Safeguarding Children Policy

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Version	v1.0
Effective from	1 September 2026
Applies to	All team members across all Pinc College
Policy owner	Chief Student Experience Officer & Whole College DSL
Next review	Summer 2027

Introduction

Pinc College is committed to providing holistic education of the highest quality and this policy is underpinned by Pinc College values, culture and methodology.

Our college Values

Individual - 'We celebrate everyone'

Inclusive - 'We value and support everyone'

Innovative 'We believe in the power to change'

We foster a culture that is **Respectful, Responsible, Safe and Kind**

The principles of the Pinc Method applies equally to our students and team members in everything we do. Our method holds the individual, their wellbeing and their specific needs in every aspect of our approach.

Policy intent and scope

Our aim is to implement and maintain an effective safeguarding children's systems and processes.

There is no single law that defines the age of a child across the UK. Authorities in England, Wales and Scotland each have their own guidance setting out the duties and responsibilities of organisations to keep children safe. They all agree that a child is anyone who has not yet reached their 18th birthday, apart from the following exceptions:

(a) Certain legislation includes reference to duties towards children and young people who are 18, 19 and 20 who have been looked after by the local authority after the age of 16 or who have a learning disability e.g., Children Act 2004 Part 1 (9)

(b) In England a child is defined as anyone who has not yet reached their 18th birthday.

(c) In Scotland the Protection of Children Act 2003 refers to specific areas where the 'age of majority' can be considered as 17 or 18.

(d) In Wales "children" includes everyone under the age of 18. Section 175 of the 2002 Act and section 3 of the Social Services and Well-being (Wales) Act 2014 (referenced as "the 2014 Act" hereafter) defines a child as a person under the age of 18

Everyone has the right to live their lives free from violence and abuse, and any type of exploitation. Colleges must have regard for the DfE statutory guidance Keeping children safe in education 2025.

This safeguarding child policy should be read alongside this statutory guidance and all staff, volunteers, governors, contractors, agency staff and other adults working on behalf of the College must read and understand Part One of Keeping Children Safe in Education in full. The College will maintain records confirming annual staff declarations and safeguarding updates.

In conjunction with Working together to safeguard children

The Children Act 1989 state that the welfare of children and young people (hereafter referred to as children) is paramount. This includes their right to be safeguarded against all forms of abuse and neglect, including sexual and criminal exploitation. Team should be alert to indications of possible child abuse and understand the procedures to be taken to raise their concerns.

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

(a) Protecting children and young people from maltreatment.

(b) Preventing impairment of children's mental and physical health or development.

(c) Ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and

(d) Taking action to enable all children to have the best outcomes

Some students who access our provision who are 16-18 fall into the category of Children. In line with legislation and the retrospective statutory/governance guidance, Pinc college will work in partnership with local statutory agencies and other relevant agencies to protect children and provide an effective response to any circumstances giving ground for concern, complaints or expressions of anxiety.

The commitment of Pinc College is to effectively protect all children who come into contact with our services from any form of abuse. Child protection is a part of safeguarding and promoting the welfare of children. It refers to the activity that is undertaken to protect specific children who are suffering or are likely to suffer harm. Gaining early help through safeguarding partners so that the need for action to protect children from harm is reduced.

In line with Working Together to Safeguard Children (current version) the following national multi agency practice standards for child protection are for all team working in services who come into contact with children who may be suffering or have suffered from significant harm within or outside the home.

These standards should be used within the wider context of paragraphs 212 – 215.

a) an unrelenting focus on protection and the best outcomes for children

b) creating learning cultures in which practitioners stay up to date as new evidence of best practice emerges

c) creating an environment in which it is safe to challenge, including assumptions that relate to ethnicity, sex, disability, and sexuality

d) supporting practitioners with effective supervision as determined by their regulatory body in which they can critically reflect on their findings and strengthen their analysis

e) helping practitioners to understand the impact of their decisions on the child and family

The details from Care Orders and the status of Looked After Children must be available to team involved in their support and there must be a seamless transition as a child passes into adulthood.

Statements made by children about allegations of abuse or neglect will always be taken seriously, as will their wishes and feelings. It is important to listen carefully to the child and report any allegations or suspicions of abuse to the Designated Safeguarding Lead (DSL/DSP) immediately, or, in their absence, a team member who is part of the safeguarding tree (see team structure) in line with the Local Procedures for safeguarding children Any concerns about a child's welfare must be acted upon immediately.

All Team should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the Campus setting and/or can occur between children outside of these environments. All team, but especially the DSL/DSP (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

Team must be aware that some children have additional vulnerabilities because of their race, gender, age, religion, disability, sexual orientation, social background or culture.

Safeguarding Students with SEND

The College recognises that students with SEND may face additional barriers to recognising abuse, disclosing concerns and accessing support.

Students with SEND may:

- be more vulnerable to abuse and exploitation;
- experience communication difficulties;
- have reduced access to trusted adults;
- be more reliant upon others for personal care and support.

Staff must exercise professional curiosity and ensure safeguarding processes are accessible and appropriately adjusted to individual communication needs.

Wherever possible, student voice will be captured and recorded in the student's preferred communication format

Assessment - An Education Health and Care Plan (EHCP) is available, or should be available, this must be used as the basis of placement plans.

Local authorities should share the fact a child has a social worker, and the DSL/DSP should hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. This should be considered as a matter of routine. There are clear powers to share this information under existing duties on both local authorities and schools and colleges to safeguard and promote the welfare of children. Where children need a social worker, this should inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare.

On assessment of children, family histories should be taken from the parents or those with parental responsibilities (as well as the child/ young person) to ensure that all information is as factual as possible to support the development of holistic student profiles.

Assessments should include developmental histories, history of domestic abuse and substance misuse by family members. Where parents do not engage in the assessment process, this should be noted in the child's records. In the case of Looked After Children, this may be their social worker or nominated guardian. It must also be taken into consideration that parents who have mental health problems, substance misuse problems or are in abusive domestic relationships are less likely to give the full account and research indicates the risk of abuse could be considered higher.

A multi-professional and multi-agency approach to the identification of allegations, reporting, planning and review should be the normal approach when dealing with incidences where intervention is considered necessary. Pinc College will work closely with Local Children's safeguarding Boards (England) (LCSB) to ensure that procedures reflect LSCBs on arrangements for training, reporting and reviewing matters of safeguarding and protecting children. Contacts and details of arrangements should be detailed in the campus and displayed for all team/students/families to access. These Local Procedures should also include or be provided to team alongside a copy of the Local threshold document to ensure team refer concerns appropriately. (Right help right time is related to England Only)

Responsibilities and Communication

Overall responsibility for the organisation's arrangements to safeguard and promote the welfare of children ultimately lies with the Chief Executive (C.E.O.) for Pinc Education group), The Chief Student experience officer; The Head of college Designated Safeguarding Lead and Head of programmes.

