



# Safeguarding and Child Protection Policy

Date: December 2023

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## **Aims**

This Policy sets out the principles of Safeguarding which inform our practice and approach across the organisation to protect children and adults at risk from harm, including our approach to training and safer recruitment practice.

Through this policy New College Swindon aims to:

- Create a Safeguarding culture that promotes the wellbeing of children and adults
- Reduce risks to health and wellbeing of vulnerable adults and children enrolled at New College Swindon.
- Inform staff of their responsibilities in relation to Safeguarding.
- Provide information that enables staff to identify signs of risk/harm to young people and the steps they need to take in response to this.
- Outline the training that all staff can expect to receive to enable them to keep children and young people safe.
- Allow students and staff to raise concerns about others or working practices that pose a risk to young people or adults at risk.
- Recruit staff who are well suited to working with children and vulnerable adults.
- Promote safe working practices whilst facilitating effective challenge to practice that may result in harm to young people or adults by enabling students, staff, volunteers, visitors to raise and report concerns.

## **Policy Objectives**

The Safeguarding and Child Protection policy is rooted in legislation and government guidance to keep children and adults at risk of harm safe whilst enrolled at college.

At New College Swindon we want all students to feel safe, supported and cared for in line with our core values. Through the implementation of this policy, we strive to create a safeguarding culture which prevents and reduces harm to young people and adults at risk, whilst promoting the wellbeing of all employees, volunteers, young people and adults enrolled across our two college campuses including offsite students and students attending placements.

## **General Statement of Policy**

This policy applies to anyone working on behalf of New College Swindon and including paid staff, the board of governors, volunteers, contractors, visitors, and students. All staff must read this policy in conjunction with Keeping Children Safe in Education which is normally updated annually specifically part 1 and Annexe A which is statutory guidance from the Department for Education.

**Safeguarding covers more than the contribution to child and vulnerable adult protection** in relation to individual children or adults. It also encompasses issues such as health and safety, safer recruitment, training plans, child on child abuse, bullying and harassment, and a range of other issues such as arrangements for meeting the needs of students with medical conditions, providing first aid, college security, substance and alcohol misuse, and physical and mental health.

## **Identification, Management, and Referrals of Concerns**

All staff contribute to creating and maintaining the safeguarding culture at New College Swindon. We provide staff with training as part of their induction to identify the signs that a student or apprentice may be at increased risk of harm, abuse, neglect, or exploitation and encourage all staff to be aware of and report changes in a student's or apprentice's behaviour, appearance, absence from college and/or disclosures which are of concern.

If a staff member is concerned that a student or apprentice is at risk of harm, they must report this to a member of the safeguarding team in line with the safeguarding procedures – reporting a concern procedure and Safeguarding thresholds.

A member of the Safeguarding team will then provide advice on the next steps or manage the referral directly. This could include referring the concern to the Local Multi Agency safeguarding hub, referring to other support agencies, collaborating directly with the student or apprentice or supporting the curriculum staff to complete a risk assessment and put in place additional support for the individual. Decisions about what action is taken will be taken using a person-centred approach. In all cases that it is believed a concern may need to be reported to Social Care or the Police, it must be reported to the Safeguarding Team in the first instance.

## **Confidentiality**

Everyone who encounters children, vulnerable adults and their families has a role to play in sharing information to protect them from maltreatment. The College recognises that the GDPR and Data Protection Act 2018 do not prevent, or limit, the sharing of information for the purposes of keeping children and young people safe.

Safeguarding and promoting the welfare of children and vulnerable adults is everyone's responsibility. To fulfil this responsibility effectively, all staff should make sure their approach is person-centered. This means that they should consider what is in the best interests of the child or vulnerable adults. This may mean respecting their right to confidentiality and sharing information only on a need-to-know basis. However, no single staff member can have a full picture of an individual's needs and circumstances. If children, vulnerable adults, and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information, and taking prompt action.

If a staff member has a concern about the welfare or safety of a child or adult at risk enrolled at New College Swindon, they must report this to a member of the Safeguarding team and record this on the My Concern Reporting System. Where possible, consent should be sought from the individual the concern relates to and or their parent (if they are under the age of 18) before sharing with an internal/external agency, however, information must be shared regardless of whether consent has been given if failure to share the information could put the child or adult at risk.

