris.herring@wyke.ac.uk));
- Safeguarding, CLA and Mental Health Lead: Danielle McKeown ([danielle.mckeown@wyke.ac.uk](mailto:danielle.mckeown@wyke.ac.uk));
- Deputy DSL: Pastoral Director, Claire Whitworth ([claire.whitworth@wyke.ac.uk](mailto:claire.whitworth@wyke.ac.uk));
- Deputy DSL: Pastoral Director, Katy Thomas ([katy.thomas@wyke.ac.uk](mailto:katy.thomas@wyke.ac.uk));
- Naomi Robinson, Safeguarding Officer and Deputy Safeguarding Lead;
- Alice Mulvana, Safeguarding Officer and Deputy Safeguarding Lead;
- Haleema Parker, Safeguarding Officer and Deputy Safeguarding Lead;
- Katy Burgess, Pastoral Lead and Deputy Safeguarding Lead;
- Molly Routh, Pastoral Lead and Deputy Safeguarding Lead;
- Sheila Allan, Pastoral Lead and Deputy Safeguarding Lead;
- Claire Grasby, Pastoral Lead and Deputy Safeguarding Lead;
- Corporation Lead: Safeguarding, Nicola King;

### **2.2 The Corporation:**

Has a legal responsibility to make sure that there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children and young people's welfare, and to monitor that the College complies with them. The Corporation should also ensure that the policy is made available to parents and carers by publishing this on the College website or in writing if requested.

The Corporation will ensure that the College contributes to multi-agency working with the new safeguarding partner arrangements in line with statutory guidance Working Together to Safeguard Children 2026 and that the College's safeguarding arrangements are fit for

purpose. It is the responsibility of the Corporation to ensure that staff and volunteers are properly vetted to make sure they are safe to work with the students who attend our College and that the College has procedures for appropriately managing allegations of abuse made against members of staff (including the Principal and volunteers) in line with the statutory guidance set out in Keeping Children Safe in Education (KCSIE).

The Corporation will ensure that there is a named Corporation Lead for safeguarding, a Designated Safeguarding Lead (DSL) who has lead responsibility for safeguarding and child protection, and a designated teacher to promote the educational achievement of children who are looked after or previously looked after and will ensure that these people have the appropriate training.

A nominated member of the Corporation will be responsible for liaising with appropriate partner agencies in the event of suspected or alleged incidents of child abuse from the Principal or other senior post holders.

Corporation will undertake an annual review of its Safeguarding Children policies and procedures. Corporation will also undertake an annual review of how it is fulfilling its duty to safeguard and promote the welfare of children under section 175 of the Education Act 2002.

All new members of the Corporation, other than student members and staff members who have been DBS checked as a requirement of their employment, must agree to Enhanced DBS Checks. Corporation members will receive training to enable them to discharge their responsibilities for child protection and Prevent effectively. This training will take the form of the Safeguarding Young People Level 2.

An annual safeguarding report will be presented to the Corporation in order to make an assessment of and, if necessary, take action on, any implications arising out of the report. Staff should be aware that College policies provide a channel for individuals to raise genuine or legitimate concerns about any issues linked to child protection. Any deficiencies or weaknesses in child protection arrangements that are brought to Corporation's attention will be remedied without delay.

### **2.3 The Principal and Senior Leadership Team:**

Will ensure that the policies and procedures adopted by the Corporation are fully implemented and that sufficient resources and time are allocated to enable staff members to discharge their safeguarding responsibilities.

### **2.4 The Vice Principal as Designated Safeguarding Lead (DSL):**

Will ensure commitment to this policy and effective, speedy, confidential and sensitive operation of the attendant procedure.

The DSL should take lead responsibility for safeguarding and child protection (including online safety). This should be explicit in the role-holder's job description and the DSL will fulfil those responsibilities and carry out those activities whenever necessary. The DSL will be from the College's SLT and have the appropriate status and authority to carry out the duties of the post. The DSL will make arrangements for adequate and appropriate cover arrangements for any out of hours/out of term time activities.

**DSL cover arrangements:** The [safeguarding@wyke.ac.uk](mailto:safeguarding@wyke.ac.uk) mailbox will be monitored throughout College opening hours and provides an additional safeguarding reporting route where the DSL is unavailable. Deputy DSLs and members of the Safeguarding Team will ensure that concerns received through this shared mailbox are reviewed and acted upon promptly, supporting resilience and continuity in the College's safeguarding arrangements.

Deputy Designated Safeguarding Leads will deputise for the DSL when they are unavailable and will be trained to the same standard as the lead DSL.

The Safeguarding Lead (Danielle McKeown), with support from the DSL and Deputy DSLs, will be expected to:

- a. Liaise with the local authority and work with other agencies in line with Working Together to Safeguard Children 2026;
- b. Be available during College hours for staff to discuss any safeguarding concerns;
- c. Lead liaison with partner agencies and coordinate assessment and support where a child or family may benefit from universal services and community-based early help, targeted Family Help, a Family Help assessment or a section 17 family support pathway;
- d. Be aware of and understand the Family Help and Early Intervention framework and their role within it. This includes providing support as soon as problems emerge; considering universal services and community-based early help; liaising with the DSL where targeted Family Help may be required; and sharing information with relevant professionals to support timely identification, assessment and intervention. Where appropriate, staff may contribute to a Family Help assessment or plan, while the DSL will coordinate with partner agencies and ensure that any need for a section 17 family support pathway is considered;
- e. Liaise as necessary with the Local Authority Personal Adviser appointed to support any care leavers attending the school regarding any issues of concern affecting them;
- f. Undergo training to provide them with the knowledge and skills to carry out the role. This training will be updated every two years;
- g. The Safeguarding officers will be trained to the same standard as the Lead DSL.

## **2.5 All Staff**

Have a responsibility to provide a safe environment in which students can learn; all staff will be expected to:

- a. Read and ensure they understand Part One of 'Keeping Children Safe in Education';
- b. Familiarise themselves with the systems within College which support safeguarding, including the safeguarding and child protection policy, the code of conduct, the safeguarding response to children who go missing from education, and the role of the DSL (including the identity of the DSL and any Deputies);
- c. To be aware of the different types of abuse and neglect so that staff are able to identify cases of students who may be in need of help or protection;
- d. To know what to do if a child tells them he/she is being abused or neglected;
- e. To know of the process for making referrals to appropriate agencies in the absence of their DSL;
- f. Act immediately on any concerns they have about a student's welfare.

### 3. Equality Statement

This policy applies to all College staff regardless of age, race, disability, religion or belief, gender, sexual orientation, marital or civil partnership status, gender reassignment, pregnancy or maternity, or any other status. All individuals will be treated in a fair and equitable manner recognising any special needs where adjustments can be made. No individual will suffer any form of discrimination, victimisation, harassment or bullying as a result of this policy.

### 4. Abuse

#### 4.1 Abuse: According to the Children's Act abuse is defined as one or more of the following;

1. Neglect;
2. Physical abuse or injury (including bullying);
3. Sexual abuse;
4. Emotional abuse (including bullying).

#### 4.2 Procedure

If a member of staff either suspects abuse to a student, or has had abuse disclosed to them by a student, then the member of staff must take the complaint, allegation or suspicion seriously, seeking guidance as soon as possible from the Designated Safeguarding Lead. If in any way concerned, staff should refer to Department of Health Guidelines "[What to do if you are worried a child is being abused](#)."

#### 4.3 Recording and Reporting

Promises of confidentiality should NOT be given to any person disclosing information as the matter may develop in such a way that these cannot be honoured.

A written record of the nature of the allegation or suspicion must be completed in the presence of the complainant or as soon as possible after the allegation is made. Preferably on the same working day. This record must be entered in the CPOMs system where it will be securely stored.

**Disclosure** - If an allegation of abuse is disclosed to you, you should observe the following guidelines:

- a. Your most helpful role in such cases is to listen; not to judge, rescue, give advice or take action on behalf of the student;
- b. Stay calm;
- c. Reassure them that they are doing the right thing in informing someone;
- d. Take him/her/them seriously;
- e. Questions should be kept to a minimum, and leading questions should be avoided. The use of leading questions can cause problems for any subsequent investigation and any court proceedings;
- f. It is important that you remain impartial. You need to find a way of separating your issues and feelings on the matter from those of the student;

- g. If they do not wish to disclose and you feel uncomfortable listening, you can refer them/take them to the Designated Safeguarding Lead or Deputies;
- h. Refrain from making comments or judgements;
- i. The student may prefer to approach other sources of support with you rather than alone. If this is the case, please help the student by being present at these meetings;
- j. Promises of confidentiality should not be given, as the matter may develop in such a way that these cannot be honoured;
- k. Be aware that a student may not accept the offer of help immediately, but may do later and this may be the best course of action at that time;
- l. Be aware that hearing about abuse can be stressful, and that you might need help to debrief afterwards. The safeguarding team are available to help and will signpost accordingly;
- m. Individual staff should never deal with abuse disclosures in isolation and should always refer to the Designated Safeguarding Lead or Deputies.

Staff should be aware that children may not feel ready to or know how to tell someone they are being abused, exploited or neglected. They may not recognise their experiences as harmful, for example, children may feel embarrassed, humiliated or they may be being threatened. This could be due to their vulnerability, disability and or sexual orientation and language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL/DDSL if they have any concerns. It is also important that staff determine how best to build a trusting relationship with children and young people which facilitate communication.

A disclosure of abuse must be reported in CPOMS – A simple referral guide can be found in **Appendix A** – How to report a safeguarding concern.

#### **4.4 Allegations of abuse made against staff:**

In rare instances, staff in educational institutions including colleges, have been found responsible for child abuse. Because of their frequent contact with children and young people, staff may have allegations of child abuse made against them. The College recognises that such allegations may or may not be true. Those dealing with such an allegation should maintain an open mind and ensure that investigations are thorough and not subject to delay. They will also need to handle the situation with sensitivity and to act in a careful, measured way.

This section applies to all adults working on behalf of the College, including:

- Staff;
- Supply staff;
- Volunteers;
- Governors and Corporation Members;
- Contractors;
- Individuals undertaking work experience or placements within the College;
- Trainee teachers;
- Apprentices working in regulated activity; and
- Third party providers delivering education or support services on behalf of the

College;

An allegation is considered to meet the harm threshold where an adult working in or on behalf of the College 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;
- Behaved towards a child or children in a way that indicates they may pose a risk of harm to children; or
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children.

Where an allegation that meets the harm threshold is received, the Principal (or Chair of Corporation where appropriate), or a delegated representative will seek advice from the Local Authority Designated Officer (LADO). The Designated Safeguarding Lead and Director of Human Resources will support the management of the allegation as appropriate.

The College will not normally undertake its own investigation until advice has been received from the LADO and any police or children's social care enquiries have been considered.

Where appropriate, the College will:

- Make referrals to Children's Social Care;
- Make referrals to the Police;
- Make referrals to the Disclosure and Barring Service (DBS);
- Consider whether a referral to the Teaching Regulation Agency (TRA) is required; and
- Work collaboratively with partner agencies throughout the investigation process.

Where a member of staff is dismissed, resigns, ceases to provide their services, or would have been dismissed had they not left the College because they have harmed a child or posed a risk of harm to a child, the College will consider its duty to make a referral to the Disclosure and Barring Service (DBS).

Where the individual is a teacher, the College will also consider whether a referral to the Teaching Regulation Agency (TRA) is appropriate.

The College will comply with all statutory duties relating to referrals and information sharing with external agencies.

The College will maintain clear, confidential and accurate records of all allegations, discussions, decisions and outcomes in accordance with statutory guidance and data protection requirements.

Support will be provided to both the individual who has made the allegation and the member of staff who is the subject of the allegation throughout the process.

#### **4.4.1 Receiving an allegation from a young person**

A member of staff who receives an allegation about another member of staff from a young person should follow the guidelines set out in this document.

If the allegation is against a member of staff who is not a senior post-holder, the Designated Safeguarding Lead should be informed as soon as possible, who in turn should inform the College Principal.

If the member of staff against whom the allegation is made is a senior post-holder, i.e., if an allegation is made against the Principal, Vice Principal, the Chief Operating Officer or

the Governance Professional, the matter should be reported to the Chair of the Corporation.

The Designated Safeguarding Lead or Chair of the Corporation should:

- a. Obtain written details of the allegation, signed and dated, from the person who received it;
- b. The written details should be countersigned and dated by the Designated Safeguarding Lead or the nominated Corporation member;
- c. Record information about times, dates, locations and names of potential witnesses.