DSL Availability and Cover

The College will ensure that a trained Designated Safeguarding Lead (DSL) or Deputy DSL is available during all periods of educational delivery.

The College will maintain:

- A documented DSL cover arrangement.
- A monitored safeguarding email system.
- Secure access to safeguarding records.

- Escalation arrangements during periods of absence.

There will be no single point of failure in safeguarding arrangements.

The Designated Safeguarding Lead is expected to ensure there is a robust governance structure that supports leaders and their Safeguarding Leads. This role includes Chairing organisational Safeguarding Committees; having oversight of safeguarding and associated data (including, but not limited to: Incidents, restrictive practice, quality audits and regulatory outcomes); providing expert advice regarding regulatory expectations for safeguarding; and reporting to the College leadership team and board of governors. The Designated Safeguarding Lead / Person, reporting to the CEO, supports the executive board with their Safeguarding responsibilities

The Designated safeguarding lead, whose duties include:

(a) Offering sound procedural advice and support.

(b) Overseeing complex investigations regarding students, acting as a point of contact for stakeholders; and

(c) Analysis of the audits of practice and identification of any actions necessary for the college and monitor these to completion.

(d) Facilitating and/or organising dedicated safeguarding supervision to the Designated Safeguarding Leads within the college safeguarding tree.

Heads of College DSL duties include:

(a) Offering sound procedural advice and support.

(b) Overseeing complex investigations regarding their services, acting as a point of contact for stakeholders; and

(d) Analysis of the campus audits of practice and identification of any actions necessary for the region and monitor these to completion.

Head of Programmes Campus DSL are:

(a) accountable for the safeguarding practice in their Campus, the responsibility for supporting team and tracking concerns through to 'closure' this is sometimes delegated to the Head of College however the Campus Designated Safeguarding Lead remains accountable and as such, should be involved and maintain effective oversight of the safeguarding concerns within their Campus.

It is the responsibility of the whole College Designated safeguarding lead, to ensure that adequate safeguarding and child protection practices are in place across all campuses. This will include following safer recruitment procedures, ensuring that all team read this policy and undertake regular training.

There is a clear governance structure within Pinc College to monitor safeguarding arrangements. Local arrangements will be monitored at Campus level by the relevant local Campus based collaborative meetings and at corporate level by the respective safeguarding agenda item at college leadership team meetings (CLT).

Campus Designated safeguarding Leads must ensure that all safeguarding concerns are tracked from when they are raised through to closure. In addition to the use of the Safeguarding Log and individual student experience notes being used to track concerns on an individual basis, concerns should be monitored proportionately across the College through Collaborative campus-based planning meetings as a minimum the number of concerns raised, and themes should be considered to inform campus-level learning. Concerns should be tracked using the electronic safeguarding system.

All team are responsible for maintaining clear and professional boundaries between themselves and the children/ young people. These boundaries define the limits of behaviour that allow teams and children/ young people to engage safely in a supportive relationship. The boundaries are based on trust, respect and appropriate use of power, with the focus on the needs of the student.

Blurring of these boundaries and moving the focus of care away from the service user's needs, can lead to confusion and the possibility of the development of abuse. Personal relationships with children/ young people within Pinc College are never acceptable.

It is the responsibility of all team to read this policy and to complete the Safeguarding training commensurate with their job role as set out in the contract of employment and induction.

Team can report safeguarding concerns directly to the local Safeguarding services and must do so if they feel it is necessary. Safeguarding is everyone's business, and you must not wait for another team or the DSL/DSP to do it for you. Team must report any genuine concerns, ensuring the DSL/DSP in the campus, or WCDSL is informed as well as the appropriate Local Authority in line with the Local Procedures.

A failure to respond to/raise a safeguarding concern when recognised will be considered as an act of neglect and be raised as a safeguarding concern against the team accordingly, a failure to safeguard a student will be considered through the appropriate disciplinary procedures.

Whistleblowing - It is the responsibility of all colleagues to advise their manager of any concerns they have about the safety and wellbeing of children/ young people within Pinc College. If team do not feel their concerns are being taken seriously or sufficiently responded to within with in Pinc college, they should follow the guidelines in Confidential Reporting (Whistleblowing).

Team can also report safeguarding concerns directly to the local Safeguarding Partnership (or regional equivalent) and must do so if they feel it is necessary.

In matters of safeguarding, it should never be assumed that someone else will pass on information which may be critical to the safety and wellbeing of the child, the individual who receives a disclosure or notices a concern must report it appropriately and not assume a colleague will for them.

Procedure/s *(this may be divided into sections for different aspects)*

Prevention

Safer Recruitment – Safer recruitment policies must be followed for all colleagues, including volunteers. (Refer to Safer Recruitment and Selection). All interview panels must contain one colleague with safer recruitment training.

Reference should be made to Keeping Children Safe in Education (current Version), when recruiting for Pinc College. Curriculum vitae (CV) should only be accepted alongside a full application form. As part of the shortlisting process, our college **MUST** carry out an online search as part of their due diligence on the shortlisted candidates.

This may help identify any incidents or issues that have happened, and are publicly available online, which the college might want to explore with the applicant at interview.

Single Central Register - HR will maintain a single central register which includes all details relevant to all colleagues and their position at each campus. This register should be checked regularly and in line with Part 3 of Keeping Children Safe in Education (Current Version). Details required for the Executive group and governing members can be obtained centrally from HR and whole college designated safeguarding lead. Guidance on how to complete the single central register is made available on request. Disqualification self-disclosure - Colleagues are required to sign a disqualification self-disclosure form. Guidance on disqualification can be found in Disqualification under the Childcare Act 2006 - Background Information and FAQs. Agency Team- Agency team' references and Disclosure and Barring Service, or Disclosure Scotland checks are the responsibility of their employer i.e., the Agency, but must be confirmed in writing to the Pinc College prior to any shift being worked. Agency teams' induction will include an overview of safeguarding procedures specific to the campus this includes being provided with a copy of the Local Procedures and safeguarding recording systems in addition to completing the appropriate induction Checklist.

It is the responsibility of operations and/or RDSL to ensure agency colleagues have been cleared by their employer i.e., the agency and that this is confirmed in writing and recorded on the single central register.

A full police check under the Disclosure and Barring Scheme (or regional equivalent) should be undertaken for all team, including volunteers, working with children **BEFORE** the colleague starts work.