Maintaining detailed records is an essential part of safeguarding practice. These records will be stored securely on the My Concern Reporting System and only accessible by staff who need to know the information to keep students safe or maintain the internal systems. Failure to follow up on a concern or share information that puts a student or apprentice at an increased risk of harm will be seen as a breach of this policy and followed up in line with the relevant HR procedure.

## **Arrangements for specific groups of students**

### **a) 14-to-16-year-old students.**

New College Swindon assumes overarching responsibility for Safeguarding 14-to-16-year-old students who are enrolled with New College Swindon as their main educational provider. Safeguarding issues relating to students whose primary education provider is not New College Swindon will remain the responsibility of their main provider, however, New College Swindon staff will proactively share information with the primary education provider to facilitate effective communication that reduces the risk of harm.

Age 14-to-16 education takes place all around the College, however there is a designated area for the sole use of education and support for 14-to-16-year-olds at our Queens Drive campus.

There is a dedicated leader for the 14-to-16-year-old provision who is responsible for the pastoral support of students and collaborates closely with the Safeguarding team to identify and manage referrals of causes for concern. This member of staff is also an active Deputy Designated Safeguarding Lead (DDSL) within the College. The age 14-to-16 provision lead is responsible for coordinating the collaboration with local authorities to share information about attendance and or absences as necessary to help safeguard students.

Where a 14-16-year-old student is enrolled at New College Swindon as their primary educational provider and New College Swindon have not received a Safeguarding file from the previous school, the Safeguarding team will consult with children's social services to check that there are no open concerns about the student so that they can be adequately safeguarded. The 14-to-16-year-old lead will have responsibility for coordinating this work with the Safeguarding team.

14-to-16-year-old students have a bespoke timetable and attend college for these sessions along with additional college activities. Pre-16 staff are aware of the whereabouts while the 14-16-year-olds are on campus. There is a provision of stand-alone pastoral support for 14-16-year-olds students within the curriculum which is adapted to meet individual needs as required.

#### **b) Students and Apprentices who are care experienced or leaving care**

New College Swindon recognise learners who are looked after or leaving care often have additional vulnerabilities and are at a higher contextualised risk of harm. To Safeguard these students, New College Swindon employs a dedicated Personal Progression Coach (Care Experience Young People) who is responsible for ensuring that these students are supported at College through liaison with curriculum staff and local authorities.

#### **c) Children missing in education**

Curriculum staff must try and establish as far as possible the reasons why a student is missing from their study programme in line with our attendance policy and procedure. If a student is missing from education, they may be at significant risk of harm which could include exploitation, involvement in gangs or radicalisation. If curriculum staff cannot ascertain the reasons that a student is missing from class, they should initiate the missing

student procedure and inform the Safeguarding team. The Safeguarding team will then work in partnership with the police and social services as appropriate.

Curriculum staff remain responsible for the overall attendance of students and should use interventions outlined in the attendance policy and procedure to address the issue. Curriculum staff should only refer students to the Safeguarding team if they believe the child's absence is reflective of a risk of harm or know that the student is open to the Safeguarding team. If there is any doubt, please talk to a member of the Safeguarding team.

#### **d) Students or Apprentices with a learning difficulty or disability**

Students or Apprentices with learning difficulties and/or disabilities often have an increased level of vulnerability due to their additional needs and increased dependence on adults for care. To ensure that they are safeguarded appropriately and receive support for their additional needs, a member of the ALS team is trained to be an advanced safeguarding practitioner in each campus. This member of staff meets regularly with the DDSL to ensure that we are reducing risks of harm for these groups.

Students who require medication will have this administered in line with code of practice. Staff administering medication must be familiar with the principles of this code of practice that is agreed with the College nurse. The staff doing this will have received the appropriate online training via TES Educare.

#### **e) Students with English as a second language**

New College Swindon ensures that for students where English is not their first language, information on safeguarding and prevent is provided in an accessible, visual format to promote full understanding.

There is a particular emphasis on providing additional information and support in a student's first language when a student is identified as being at additional risk. New College Swindon will arrange translators to support students at safeguarding meetings when required.

#### **Staff training and induction**

All New College Swindon staff and governors must complete mandatory level 1 safeguarding training as a minimum standard as part of their induction to ensure that they are aware of their responsibilities and New College Swindon's policy and procedures in relation to safeguarding. Additionally, all staff are required to read part 1 along with Annex a of Keeping Children Safe in Education and must do so as part of their onboarding.