The Designated Safeguarding Lead or Chair of the Corporation should make an initial assessment of the allegation, consulting with LADO as appropriate. Where the issue, about which an allegation is made, is considered to be either a potential criminal act or indicates that the young person has suffered, is suffering or is likely to suffer significant harm, the matter should be reported immediately to the LADO.

It is important that the Designated Safeguarding Lead or the Chair of the Corporation does not investigate the allegation. The initial assessment should be on the basis of the information received and is a decision whether or not the allegation warrants further investigation.

Potential outcomes are:

1. The allegation represents inappropriate behaviour or poor practice by the member of staff and is neither potentially a crime nor a cause of significant harm to the young person. The matter should be referred to the H.R. Director to be addressed in accordance with the Staff Disciplinary Procedure or Senior Post-Holder Disciplinary Procedure, as appropriate;
2. The allegation can be shown to be false because the facts alleged could not possibly be true.

#### **4.4.2 Enquiries and investigations**

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

Suspension must not be an automatic response when an allegation is reported. The College will consider carefully whether suspension is necessary in each individual case and will explore alternative arrangements where appropriate. Where suspension is deemed necessary, the reasons for that decision will be clearly documented. The welfare of the student, the member of staff and the wider College community will be considered throughout the process.

The College should hold in abeyance its own internal enquiries while the formal police or social services investigations proceed: to do otherwise may prejudice the investigation. No internal enquiries, including those resulting from disciplinary proceedings, should be instigated until the external investigations are completed. During external investigation, suspension of a member of staff may be appropriate. Any suspension would take place at the discretion of the Principal, according to the Staff Disciplinary Procedures. Where the person being investigated is the Principal or another senior post-holder, suspension, where appropriate, would take place at the discretion of the Chair of Corporation or, in her absence, the Vice-Chair of Corporation, as required by the Articles of Government and the Senior Post-Holder Disciplinary Procedure.

If there is an investigation by an external agency, for example the police, the Designated

Safeguarding Lead a nominated Corporation member should normally be involved in and contribute to the inter-agency strategy discussions. The Designated Safeguarding Lead or nominated Corporation member is responsible for ensuring that the College gives every assistance with the agency's enquiries. They will ensure that appropriate confidentiality is maintained in connection with the enquiries, in the interests of the member of staff about whom the allegation is made.

Subject to objections from the police or other investigating agency, the Designated Safeguarding Lead or nominated Corporation member shall:

- a. Inform the young person or parent/carer making the allegation that the investigation is taking place and what the likely process will involve;
- b. Ensure that the parents/carers of the young person making the allegation have been informed that the allegation has been made and what the likely process will involve;
- c. Inform the member of staff against whom the allegation was made of the fact that the investigation is taking place and what the likely process will involve;
- d. Keep a written record of the information in connection with the allegation;
- e. Inform the H.R. Director of the outcome of any external investigation to allow any internal investigation or action to be commenced.

On completion of any external investigation, the College will consider whether any action needs to be taken on the following basis.

#### **4.4.3 Allegation Outcomes**

Following investigation, allegations will normally be categorised as one of the following:

1. **Substantiated** – there is sufficient evidence to prove the allegation.
2. **Unsubstantiated** – there is insufficient evidence to either prove or disprove the allegation.
3. **False** – there is sufficient evidence to disprove the allegation.
4. **Malicious** – there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive.
5. **Unfounded** – there is no evidence or proper basis which supports the allegation.

The College will record the outcome of all allegations and any subsequent actions taken.

#### **4.4.4 Maintaining Records of Allegations**

Details of allegations that are found to have been malicious will be removed from personnel records. However, a clear and comprehensive summary of all other allegations, the outcome of any investigation and any actions taken will be retained on the confidential HR systems.

Records will include:

- a. A summary of the allegation;
- b. Details of how the allegation was investigated;
- c. Decisions reached and the reasons for those decisions;
- d. Any action taken; and
- e. The final outcome.

The purpose of retaining these records is to:

- a. Enable accurate information to be provided in response to future reference requests;
- b. Assist the College in identifying patterns of concerning behaviour;

- c. Protect students and staff; and
- d. Support future safeguarding decisions where appropriate.

Allegation records relating to members of staff will be retained until the individual reaches normal pension age or for a period of ten years from the date of the allegation, whichever is longer, in accordance with statutory safeguarding guidance.

The College will maintain all records securely and confidentially in accordance with data protection legislation and the College's Data Protection Policy.

Concerns about the conduct of staff that do not meet the threshold for an allegation of abuse should be managed in accordance with Section 4.5 Low-Level Concerns About Staff, Volunteers and Contractors.

#### **4.5 Low-Level Concerns About Staff, Volunteers and Contractors**

Wyke Sixth Form College is committed to promoting an open, transparent and safeguarding-focused culture in which all concerns about adults working with students can be raised, recorded and addressed appropriately.

A low-level concern is any concern, no matter how small, that an adult working in or on behalf of the College may have acted in a way that:

- Is inconsistent with the Staff Code of Conduct;
- Does not meet the threshold for referral to the Local Authority Designated Officer (LADO);
- May have caused a student to feel uncomfortable;
- Could be perceived as a breach of professional boundaries; or
- May indicate a pattern of behaviour that requires further consideration.

***Examples of low-level concerns may include, but are not limited to:***

- Being overly familiar with a student;
- Showing favouritism towards a particular student;
- Using inappropriate language or humour;
- Communicating with students through unauthorised channels;
- Minor failing to maintain appropriate professional boundaries; or
- Any behaviour which gives rise to a sense of concern, unease or doubt regarding professional conduct.

##### **4.4.1 Reporting a Low-Level Concern**

All staff have a responsibility to share low-level concerns.

Any low-level concern relating to a member of staff, volunteer, contractor, agency worker or governor should be reported as soon as reasonably practicable by emailing [personnel@wyke.ac.uk](mailto:personnel@wyke.ac.uk)

Where a low-level concern relates to an agency worker, contractor, consultant or other third-party provider, the College may notify the individual's employer or organisation where appropriate and in accordance with safeguarding and employment obligations.

Where the concern relates to the Principal, it should be reported to the Chair of Corporation. Concerns relating to the Chair of Corporation should be reported to the Governance Professional.

The College recognises that there may be occasions when a member of staff becomes aware that their own behaviour may have been misinterpreted, may have breached

professional boundaries, or may give rise to concern. In such circumstances, staff are encouraged to report the matter proactively via **personnel@wyke.ac.uk**

Self-reporting will be viewed as a demonstration of professional responsibility and transparency and will be considered as part of any subsequent review.

Staff should not attempt to investigate concerns themselves.

#### **4.4.2 Recording and Management of Low Level Concerns**

Low-level concern records will be maintained separately from formal disciplinary records and retained in accordance with statutory guidance and the College's record retention schedule.

Patterns of behaviour identified through multiple low-level concerns will be reviewed by the Principal, Designated Safeguarding Lead and Human Resources as appropriate.

Each concern will be assessed to determine whether:

- a. It remains a low-level concern;
- b. Additional information is required;
- c. Management guidance or support is appropriate; or
- d. The concern meets the threshold for a safeguarding allegation and requires escalation under the College's disciplinary procedures.

The College recognises that a single low-level concern may not indicate a safeguarding risk. However, repeated concerns relating to the same individual may demonstrate a pattern of behaviour that requires further action.

Records of low-level concerns will be retained securely, separately from routine personnel records where appropriate, and managed in accordance with statutory guidance, data protection legislation and the College's record retention schedule.

Patterns of behaviour identified through multiple low-level concerns will be reviewed periodically by the Human Resources in consultation with the DSL where required to determine whether further action is required.

#### **4.4.3 Safeguarding Culture**

Wyke Sixth Form College encourages all staff to raise concerns in good faith and recognises that early reporting helps to safeguard students, protect staff and maintain high standards of professional conduct.

No member of staff will suffer detriment for reporting a genuine concern, provided it is raised honestly and in good faith.

Where there is uncertainty as to whether a concern should be managed as a low-level concern or as an allegation that meets the harm threshold, advice will be sought from the Local Authority Designated Officer (LADO).

The College will always err on the side of safeguarding and will seek external advice where appropriate.

### **5. Child on Child Abuse**

#### **5.1 Key Theme within KCSIE Guidance**

A key theme within the Keeping Children Safe in Education document is around Child-on-Child abuse and in particular, sexual violence and sexual harassment.

Wyke Sixth Form College operates a zero-tolerance approach to all forms of child-on-child abuse, including sexual harassment, sexual violence, harmful sexual behaviour,

misogynistic behaviour, discriminatory abuse and online abuse. Such behaviours will never be dismissed as banter, part of growing up or harmless behaviour.

All staff should be aware that children can abuse other children, often referred to as child-on-child abuse. It can happen both inside and outside of school or College and online. All staff should be clear as to the College's policy and procedures with regards to child-on-child abuse and the important role they have to play in preventing it and responding and reporting where they believe a child may be of risk.

All staff should understand that even if there are no reports in their school or College it does not mean it is not happening. It may be the case that it is just not being reported. As such it is important if staff have any concerns regarding child-on-child abuse, they should speak to their Designated Safeguarding Lead or Deputy.

It is essential that all staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Instances of Child-on-Child abuse must be recorded in CPOMs and may be addressed in line with our Behaviour Management Policy. The Safeguarding Team will make a judgement on the most appropriate course of action.

Child on Child abuse includes but is not limited to:

- a. Bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- b. Abuse in intimate personal relationships between children, sometimes known as 'teenage relationship abuse';
- c. Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- d. Serious physical assault and harm, or the threat of harm with a weapon;
- e. Sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- f. Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;

***For further information about sexual violence and sexual harassment see KCSIE.***

- g. Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- h. Creating, possessing, sharing or threatening to share nude or semi-nude images and/or videos of children. Staff should avoid using the term 'sexting' and instead use the terminology 'sharing nudes and semi-nudes' in line with current safeguarding guidance ***UKCIS Guidance, Sharing nudes and Semi Nudes Advice for Education Settings***;
- i. Upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; ***For further information about upskirting see Annex B***; and

- j. Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

## **5.2 Serious violence**

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs. All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery. Advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement a number and its Criminal exploitation of children and vulnerable adults-county lines.

## **5.3 Sexual Violence and Harassment**

Sexual violence and sexual harassment can occur between children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

### **Harmful Sexual Behaviour**

The College recognises that sexualised behaviour exists on a continuum ranging from inappropriate behaviour through to serious sexual violence.

Where concerns regarding harmful sexual behaviour are identified, the College will consider:

- a. The age and developmental stage of the students involved;
- b. The nature and frequency of the behaviour;
- c. The impact on the victim;
- d. Any previous incidents or safeguarding concerns;
- e. Whether the behaviour indicates a wider safeguarding need; and
- f. Whether specialist support or external agency involvement is required.

The College will ensure that victims are supported and protected while any investigation or assessment is undertaken.

Support will also be considered for the alleged perpetrator where appropriate, recognising that they may themselves have unmet safeguarding needs.

### **What is sexual violence and sexual harassment?**

Keeping Children Safe in Education defines sexual violence as;

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally

touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

What is consent? Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

Sexual harassment: when referring to sexual harassment we mean ‘unwanted conduct of a sexual nature’ that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include;

- a. Sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- b. Sexual “jokes” or taunting;
- c. Physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes (schools and colleges should be considering when any of this crosses a line into sexual violence
- d. Sexual exploitation; coercion and threats;
- e. Misogynistic behaviour, including comments, language, attitudes or behaviours that degrade, intimidate or discriminate against women and girls;
- f. Discriminatory or prejudicial behaviour based on protected characteristics;
- g. Coercive, controlling or abusive behaviour within peer relationships;
- h. Online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.

It may include:

- i. Non-consensual sharing of sexual images and videos;
- j. Sexualised online bullying;
- k. Technology-facilitated abuse, including abuse carried out through social media, messaging platforms, gaming platforms or emerging technologies.
- l. The creation, possession or sharing of AI-generated, manipulated or digitally altered images used to harass, intimidate, exploit or humiliate another student;
- m. Unwanted sexual comments and messages, including, on social media;

#### **5.4 Procedure – Student Disclosure/Concern**

The initial response to a report from a student is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Staff should note that any child who is subjected to any harassment, violence and/or abuse may breach the child’s rights as set out in the Human Rights Act.

If staff have a concern about a student or a student makes a report to them, they should follow the referral process as set out in the safeguarding policy.