Employers are required to make referrals to the DBS about individuals they believe to pose a risk of harm to vulnerable groups, and this is a legal duty and failure to refer when the criteria are met is a criminal offence. There is a referral guidance document available from the DBS www.gov.uk/government/publications/dbs-referrals-form-and-guidance.

It is also an offence for employers to employ anyone who is barred under the scheme or to fail to report. Notifications to Regulatory Bodies - It is the responsibility of the Whole college designated safeguarding Lead/Person to notify their specific regulatory body in line with their requirements if an employee is suspended or dismissed on safeguarding grounds in consultation with the Human Resources Department and the Regional College Lead

Safeguarding Lead Roles – Every Campus must have a senior colleague as the DSL/DSP supported by the Whole College safeguarding Lead/person. A register of the DSL/DSPs for all campus's is kept by

our Operations team this is monitored on a regular basis. For levels and training. These roles will be regularly reviewed by the CLT.

Partnership Working - No effective child safeguarding process can work unless those concerned are committed to the concept of partnership working. All agencies involved, private or public bodies, should have the wellbeing of the child as the first priority.

Information Sharing - Information shared between agencies, including the Local Authority Children's Services Department and the police must be treated with the strictest confidentiality and in line with the document 'Information Sharing: A guidance for practitioners and Managers' (Department for Education) 2018. Team must have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the Data Protection Act 2018 and the GDPR.

This includes:

(a) Being confident of the processing conditions which allow them to store and share information for safeguarding purposes, including information, which is sensitive and personal, and should be treated as 'special category personal data'.

(b) Understanding that 'safeguarding of children and individuals at risk' is a processing condition that allows practitioners to share special category personal data. This includes allowing practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner, but it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.

In most cases consent should be sought before sharing information, but there are cases when you should not seek consent. For example, if doing so would:

(a) Place a person (the individual, family member, yourself or a third party) at increased risk of significant harm if a child, or serious harm if an adult.

(b) Prejudice the prevention, detection or prosecution of a serious crime.

(c) Lead to an unjustified delay in making enquiries about allegations of significant harm to a child or serious harm to an adult.

Even where you do not have consent to share confidential information, you may lawfully share it if this can be justified in the public interest. Seeking consent should be the first option. However, where consent cannot be obtained or is refused, or where seeking it is inappropriate or unsafe as explained above, the question of whether there is a sufficient public interest must be judged by the practitioner on the facts of each case. Therefore, where you have a concern about a person, you should not regard refusal of consent as necessarily precluding the sharing of confidential information.

A public interest can arise in a wide range of circumstances, for example to protect children from significant harm, protect adults from serious harm, promote the welfare of children or prevent crime and disorder.

The legislation in England supports a duty to co-operate to improve the wellbeing of children and young people and for agencies to work together.

Taking account of the information sharing guidance, where it is decided that parents should be informed, this must be done in a planned way. The views of the child, any allegations which involve a parent or adult in the family, and the statutory responsibility for the child will influence how this will be done and the advice of the child's Social Worker or the Local Authority safeguarding team should be sought where appropriate prior to sharing.

The local authority has a statutory responsibility to make further enquiries if concerns about the wellbeing of any child are expressed to them which reach their threshold for intervention. The appropriate personnel from Pinc College should participate in the enquiries or any further meetings (strategy meetings, conferences etc.) and should provide whatever information is deemed necessary.

Recording Information Sharing Decisions

Where safeguarding information is shared or a decision is made not to share information, safeguarding records should include:

- Nature of concern.
- Risks identified.
- Advice sought.
- Decision made.
- Rationale for sharing or not sharing information.
- Protective actions implemented.
- Child's views where appropriate.
- Review date and responsible person.

Safeguarding considerations will take precedence where there is a risk of harm to a child.

Personal Social development Education (PSD) - Where the child's education is the responsibility of the Pinc College, it is important to make the student aware of behaviour towards them that is not acceptable and how they can help keep themselves **safe.** Pupils should be just as clear about what is expected of them online as offline. The non-statutory framework for PSD provides opportunities for children to learn about keeping safe, and who to ask for help if their safety is threatened.

As part of developing a healthy safer lifestyle, students should be taught for example:

(a) To recognise and manage risks in different situations and then decide how to behave responsibly

(b) To judge what kind of physical contact is acceptable and unacceptable

(c) To recognise when pressure from others (including people they know) threatens their personal safety and wellbeing and develop effective ways of resisting pressure; including when and where to get help

(d) To use assertiveness techniques to resist unhelpful pressure

(e) Campus team should also give regard to the compulsory curriculum guidance: 'Relationships and sex education (RSE) and health education 2020, Teaching online safety in schools 2019, and make considerations for appropriate education around relationships.

Also see 'Online Safety (Keeping Children Safe in Education Current Version)'.

The Adoption and Children Act 2002 acknowledges the adverse effects a child experiences when exposed to domestic abuse, by including in its definition of significant harm, the harm children suffer by seeing or hearing the ill treatment of another person particularly in the home. This has been further strengthened by the new Domestic Abuse Act 2021 recognising children as victims.

Radicalisation – Pinc College recognises that there is a threat of terrorism and understands that many terrorists are radicalised in the course of their day-to-day contact with others. The UK government's Prevent Strategy (2011), which is a key aspect of safeguarding, outlines the commitment to be made by organisations such as Pinc College in ensuring that threats of this kind are understood and responded to. (Responding to Suspected Radicalisation).

Visitors - All visitors to and from any service must be recorded and supervised as appropriate. Refer to Pinc college policies on visitors and visiting children, including visits by 'persons of celebrity or importance'.

Filtering and Monitoring Keeping Children Safe in Education (current version) clearly identifies that it is essential that children are safeguarded from potentially harmful and inappropriate online material. Pinc Colleges has introduced filtering and monitoring to ensure campuses are empowered to protect and educate their students, and teams in their use of technology.

It has also established mechanisms to identify, intervene in, and escalate any concerns where appropriate.

All Campus's ICT equipment are protected by Smoothwall which provides comprehensive Web and content filtering. Smoothwall is managed by our external partners (CARA) IT team, but provides our college with the ability to create and manage their own browsing lists, alongside being able to locally run customisable browsing reports, by an individual In addition to this, Smoothwall also provides the functionality to:

• provide notifications when inappropriate material has been searched for • manage and allocate bandwidth

• generate reports to view the activity of individuals and groups and enable automatic reports

All Pinc college campuses are expected to have a curriculum offer that includes the development of robust e-safety skills for all Students

Online safety is a constituent element of campus Risk Assessment and ensures that the four 'C's (Content, Contact, Conduct and Commerce) are considered.