Safeguarding staff, DSL, DDSL and safeguarding officers must complete level 3 training and keep fully apprised of changes to safeguarding legislation and updated guidance. All hiring managers must complete safer recruitment training. Additionally, all staff will complete the following mandatory training: Prevent, E-Safety, and GDPR.

### **Online safety**

Promoting safe and responsible use of the internet, social media, and other electronic communication means is an essential part of our safeguarding practice. For this reason, the policy should be read in conjunction with the e-safety procedure, and positive student behaviour policy.

### **Managing allegations against a staff member**

New College Swindon takes all allegations against staff members seriously and will collaborate with the Local Authority Designated Officer to respond to allegations against staff members sensitively and appropriately.

On receiving an allegation against a member of staff this should be reported directly to the Head of HR or The Assistant Principal, Student Services who is the College Designated Safeguarding Lead.

### **Safer recruitment**

We are committed to only employing staff who are appropriate to work with children and adults at risk. As such, all hiring managers are required to complete safer recruitment training prior to shortlisting, interviewing, and hiring any new staff. In addition, we will complete enhanced DBS checks on all staff and maintain an accurate single central record of these checks. Two references will be sought for all new employees and risk assessments completed for any employees for whom we do not receive these prior to their start date.

### **Prevent and Extremism**

New College Swindon is committed to preventing radicalisation and extremism through effective education and multiagency working. All students receive induction in safeguarding and preventing radicalisation and extremism to inform them of the risks and where they can access support. All staff complete Prevent training and know to refer concerns to the safeguarding team who will work with local agencies as appropriate to reduce the risk.



## **Substance Misuse**

A zero-tolerance policy is in place for students who choose to bring in, consume or attend college under the influence of illegal substances or alcohol. However, there are many occasions where the reasons for these actions are due to challenging personal circumstances or addiction. Alongside disciplinary processes, New College Swindon will offer support networks for students to continue to maintain their health and wellbeing, encourage referrals to counselling and/or medical support and refer students, with consent, to supporting agencies and charities. If staff are concerned that students are misusing alcohol or other substances, they must share their concerns with the safeguarding team. Failure to do so could prevent a student from accessing appropriate support and put them at a greater risk of harm.

## **Conducting Searches**

To support our safeguarding practice, it may be necessary to search students if we believe them to be in possession of illegal items or items that may be used to harm themselves or others. These searches will be non-contact and conducted by two members of staff to safeguard the student and staff. Students will be asked to empty their bags, show that their pockets are empty, and remove their shoes/socks as deemed appropriate by the member of staff conducting the search. Searches should always be supported by the appropriate student support for that student or a member of the safeguarding team. If students do not comply with the search, it may be necessary to initiate disciplinary procedures, contact outside agencies such as the police, or ask the student to leave the site so as not to risk harm to themselves or others. The Assistant Principal, member of the Senior Leadership Team, DDSL or DSL will provide guidance on the next step if a student is non-compliant with searches or found to be in possession of prohibited items. All prohibited paraphernalia seized during searches should be stored by the safeguarding team who will make arrangements for its safe disposal.

## Use of physical intervention

New College Swindon recognise that appropriate use of physical intervention can enhance a student's experience and contribute to a safe learning environment. Physical intervention can include handling, use of reasonable force and restrictive physical intervention. Handling applies to any member of staff who needs to physically make contact with a student to support their additional needs or move them for their own safety or the safety of others. Handling can be both restrictive and non-restrictive. It can include guiding, supporting and positioning. Staff who are regularly required to perform handling activities should only do so in line with New College Swindon's People Moving and Handling and Personal Care guidelines.

Reasonable force is the application of appropriate and proportionate force to manage a situation that poses a significant risk to students and/or their environment. 'Reasonable in the circumstances' means using no more force than is needed. Force is usually used either to control or restrain. This can range from guiding a pupil 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.

New College Swindon staff are permitted to use reasonable force but should always try to avoid acting in a way that might cause injury.

New College Swindon only permits the use of Restrictive Physical Intervention or the use of reasonable force for any student in the following circumstances:

- If a criminal offence is about to be committed.
- There is a risk of causing personal injury to themselves, others, or significant damage to property .
- Engaging in any behaviour prejudicial to maintaining good order and discipline .

It is our stance that physical intervention should only be used as a last resort and that a dynamic risk assessment should be completed by staff to determine if physical intervention is reasonable and proportionate to the situation at hand and would be considered justifiable by a wider audience.