**A disclosure of abuse must be reported in CPOMS. A simple referral guide can be found in Appendix A – How to report a safeguarding concern.**

## **5.5 Prevention**

We will minimise the risk of allegations against other students by:

- a. Ensuring all students are aware of the College's respect agenda and what is expected of each student in relation to this;
  - i. Promoting the prevention of Violence Against Women and Girls (VAWG) through the College's Respect Agenda, personal development curriculum and wider safeguarding practice. The College will challenge misogyny and other harmful attitudes, language and behaviours that can normalise discrimination, harassment, abuse or violence against women and girls. Students will be taught about respectful and healthy relationships, consent, equality, power and control, and the influence of harmful online content. Staff will address concerns promptly, reinforce positive attitudes and report safeguarding concerns in accordance with this policy.
- b. All students sign a learner agreement when they enrol. The learner agreement clearly outlines the College expectations;
- c. The Progress Tutor system delivers a scheme of work through personal development sessions that is designed to educate students on their role within both the College and wider community;
- d. The personal development scheme of work outlines the disciplinary process and the College Charter.

## **5.6 Guidelines:**

- a. Child on Child abuse should always be treated seriously and never just seen as 'banter' or part of growing up.
- b. Any incidents of Child-on-Child abuse will be recorded via CPOMS.
- c. The Safeguarding Team will be notified via CPOMS and in person.
- d. A detailed log of this incident and any previous incidents will be recorded, including dates and times (where possible).
- e. Your most helpful role in such cases is to listen; not to judge, rescue, give advice or take action on behalf of the student.
- f. Not promising confidentiality at this initial stage as it is very likely a concern will have to be shared further (for example, with the designated safeguarding lead or children's social care) to discuss next steps. Staff should only share the report with those people who are necessary in order to progress it. It is important that the victim understands what the next steps will be and who the report will be passed to.
- g. Recognising a child is likely to disclose to someone they trust: this could be anyone on the school or College staff. It is important that the person to whom the child discloses recognises that the child has placed them in a position of trust. They should be supportive and respectful of the child.
- h. Listening carefully to the child, being non-judgmental, being clear about boundaries and how the report will be progressed, not asking leading questions and only prompting the child where necessary with open questions – where, when, what, etc.
- i. Considering the best way to make a record of the report. Best practice is to wait until

the end of the report and immediately write up a thorough summary. This allows the staff member to devote their full attention to the child and to listen to what they are saying. It may be appropriate to make notes during the report (especially if a second member of staff is present). However, if making notes, staff should be conscious of the need to remain engaged with the child and not appear distracted by the note taking. Either way, it is essential a written record is made. These notes should then be entered into CPOMS.

- j. Only recording the facts as the child presents them. The notes should not reflect the personal opinion of the note taker. Schools and colleges should be aware that notes of such reports could become part of a statutory assessment by children's social care and/or part of a criminal investigation.
- k. Where the report includes an online element, being aware of searching screening and confiscation advice (for schools) and UKCCIS sexting advice (for schools and colleges). The key consideration is for staff not to view or forward illegal images of a child. The highlighted advice provides more details on what to do when viewing an image is unavoidable. See links below.
- l. If possible, managing reports with two members of staff present, (preferably one of them being the designated safeguarding lead or a deputy). However, this might not always be possible.
- m. Informing the Designated Safeguarding Lead (or deputy), as soon as practically possible, if the Designated Safeguarding Lead (or deputy) is not involved in the initial report.

## **5.7 Investigation**

The DSL/DDSL will investigate any allegations of Child-on-Child abuse and follow the Behaviour Management Policy if internal disciplinary action is required. The DSL/DDSL will inform the police or social services where necessary.

## **5.8 Support**

Discussions will take place with the victim and their family and also the alleged perpetrator and their family to explore and identify support services.

## **5.9 Criminal and Sexual Exploitation**

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE). Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator.

The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual, and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

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

It is important to note that child sexual exploitation can affect any child who has been coerced into engaging in sexual activities. This includes 16- and 17-year-olds who can legally consent to having sex.

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

Children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced.

County lines drug running is an example of criminal exploitation. If you have any concerns about CSE and CCE then please follow the safeguarding referral process.

## **6. Domestic Abuse**

### **6.1 What is Domestic Abuse?**

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, here or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, wellbeing, development and ability to learn.

## **7. Prevent Duty - Challenging Extremism**

### **7.1 What is Prevent?**

Prevent Duty arises from the Counter Terrorism and security Act 2015. Prevent aims to safeguard our students, staff and corporation to keep them safe and within the law. In raising awareness of the issues of radicalisation and extremism the College will support the development of students in non-extremist ways and in procedures to act on regarding concerns.

The Prevent Strategy has three specific objectives:

1. Respond to the ideological challenge of terrorism and the threat we face from those who promote it;
2. Prevent people from being drawn into terrorism and ensure they are given appropriate advice and support; and
3. Work with sectors and institutions where there are risks of radicalisation that we need to address.

#### **The Prevent Duty: Departmental Advice for schools and childcare providers**

States that, “as a minimum, the Designated Safeguarding Lead must undertake Prevent awareness training and is able to provide advice and support to other members of staff on protecting children from risk of radicalisation”. This training must be refreshed every two years.

The Prevent duty should be seen as part of the College’s wider safeguarding obligations. Designated safeguarding leads and other senior leaders should familiarise themselves with the revised [Prevent duty guidance: England and Wales \(2023\) - GOV.UK](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/672212/prevent-duty-guidance-for-schools-and-childcare-providers.pdf)

**Section 21** of the [Counter-Terrorism and Security Act - GOV.UK](#) places a duty on certain bodies, including educational institutions, to have "due regard to the need to prevent people from being drawn into terrorism". The Prevent Duty is not about preventing students from having political and religious views and concerns.

The exemplification of British Values and the preventing of radicalisation and extremism must be integrated into the pastoral system and curriculum provision. The College will maintain and review (yearly) its risk reduction planning and training for staff and corporation members in meeting the requirements of the Prevent Duty.

## **7.2 Preventing Radicalisation**

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools' or colleges' safeguarding approach.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media) and settings (such as the internet).

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the Designated Safeguarding Lead (or deputy) making a referral to the Channel programme.

## **7.3 Channel Process**

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism.

The aims of Channel are to support and protect people who may be susceptible to radicalisation and ensure they have the resilience to resist all forms of violent extremism. Channel is not about prosecuting or stigmatising individuals who have been referred.

## **7.4 Definitions**

**Extremism:** Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces. Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

**British Values:** British values are defined as "democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs", and institutions are expected to encourage students to respect other people with particular regard to the protected characteristics set out in the Equality Act.

## **7.5 Additional Support**

The DfE has published advice on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts other sources of advice and support.

**Educate against hate** [Educate Against Hate - Prevent Radicalisation & Extremism](#)

The website gives parents, teachers and education leader's practical advice on protecting children from extremism and radicalisation, it holds information for schools, colleges and parents to tackle the "spell of twisted ideologies".

## **8. Honour-Based Violence**

### **8.1 So-called 'honour-based' violence (HBV)**

Encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take.

All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

### **8.2 Actions**

If staff have a concern regarding a child that might be at risk of HBV or who has suffered from HBV, they should speak to the Designated Safeguarding Lead (or deputy). As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers that requires a different approach (see following section).

**A disclosure of extremism must be reported in CPOMS. A simple referral guide can be found in Appendix A – How to report a safeguarding concern.**

## **9. Female Genital Mutilation (FGM)**

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Cases should be dealt with as part of existing structures, policies and procedures on child protection and adult safeguarding. Please see link below regarding multi-agency guidelines on FGM for those with statutory duties to safeguard children and vulnerable adults.

### **9.1 Multi Agency Statutory Guidance on FGM**

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

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils or students, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at: [Mandatory reporting of female genital mutilation procedural information](#).

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has good reason not to, they

should still consider and discuss any such case with the College's Designated Safeguarding Lead (or deputy) and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. The following is a useful summary of the FGM mandatory reporting duty:

[New duty for health and social care professionals and teachers to report female genital mutilation \(FGM\) to the police](#) click here.

A disclosure of this nature must be reported in CPOMS. A simple referral guide can be found in **Appendix A** How to report a safeguarding concern.

A disclosure of this nature must be reported to the police immediately. The staff member who received this information must make the call!

## **10. Forced Marriage**

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

Staff should always discuss any concerns with the Designated Safeguarding Lead/Officer.

College staff can contact the Forced Marriage Unit if they need advice or information:

**Contact: 020 7008 0151 or email [fm@fcdo.gov.uk](mailto:fm@fcdo.gov.uk).**

## **11. Vulnerable Children**

The College recognises that safeguarding incidents and concerns can affect all students. However, some students may face additional barriers to protection and support and may therefore require increased vigilance and tailored safeguarding responses.

Staff should be aware that additional safeguarding challenges can arise for students who:

- a. Have special educational needs and/or disabilities (SEND);
- b. Have a mental health need;
- c. Have a medical condition;
- d. Are young carers;
- e. Are looked after or previously looked after;
- f. Are care experienced or care leavers;
- g. Have a social worker;
- h. Are living in kinship care arrangements;
- i. Are living in temporary accommodation;
- j. Are experiencing domestic abuse within the family;
- k. Are affected by parental substance misuse;

- l. Have a parent or family member in prison;
- m. Are experiencing homelessness or temporary accommodation;
- n. Are frequently absent from education;
- o. Are at risk of exploitation, abuse or neglect;
- p. Are at risk of radicalisation;
- q. Are vulnerable to child criminal exploitation (CCE) or child sexual exploitation (CSE);
- r. Have experienced trauma, bereavement or adverse childhood experiences (ACEs);
- s. Are privately fostered; or
- t. Face barriers to communication or disclosure.

Staff should be particularly alert to the possibility that safeguarding concerns may present differently in vulnerable students and should not assume that indicators of abuse, neglect or exploitation will always be obvious.

### **11.1 Children Looked After (CLA)**

Looked-after and previously looked-after children start with the disadvantage of their pre-care experiences and, often, have special educational needs. Virtual School Heads (VSH) have a key role to ensure these children have the maximum opportunity to reach their full educational potential - an important part of why this role was made statutory.

All looked-after children should have a Personal Education Plan (PEP) which is part of the child's care plan or detention placement plan. The broad areas of information that must be covered in the PEP are specified in Schedule 1 (paragraph 2) of the Care Planning, Placement and Case Review (England) Regulations 2010 as amended. The PEP must include the contact details of the (VSH) for the authority that looks after the child.

The designated CLA Co-ordinator within Wyke Sixth Form College is Danielle McKeown. Her role is to promote the educational achievement of CLA (and previously CLA), and they will receive appropriate training to enable them to do so.

The DSL/DDSL should have details of the child's social worker and the name of the virtual school head in the authority that looks after the child and should work closely with the designated teacher.

The CLA Coordinator should work with the virtual school head at the LA to discuss how best to use funding to support the progress of CLA. They should also work with the virtual school head to promote the educational achievement of previously CLA.

### **11.2 Children with a Social Worker**

The College recognises that students who have, or have previously had, a social worker may be particularly vulnerable to further harm and may require additional support to achieve positive educational outcomes.

The DSL and safeguarding team will work closely with social workers and other professionals to support these students and ensure that safeguarding concerns are identified and responded to promptly.

### **11.3 Previously Looked After Children/Care Leavers**

Previously looked-after children are those who are no longer looked after by the Local Authority in England and Wales (as defined by the Children Act 1989 or Part 6 of the Social Services and Well-being (Wales) Act 2014) or because;

- a. They are the subject of an adoption, special guardianship or child arrangements order, or;

- b. 'State care' is care provided by a public authority, a religious organisation, or any other organisation whose sole or main purpose is to benefit society.

VSH are integral to ensuring that local authorities discharge their duty to provide suitable advice and information for the purpose of promoting the educational achievement of previously looked-after children. They can also undertake any activity they consider appropriate where that activity will promote the educational achievement of such children in their area.

Local Authorities appoint personal advisers for young people who cease to be looked after and become care leavers. DSLs should:

- a. Have details of the personal adviser appointed to support a care leaver;
- b. Liaise with the personal adviser as necessary regarding any issues of concern affecting the care leaver.

#### **11.4 Kinship Care**

The College recognises that students living in kinship care arrangements may experience additional vulnerabilities and challenges. Where appropriate, the College will work with carers, families and partner agencies to ensure students receive appropriate educational and safeguarding support.

#### **11.5 Family Help and Early Intervention**

Providing help at the earliest opportunity is more effective in promoting the welfare of children than reacting later when concerns have escalated.