All campuses follow Pinc College Policies and are expected to have Local Procedures that consider online safety (as appropriate). It is acknowledged that many students may have unlimited and unrestricted access to the internet via mobile phone networks (i.e. 3G, 4G and 5G) and thus have the potential to sexually harass, bully, and control others via their mobile and smart technology, share

indecent images consensually and non-consensually (often via large chat groups) and view and share pornography and other harmful content. As a result it is an expectation that all Pinc College campuses should carefully consider how the use of mobile and smart technology is to be managed on their campus. This would routinely be addressed in a mobile and smart technology local procedure. Underpinning the Pinc College Acceptable Use Procedure.

Pinc college have a robust governance process which includes both operational and CLT oversight. This ensures that online safety is a running and interrelated theme whilst devising and implementing a whole college approach to safeguarding and related policies and procedures.

Pinc College teams are expected to use the company Electronic Reporting System for the recording of significant incidents. This system automatically sends notification to WCDSL, RDSL and Campus DSL which permits a rapid response to any identified concerns. Additionally a monthly electronic reporting system report is produced which consolidates data pertaining to type and frequency of incidents, allowing for the identification of trends and intervention when necessary. This is in addition to localised reports that are generated at settings using Smoothwall.

All campuses are expected to make best possible use of the college approach to Filtering and Monitoring. In practice this means that it is an expectation that:

1. All campuses abide by Company Policies that consider online safety and have Local Procedures that underpin these with specific local practice

2. Campuses provide all team with an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring

3. All campuses regularly check (at least annually) to ensure that Smoothwall is operating and inform Central IT of any concerns

4. All campuses proactively utilise the functionality of Smoothwall to enhance filtering and monitoring processes

5. All campuses undertake comprehensive Risk Assessments on all its pupils and students and have identified those who are potentially at greater risk of harm through misuse of IT through reference to the four ‘C’s 6.

Whole college have effective monitoring strategies in place to block harmful and inappropriate content without unreasonably impacting teaching and learning

7. Whole college to have a curriculum offer that includes the development of robust e-safety skills for all pupils and Students

8. Whole college to have a mobile and smart technology local procedure

9. Whole college to use the company Electronic Reporting System for the recording of significant incidents

10. Whole College processes ensure all the above is in place. In addition, governing bodies and the CLT should review the standards and discuss with IT colleagues and service providers what more needs to be done to support our college.

Four principle Areas of Risk pertaining to Online Safety (The 4 'C's)

• **Content**: being exposed to illegal, inappropriate, or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide anti-Semitism, radicalisation, and extremism.

• **Contact**: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other

• **Conduct**: online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying

• **Commerce**: risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or colleagues are at risk, please report it to the Anti-Phishing Working Group (https://apwg.org/)

The College will undertake and record an annual review of filtering and monitoring arrangements.

This review will consider:

- Campus networks.
- Remote access.
- College-owned devices.
- Loan devices.
- Partner venues.
- Educational technology platforms.

Outcomes and actions arising from the review will be reported through governance arrangements.

Artificial Intelligence and Deepfake Technology

The College recognises the emerging safeguarding risks associated with Artificial Intelligence (AI), generative AI platforms and digitally manipulated content.

Risks may include:

- AI-generated sexual imagery.
- Deepfake images and video.
- AI-assisted grooming.
- Harmful simulated relationships.
- Online coercion and manipulation.
- Misuse of personal information.

Any AI-generated, manipulated or altered sexual image involving a person under the age of 18 will be treated as a safeguarding concern and managed in accordance with safeguarding procedures.

Students will be taught the safe, ethical and responsible use of AI technologies

Training and Induction

As part of their Induction programme new colleagues should be asked to read the following:

Keeping children safe in education 2025 - update with sept 2026

Working together to safeguard children

What to do if you are worried a child is being abused.

Training cycle		
Who?	**What?**	**When**
Safeguarding DSL tree	Advanced DSL training NCN	When appointed and every 3 years in post
New team members	Induction intro with WC DSL and Level 1 Safeguarding NCN	Within 2-week induction period.
Whole College	Annual SFG updates KCSIE (England) and Keeping Learners Safe (Wales)	Beginning of each academic year
Governors	Level 1 Safeguarding for governors and annual updates	Upon appointment and annual
Safeguarding updates		
WCDSL and Campus DSL	Campus and individual risk assessments	Annually or when significant changes arise.
HOC, WCDSL and Governors	Safeguarding Policy annual review	Annually or when significant changes arise.
HOC and WC DSL	Safeguarding reports to governors	Termly
WC DSL	Reports to College leadership team	Monthly
All new recruits and established team on 3-year cycle	DBS update	3-year cycle
All leads on recruitment panels	Safer Recruitment training	3 years
WC DSL and Ops HR team	Single Central Record spot checks	Bi-weekly

It is the responsibility of the CEO with delegation to the WCDSL to ensure that all colleagues comply with the induction and training plan, which is centrally managed and monitored operations and to regularly view the compliance levels via reports. The e-Learning module will be completed by all colleagues within two weeks of appointment to the job role with regular updates.

Further face to face training for all team will be carried out by the Designated Safeguarding Lead, dedicated internal trainers or an agreed external provider, based on assessment of risk for the college and themes that fall out of reporting or local authority suggestions.

All team will undertake the eLearning training module on Safeguarding Children to enable them to recognise early signs of abuse and understand how to communicate concerns to Safeguarding Leads and share vital information between agencies. The eLearning module will be completed by all team within the first two weeks of appointment to the job role, followed by annual refreshers.

DSL/DSPs will attend centrally arranged combined adult and children & young people learning that is provided by an external training provider (two days DSL/DSP Face to Face, (online) and one day DSL/DSP Face to Face Refresher annually). To ensure consistency of standards. Successful completion of these courses permits the trainer to deliver face to face training at their service providing they meet the competencies agreed by Pinc college, in addition to LSP/LSCB

Governing bodies and proprietors will complete Level 1 E-Learning Safeguarding course at induction, they should be aware of their obligations under the Human Rights Act 1998 21, the Equality Act 2010, (including the Public Sector Equality Duty23), and their local multi-agency safeguarding arrangements.

Annual safeguarding updates will include:

- Artificial Intelligence and Deepfake risks.
- Harmful Sexual Behaviour.
- SEND vulnerabilities.
- Filtering and Monitoring.
- Mental Health and Safeguarding.
- Information Sharing.
- Contextual Safeguarding.
- Online Safety.

DEFINITIONS AND RECOGNITION OF CHILD ABUSE

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

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving 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 (also known as peer-on-peer abuse) in education and all colleagues should be aware of it and of their school or college's policy and procedures for dealing with it.

