

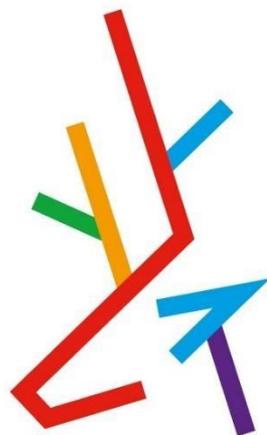
SAFEGUARDING AND CHILD PROTECTION POLICY

March 2021

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HART
LEARNING GROUP

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1. INTRODUCTION, DEFINITIONS AND RESPONSIBILITIES

- This policy is to inform staff, parents, volunteers, employers, partners, stakeholders and governors about the Hart Learning Group's (HLG) responsibilities for safeguarding. The purpose is to enable everyone to have a clear understanding of how these responsibilities should be carried out.
- This Safeguarding & Child Protection Policy forms part of a suite of documents and policies, which relate to the safeguarding responsibilities of the Group. These are stored in the OurNHC Safeguarding and Prevent area on SharePoint.

North Hertfordshire College and Hart Learning & Development follow the procedures established by the Hertfordshire Safeguarding Children Partnership and by Hertfordshire Safeguarding Adults Board. The Group has appropriate procedures in place for responding to situations in which they believe that someone has been abused or are at risk of abuse or neglect. This also covers circumstances in which a member of staff, volunteer or other worker has behaved in a way that has, or may have, harmed a student/learner or indicates that they would pose a risk of harm.

Definition of Safeguarding Safeguarding is defined as protecting children from maltreatment, preventing impairment of children's health or development, ensuring that children are growing up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes. (Working Together to Safeguard Children, DfE, 2018, pg.6)

Definition of child or young person An individual is considered to be a child or young person up to their 18th birthday (as defined by the UN Convention on the Rights of the Child).

Definition of an adult at risk An **adult at risk** is any person who is aged 18 years or over and at **risk of abuse** or neglect because of their needs for care and or support.

Definition of abuse of a child or young person A form of maltreatment of a child. Someone 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 setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or by another child or children.

Definition of abuse of adults at risk Harm that is caused by anyone that has power over another person; which may include family members, friends, unpaid carers, health or social care workers and organisations. This may include: physical, sexual, emotional, psychological, financial, material, neglect, acts of omission, discriminatory and organisational abuse.

Responsibilities of HLG Staff & Volunteers

All HLG staff have a responsibility to provide a safe environment in which individuals can learn.

Group staff and volunteers are particularly well placed to observe outward signs of abuse, changes in behaviour and failure to develop because they have daily contact with our students/learners.

Temporary staff and volunteers will be made aware of the safeguarding policies and procedures by Human Resources and the relevant line manager -including Safeguarding & Child Protection Policy and staff behaviour policy (Code of Conduct)

Staff should consider how students/learners may be taught about safeguarding, including online, through teaching and learning opportunities as part of providing a broad and balanced curriculum. Refer to KCSiE Part two:93

Apprenticeship tutors are also responsible for ensuring that Apprentices know about their employer's own policies and procedures along with those of the group.

Staff are advised to maintain an attitude of 'it could happen here' and 'it could be happening to this student/learner', where safeguarding is concerned. When concerned about the welfare of a student/learner, staff members should always act in the interests of that student.

Related policies and statements

- Health and Safety Policy
- Confidentiality Statement
- Staff and student/learner email and internet policies
 - Student/Learner Code of conduct and Disciplinary Procedures
- Student/Learner Anti-Bullying Policy
- Complaints, Compliments and Suggestions Procedure
- HR Recruitment Policy
- Staff Code of Conduct
- Public Interest Disclosure Policy (Whistleblowing)
- Prevent Strategy
- Police Enquiries and Attendance on Site
- Data Protection and Management Policy
- Video Conferencing Guidelines for Staff and Students

Implementation, Monitoring and Review of the Safeguarding & Child Protection Policy

The policy will be reviewed at least annually by the governing body. It will be implemented through the Group staff development programme, and as part of day to day practice. Compliance with the policy will be monitored by the Strategic Lead for Safeguarding, the Designated Senior Person and through staff performance measures.