College staff should be particularly alert to the potential need for help where a student:

- a. Is disabled or has specific additional needs;
- b. Has special educational needs;
- c. Has a mental health concern;
- d. Is a young carer;
- e. Is showing signs of being drawn into anti-social or criminal behaviour;
- f. Is frequently absent from education;
- g. Is at risk of exploitation, abuse or neglect;
- h. Is experiencing domestic abuse within the family;
- i. Is misusing drugs or alcohol;
- j. Has a family member in prison;
- k. Is experiencing difficulties within family relationships; or
- l. Has experienced trauma, bereavement or significant adverse life events.

The College recognises the importance of working collaboratively with families and partner agencies to identify needs at an early stage and ensure appropriate support is provided.

Where appropriate, students and families may be supported through Early Help or Family Help arrangements delivered in partnership with local agencies.

The Designated Safeguarding Lead (DSL) will generally lead on liaison with external agencies; however, all staff may be required to contribute information to support assessments and intervention planning.

## **11.6 Targeted Support Groups**

The College offers targeted support groups for students who may benefit from peer and specialist support. Students may be identified through disclosure, staff concern, transition information, pastoral review or safeguarding assessment. Participation will be discussed sensitively with the student and, where appropriate, with parents, carers and relevant professionals. These groups complement, but do not replace, individual safeguarding assessment, support planning or referral to external agencies where required. These support groups are:

1. the Women in Faith Support Group;
2. the Bereavement Support Group; and;
3. the Young Carers Support Group.

Young carers may have significant caring responsibilities for a family member who has an illness, disability, mental health need or substance misuse issue. These responsibilities can affect a student's attendance, attainment, wellbeing, relationships and ability to participate fully in College life.

Staff should remain professionally curious where a student may be undertaking caring responsibilities and should share concerns with the Safeguarding Team or relevant Pastoral Lead so that needs can be assessed and appropriate support offered. Support may include liaison with the family and partner agencies, reasonable adjustments, pastoral support, Family Help or a referral to specialist services where appropriate.

## **11.7 Children Missing or Persistently Absent from Education**

It is important that staff are aware that children and young people going missing, particularly repeatedly, can act as a warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future.

It is also important to understand that being absent, as well as missing from education can be a warning sign of a range of safeguarding concerns. Staff must report any concerns they may have about a student to the safeguarding team via the CPOMs system.

Students who are persistently absent may also be at increased risk of:

- a. Child criminal exploitation;
- b. Child sexual exploitation;
- c. Serious violence;
- d. Mental health difficulties;
- e. Substance misuse;
- f. Domestic abuse; and
- g. Other safeguarding concerns.

The College will ensure that attendance concerns are considered alongside wider safeguarding information when assessing risk.

Staff should be aware of the College's unauthorised absence process. The attendance of vulnerable students will be monitored by the Learning Support and Safeguarding teams,

and any concerns will be acted upon.

The safeguarding team will liaise with the Vulnerable, exploited, missing and trafficked team (VEMT) team whenever concerns for students are raised.

### **11.8 Students Requesting Support in Relation to Gender Identity (Inc. Facilities and Residential Activities)**

We are committed to providing a safe, respectful and inclusive environment in which all students are treated with dignity and respect.

The College recognises that some students may question their gender identity, gender expression or the way they experience and present themselves. The College also recognises that students who are questioning their gender may experience additional vulnerabilities, including bullying, discrimination, social isolation, family difficulties, anxiety, mental health concerns or difficulties relating to self-esteem and identity.

The College will support students appropriately whilst fulfilling its responsibilities under safeguarding legislation, equality legislation, human rights legislation, data protection legislation and statutory education guidance.

All decisions relating to requests for support, preferred names or social transition will place the welfare, safety and best interests of the student and the wider College community at the centre of decision-making.

The College will:

- a. Treat all students with dignity, respect and compassion;
- b. Challenge bullying, harassment, victimisation and discrimination;
- c. Provide appropriate pastoral, safeguarding and wellbeing support;
- d. Consider each request on a case-by-case basis;
- e. Involve parents and carers where appropriate;
- f. Ensure decisions are evidence-based, proportionate and properly recorded;
- g. Maintain accurate safeguarding and legal records;
- h. Comply with statutory safeguarding, equality and data protection obligations.

#### **11.8.1 Supporting Students Who Are Questioning Their Gender**

Students questioning their gender identity may seek support from a Progress Tutor, Pastoral Lead, the Safeguarding Team, or another trusted member of staff.

Staff should:

- i. Listen without judgement;
- ii. Remain professionally curious;
- iii. Seek to understand the student's circumstances and concerns;
- iv. Consider any wider safeguarding, wellbeing or mental health needs;
- v. Avoid making promises that cannot be kept;
- vi. Avoid initiating or encouraging social transition;
- vii. Discuss concerns with the Designated Safeguarding Lead (DSL) or Deputy (DDSL) where appropriate.

Students questioning their gender should be supported in the same way as any other student experiencing emotional, social or wellbeing concerns.

#### **11.8.2 Name Change Requests and Forms of Address**

Students have the option to use a preferred name on their application form. Where the preferred name is a shortened version of their legal name or their legal middle name, this will be automatically approved. Where this is a different name to their legal name the student will have to meet with a member of the Safeguarding Team prior to approval.

Where a student requests a change of preferred name, pronouns or form of address, the request should be referred to the DSL or Deputy DSL.

A member of the Safeguarding team will:

- i. Meet with the student to understand the request;
- ii. Consider whether there are any safeguarding, wellbeing or mental health concerns that require additional support;
- iii. Consider whether parental involvement is appropriate;
- iv. Discuss the request with relevant College staff on a need-to-know basis;
- v. Ensure a record of the request, discussions, decisions and rationale is maintained.

Where appropriate, the College may agree to use a student's preferred name in day-to-day interactions, classroom practice and internal systems.

The College will continue to maintain accurate legal, safeguarding, funding, examination and regulatory records where required.

Any agreed arrangements will be reviewed periodically and may be amended if circumstances change or safeguarding concerns arise.

The College recognises that many students choose to use a preferred name that differs from their legal name.

Students may request to use a preferred name for a range of reasons, including:

- i. Personal preference;
- ii. Family or cultural reasons;
- iii. Wellbeing considerations;
- iv. Gender identity considerations;
- v. Being commonly known by a different name.

Requests will not normally be approved where the proposed name is offensive, discriminatory, misleading, designed to impersonate another individual, presents safeguarding concerns, or would significantly interfere with College operations, statutory record keeping or examination administration.

Teaching staff should use a student's approved preferred name where this has been agreed and recorded on the College systems.

However, the College must also maintain accurate legal records for safeguarding, examination, funding and statutory purposes.

### 11.8.3 College Systems and Record Limitations

The College operates a range of information systems supplied by external providers. Some systems allow preferred names to be displayed separately from legal names, whilst others do not.

As a result:

- i. The College will use a student's preferred name on systems where this functionality exists and where the request has been approved;
- ii. Some systems will continue to display the student's legal name because they rely upon the legal identity held within the College's core records;
- iii. The College cannot guarantee that a preferred name can be displayed across all electronic systems.

For example:

| System                                         | Name Displayed                          |
|------------------------------------------------|-----------------------------------------|
| OnTrack                                        | Approved preferred name where available |
| Classroom and pastoral systems where supported | Approved preferred name                 |
| College MIS                                    | Legal name                              |
| Microsoft 365 account                          | Legal name                              |
| Microsoft Teams profile                        | Legal name                              |
| Examination records                            | Legal name                              |
| JCQ records                                    | Legal name                              |
| Funding and statutory returns                  | Legal name                              |
| Safeguarding records                           | Legal name retained                     |

Students requesting a preferred name will be informed of these system limitations before any decision is finalised.

The existence of a student's legal name on a College system should not be interpreted as a refusal to support that student.

### 11.8.4 Involvement of Parents and Carers

The College recognises the important role of parents and carers in supporting young people.

Where requests involve social transition, significant changes to identity presentation or safeguarding considerations, the College would normally expect parents or carers to be involved.

In exceptional circumstances, where involving a parent or carer may place a student at risk of significant harm, the matter will be managed through safeguarding procedures and the Designated Safeguarding Lead will determine the most appropriate course of action.

### 11.8.5 Toilet Facilities

Wyke Sixth Form College provides:

- i. Single sex toilet facilities designated by biological sex; and

- ii. Individual lockable toilet cubicles that may be used by any student.

#### **11.8.6 Changing Facilities**

Where changing rooms or changing facilities are used for curriculum activities, enrichment activities, sporting activities or educational visits, students will normally use facilities designated for their biological sex.

Where a student raises concerns regarding changing arrangements, the DSL or Deputy DSL will consider whether alternative arrangements can reasonably be provided.

This may include:

- i. Access to an individual changing cubicle where available;
- ii. Use of a private changing area;
- iii. Access to facilities at an alternative time; or
- iv. Other reasonable arrangements identified through the safeguarding assessment process.

Any arrangement must:

- v. Maintain the safety of all students;
- vi. Maintain privacy and dignity for all students;
- vii. Be proportionate to the circumstances; and
- viii. Not adversely affect the operation of the activity.

All arrangements will be reviewed periodically and may be amended where safeguarding concerns arise.

#### **11.8.7 Sport and Physical Education Activities**

The College aims to ensure that all students can participate safely in physical education, sporting activities and enrichment opportunities.

Participation arrangements will be considered on an individual basis, taking account of:

- i. Safeguarding considerations;
- ii. The nature of the activity;
- iii. Health and safety requirements;
- iv. Competition regulations where applicable;
- v. The welfare of the student; and
- vi. The safety and welfare of other participants.

The College reserves the right to determine participation arrangements where this is necessary to ensure safe, fair and effective delivery of activities.

Where alternative arrangements are required, these will be considered as part of the safeguarding and welfare assessment process and recorded where appropriate.

#### **11.8.8 Residential Visits, Educational Visits and Overnight Accommodation**

The College recognises that residential visits, overseas visits and overnight stays require careful safeguarding planning.

Students will normally be allocated overnight accommodation according to their biological sex.

Where a student requests alternative accommodation arrangements, the College will undertake an individual safeguarding and welfare assessment led by the DSL or Deputy DSL.

The assessment may consider:

- i. The student's wishes and wellbeing;
- ii. Safeguarding considerations;
- iii. Privacy and dignity;
- iv. The safety and welfare of other students;
- v. Parental views where appropriate;
- vi. Supervision arrangements;
- vii. Accommodation available at the venue;
- viii. Operational requirements of the visit; and
- ix. The financial impact on the College and other students.

The College will seek to make reasonable arrangements wherever possible. However, the College will not normally provide separate or single-occupancy accommodation where doing so would:

- i. Create a disproportionate additional cost;
- ii. Require the College to absorb significant additional expenditure;
- iii. Increase the cost of the visit for other students or their families;
- iv. Adversely affect the viability of the visit; or
- v. Place an unreasonable burden on staffing or supervision arrangements.

**The College will not require other students or their families to incur additional costs as a result of an individual accommodation request.**

Where individual accommodation cannot reasonably be provided, the College will consider whether alternative arrangements can be agreed which appropriately balance:

- i. The welfare and dignity of the student;
- ii. The safety and welfare of other students;
- iii. Safeguarding responsibilities;
- iv. Practical supervision arrangements; and
- v. The overall educational purpose of the visit.

The College reserves the right to determine that participation in a particular residential visit may not be possible where appropriate safeguarding arrangements cannot reasonably be achieved.

All decisions will be documented as part of the visit safeguarding and risk assessment process and retained in accordance with College procedures. Residential accommodation

arrangements will always be considered within the wider context of safeguarding, supervision, privacy and student welfare.

#### **11.8.9 Safeguarding, Record Keeping and Review**

All requests and decisions made under this section will:

- i. Be considered individually;
- ii. Be recorded appropriately;
- iii. Be retained within safeguarding records where relevant;
- iv. Be reviewed periodically; and
- v. Take account of the student's wishes alongside the College's safeguarding responsibilities.

The DSL will maintain oversight of all arrangements agreed under this section and will ensure that relevant staff are informed on a need-to-know basis.

The welfare of the individual student and the safety of the wider College community will remain the primary considerations when making decisions under this policy.

#### **11.8.10 LGBTQ+ Student Group**

Wyke Sixth Form College provides opportunities for students to access peer support through its LGBTQ+ student group.