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

Safeguarding

A child centred and coordinated approach around safeguarding.

If a child is in immediate danger or at risk of harm, a referral will be made to Children's Services through local safeguarding board and or the police any member of team can make this referral. A Designated or Deputy Designated Safeguarding Lead /Person should always be available, but in exceptional circumstances the member of team should speak to a member of the College Leadership Team or seek advice directly from Children's Services and then take appropriate action. The Designated Safeguarding Lead should be made aware as soon as possible. Team, parents and the wider community should report any concerns that they have about the welfare of children, however minor or seemingly insignificant. Team should not assume that someone else will report concerns.

All team should have an awareness of safeguarding issues including all Low-level concerns and these must be reported onto the electronic reporting System.

Child Sexual Exploitation (CSE) child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Child Criminal Exploitation (CCE) The Home Office defines child criminal exploitation as, "common in county lines and occurs where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18. The victim may have been criminally exploited even if the activity appears consensual. Child criminal exploitation does not always involve physical contact; it can also occur through the use of technology. Child Criminal Exploitation (CCE) Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

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

Further information on signs of a child's involvement in sexual exploitation is available in Home Office guidance: CSE Guidance

County Lines County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of "deal line". This activity

can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools (mainstream and special), further and higher educational institutions, pupil referral units, children's homes and care homes. Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

Further information on the signs of a child's involvement in county lines is available in guidance published by the Home Office: County Lines

Female Genital Mutilation (FGM) Whilst all colleagues 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 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 may 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 school's or 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. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty: FGM Fact Sheet

Multi-agency statutory guidance on female genital mutilation (accessible version) - GOV.UK (www.gov.uk)

Mental Health All team should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Team, however, are well placed to observe children dayto-day and identify those whose

behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that colleagues are aware of how these children's experiences, can impact on their mental health, behaviour, and education

Team can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies and seeking support form our Whole College Wellbeing lead.

If team have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following this safeguarding policy, and speaking to the designated safeguarding lead or a deputy.

Mental Health and Safeguarding

The College recognises that mental health concerns may become safeguarding concerns.

Staff should be particularly alert to:

- Self-harm.
- Suicidal ideation.
- Suicide attempts.
- Eating disorders.
- Significant deterioration in wellbeing.
- Withdrawal from learning.
- Repeated absence.
- Sudden behavioural changes.

Mental health concerns should not be viewed in isolation and should be considered alongside wider safeguarding information and vulnerabilities.

Child on Child All team should be aware that children can abuse other children . And that it can happen both inside and outside of school or college and online. It is important that all colleagues recognise the indicators and signs of child on child abuse and know how to identify it and respond to reports.

It is essential that all team understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are actually 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.

Child on Child abuse is most likely to include, but may not be limited to:

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

• abuse in intimate personal relationships between peers.

• physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse).

• sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence).

• sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse.

• 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.

• consensual, non-consensual, AI-generated, manipulated or digitally altered nude and semi-nude images and/or videos13 (also known as sexting or youth produced sexual imagery).

• 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; and

• 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).

Risk assessments must be in place for all children and where a risk of child on child abuse is identified. This should be managed through thorough risk assessments and appropriate communication and training for all team working with the children concerned. Allegations of child on child abuse must be dealt with by the usual safeguarding procedures. Looked after children and previously looked after children are known to be particularly vulnerable to abuse.

Harmful Sexual Behaviour

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

All reports will:

- Be taken seriously.
- Receive an immediate safeguarding response.

- Be risk assessed.
- Consider the needs of all involved parties.
- Remain under review until risks are effectively managed.

Such behaviour will never be dismissed as banter, joking, part of growing up or harmless behaviour.

Serious violence All team should be aware of the indicators, which may signal 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 and may be at risk of criminal exploitation. All team 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 and its Criminal exploitation of children and vulnerable adults: county lines guidance.

Domestic Abuse Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: (a) Psychological (b) Physical (c) Sexual (d) Financial (e) Emotional Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children.

Domestic abuse can [be] psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear 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, well-being, development, and ability to learn.

Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others.

In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life. All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members.

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children.

Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Its website provides guidance and support for

potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked. Additional advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

• NSPCC- UK domestic-abuse Signs Symptoms Effects

• Refuge what is domestic violence/effects of domestic violence on children • Safe lives: young people and domestic abuse.

• Domestic abuse: specialist sources of support - GOV.UK (www.gov.uk) (includes information for adult victims, young people facing abuse in their own relationships and parents experiencing child to parent violence/abuse)

• Home : Operation Encompass (includes information for schools on the impact of domestic abuse on children)

Children Missing from Education All team should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation, 'honour'-based abuse 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. Team should be aware of our unauthorised absence and children missing from education procedures. Gov guide:

Children Who Are Absent from Education - Guidance for Local authorities (publishing.service.gov.uk)

Pinc College must work with children's services where college absence indicates safeguarding concerns (KCSiE 2025, para 177).

Force 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 perpetrators use perceived cultural practices as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

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.

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

• Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

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

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 or the internet) and settings (such as within the home). 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, team should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Team 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 Prevent referral.

Pinc College are subject to a duty under section 26 of the Counterterrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty.

The Prevent duty should be seen as part of Pinc Colleges' wider safeguarding obligations. Designated safeguarding leads and other College leads should familiarise themselves with the local prevent referral procedures.

Contextual Safeguarding Contextual Safeguarding is an approach to understanding, and responding to, young people's experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, and online can feature violence and abuse.

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

• unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded

• 'Denial of Service' (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources, and,

• making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.

Children with particular skills and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.

If there are concerns about a child in this area, the designated safeguarding lead (or a deputy), should consider referring into the Cyber Choices programme. This is a 152 nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low-level cyber-dependent offences and divert them to a more positive use of their skills and interests.

Note that Cyber Choices does not currently cover 'cyber-enabled' crime such as fraud, purchasing of illegal drugs on-line and child sexual abuse and exploitation, nor other areas of concern such as on-line bullying or general on-line safety. Additional advice can be found at: Cyber Choices, 'NPCC- When to call the Police' and National Cyber Security Centre - NCSC.GOV.UK.

Pinc College will refer to the DfE's 'Plan Technology for Your School' (2024) and 'Generative AI Product Safety Expectations' (2025) to ensure digital safeguarding, cybersecurity, and responsible AI use in educational settings.

Staff should be aware of new resources such as Shore (Lucy Faithfull Foundation), the Centre of Expertise on Child Sexual Abuse, and the Children's Society's updated guidance on CSE. Centre of Expertise on Child Sexual Abuse research, resources and guidance - Oxfordshire Safeguarding Children Partnership

DISCLOSURE OR DISCOVERY OF ABUSE OR ALLEGATIONS OF ABUSE

What to do if you have a concern about a student.