New College Swindon staff should always try to de-escalate a situation verbally prior to using reasonable force or intervention. Staff who are regularly required to conduct physical intervention as part of their role, such as those working with students with additional needs, must receive specialist training and complete records of any interventions.

Use of physical intervention or force must never be used as a punishment. It is always unlawful to use force as a punishment. All use of force or physical intervention must be recorded and reported to a DDSL.

## Compliance with legislation

This policy is compliant with the following legislation and government guidance which have been used as references when producing this policy.

- Keeping Children Safe in Education (KCSiE) 2023
- Equality Act 2010
- Guidance for Safer Working Practice in Education Settings (2020)
- Mandatory reporting of female genital mutilation: procedural information (updated 2020)
- Inspecting Safeguarding in Early Years, Education and Skills Settings (2019)
- Working together to Safeguard Children (2018)
- Information sharing: advice for practitioners providing safeguarding services (2018)
- Mental health and behaviour in schools (2018)
- Sexual violence and sexual harassment between children in schools and colleges (2018)
- Promoting the education of looked- after children and previously looked- after children: Statutory guidance for local authorities (2018)
- Children and Social Work Act 2017
- What to do if you are worried a child is being abused: advice for practitioners (2015)
- Children and Families Act 2014
- The Bichard Report 2006
- The Children Act 2004
- Education Act 2002
- The Care Act 2014
- Safeguarding Vulnerable Groups Act 2006
- Prevent Duty Guidance for Further Education Institutions (2019)
- The Prevent Duty (2015)
- Counter Terrorism and Security Act 2015 Safer recruitment
- Sexual Offences Act 2003
- Disclosure & Barring Service 2013
- Local safeguarding children board advice and guidance
- Article 8 of the European Convention on Human Rights
- Section 91 of the Education and Inspections Act 2006
- DFE Searching, screening and confiscation January 2018.
- Further and Higher Education Act 1992
- DFE Use of reasonable force.
- Government departmental advice: what to do if you are worried a child is being abused; advice for practitioners

- Government departmental advice: Sexual violence and sexual harassment between children in schools and colleges

### **Safeguarding Role and Responsibilities**

All staff have a fundamental role to play in keeping children and vulnerable adults safe. At New College Swindon we will all work together to keep children and vulnerable adults safe by:

- Valuing, listening to and respecting them in line with our core values
- Appointing a nominated Designated Safeguarding Lead, Deputy Designated Safeguarding Leads, and a Lead Governor.
- Adopting child protection and safeguarding best practice through our policies, procedures, and code of professional standards for staff and volunteers.
- Providing effective management for staff and volunteers through supervision, support, training, and quality assurance measures so that all and volunteers know about and follow our policies, procedures, and behaviour codes confidently and competently.
- Recruiting and selecting staff and volunteers safely, ensuring all necessary checks are made.
- Recording, storing, and using information professionally and securely, in line with data protection legislation and guidance.
- Sharing information about safeguarding and good practice with children and their families via leaflets, posters, group work and one-to-one discussions.
- Providing regular updates on emerging risks to staff so that we can proactively reduce harm to children and adults at risk.
- Making sure that children, vulnerable adults and their families know where to go for help if they have a concern using our safeguarding and child protection procedures to share concerns and relevant information with agencies who need to know, and involving children, vulnerable adults, parents, families and carers appropriately.
- Using our procedures to manage any allegations against staff and volunteers appropriately, including working with LADO when required.
- 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.
- Ensuring that we have effective complaints and whistleblowing measures in place.
- 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.
- Promoting equality, diversity, and inclusion to prevent discrimination
- Promoting British Values throughout the curriculum

- Ensuring that Risk Assessments are completed for those requiring them such as Personal Emergency Evacuation Plans PEEPs and Probabilistic Risk Assessments (PRA)
- Ensuring that intimate care plans and support plans are produced with students for those requiring additional support.
- Raising awareness of safeguarding issues to aid the identification of students at risk of harm so that appropriate action/ referrals can be made.

**Contractors and Volunteers:**

- Contribute to creating a safe learning environment for all.
- Be aware of and follow New College Swindon's safeguarding policies and procedures; they recognise, respond, and report any concerns that may be raised about the safety and welfare of a young person or vulnerable adult.