The purpose of the group is to:

- i. Reduce isolation;
- ii. Promote inclusion and belonging;
- iii. Provide peer support;
- iv. Promote positive wellbeing;
- v. Encourage respectful dialogue and understanding;

Participation in the LGBTQ+ group does not determine a student's identity, sexuality or future decisions. The group is not intended to provide clinical advice regarding gender identity, social transition or medical treatment.

Safeguarding concerns identified through participation in the group will be managed in accordance with this policy.

### **12. Mental Health**

#### **12.1 How do we support student mental health?**

The College recognises that positive mental health and wellbeing are fundamental to students' safety, personal development, educational achievement and overall quality of life. Mental health exists on a continuum and can fluctuate over time. A range of factors, including family circumstances, relationships, physical health, social pressures, trauma, adversity and other life experiences, may impact a student's mental health and wellbeing. Staff should be mindful of these factors when supporting students and setting expectations, particularly when a student is returning to the College following a period of absence.

Only appropriately trained professionals should attempt to make a diagnosis of a mental

health problem. Education staff, however, are well placed to observe students day to day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Schools and colleges can access a range of advice to help them identify children in need of extra mental health support; this includes working with external agencies.

**Support is available:**

- a. We have a dedicated Mental Health Committee that meets termly to discuss policy, procedure and support relating to mental health. The committee is made up of both staff and students;
- b. We have a dedicated tutorial team to support students and help them if they have any concerns;
- c. We have Health Assured Student Assist Programme which offers mental health and wellbeing support to all students via 24/7 access to counsellors, 365 days a year. Students can also speak with legal and financial advisors for practical information. Alongside the helpline and wellbeing support, students can access The Wisdom app;
- d. We have direct links with Mind Mental Health Support Teams who can offer low level cognitive behavioural therapy on a 1:1 basis. Any request for referrals needs to be directed through the safeguarding team, [safeguarding@wyke.ac.uk](mailto:safeguarding@wyke.ac.uk)
- e. We have a series of digital resources that all students can access;
- f. Student Health Guide;
  - i. We will continue to provide information about external support services and refer students where appropriate. Please see the poster at the end of this document for contact information;
  - ii. All staff will be able to support students and direct them to the relevant information or team, please ask anyone if they have concerns.

**12.2 What to do if you have a concern?**

If staff have mental health concerns about a child that is also a safeguarding concern, immediate action should be taken, following the College's child protection policy and speaking to the DSL/DDSL. Please dial 0 and request the safeguarding team.

**12.3 Confidentiality**

The safeguarding team will always endeavour to respect a student's confidentiality and wishes however in such an instance where the College deems there is an immediate risk to a student's health, wellbeing or welfare the College will contact an appropriate adult or agency.

The Health Assured support line is a separate service offered to students of Wyke Sixth Form College. Health Assured provides a confidential service and the information discussed with their helpline support workers is not routinely provided to the College unless a student's health, wellbeing or welfare is judged to be at imminent risk.

In these circumstances and where the support worker thinks there is an additional support need, they will seek consent to share a student's name and information about their concerns with the Safeguarding Team so that they can provide further help.

In some circumstances where a student is not able to provide consent or where consent is refused, Health Assured may still decide to share relevant information with the College where it is necessary to protect a student or another person's vital interests.

### **13. Self-Harm/Suicidal Thoughts**

Self-harm can take lots of physical forms, including cutting, burning, bruising, scratching, hair-pulling, poisoning and overdosing. There are many reasons why children and young people try to hurt themselves. And once they start, it can become a compulsion. That's why it's so important to spot it as soon as possible and do everything you can to help.

Self-harm isn't usually a suicide attempt or a cry for attention. Instead, it's often a way for young people to release overwhelming emotions. It's a way of coping. So, whatever the reason, it should be taken seriously.

#### **13.1 How to spot the warning signs**

Young people will go to great lengths to cover self-harm scars and injuries. If you do spot them they might be explained away as accidents.

The signs to look for divide into the physical and emotional.

##### **a. Physical signs of self-harm**

These are commonly on the head, wrists, arms, thighs and chest and include:

- i. Cuts;
- ii. Bruises;
- iii. Burns;
- iv. Bald patches from pulling out hair.

Young people who self-harm are also very likely to keep themselves covered up in long-sleeved clothes even when it's really hot.

##### **b. Emotional signs of self-harm**

The emotional signs are harder to spot and don't necessarily mean that a young person is self-harming. But if you see any of these as well as any of the physical signs then there may be cause for concern.

- i. Depression tearfulness and low motivation;
- ii. Becoming withdrawn and isolated, for example wanting to be alone in their bedroom for long periods;
- iii. Unusual eating habits; sudden weight loss or gain;
- iv. Low self-esteem and self-blame;
- v. Drinking or taking drugs.

##### **c. Suicidal thoughts - Information from [Suicidal Thoughts | NSPCC](#)**

Some children may feel like there is no hope or might think about ending their life.

Whilst thinking about suicide is relatively common, very few young people will actually attempt to take their own lives. However, even having suicidal thoughts clearly shows someone is unhappy and needs help and support.

It can be difficult to understand what causes suicidal feelings, but they're often triggered by upsetting experiences such as:

- i. Living with mental illness;
- ii. Experiencing abuse;
- iii. Being bullied;

- iv. Bereavement after losing a loved one;
- v. Being forced to marry;
- vi. Having very low self-worth.

Somebody who is feeling suicidal might: information from [Suicide | Childline](#) (click here)

- i. Be feeling depressed or withdrawn (they might stop wanting to see their friends or do things they normally like doing);
- ii. Start doing dangerous things like taking drugs or drinking alcohol;
- iii. Give away things they own;
- iv. Stop looking after themselves (they might not wash as often or care about their appearance as much as they used to);

Somebody who is feeling suicidal might say things like:

- i. "It'll be over soon";
- ii. "I'm better off dead";
- iii. "I don't want to be here anymore";
- iv. "I won't be missed".

### 13.2 Guidelines

If a student discloses suicidal thoughts or self-harming behaviours or a member of staff suspects self-harm they must follow the guidelines set out below.

- a. Staff must report the concern to the DSL or Deputies and record the information in CPOMs.
- b. If there is immediate risk to life, the staff member present must call the emergency services and then request a member of the safeguarding team assist.
- c. If self-harm or suicidal thoughts are disclosed to an external agency, it is important that students are made aware that that would result in a confidentiality breach, and the safeguarding team will be informed to enable them to safeguard the student.
- d. Parents will be informed unless there is a child protection concern. Where appropriate, the student should be encouraged to call their parents to talk about what has happened. In the event that a student is reluctant to contact their parents, College staff must take responsibility and alert parents that their child may be at risk of harming themselves in the future. It is recommended that the College provides parents with both community and web-based resources for understanding and effectively addressing self-injury. Only in exceptional circumstances would this not be undertaken.
- e. If current self-harm or active suicidal thoughts are reported a risk assessment meeting will be undertaken with both student and parent. This will look at what steps need to be taken by the College to safeguard and support the student while on the College site. In some cases, the student may be required to stay off site until the risk assessment is completed. A breach of the risk assessment may result in a student being asked to remain off site until a further meeting can take place.
- f. Where a staff member has a concern regarding a student who is self-harming or who has suicidal thoughts, they should provide the student and parents with the following CAMHS contact numbers:

- CAMHS Contact Point - 01482 303688 (9am-5pm)
- CAMHS Ongoing Support (Hull) - 01482 692926 (9am-5pm)
- CAMHS Ongoing Support (East Riding) - 01377 208280 (9am-5pm)
- CAMHS Crisis Team- 01482 259400- Out of hours (5pm-9pm and bank holidays)
- CAMHS team 01724 408460 (North Lincolnshire) 9am-5pm

24hr Crisis mental health support can be accessed via NHS direct - 111 (Option 2) you can also access any local Accident and Emergency department.

Useful help lines and websites include: -

- MIND 01482 240200 (Hull)
- The Warren 01482 218115 [www.thewarren.org](http://www.thewarren.org)
- Let's Talk 01482 247111 (Age range 18 years plus to self-refer) [www.letstalkhull.co.uk](http://www.letstalkhull.co.uk)
- Mental Health Response Service 01482 301701 (Age 18 years plus to self-refer) The Samaritans- 116123 (free phone) [jo@samaritans.org.uk](mailto:jo@samaritans.org.uk)
- Young Minds 0808 802 5544 [www.youngminds.org.uk](http://www.youngminds.org.uk)
- PAPYRUS Hopeline247- 0800 068 4141 [www.papyrus-uk.org](http://www.papyrus-uk.org)
- Youth Access [www.youthaccess.org.uk](http://www.youthaccess.org.uk)
- Childline 0800 1111 [www.childline.org.uk](http://www.childline.org.uk)
- Harmless [www.harmless.org.uk](http://www.harmless.org.uk)
- Beat [www.beateatingdisorders.org.uk](http://www.beateatingdisorders.org.uk)

If a student discloses suicidal thoughts, please identify with the student the following information as this is vitally important for CAMHS to make an informed decision regarding their immediate course of action:

**Frequency-** How often are they having suicidal thoughts?

**Intensity-** Scale from 1-10

**Duration-** How long do the thoughts last and do they pass?

**Context-** TRIGGERS- What has led up to those thoughts? Has anything significant happened?

**Plan-** Does the student have a plan re how/when?

**Intent-** Does the student intend to follow through with those thoughts?

### 13.3 Staff Support

College staff will experience a range of feelings in response to self-harm in a child/young person, such as anger, sadness, shock, disbelief, guilt, helplessness, disgust and rejection. It is important for all work colleagues to have an opportunity to discuss the impact that self-harm has on them personally. Staff will also be given the opportunity to compose themselves before returning to the classroom or their workspace. Staff are able to self-refer into the Employee Assistance Programme.

## 14. Reasonable force/restraint (statutory requirement)

For the purpose of this policy, staff will physically separate pupils found fighting or causing risk of harm to another member of the College. As a College, we recognise our legal duty to make reasonable adjustments for disabled children and children with special educational

needs (SEN).

Reasonable force can be used to prevent pupils from;

- a. Hurting themselves or others;
- b. Damaging property;
- c. Causing disorder.

#### **14.1 What is reasonable force?**

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

- a. Force is usually used either to control or restrain. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- b. 'Reasonable in the circumstances' means using no more force than is needed.
- c. Control means either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of a conflict situation.
- d. Restraint means to hold back physically or to bring a student under control. It is typically used in more extreme circumstances, for example when two students are fighting and refuse to separate without physical intervention.
- e. Staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the student.

#### **14.2 Reasonable force can be used to;**

- i. prevent a student behaving in a way that disrupts a school event or a school trip or visit;
- ii. prevent a student leaving the classroom where allowing them to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- iii. prevent a student from attacking a member of staff or another student, or to stop a fight;
- iv. restrain a student at risk of harming themselves through physical outbursts.

### **15. Online Safety, Filtering and Monitoring**

The online environment is an essential part of everyday life for students, staff and the wider community. Whilst technology provides significant educational, social and personal development opportunities, it can also expose students to a range of safeguarding risks.

Wyke Sixth Form College recognises that online safety is a safeguarding issue and that many safeguarding concerns can occur both online and offline. Online safety is therefore approached as part of the College's wider safeguarding responsibilities.

The College is committed to providing a safe digital environment and ensuring that students are protected from harmful, inappropriate and illegal content whilst accessing College systems and resources.

Online safety is everyone's responsibility, and all members of the College community have a role to play in keeping students safe online.

The College recognises that cyber security forms part of its safeguarding responsibilities and will implement appropriate controls to protect student information and ensure continuity of safeguarding systems.

### **15.1 Online Risks**

Staff should be aware that safeguarding issues can be facilitated through technology and that students may be exposed to risks online both within and outside of College.

Online risks may include, but are not limited to:

- a. Child-on-child abuse.
- b. Online bullying and cyberbullying.
- c. Sexual harassment and sexual violence.
- d. Child sexual exploitation (CSE).
- e. Child criminal exploitation (CCE).
- f. Grooming and coercion.
- g. Radicalisation and extremism.
- h. Sharing of nude and semi-nude images.
- i. Online scams and financial exploitation.
- j. Exposure to harmful content relating to self-harm, suicide or eating disorders.
- k. Exposure to violent, abusive or extremist content.
- l. Misinformation, disinformation and conspiracy theories.
- m. Abuse facilitated through social media platforms, gaming platforms and messaging services.
- n. Risks associated with artificial intelligence (AI) and AI-generated content.

Staff should remain professionally curious and report any concerns regarding a student's online activity in accordance with the College's safeguarding procedures.