It is the responsibility of all team to act on any concerns, suspicions or evidence of abuse and every reported incident of abuse must be given urgent priority. Team can report safeguarding concerns directly to the Local Authority Safeguarding Team and must do so if they feel it is necessary, team should follow our college reporting procedures for all concerns.

All members of the college community have a statutory duty to safeguard and promote the welfare of vulnerable adults. team and governors should not investigate possible abuse or neglect themselves.

All concerns should be reported through our college reporting system, stored on Databridge. An automatic notification will be sent to member of our DSL tree.

Consideration will need to be given to immediately protecting the adult at risk and contacting the police and/or ringing for an ambulance if the adult is injured.

The Campus Designated Safeguarding Lead will take immediate action without delay and will make a referral to adult at risk services by telephone if a student is believed to be suffering or likely to suffer significant harm. This referral will always be followed up in writing

The Designated Safeguarding Lead will follow the Local Adult Safeguarding Board (LSAB) and Local Authority multi-agency procedures and consider the student's needs and whether the concerns meet protection thresholds or a multi-agency approach and refer out accordingly to concern.

If the DSL does not receive feedback within one working day regarding the outcome of a referral made to Adult's Services, the Designated Safeguarding Lead will contact them immediately to determine the outcome of the referral.

If the DSL disagrees with the outcome of a referral, the Designated Safeguarding Lead will ask to speak to the social worker and/or manager who made the decision. Following this conversation, if they remain dissatisfied, they will follow the Local Safeguarding Adult Board Escalation and Resolution Procedures.

What to do if a student makes a disclosure.

If a student makes a disclosure of abuse, staff should:

Listen and keep calm. Do not interrupt

Not promise the student that they will keep the matter confidential. Explain to the student who they will need to tell and why

Observe visible bruises and marks, but should not ask a student to remove or adjust their clothing to view them

Keep questions to a minimum as their role is not to investigate. If staff need to ask questions in order to ascertain whether this is a safeguarding concern, they should ensure they are open questions

Use the "TED" model for asking open ended questions: "Tell me about that", "Explain that to me", "Describe that"

Make a record of what has been said immediately afterwards in words used by the student and the member of team to the best of their memory. Use capital letters for the student's words to help distinguish between the two.

Note anything about the student which is connected i.e. any visible injuries including the position and description, the demeanour of the student i.e. crying, withdrawn etc.

Clearly indicate whether fact, opinion or third party information

Report the matter immediately to the Designated Safeguarding Lead who will take over responsibility for any referrals or actions arising

Seek advice from the Designated Safeguarding Lead if in doubt

Record the incident on Databridge as soon as possible following the incident and always on the same day

Team should not:

Ask leading questions, put words into the student's mouth or press for details

Rush the student

Examine the student

Investigate

Promise confidentiality

Summarise or use your own words to describe events

A failure to respond to/raise a safeguarding concern when recognised will be considered as an act of neglect and be raised as a safeguarding concern against the colleague accordingly, a failure to safeguarding a student who attends our college will be considered through the appropriate proportionate disciplinary procedures.

Whistleblowing - It is the responsibility of all colleagues to advise their manager of any concerns they have about the safety and wellbeing of servicepeople. If colleagues do not feel their concerns are being taken seriously or sufficiently responded to within Pinc college (Whistleblowing). Colleagues can also report safeguarding concerns directly to the local Safeguarding Board and must do so if they feel it is necessary.

In matters of safeguarding, it should never be assumed that someone else will pass on information which may be critical to the safety and wellbeing of the adult, the individual who receives a disclosure or notices a concern must report it appropriately and not assume a colleague will for them.

PREVENTION

Safer Recruitment - Safer recruitment policies must be followed for all colleagues, including volunteers. (Refer to Safer Recruitment and Selection policy). All interview panels must contain one colleague with safer recruitment training. Agency colleagues' references and Disclosure and Barring Service and Disclosure Scotland checks are the responsibility of the Agency who is their employer; but must be confirmed in writing to our college prior to any shift being worked. Agency colleagues' induction will include an overview of safeguarding procedures specific to the college, this includes being provided a copy of all policies.

It is the responsibility of the appointed lead to ensure agency colleagues have been recruited using full safer recruitment processes by their employer i.e. the agency. (refer to Safer Recruitment and Selection).

Notifications to Regulatory, Professional or Vetting and Barring Bodies - The Safeguarding Vulnerable Groups Act 2006 introduced a new vetting and barring scheme for all those who work with children and vulnerable adults. Across the UK this list is kept by the DBS.

Employers are required to make referrals to the DBS about individuals they believe to pose a risk of harm to vulnerable groups. There is a referral guidance document available from the DBS DBS barring referral form - GOV.UK (www.gov.uk). It is an offence for employers to employ anyone who is barred under the scheme.

The vetting and barring schemes are linked so that they are all able to identify if and when an individual has been negatively reported in the system of any country in the UK.

It is the responsibility of the HOP to notify their specific regulatory body and DBS, if a colleague is dismissed on safeguarding grounds. The responsibility to notify also applies if someone resigns or retires at the time of a safeguarding concern when there is sufficient evidence to dismiss them or they resign to avoid disciplinary.

The HOP has a responsibility to report to the relevant professional body, any substantial allegation of misconduct by a practitioner, which, if proven, would call into question their fitness to practice.

Volunteers

Volunteer roles will be individually risk assessed.

The College will ensure:

- Appropriate DBS checks are completed.
- Recruitment decisions are documented.
- Supervision arrangements are appropriate.
- Volunteer safeguarding responsibilities are clearly communicated.

Volunteer arrangements will be reviewed in line with current safeguarding legislation and statutory guidance

Safeguarding Lead (SL) Roles - Every campus has a DSL supported by a Heads of College.

A register of the DSLs for all campuses is identifiable on the organisational structure, this is monitored on a regular basis.

For levels and training see SCR and see Appendix 1 for role description.

These roles will be regularly reviewed by CLT. Safeguarding Leads undertake training on the responsibilities for both child safeguarding and adult safeguarding.

Multi-Agency Co-operation –

No effective adult safeguarding process can work unless those concerned are committed to the concept of multi-agency and multi-professional working. All the agencies involved, private or public bodies, should have the well-being, rights and safety of the adult at risk as the first priority.

Multi-agency co-operation is aimed at sharing information, improving joint working and addressing barriers.

Where intervention is necessary, this should be commensurate with the level of concern and the least restrictive and intrusive into people's lives. Support should be aimed at enabling the person to achieve their highest level of independence, and should be in partnership with the Local Authorities, the adult at risk and their carers where appropriate.