**All staff:**

- Complete appropriate safeguarding and child protection training.
- Treat disclosures and concerns confidentially, sharing information only with those who need to know it.
- Receive regular safeguarding and child protection updates.
- Contribute to creating a safe learning environment for all.
- Are aware of and follow the organisation's safeguarding and child protection policies and procedures; they recognise, respond, and report any concerns that may be raised about the safety and welfare of a young person or vulnerable adult.
- Refer to and follow behaviour policies, staff behaviour policies, safeguarding response to children who go missing from education and role of the designated safeguarding lead (including the identity of the DSL and any Deputies).
- Read part one of Keeping Children Safe in Education.

**Curriculum and teaching staff in addition to all staff points:**

- Ensure that the learning environment is safe, and that Safeguarding is embedded within teaching practice to educate learners on staying safe, building resilience, and developing critical thinking skills.
- Promote British Values and prevent, challenging extreme views and ideologies.
- Ensure that support/care plans, student risk assessments and Personal Emergency Evacuation Plans are in place for all Students requiring them

- Attend relevant training for students who require specialist intervention for their care needs such as intimate care, gastronomy, emergency medication etc.
- Ensure that students are aware of how to report concerns/access support.

### **Safeguarding Officers and Safeguarding coordinators**

- Complete Designated Lead Safeguarding training.
- Respond to Safeguarding concerns within the agreed timescales.
- Support Curriculum in forming risk assessments to determine the level of risk.
- Raise concerns with the Deputy Designated Safeguarding Lead (Safeguarding Manager) and inform the Local Authority and other partner organisations of any concerns.
- Advise on updates on legislation and Local Authority compliance.

### **Deputy Designated Safeguarding Leads**

- Have a responsibility at an operational level within the organisation, ensuring specialist safeguarding staff are supported and directed in their duties.
- Be available during College open hours or arrange suitable cover via an agreed rota when this is not possible.

### **Safeguarding Manager DDSL**

- Oversees the provision of resources and training for all staff.
- Has a responsibility at an operational level within the organisation, ensuring specialist safeguarding training is delivered to all staff requiring it.
- Staff are supported and directed in their duties.
- Support in preparing reports and audit for governance and external compliance.
- Be available during College open hours or arrange suitable cover via an agreed rota when this is not possible.

### **Designated Safeguarding Lead (Assistant Principal-Student Services)**

- Report any concerns requiring LADO involvement to the relevant LADO and inform the HR Director.
- Acts in an advisory capacity for the College, keeping members of the College up to date with changes in legislation and best practice.
- Acts as the main contact for outside agencies and the most senior 'go to' person in the organisation, delegating these responsibilities to the Safeguarding Manager DDSL as appropriate.

- Be available during College open hours or arrange suitable cover via an agreed rota when this is not possible.
- Oversees the provision of resources and training for all staff.

### **Executive Team**

- Represents Leadership Team, Faculty, Human Resources, Information Technology, Student Support, Property and Environment, Learning Support and ensures that sound arrangements for Safeguarding are in place across all these service areas.
- Steers developments; monitors and reports on compliance and impact.
- Has organisational responsibility for ensuring New College Swindon meets its duties under Safeguarding and Prevent.

### **Safeguarding Governor**

- Advises and guides the organisation on Safeguarding and Prevent issues.
- Provides challenge to the Executive team to improve quality of provision.
- Ensures appropriate policies and procedures are in place for action to be taken in a timely manner to safeguard and promote children's welfare.

### **References and Definitions**

**Vulnerable adult:** A vulnerable adult is defined as a person 'who is or may need community care services by reason of mental or other disability, age, or illness; and who is or may be unable to take care of him or herself, or unable to protect him or herself against significant harm or exploitation' (Department of Health, 2000).

**Child Protection:** The protection of children from violence, exploitation, abuse, and neglect.

**Duty of care:** This is the duty which rests upon an individual to ensure that all reasonable steps are taken to ensure the safety of a student involved in any activity or interaction for which that individual is responsible. Any person in charge of, or working with students in any capacity, is considered both legally and morally to owe them a duty of care.

**Designated person:** A member of staff who has responsibility for receiving and handling safeguarding, and child protection concerns and has been trained to perform the role to an appropriate level.

**Early help:** Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from coordinated early help, an early help inter-agency assessment should be arranged.

**Safeguarding:** Protecting children from maltreatment, 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 and taking action to enable all children to have the best outcomes. Safeguarding is also about being initiative-taking and putting measures in place in advance of any contact with students to ensure that students are going to be kept safe.

**Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

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

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

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



adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.

**Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, because of maternal substance abuse. Once a child is born, neglect may involve a parent or carers failing to: provide adequate food, clothing, and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

**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.

**Peer on peer abuse:** this is most likely to include, but may not be limited to:

- bullying (including cyberbullying).
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.
- sexual violence such as rape, assault by penetration and sexual assault.
- sexual harassment, such as sexual comments, remarks, jokes, and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse.
- up skirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm.
- sexting (also known as youth produced sexual imagery).
- initiation/hazing type violence and rituals.

**Serious violence:** children are at risk from or are involved with serious violent crime. These may include increased absence from College, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a notable 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.

**Female Genital Mutilation:** (FGM) is a procedure where the female genitals are deliberately cut, injured or changed, but there is no medical reason for this to be done. It is also known as female circumcision or cutting, and by other terms, such as Sunna, gudniin, halalays, tahir, megrez and khitan, among others. If a member of teaching staff has suspicions this may have occurred, they have a duty to report this directly to the police in line with KCSIE 23 statutory guidance.

**Mental Health:** a person's condition regarding their psychological and emotional wellbeing.

### **Out of hours safeguarding referrals**

In very rare circumstances out of regular College hours, there may be a disclosure by a student that they have been a victim of crime or abuse. The numbers below are to assist you to know what to do.

#### **Crime contact numbers:**

999 – Referring ongoing crimes or situations where someone is in immediate danger

101 – Can be contacted or learners can contact to report a crime that has already occurred or where the response needed is not immediate.

#### **Safeguarding:**

Each local authority will operate an 'out of hours' service. If anyone under the age of 18 (or 19-25 with an educational health care plan - EHCP) makes a disclosure, it is important to find out more context.

It is best practice to ask open questions that facilitate information. Helpful sentence starters are Tell, Explain, and Describe:

Who should you call?

Local authority Telephone number out of hours duty team  
Swindon Borough Council 01793 436699

Remember that if you are concerned for someone's safety or welfare if someone has been harmed or at risk of harm and you are unsure what to do – you should refer. Once you have made an 'out of hours' referral, please contact [safe@newcollege.ac.uk](mailto:safe@newcollege.ac.uk) to inform the safeguarding team who can support with ongoing advice for students. You may also need support as disclosures can cause personal distress. The safeguarding team can advise how to access support through College or externally.

Crisis Mental Health Helpline – 24hours 0800 915 46444 References

You can use Togetherall online help with a college email address on the link below

<https://account.v2.togetherall.com/register>.

### **Arrangements for Health and Safety**

This policy and its contents are compliant with and compliment the college Health and Safety Policies and practices.

### **Monitoring, Reviewing and Auditing**

This policy is to be fully reviewed on an annual basis by the Assistant Principal-Student Services (DSL) and Senior Leadership Team and then approved by Governance to ensure that it remains current and is informed by best practice and up to date legislative guidance.

## Version Control

### Document Location

*This document if printed can only be considered up to date on the day that it was printed.  
 For a current version of this document please see the Staff Portal Policy Hub.*

### Revision History

**Date of this Revision:** December 2023

**Date of next Revision:** December 2024

Version	Date	Author	Change Description
1.0	December 2023	Stephen Rodger	Policy Re Write
1.1			
1.2			
1.3			
1.4			

### Approvals

This document requires the following approvals:

Committee/Principalship	Date
Corporation	12 December 2023

### Distribution

This document has been distributed to:

Title/External Organisation/All Staff	Date of Issue	Version
All Staff and published on New College Swindon external website	10 January 2024	1.0

## Equality Impact Assessment

**Policy Title:** Safeguarding and Child Protection Policy

	Judgement	Explanatory Note if required
Does the proposed policy/procedure in any way impact unfairly on any protected characteristics below?	No	
Age	No	
Disability/Difficulty	No	
Gender Reassignment	No	
Marriage and Civil Partnership	No	
Pregnancy/Maternity	No	
Race	No	
Religion or Belief	No	
Sex	No	
Sexual Orientation	No	
EIA 3 – Does the proposed policy/processes contain any language/terms/references/phrasing that could cause offence to any specific groups of people or individuals?	No	
EIA 4 – Does the policy/process discriminate or victimise any groups of people, or individuals?	No	
EIA 5 – Does this policy/process positively discriminate against any group of people, or individuals?	No	
EIA 5 – Does this policy/process include any positive action to support underrepresented groups of people, or individuals?	Yes	
EIA 6 – How do you know that the above is correct?		Reading the policy document and checking against the criteria above.

**Date Approved by the EDISC Committee:** 28/11/23