### **15.2 Filtering and Monitoring**

The College maintains appropriate filtering and monitoring systems to safeguard students, staff and visitors whilst using College networks and devices.

The College uses Lightspeed filtering and monitoring software across its wired and wireless networks and College managed Microsoft 365 services.

The purpose of filtering and monitoring is to:

- a. Protect students from harmful, inappropriate and illegal online content.
- b. Identify safeguarding concerns at an early stage.
- c. Support the prevention of online abuse and exploitation.
- d. Enable appropriate safeguarding interventions.
- e. Meet statutory safeguarding responsibilities.

The College recognises that filtering and monitoring systems are only one part of a wider safeguarding approach and do not replace staff vigilance, professional curiosity or effective safeguarding procedures.

Filtering and monitoring arrangements will be reviewed regularly to ensure they remain effective, proportionate and appropriate to the needs of students and the College.

Filtering and monitoring systems will be formally reviewed at least annually and records

of those reviews retained. The outcomes of these reviews will be included in the annual safeguarding report.

### **15.3 Roles and Responsibilities**

#### **Designated Safeguarding Lead (DSL)**

The DSL has overall responsibility for online safety and will:

- a. Lead the College's approach to online safety.
- b. Work with the IT Team to review filtering and monitoring arrangements.
- c. Ensure online safety concerns are appropriately investigated.
- d. Ensure safeguarding concerns identified through monitoring systems are recorded on CPOMS and managed appropriately.
- e. Provide assurance to senior leaders and governors regarding the effectiveness of filtering and monitoring arrangements.

#### **Information Technology Team**

**The IT Team will:**

- a. Maintain filtering and monitoring systems;
- b. Ensure systems remain operational and effective;
- c. Escalate safeguarding concerns identified through monitoring systems to the DSL or Deputy DSL;
- d. Support safeguarding investigations where online activity forms part of a safeguarding concern.

#### **All Staff**

**All staff are expected to:**

- a. Promote safe and responsible use of technology;
- b. Remain alert to indicators of online harm;
- c. Report concerns immediately through CPOMS;
- d. Follow safeguarding procedures when responding to online safety incidents.

### **15.4 Lightspeed Monitoring System**

The College uses Lightspeed to monitor activity across College networks and College managed Microsoft 365 services.

Where activity is identified that may indicate a safeguarding concern:

- a. An alert will be generated;
- b. Alerts will be reviewed by authorised members of the Safeguarding Team;
- c. Where a safeguarding concern is identified, the matter will be recorded on CPOMS;
- d. Appropriate action will be taken in line with the Safeguarding and Child Protection Policy.

The College recognises that some alerts may involve images or content that could be distressing or inappropriate. It will be necessary for appropriately trained and authorised staff to review all Lightspeed alerts in order to determine if there is any risk to a young person.

Access to monitoring systems is restricted to authorised staff and information obtained through monitoring systems will be managed in accordance with safeguarding and data protection requirements.

### **15.5 Artificial Intelligence (AI)**

The College recognises that generative artificial intelligence is becoming increasingly accessible and widely used by young people.

Whilst AI technologies can support learning and productivity, they may also present safeguarding risks.

These risks may include:

- a. The creation or sharing of harmful content;
- b. AI-generated abuse or harassment;
- c. Deepfake images, audio or video;
- d. Misinformation and disinformation;
- e. Online manipulation or exploitation;
- f. Circumvention of traditional safeguarding controls.

The College will continue to review developments in AI technology and implement appropriate safeguards where necessary.

Students are expected to use AI technologies responsibly and in accordance with College policies and procedures.

### **15.6 Mobile Devices, Social Media and Personal Technology**

Students are expected to use mobile devices, social media platforms and personal technology responsibly.

Safeguarding concerns arising from online behaviour outside of College may still be addressed by the College where there is a safeguarding impact upon a student or the wider College community.

The College may take action where online behaviour:

- a. Places a student or another person at risk;
- b. Constitutes bullying, harassment or abuse;
- c. Involves the sharing of inappropriate content;
- d. Breaches College policies;
- e. Brings the College into disrepute;
- f. May constitute a criminal offence.

### **15.7 Reporting Online Safety Concerns**

Any online safety concern should be treated as a safeguarding concern where there is reason to believe a student may be at risk of harm.

Staff must:

- a. Act immediately on any concern;
- b. Record concerns on CPOMS as soon as possible;
- c. Inform the DSL or Deputy DSL where necessary;
- d. Preserve evidence where appropriate;
- e. Avoid viewing, copying or forwarding indecent images unless specifically advised doing so by the DSL or police.

Where there is an immediate risk of harm, staff must contact the DSL or Deputy DSL

without delay.

All online safety concerns must be reported in CPOMS and managed in accordance with the College's safeguarding procedures.

### **Support Links – All Reviewed Sept 2026**

Support is also available via the following external agencies:

- [Childline](#) - for support
- [UK Safer Internet Centre](#) - to report and remove harmful online content
- [CEOP](#) for advice on making a report about online abuse Information, Advice and guidance is available to parents via the following websites:
- [Internet matters](#) for support for parents and carers to keep their children safe online
- [London Grid for Learning](#) for support for parents and carers to keep their children safe online
- [Thinkuknow](#) - for advice from the National Crime Agency to stay safe online
- [Parents and Carers - UK Safer Internet Centre](#) advice for parents and carers

## **16. Staff Training – Wyke Requirements**

- a. All staff members and new starters complete a safeguarding induction led by a member of the safeguarding team.
- b. At the start of each academic year there is a staff re-induction session covering safeguarding, health and safety, code of conduct, whistleblowing procedures (included in the SG policy) and student behaviour management.
- c. All Corporation members complete safeguarding training.
- d. All staff members are required to complete a safeguarding level 2 and equality and diversity course (updated every 3 years).
- e. All staff members are required to complete Prevent training (updated every 3 years).
- f. All members of the safeguarding team are DSL level 3 trained (updated every two years).
- g. All new staff members meet directly with the safeguarding team to complete induction training.
- h. All staff members and new starters complete CPOMS training.
- i. Training videos have been created for staff to watch and use as refresher training throughout the year.
- j. Ongoing staff training is planned throughout the year and is informed by local and national trends and concerns.
- k. Safeguarding bulletins and memos are the primary vehicles for this, backed up with a verbal update in staff briefing.
- l. Staff receive monthly safeguarding training bulletins covering a range of topics as outlined by KCSIE and is part of a 12-month training schedule.

Staff receive urgent safeguarding memos when there is an immediate need to share a thematic safeguarding issue.

## 17. Internal Referral Guidelines

If staff have **any concerns** about a child's welfare, they should act on them immediately. Wyke Sixth Form College referral guidelines flowchart will be followed by all members of staff.

***All safeguarding and child protection concerns must be reported in CPOMS – A simple referral guide can be found in Appendix A – How to report a safeguarding concern.***

### 17.1 CPOMS

**CPOMS** is a computer programme which Wyke Sixth Form College will use to manage/record and report on child protection and safeguarding.

**CPOMS** will enable staff to track referrals to external agencies, such as the NHS/CAMHS, Children's Services, and the Police, (including letters and phone calls) and be alerted if timescales are not being met.

**CPOMS** also uses the same action-based functionality to track communication with parents and carers, as well as students themselves. A meeting held, conversation with a child, or a decision to undertake a CAF can all be recorded on the system, in a safe, secure and searchable record.

### 17.2 Informing the DSL (or Deputies)

Staff will use the CPOMS system to refer any safeguarding concerns or child protection issues to the safeguarding team. College referral guidelines will be followed as discussed within this policy. Any actions identified for staff members will be recorded within CPOMS and actioned accordingly.

**A simple referral guide can be found in Appendix A – How to report a safeguarding concern.**

All safeguarding incidents should be recorded in CPOMS immediately. Where this is not possible staff should report a concern to the DSL/DDSL immediately and record in CPOMS no later than 4:30pm on that working day. **Failure to do so is likely to result in disciplinary action.**

## 18. All Other Situations

If staff members have any concerns they should act on them immediately; they should follow the safeguarding and child protection policy and speak to the designated safeguarding lead or deputies; the options that then exist (managing any support for the child internally, an early help assessment or a referral for statutory services) are outlined and KCSIE explains that staff should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision.

If you have any doubt about what action to take in a safeguarding situation, then always refer to the DSL or deputies.

## 19. Related Documents

The following documents, guidance and policies should be read alongside this Safeguarding and Child Protection Policy. Staff should be familiar with the relevant guidance appropriate to their role and responsibilities.

### 19.1 Statutory Guidance and Legislation

#### Safeguarding

- [Keeping children safe in education - GOV.UK](https://www.gov.uk/government/consultations/keeping-children-safe-in-education)
- [Working together to safeguard children 2026](#)
- [Children Act 1989](#)

- [Children Act 2004](#)
  - [Children and Social Work Act 2017](#)
  - [Safeguarding Vulnerable Groups Act 2006](#)
  - [Equality Act 2010: guidance - GOV.UK](#)
- 19.2 Prevent, Radicalisation and Extremism**
- [Counter-Terrorism and Security Act 2015](#)
  - [Prevent duty guidance: England and Wales \(2023\) - GOV.UK](#)
  - [Educate Against Hate - Prevent Radicalisation & Extremism](#)
- 19.3 Child Protection and Safeguarding Guidance**
- [Multi-agency statutory guidance on female genital mutilation - GOV.UK](#)
  - [Forced marriage: Multi-Agency Practice Guidelines - GOV.UK](#)
  - [Sharing Nudes and Semi-Nudes: Advice for Education Settings - GOV.UK](#)
  - [Searching, Screening and Confiscation - GOV.UK](#)
- 19.4 Online Safety and Digital Safeguarding**
- [Teaching online safety in schools - GOV.UK](#)
  - [Education for a Connected World - GOV.UK](#)
  - [Filtering and Monitoring Standards for Schools and Colleges - Guidance - GOV.UK](#)
  - [Meeting digital & technology standards in schools and colleges - Guidance - GOV.UK](#)
  - [Generative AI: product safety standards - GOV.UK](#)
- 19.5 Vulnerable Students and Inclusion**
- [Promoting the education of looked after & previously looked after children - GOV.UK](#)
  - [Special Educational Needs and Disability \(SEND\) Code of Practice: 0–25 Years - GOV.UK](#)
  - [Virtual School Head Guidance](#)
- 19.6 Mental Health and Wellbeing**
- [Mental health and behaviour in schools - GOV.UK](#)
  - [Childline](#)
  - [NSPCC](#)
  - [Young Minds](#)
  - [Papyrus | Young Suicide Prevention](#)
- 19.7 Local Safeguarding Procedures**
- [Hull Safeguarding Children Partnership Guidelines and Procedures](#)
  - [North East Lincolnshire Safeguarding Children Partnership](#)
  - [East Riding Safeguarding Children Partnership](#)

## 19.8 Related Internal Policies and Procedures

- Staff Code of Conduct
- Whistleblowing Policy
- Behaviour Management Policy
- Student Behaviour and Respect Policy
- Online Safety Policy
- Attendance Policy
- Data Protection Policy
- Safer Recruitment Policy
- Staff Disciplinary Procedure
- SEND Policy
- Mental Health and Wellbeing Policy
- Prevent Risk Assessment
- College Computer Users Regulations
- Visitor Management Procedures
- Staff Induction and Safeguarding Training Procedures

To view these policies, click here [WSFC Approved Policies](#)

## 20. Monitoring and Review

This policy will be reviewed annually by the Corporation and SLT.

**Signed by:** Chris Herring – Designated Safeguarding Lead



---

## 21. Equality and Diversity

*This policy has been reviewed to assure the promotion of equality on grounds of gender, gender reassignment, sexual orientation, race, religion or belief, disability, age, marriage and civil partnership, and pregnancy and maternity. The review deemed it to be compliant with the College's Single Equality Scheme.*

## 22. General Data Protection Regulations

*This policy has been reviewed and is compliant with the General Data Protection Regulations and the College's Data Protection Policy.*

**APPENDIX A**

# HOW TO REPORT A SAFEGUARDING CONCERN

**Act immediately.** Safeguarding is everyone's responsibility.

**1**

**CONCERN OR DISCLOSURE**

**You notice a concern, receive a disclosure or are worried about a student.**

Trust your instincts.  
It is always better to share your concern.

**2**

**LISTEN AND REASSURE**

**Stay calm and reassure.**

- ✓ Listen carefully.
- ✓ Take the student seriously.
- ✓ Do not investigate or ask leading questions.
- ✓ Do not promise confidentiality.