Information shared between agencies, including the local social care department and the police must be treated with the strictest confidentiality (but this must not be confused with secrecy). The safety

of the adult at risk depends on the willingness of those agencies, or organisations, to share and exchange relevant information when there is concern. Early sharing of information is the key to providing an effective response where there are emerging concerns.

Where there is a general non-specific safeguarding concern, it is good practice to convene a professionals' meeting with other external agencies.

Radicalisation – Our college recognises that there is a threat of terrorism and understands that many terrorists are radicalised in the course of their day-to-day contact with others. The UK government's Prevent Strategy (2011), which is a key aspect of safeguarding, outlines the commitment to be made by organisations such as Pinc college in ensuring that threats of this kind are understood and responded to. (Responding to Suspected Radicalisation).

Visitors - All visitors to and from any campus must be recorded and supervised as appropriate.

Induction and training

All team will complete our induction checklist and training within their first weeks of employment.

All team will access safeguarding, prevent and FGM online training via the National college network.

It is the responsibility of the line of leadership team member to ensure that all new team comply with the induction and training plan, which is centrally managed centrally. The e-Learning module will be completed by all colleagues within two weeks of appointment to the job role with regular updates.

All team will undertake the eLearning training module on Safeguarding to enable them to recognise early signs of abuse and understand how to communicate concerns to Safeguarding Leads and share vital information between agencies. The eLearning module will be completed by all team within the first two weeks of appointment to the job role, followed by regular refreshers. Whole college DSL will also hold regular safeguarding briefings for new team to attend.

ALLEGATIONS AGAINST TEAM (including Agency/Supply colleagues and Volunteers) - 9.1 This process should be followed in situations when it is alleged a team member has:

(a) Behaved in a way that has harmed a child, or may have harmed a child

(b) Possibly committed a criminal offence against or related to a child, or

(c) Behaved towards a child or children in a way that indicates he or she will pose a risk of harm if they work regularly or closely with children.

(d) Behaved or may have behaved in a way that indicates they may not be suitable to work with children

Any allegation should be reported immediately to the DSL/DSP The only exception to this is if the allegation is about the DSL/DSP, in which case the allegation should be reported to the CEO or another CLT team member. There are two aspects to consider when an allegation is made:

• Looking after the welfare of the child - the designated safeguarding lead is responsible for ensuring that the child is not at risk and referring cases of suspected abuse to the local authority children's social care as described in Part one of this guidance.

• Investigating and supporting the person subject to the allegation - the case manager should discuss with the LADO (Local authority Designated officer), the nature, content and context of the allegation, and agree a course of action.

The HOP in conjunction with the whole college designated Safeguarding Lead should seek the advice of the LADO or on-duty Social Worker to decide whether it is appropriate to move to a non-client facing role or suspend colleagues in order to keep children/ young people within Pinc College safe, pending formal disciplinary procedures. The Lead carrying out the suspension should also advise the regulatory body or relevant professional body if a suspension is made. On being advised of an allegation that meets the criteria, the DSL/DSP should contact the Designated Officer for the local authority (LADO), who will advise on whether:

(a) The matter should be referred to a strategy discussion as a matter that may need to be dealt with under safeguarding children or Police procedures OR

(b) It is a matter to be dealt with through disciplinary procedures or by an appropriate CLT response (such as issuing management guidance to the team member concerned). If a Team member is subject to an allegation of abuse against a service user or vulnerable individual, suspension pending investigation should be the first choice. Where a team member is not suspended and is moved to another area, this should be an administrative role and not involve access to the alleged victim's records or contact with children/ young people or their families. All decisions should be clearly documented with advice sought from the Local Authority Safeguarding Team/LADO, HR and Safeguarding Leads as appropriate to the level of allegation prior to informing the team member of any details of the allegation.

(NB: disciplinary procedures may be undertaken, even if the local safeguarding or police teams decide not to take further action).

This initial discussion will determine the approach to be taken to informing the parent or carer of the child or children concerned. The DSL/DSP will be the point of contact for all matters concerning a particular case and he/she will liaise with the local Safeguarding team and co-ordinate any actions that they prescribe or recommend. An early recommendation from either the Designated Officer for the local authority (LADO) or from the strategy discussion should determine whether and when the team member who is the subject of the allegation should be informed of the allegation and whether they should be moved to other work or suspended whilst the allegation is dealt with.

The DDSL is responsible for undertaking all such duties described above in the absence of the Safeguarding Lead.

REFERRALS TO THE LOCAL CHILDREN'S SERVICES DEPARTMENT

Team will use the documentation provided by or agreed with the local safeguarding teams to make referrals or, if not our documentation can be utilised to make referrals. The locally preferred method of reporting a referral may be on-line or via a telephone abuse line. Any referral that is made to the Children's Services Department must also be made to the relevant regulatory body (e.g., Ofsted,

CQC,). The Campus DSL should ensure that all details of local arrangements are noted in campus. Follow-up and escalation of concerns should be via the DSL/DSP at the service who will co-ordinate and monitor referrals through the local authority safeguarding partners available to them. Appropriate feedback should be provided when necessary and where appropriate to the child, young person, and team involved in the disclosure/concern so that they are reassured and informed of the processes involved and reduce any unnecessary anxiety or detrimental impact. Team who makes a referral should always follow up their concerns if they are not satisfied with the response; this includes the DSL/DSP who should follow up with their local authority partners, especially if re-referrals are necessary or any escalation of concerns. If a practitioner is unsure which local authority to report to, they should contact their local social services for advice.

VISITORS Pinc college will have different types of visitors, those with a professional role i.e., educational psychologists, social workers etc. those connected with the building, grounds maintenance, children's relatives or other visitors attending an activity in campus such as an open studio day. All visitors who are there in a professional capacity check ID and be assured that the visitor has had the appropriate DBS check (or the visitor's employers have confirmed that their colleagues have appropriate checks).

Heads of programme should use their professional judgment about the need to escort or supervise such visitors.

Visits to Services by VIPs or Celebrities - There may be occasions when celebrities or VIPs visit campuses for various reasons. The following safeguarding arrangements with children must be in place in line with recommendations from the Lampard Report (2015).

(a) Visits are to be agreed and arranged in advance, with the purpose for the visit clearly understood by all involved parties

(b) Contact with children/ young people will be agreed with the children/ young people and their representatives in advance

(c) The VIP or celebrity will be accompanied by a suitably senior team member at all times during their visit

(d) Confidential information will not be disclosed to the VIP or celebrity (e) Informal follow-up arrangements will not be made with the VIP or celebrity.