**3**

**IMMEDIATE DANGER OR URGENT MEDICAL NEED?**

**YES**

**CALL 999**

Secure immediate help, then contact the Safeguarding Team.

**NO**

✓ Continue to the next step.

**4**

**INFORM THE SAFEGUARDING TEAM**

**Report and seek advice.**

- Report on CPOMS.
- Speak to the Safeguarding Team in person if you require advice.
- Dial 0 to request safeguarding support.

**5**

**FOLLOW UP**

**Ensure appropriate action is taken.**

- ✓ Check the concern has been received and acted upon.
- ✓ Escalate to the DSL if you remain concerned or receive no response.

**DO**

- ✓ Listen
- ✓ Reassure
- ✓ Record facts
- ✓ Report promptly

**DO NOT**

- ✗ Investigate
- ✗ Confront anyone
- ✗ Promise secrecy
- ✗ Delay

**! REMEMBER**

Do not deal with a safeguarding concern in isolation.

Share your concern promptly and follow the process.

**NEVER DEAL WITH A SAFEGUARDING CONCERN IN ISOLATION.**

Safeguarding Team  
safeguarding@wyke.ac.uk  
(01482) 346347  
Dial 0 to request safeguarding support

KEEP STUDENTS SAFE. SPEAK UP. SHARE CONCERNS. MAKE A DIFFERENCE.

## **Appendix B – CPOMs Guide**

The CPOMs user guide is available via both a Wyke instructional Video and a CPOMs how to guide.

**Wyke Video Link** – [CPOMS Training.mp4](#)

**CPOMS User Guide** - [Salesforce](#)

### **Appendix C - Protocol for admitting visitors to the site**

1. A visitor for the purpose of this document is defined as a person who is not a student and is not on the College Single Central Record of safeguarding checks for staff and volunteers.
2. All visitors should report to reception.
3. All members of staff should take anyone on site without an appropriate lanyard to reception to sign in.
4. Visitors who are onsite on 3 or fewer occasions across an academic year and who will be accompanied, should be issued with a red lanyard.
5. Whether visitors who are onsite for 4 or more occasions across an academic year and who will be accompanied require any safeguarding checks should be discussed with the H.R. Director, Safeguarding Officer or DSL. As they are accompanied it is likely that they will not require further checks but whether they have the opportunity to build relationships with students will be considered.
6. When a visitor is going to be unaccompanied on the site, if relevant safeguarding checks have not been performed then they must be supervised. Supervision involves a member of staff taking responsibility for that supervision, knowing where onsite they are, and periodically checking in on them. They should not be left alone with a student.
7. Professionals from external bodies – from time-to-time professionals from external bodies such as social workers, health practitioners, charities and other agencies will request to meet students on the College site. In this case, their employing body will be required to provide a letter on headed paper or email from an appropriate work email account confirming that the appropriate pre-employment checks to allow them access to young people have been carried out including: an Enhanced DBS with barred list check, reference checks and work history checks and that these have not indicated a safeguarding risk.
8. If unsure, reception staff should seek advice from the H.R. Director, DSLs or Vice Principal responsible for Safeguarding.

## Appendix D

### Safeguarding Students Aged 18 and Over: Adults at Risk Policy and Procedure

#### Policy Appendix

#### Applies to

#### Safeguarding contact

Safeguarding and Child Protection Policy

All staff, governors, volunteers, agency staff, contractors and adults working on behalf of Wyke Sixth Form College

safeguarding@wyke.ac.uk

## 1. Purpose and Scope

Wyke Sixth Form College recognises that most students are children in law until they reach the age of 18. However, the College also supports students who are aged 18 and over, including those who may have care and support needs, disabilities, mental health needs, medical conditions, learning difficulties, social care involvement, experience of trauma, or other circumstances that may increase their risk of abuse, neglect or exploitation.

This appendix sets out the College's approach to safeguarding students aged 18 and over who may be adults at risk. It should be read alongside the main Safeguarding and Child Protection Policy, the Mental Health and Wellbeing Policy, the SEND Policy, the Data Protection Policy, the Staff Code of Conduct, and relevant local safeguarding procedures.

This appendix applies to all staff, governors, volunteers, agency staff, contractors and any other adults working on behalf of the College.

The purpose of this appendix is to:

- Protect students aged 18 and over who may be at risk of abuse, neglect or exploitation;
- Provide clear guidance for staff on recognising and reporting adult safeguarding concerns;
- Ensure that safeguarding concerns relating to adults at risk are responded to promptly, proportionately and sensitively;
- Promote the dignity, wellbeing, rights and wishes of the student wherever possible;
- Ensure appropriate information sharing with relevant agencies where necessary to protect the student or others from harm;
- Support effective transition between child safeguarding and adult safeguarding arrangements where relevant.

## 2. Key Principles

Wyke Sixth Form College will be guided by the following principles when responding to safeguarding concerns involving students aged 18 and over:

- **Empowerment:** students should be supported and encouraged to make their own decisions wherever possible.
- **Prevention:** staff should act early where there are signs that a student may be at risk.
- **Proportionality:** responses should be appropriate to the level of risk and the student's circumstances.

- **Protection:** students who are unable to protect themselves should receive appropriate support and safeguarding intervention.
- **Partnership:** the College will work with students, families, carers and external agencies where appropriate.
- **Accountability:** safeguarding decisions, actions and the rationale for them will be clearly recorded.

The College will take a person-centered approach and will seek to understand the student's wishes, feelings, needs and circumstances. However, the College may need to share information or make a referral without consent where there is a legal basis to do so, including where there is a risk of serious harm, abuse, neglect or exploitation, where others may be at risk, or where a crime may have been committed.

### 3. Definition of an Adult at Risk

For the purpose of this appendix, an adult at risk is a student aged 18 or over who:

- Has care and support needs, whether or not these needs are being met by the local authority or another agency;
- Is experiencing, or is at risk of, abuse or neglect; and
- Because of those care and support needs, may be unable to protect themselves from the abuse, neglect or risk of harm.

A student does not become an adult at risk simply because they are aged 18 or over. The College will consider the individual circumstances of each student, including their level of independence, communication needs, mental health, SEND, medical needs, social care involvement, family circumstances, and any indicators of abuse, neglect or exploitation.

Where a student is aged 18 or over but remains in a peer group with students under 18, staff should also consider whether there are risks to other students, including children, and should follow the main Safeguarding and Child Protection Policy where appropriate.

### 4. Forms of Abuse and Neglect

Abuse or neglect of an adult at risk may be a single act or repeated acts. It may be intentional or unintentional. It may occur in person, online, in the home, in College, in the community, in a care setting, in a relationship, or through exploitation by individuals or groups.

| Type of abuse                           | Examples                                                                                                                                                                           |
|-----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Physical abuse</b>                   | Hitting, pushing, misuse of medication, restraint or inappropriate physical intervention.                                                                                          |
| <b>Domestic abuse</b>                   | Controlling, coercive, threatening, violent or abusive behaviour within intimate or family relationships.                                                                          |
| <b>Sexual abuse</b>                     | Sexual assault, sexual harassment, exploitation, pressure to engage in sexual activity, or any sexual activity where the person does not consent or lacks the capacity to consent. |
| <b>Psychological or emotional abuse</b> | Threats, humiliation, intimidation, coercion, isolation, bullying, cyberbullying or controlling behaviour.                                                                         |

|                                                     |                                                                                                                                                                                          |
|-----------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Financial or material abuse</b>                  | Theft, fraud, coercion in relation to money, exploitation, misuse of benefits or pressure relating to possessions, funds or property.                                                    |
| <b>Discriminatory abuse</b>                         | Abuse or harassment linked to disability, race, religion or belief, sex, sexual orientation, gender reassignment, age or other protected characteristics.                                |
| <b>Modern slavery and exploitation</b>              | Human trafficking, forced labour, criminal exploitation, sexual exploitation, debt bondage or coercion.                                                                                  |
| <b>Organisational abuse</b>                         | Neglect or poor practice within an organisation or care setting.                                                                                                                         |
| <b>Neglect and acts of omission</b>                 | Failure to provide necessary care, support, medication, food, shelter, supervision or access to services.                                                                                |
| <b>Self-neglect</b>                                 | Serious concerns relating to personal care, living conditions, health, hygiene, nutrition, medication, substance misuse or refusal of essential support where there is significant risk. |
| <b>Online abuse and technology-facilitated harm</b> | Grooming, coercion, image-based abuse, harassment, exploitation, scams, financial exploitation, cyberstalking, or the creation or sharing of intimate or manipulated images.             |

## 5. Indicators That a Student May Be at Risk

Staff should remain professionally curious and should not assume that a concern is simply a matter of lifestyle choice, poor attendance, poor behaviour, non-engagement or mental health difficulty.

Possible indicators may include:

- Unexplained injuries or frequent accidents;
- Changes in behaviour, presentation, attendance or engagement;
- Appearing frightened, withdrawn, anxious, distressed or unusually isolated;
- Signs of coercion, control or pressure from another person;
- Unexplained money problems, loss of possessions or financial dependence on others;
- Concerns about housing, homelessness, temporary accommodation or unsafe living arrangements;
- Disclosure of abuse, neglect, exploitation or fear of another person;
- Repeated intoxication, substance misuse or being placed at risk by others;
- Evidence of online exploitation, image-based abuse, grooming or harassment;
- Signs that the student is unable to manage essential self-care or medication;
- Concerns raised by parents, carers, peers, professionals or external agencies;
- A pattern of absences that may indicate exploitation, coercion, mental health crisis or unsafe living arrangements.

Staff should report concerns even where the student does not use the language of abuse, safeguarding or exploitation.

## **6. Mental Capacity, Consent and Student Voice**

Students aged 18 and over should normally be presumed to have capacity to make their own decisions unless there is reason to believe otherwise. A student may make decisions that staff disagree with; this does not automatically mean that the student lacks capacity.

Where there are concerns that a student may not have capacity to make a specific decision, staff must seek advice from the Designated Safeguarding Lead or a Deputy Designated Safeguarding Lead. Any concerns about capacity must relate to a specific decision at a specific time.

The College will seek to involve the student in decisions about safeguarding action wherever it is safe and appropriate to do so. Staff should:

- Listen carefully to the student;
- Take the student seriously;
- Explain what will happen next;
- Avoid making promises of confidentiality;
- Ask what support the student wants;
- Record the student's views and wishes;
- Consider whether the student is able to understand the risks and consequences of decisions;
- Consider whether coercion, fear, exploitation, trauma, mental ill-health, substance misuse or communication barriers may be affecting the student's ability to make free and informed decisions.

Consent should normally be sought before sharing information with parents, carers or external agencies. However, information may be shared without consent where this is necessary and proportionate to safeguard the student or another person, prevent serious harm, prevent or detect crime, or comply with legal duties.

## **7. Immediate Action Where There Is Risk of Serious Harm**

If a student aged 18 or over is at immediate risk of serious harm, or there is an emergency, staff must take immediate action.

This may include:

- Calling 999 for police, ambulance or fire service assistance;
- Requesting urgent support from the safeguarding team;
- Ensuring the student is not left alone if there is immediate risk to life or safety;
- Taking reasonable steps to protect other students or staff;
- Preserving evidence where relevant, including online evidence, without viewing, forwarding or sharing illegal or harmful material;
- Recording the concern on CPOMs as soon as possible and no later than 4:30pm on the same working day.

If there is any doubt about what action to take, staff must contact the Designated Safeguarding Lead, a Deputy Designated Safeguarding Lead, or a member of the Safeguarding Team immediately.

## **8. Procedure for Staff Receiving a Disclosure or Concern**

When a student aged 18 or over discloses abuse, neglect or exploitation, or where a member of staff has a concern, the member of staff should:

- Listen carefully and remain calm;
- Take the student seriously;
- Reassure the student that they have done the right thing by speaking to someone;
- Avoid asking leading questions;
- Ask only open questions where clarification is needed, such as “what happened?”, “where did this happen?” Or “who was involved?”;
- Avoid investigating the concern themselves;
- Avoid making judgements or promises that cannot be kept;
- Explain that information may need to be shared with the safeguarding team and, where necessary, external agencies;
- Consider whether there is any immediate risk to the student or others;
- Report the concern to the safeguarding team without delay;
- Record the concern factually on CPOMS as soon as possible and no later than 4:30pm on the same working day.

Staff must not deal with adult safeguarding concerns in isolation.

## **9. Recording Requirements**

All concerns, discussions, decisions and actions must be recorded on CPOMS.

Records should:

- Be factual, accurate and concise;
- Distinguish between fact, observation, professional judgement and the student’s own words;
- Include the date, time, location and people involved;
- Include the student’s wishes and views where these are known;
- Include any immediate action taken;
- Include the rationale for decisions made, including decisions to refer or not refer to external agencies;
- Be updated when further action is taken or new information becomes available.

Records will be stored securely and managed in accordance with the College’s Data Protection Policy and relevant data protection legislation.

## **10. Role of the Designated Safeguarding Lead**

The Designated Safeguarding Lead, or a Deputy Designated Safeguarding Lead acting on their behalf, will normally lead the College’s response to adult safeguarding concerns.

The DSL or Deputy DSL will:

- Review the concern and assess the level of risk;
- Speak with the student where appropriate and safe to do so;
- Consider the student’s wishes, feelings and capacity;
- Consider whether parents, carers or trusted adults should be involved, taking account of consent, risk and the student’s circumstances;

- Consider whether the concern should be referred to adult social care, children's social care, the police, health services, mental health crisis services, housing, domestic abuse services, sexual violence services, prevent, or another relevant agency;
- Consider whether the concern also involves risk to a child or other students under 18;
- Ensure appropriate support is offered within College;
- Ensure safeguarding records are accurate and updated;
- Liaise with external agencies and contribute to safeguarding enquiries, strategy discussions or multi-agency meetings where required;
- Ensure the student is kept informed where it is appropriate and safe to do so.

The College is not responsible for undertaking adult safeguarding enquiries under the Care Act. However, the College will cooperate with the local authority and other agencies and will provide relevant information where it is lawful and necessary to do so.

## **11. Referral to Adult Social Care, Police or Other Agencies**

A referral to Adult Social Care should be considered where there is reasonable cause to suspect that a student aged 18 or over:

- Has care and support needs;
- Is experiencing, or is at risk of, abuse or neglect;
- Because of those needs, may be unable to protect themselves.
- A referral to the police should be considered where:
  - A crime may have been committed;
  - There is immediate risk of harm;
  - There is sexual violence, serious violence, coercion, exploitation, trafficking, modern slavery, forced marriage, harassment, stalking, financial abuse or other criminal behaviour;
  - Evidence needs to be preserved;
  - There is risk to other students, staff or members of the public.

A referral to health, mental health, housing, domestic abuse, sexual violence, substance misuse or specialist support services should be considered where this is appropriate to the student's needs.

Where a student does not consent to a referral, the DSL will consider whether there is still a lawful basis to share information. This decision will take account of the seriousness of the risk, the student's capacity, whether others are at risk, whether a crime may have been committed, and whether sharing information is necessary and proportionate.

## **12. Students Transitioning from Child to Adult Safeguarding Arrangements**

Some students may move from child safeguarding arrangements to adult safeguarding arrangements during their time at College.

Where a student turns 18 and remains at risk, the College will ensure that safeguarding support does not stop simply because the student has reached adulthood. The DSL will consider:

- Whether the student remains subject to child protection, child in need, looked after child, care leaver, EHCP, mental health or other support arrangements;
- Whether a transition referral or discussion with Adult Social Care is required;
- Whether the student has care and support needs;
- Whether the student is able to protect themselves from abuse, neglect or exploitation;
- What information should be shared with relevant agencies;

- What support should continue within College;
- Whether the student needs advocacy or support to understand decisions.

The College will work with relevant agencies to support continuity of safeguarding, care, support and education.

### **13. Involvement of Parents, Carers and Trusted Adults**

For students aged 18 and over, information will not automatically be shared with parents or carers.

Where appropriate, the College will encourage the student to involve a parent, carer or trusted adult, particularly where this would increase safety or support. However, the College will consider the student's consent, capacity and wishes before sharing information.

Information may be shared without consent where:

- There is immediate risk of serious harm;
- The student lacks capacity in relation to the specific decision;
- Another person, including a child, may be at risk;
- A crime may have been committed;
- There is a legal duty or strong public interest in sharing information;
- Seeking consent would increase the risk to the student or another person.

The rationale for any decision to share or not share information will be recorded on CPOMS.

### **14. Allegations Involving Staff, Volunteers or Adults Working on Behalf of the College**

Where a safeguarding concern or allegation relates to a member of staff, volunteer, governor, contractor, agency worker, visitor or other adult working on behalf of the College, staff must follow the allegations and low-level concerns procedures set out in the main Safeguarding and Child Protection Policy and the Staff Code of Conduct.

If the concern relates to abuse or risk of harm involving a student aged 18 or over who may be an adult at risk, the College will consider whether advice or referral is required from:

- The Local Authority Designated Officer, where the concern also relates to risk to children;
- Adult Social Care;
- The police;
- Human Resources;
- The Disclosure and Barring Service;
- The Teaching Regulation Agency, where relevant.

Concerns must not be investigated by individual staff members.

### **15. Information Sharing and Confidentiality**

The College will manage adult safeguarding information sensitively, lawfully and proportionately.

Information may be shared with relevant agencies where necessary to:

- Protect the student from abuse, neglect or exploitation;
- Protect another person from harm;
- Prevent or detect crime;
- Support a safeguarding enquiry;
- Comply with legal duties;
- Support the student's wellbeing, education and safety.

Data protection legislation does not prevent the sharing of information where this is necessary for safeguarding purposes. Staff must seek advice from the DSL or Data Protection Officer where there is uncertainty but concerns about confidentiality must not prevent appropriate safeguarding action.

## **16. Support for the Student**

The College will ensure that students aged 18 and over who are affected by safeguarding concerns are offered appropriate support. This may include:

- Support from the Safeguarding Team;
- Support from a Pastoral Lead or Progress Tutor;
- Reasonable adjustments to study arrangements;
- Mental health and wellbeing support;
- Referral to external services;
- Support to contact police, Adult Social Care, health services or specialist agencies;
- Support to involve a trusted adult where appropriate;
- Safety planning;
- Review meetings and ongoing monitoring.

Support will be tailored to the student's needs and reviewed where circumstances change.

## **17. Staff Training and Awareness**

The College will ensure that staff are made aware that safeguarding responsibilities extend to students aged 18 and over where they may be adults at risk.

Staff training and updates will include, where appropriate:

- Recognising indicators of adult abuse, neglect and exploitation;
- Understanding the difference between child safeguarding and adult safeguarding;
- Understanding consent, capacity and information sharing;
- Responding to disclosure;
- Recording concerns on CPOMs;
- Referral routes and escalation procedures;
- The overlap between adult safeguarding, mental health, SEND, care leavers, homelessness, domestic abuse, exploitation and online safety.

## **18. Monitoring and Review**

This appendix will be reviewed annually as part of the Safeguarding and Child Protection Policy review.

The review will consider:

- Changes in statutory guidance or local safeguarding procedures;
- Learning from safeguarding cases;
- Feedback from students and staff;
- Patterns or themes arising from CPOMs records;
- Training needs;
- Partnership working with external agencies.

Any deficiencies or weaknesses identified in adult safeguarding arrangements will be addressed without delay.

## 19. 19. Designated Lead

The Designated Safeguarding Lead has strategic responsibility for safeguarding students aged 18 and over who may be adults at risk.

|                                             |                                                                |
|---------------------------------------------|----------------------------------------------------------------|
| <b>Designated Safeguarding Lead</b>         | Vice Principal / DSL                                           |
| <b>Deputy Designated Safeguarding Leads</b> | As listed in the main Safeguarding and Child Protection Policy |
| <b>Safeguarding contact</b>                 | safeguarding@wyke.ac.uk                                        |

## EQUALITY IMPACT ASSESSMENT

|                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |       |                |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|----------------|
| Policy, procedure, practice or strategy:                                                                                                                                                                                                            | Safeguarding Policy v1.9                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |       |                |
| Role responsible:                                                                                                                                                                                                                                   | Vice Principal, Pastoral                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Date: | September 2026 |
| Briefly describe the aims, objectives & purpose of this policy, procedure, practice or strategy.                                                                                                                                                    | <p>The purpose of this policy is to promote the welfare of children, young people and adults at risk, protect them from abuse, neglect, exploitation and harm, and provide a clear safeguarding framework for all staff, volunteers, governors and contractors working on behalf of Wyke Sixth Form College.</p> <p>The policy reflects statutory safeguarding duties under Keeping Children Safe in Education 2026, Working Together to Safeguard Children 2026, the Care Act 2014, the Equality Act 2010 and associated safeguarding legislation and guidance. It supports a whole College safeguarding approach and promotes a culture where all students feel safe, respected, listened to and supported.</p> |       |                |
|                                                                                                                                                                                                                                                     | <p>Please ensure the following characteristics are considered when assessing the questions below along with any others you feel to be relevant: Gender, Sexuality, Transgenderism, Age, Race, Religion/belief, Disability, Marital/Civil partnership status, Pregnancy or maternity.</p> <p>Responses may be based on learner and staff data, complaints, feedback, research, student/staff surveys and/or professional judgement.</p>                                                                                                                                                                                                                                                                            |       |                |
| <p>Is there potential, or opportunity that the proposed policy, procedure practice or strategy will affect any groups adversely (including possible discrimination)?</p> <p>Please include any equality concerns expressed during consultation.</p> | <p>No adverse impact has been identified.</p> <p>The policy has been developed to promote equality, inclusion and safeguarding for all students regardless of:</p> <ul style="list-style-type: none"> <li>• age;</li> <li>• disability;</li> <li>• race;</li> <li>• religion or belief;</li> <li>• sex;</li> <li>• sexual orientation;</li> <li>• gender reassignment;</li> <li>• pregnancy or maternity;</li> <li>• marriage or civil partnership status; or</li> </ul>                                                                                                                                                                                                                                          |       |                |

|                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>• socio-economic background.</li> </ul> <p>The policy specifically recognises that some students may face additional safeguarding barriers or vulnerabilities and therefore require enhanced support, protection or reasonable adjustment. Particular consideration is given to students with SEND, care-experienced students, young carers, students with mental health needs, students experiencing domestic abuse, students affected by homelessness or temporary accommodation, students with social workers and students who may have communication difficulties.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <p>Is there potential for, or evidence that the proposed policy, procedure or practice either promotes or fails to promote equality of opportunity for all and good relations between different groups?</p> | <p>The policy promotes equality of opportunity by:</p> <ul style="list-style-type: none"> <li>• ensuring safeguarding processes are accessible to all students;</li> <li>• providing multiple routes for students to report concerns;</li> <li>• promoting inclusive safeguarding practice;</li> <li>• recognising the different ways abuse, neglect and exploitation may present in different groups of students;</li> <li>• requiring reasonable adjustments where needed;</li> <li>• recognising the additional vulnerabilities of students with SEND and medical conditions;</li> <li>• ensuring safeguarding responses are based on individual need rather than assumptions or stereotypes;</li> <li>• promoting student voice and participation in safeguarding decisions wherever possible.</li> </ul> <p>The policy supports early intervention, targeted support and access to specialist services to reduce disadvantage and remove barriers to engagement and achievement.</p> <p>The policy promotes respectful relationships, inclusion and positive behaviour through:</p> <ul style="list-style-type: none"> <li>• a zero-tolerance approach to discrimination, harassment, bullying and abuse;</li> <li>• active promotion of equality, diversity and inclusion;</li> <li>• prevention of misogyny, violence against women and girls, discriminatory abuse and hate-related behaviour;</li> <li>• education regarding healthy relationships, consent, respect and protected characteristics;</li> <li>• safeguarding support for students whose experiences or identities may place them at increased risk of discrimination or exclusion.</li> </ul> <p>The policy contributes to a safer and more inclusive College environment in which students are encouraged to value diversity and treat one another with dignity and respect.</p> |

|                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <p>If any action is required as a result of this screening exercise, please note them, along with any mechanisms for reviewing the impact of the policy, procedure or practice.</p> | <p>The impact of this policy will be monitored through:</p> <ul style="list-style-type: none"> <li>• Safeguarding case reviews and audits;</li> <li>• CPOMs trend analysis;</li> <li>• Student safeguarding data;</li> <li>• Behaviour and attendance data;</li> <li>• Student and staff feedback;</li> <li>• Equality, diversity and inclusion monitoring;</li> <li>• Safeguarding report scrutiny;</li> <li>• Annual policy review.</li> </ul> <p>Where disproportionate impact, emerging vulnerability or unequal outcomes are identified, the College will review procedures, training and support arrangements and implement corrective action where necessary.</p> |