STUDENTS IN WORKPLACE PLACEMENTS

There are occasions when Students are placed in settings outside of their normal educational setting. This might be as work experience, or studio project work.

Team members organising placements need to ensure that local procedures are in place to protect Student from harm, focusing greatest protection on settings in which Student may be most at risk, for example when students are placed for long periods in one-to-one situations with an adult. Employers and training organisations need to be made aware of safeguarding issues and asked to co-operate in putting appropriate safeguards in place. The safety of the student remains the responsibility of the service making the placement and therefore Pinc college will need to continue to undertake regular risk assessments and be aware of the need for contextual safeguarding, where

wider environmental factors are present in a student's life that are a threat to their safety and/or welfare.

Additional safeguards will be necessary for placements that are in the same workplace when one or more of the following conditions apply. The placement is:

(a) For more than one day per week

(b) For longer than one term in any academic year

(c) because our students are vulnerable, e.g., those who have special needs

(d) One where the workplace supervisor or a colleague will have substantial unsupervised access to the child, because of the nature of the business (i.e., micro business, sole trader or journeyman) or

If any of the above conditions apply, the following safeguards should be in place:

(a) A workplace/placement risk assessment should be completed prior to the young person attending the service

(b) Training organisations or employers taking responsibility for a student on a long-term placement should be asked to make a commitment to safeguarding their welfare by endorsing an agreed policy or statement of principles

(c) Any person whose normal duties will include regularly caring for, training, looking after or supervising a student in the workplace should be vetted and subject to checks by the DBS, to ensure she/he is not disqualified from working with children or otherwise unsuitable to be responsible for them

(d) (N.B. this should not include people who will have contact with the child simply because she/he will be in the same location, or as part of their work. It is intended to apply to people who are specifically designated to have responsibility for looking after, supervising or directly training a child or children throughout the placement. Checks should normally be arranged by the organisation arranging the placement, through the LA, School or FE institution, and the person should be regarded as a volunteer for the purpose of the check. The results of these checks will be recorded on the Single Central Register)

(e) That person should also be given basic child safeguarding training by the placing institution to be aware of their responsibilities in accordance with 'Working Together to Safeguard Children (current version). They should be given details of a person to contact at the institution in the event that there are any concerns about a child for whom they are responsible

(f) The student who are placed in these settings should also be given clear advice about who to contact if they are worried or uncomfortable about their surroundings, or if they suffer abuse. They should have a continuing point of regular appropriate contact within the college and be given opportunities to raise any concerns they may have (g) Pinc college/LA policies and procedures should define what actions need to be taken by whom and when if any child safeguarding issues are raised prior, during or after the placement

(h) In some cases, it is also important to ensure that the child/student concerned is suitable for the placement (for example, when placing children in environments involving them working with younger children) and in some circumstances DBS, or checks may be required.

The College will ensure all work experience, supported internship and placement providers:

- Understand safeguarding responsibilities.
- Have named safeguarding contacts.
- Have clear reporting procedures.
- Maintain appropriate supervision arrangements.
- Cooperate with safeguarding investigations and enquiries.

The College will maintain oversight of safeguarding arrangements in all placements.

Partner Venue Safeguarding Assurance

As delivery takes place in museums, galleries, community venues, workplaces and partner organisations, the College will maintain appropriate safeguarding assurance arrangements.

These may include:

- Named safeguarding contacts.
- Safeguarding policies and procedures.
- Allegations management processes.
- DBS assurance.
- Emergency procedures.
- Information-sharing arrangements.
- Periodic safeguarding review activity.

Safeguarding responsibilities will be clearly identified within partnership arrangements.

AUDIT AND GOVERNANCE

An audit of Safeguarding processes will be carried out (with a maximum interval of 12 months). Audit tools specifically designed to suit the requirements of the organisation will be used. The results of the Audit will be discussed at CLT and local governance meetings. Local or organisational action plans will be developed as required.

Safeguarding Supervision: This will normally include case discussion and address safeguarding issues on a regular basis. Supervision should challenge the supervisee to consider alternative hypotheses and to reflect critically on his/her own practice. Supervision should challenge the supervisee to

consider if there are safeguarding concerns that impact on the welfare of any child or adult linked to the case, and, if so, how these should be addressed. This includes a consideration of the welfare of children, young people or adults who are not the primary client. Safeguarding Supervision can take place in person or via the phone.

Reflective Peer Group Supervision: Reflective peer group Supervision should be a standard agenda item at Safeguarding team meetings; this normally takes the form of a reflective discussion facilitated by the whole college DSL or agreed alternative. Similarly, services can utilise group supervision in monthly safeguarding meetings as a way of ensuring the Safeguarding Lead provides supervision for any deputies within a service. In the interest of confidentiality, the specific details of cases discussed should not be documented, but a record of attendance should be reflected in the minutes and any actions recorded in the Action Log.

This provides a proactive culture of learning, professional development and support, which allows practitioners to reflect on and explore issues that arise within clinical or operational practice.

The whole college DSL will seek external supervision to support the above system.

Safeguarding Supervision provides a supportive environment in which Safeguarding Leads are enabled:

(a) To reflect, analyse, and evaluate practice, promoting critical thinking and analysis in safeguarding work.

(b) To make sound professional judgements.

(c) To identify and challenge practice, which is considered to be unsafe, unprofessional or unethical.

(d) To build purposeful relationships and communicate effectively.

(e) To ensure client centred practice which is integrated with other services in an appropriate and timely manner.

f) To ensure Safeguarding Leads maintain the competencies, skills and knowledge commensurate to their role and that safeguarding practice is consistent with national guidance and the Group Policies and Procedures

(g) To ensure that colleagues take a proactive and persistent approach to safeguarding issues, including escalating concerns where indicated.

(h) To ensure that all colleagues remain accountable for their own professional practice.

Frequency of safeguarding supervision

Supervision should consist of a mix of 1:1 sessions and group peer sessions at least once a term or as and when needed.

CONFIDENTIALITY There are four key exceptions to Safeguarding Supervision confidentiality: (1) If any safeguarding incident or evidence of unsafe or unethical practice is revealed, and if the Supervisee is unwilling to go through the appropriate procedures to deal with it.

(2) If any illegal activity involving a Group or Agency colleague is revealed.

(3) If the well-being of the Supervisee is cause for concern.

(4) If there is cause for concern regarding the competence or fitness to practice of the Supervisee.

Related Policies

First Aid Policy

Medication Policy

Health and Wellbeing Policy

Support to Learn policy

Anti Bullying Policy

Safer Recruitment Policy

Whistleblowing Policy

Safeguarding Adults Policy