2. OBJECTIVES OF THE SAFEGUARDING & CHILD PROTECTION POLICY

- Establish and maintain an ethos and culture where young people and adults at risk feel secure, are encouraged to talk, and are responded to when they have a worry or concern.
- Ensure young people and adults at risk know that there are staff whom they can approach if they are concerned.
- Include opportunities in the Bridge tutorial programme and on OneFile for students/learners to develop the skills they need to recognise and stay safe from abuse
- Establish and maintain an ethos and culture where staff and volunteers feel safe, are encouraged to talk and are responded to when they have concerns about the safety and wellbeing of a student/learner.
- Ensure that students/learners who have additional/unmet needs are supported appropriately. This could include referral to early help services or child protection contact referrals to specialist services if they are a child in need or have been / are at risk of being abused and neglected.

3. STATUTORY FRAMEWORK

In order to safeguard and promote the welfare of students/learners HLG will act in accordance with the following legislation and guidance:

- The Children Act 1989
- The Children Act 2004
- Children and Social Work Act 2017
- Education Act 2002 (section 175/157)
- Hertfordshire Safeguarding Children Partnership Procedures Manual (Electronic)
- Keeping Children Safe in Education (DfE, September 2020)
- Keeping Children Safe in Education: Part One - information for all school and college staff (DfE, September 2020) – APPENDIX 1
- Working Together to Safeguard Children (DfE 2018)
- The Education (Pupil Information) (England) Regulations 2005
- Hertfordshire Safeguarding Adults Board - Safeguarding adults at risk. The multiagency policy, procedure and practice for working with adults at risk of abuse or neglect in Hertfordshire, January 2019, Issue 12

- ❑ Care Act 2014
- ❑ Ofsted. Safeguarding policy (2015): updated 8th March 2018
- ❑ Sexual Offences Act (2003)
- ❑ Section 26. The Counter Terrorism and Security Act 2015 (PREVENT duty)
- ❑ Female Genital Mutilation Act 2003 (Section 74, Serious Crime Act 2015)
- ❑ Anti-social Behaviour, Crime and Policing Act 2014 (makes it a criminal offence to force someone to *marry*. Includes taking someone overseas to force them to *marry* (whether or not the *forced marriage* takes place).
- ❑ Serious Violence Strategy 2018

Keeping Children Safe in Education (DfE 2020) states that governing bodies and proprietors should ensure that the school or college contributes to multi-agency working in line with statutory guidance Working together to safeguard children.

Furthermore, it also states that governing bodies and proprietors of all schools and colleges should ensure that their safeguarding arrangements take into account the procedures and practice of the local authority as part of inter-agency safeguarding procedures set up by the local safeguarding partnerships.

4. THE DESIGNATED SAFEGUARDING LEAD

Ensuring the Group provides a safe and secure ethos and culture is the responsibility of the Governing Body. The governing body also ensures an appropriate senior member of staff, from the leadership team, is appointed as safeguarding lead. The Senior Management Team member with specific strategic responsibility for safeguarding is Sarah Robins, Director of Curriculum. The Strategic Lead also acts as a Deputy DSL.

The Designated Safeguarding Lead for North Hertfordshire College and Hart Learning & Development is **Emma Masters** – Head of Wellbeing & Safeguarding. Mobile – 07940 526 032
Phone: 01462 424242 ext. 4048

Where the DSL is not available one of the Deputy DSLs (DDSL) act in their absence. The DDSLs for the Group are as follows:

Name	Role	Ext.	Mobile
Sarah Robins	Deputy DSL and Strategic Lead	3063	07943 880673
Nadia Hodges	Deputy DSL – Stevenage	3483	
Lara Mathie	Deputy DSL – Supported Studies	4353	07939 203066
Wendy Berezowy	Deputy DSL – Learning Support	2275	
Kelly Ireland	Deputy DSL – Hart Learning and Development	1489	07944 251649

Welfare concerns, which do not involve abuse, neglect or concerns around radicalisation, should be referred to one of the Support Coaches in the Student Services team

The broad areas of responsibility for the DSL are:

- ❑ Managing safeguarding, child protection contact referrals and cases
- ❑ Contacting the Child Protection Consultation Hub when advice is needed regarding child protection concerns which possibly meet the threshold for statutory intervention
- ❑ Completing child protection contact referrals for all cases of suspected abuse or neglect where there is a risk of significant harm to the child/young person, referrals to Adult safeguarding team, Police (when a crime may have been committed) and the Channel team where there is a radicalisation concern
- ❑ Liaise with senior staff as appropriate to inform them of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations
- ❑ Act as a source of support, advice and expertise to staff on matters of safeguarding and when deciding whether to make a referral or child protection contact referrals by liaising with relevant agencies
- ❑ Support staff who make child protection contact referrals and other service referrals
- ❑ Share information with appropriate staff in relation to a child's looked after (CLA) or Care Leaver (CL) legal status (whether they are looked after under voluntary arrangements with consent of parents or on an Interim Care Order or Care Order) and contact arrangements with birth parents or those with parental responsibility.
- ❑ Ensure they have details of the CLA/CL's social worker and the name of the virtual school Head Teacher in the authority that looks after the child.

TRAINING FOR DESIGNATED STAFF

The Designated Safeguarding Lead and Deputy DSLs will undergo formal training every two years. The DSL will also undertake Prevent awareness training. In addition to this training, their knowledge and skills should be refreshed (for example via e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments) at least annually to:

- ❑ Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.
- ❑ Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- ❑ Ensure each member of staff has access to and understands the safeguarding & child protection policy and procedures, especially new and part time staff.
- ❑ Be alert to the specific needs of children in need, those with special educational needs and young carers.
- ❑ Understand and support the Group with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting students/learners from the risk of radicalisation.

- ❑ Are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college
- ❑ Can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online
- ❑ Be able to keep detailed, accurate, secure written records of concerns, child protection contact referrals alongside referrals to other agencies.
- ❑ Obtain access to resources and attend any relevant or refresher training courses.
- ❑ Encourage a culture of responding to students/learners and taking account of their wishes and feelings, among all staff, in any measures put in place to protect them.

RAISING AWARENESS

- ❑ The DSL, with the strategic lead, will ensure NHC/HLD and HLG policies are known and used appropriately.
- ❑ work with the governing bodies or proprietors to ensure that the safeguarding & child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly.
- ❑ Ensure the safeguarding and child protection policy is available publicly and that parents/carers are aware that advice regarding child protection concerns could be sought from the Child Protection Consultation Hub and that child protection contact referrals, or other specialist referrals about suspected abuse or neglect may be made. Ensure parents/carers are aware of our statutory role regarding safeguarding of children.
- ❑ Link with the local safeguarding partnership and boards to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- ❑ Where students/learners leave NHC/HLD ensure the file for safeguarding and any child protection information is sent to any new provider as soon as possible but transferred separately from the main pupil file. The file should not be sent until the individual is physically attending the new provider.
- ❑ We will obtain proof that the new school/education setting has received the safeguarding file for any child transferring and then destroy any information held on the child unless the case is currently open and in line with data protection guidelines (see Record keeping Guidance on Hertfordshire Grid for Learning for further information.)
- ❑ consider if it would be appropriate to share any information with the new provider in advance of an individual leaving. For example, information that would allow the new provider to continue supporting victims of abuse and have that support in place for when the individual arrives.

THE GOVERNING BODY

Governing bodies and proprietors must ensure that they comply with their duties under legislation. They must also have regard to this guidance to ensure that the policies, procedures and training in their schools or colleges are always effective and comply with the law.

The Hart Learning Group nominated lead governor for safeguarding is **Toni Beck**

The responsibilities placed on governing bodies and proprietors include:

- their contribution to inter-agency working, which includes providing a coordinated offer of early help when additional needs of children are identified.
- ensuring that an effective safeguarding & child protection policy is in place, together with a staff behaviour policy [HLG Code of Conduct]
- ensuring staff are provided with Part One of Keeping Children Safe in Education (DfE 2020) – and Annex A and are aware of specific safeguarding issues.
- ensuring that staff induction is in place with regards to child protection and safeguarding.
- appointing a designated safeguarding strategic lead and operational DSL who should undergo child protection training every two years (in line with KCSIE and HSCP/ASB procedures) and receive regular (annual) safeguarding refreshers (for example via e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments).
- Ensuring that an appropriate number of Deputy DSLs are appointed with representation across all areas of the group
- prioritising the welfare of children, young people and adults at risk and creating a culture where staff are confident to challenge senior leaders over any safeguarding concerns.
- Ensure that students/learners are taught about safeguarding, including online safety as part of a broad and balanced curriculum.
- ensuring appropriate filters and appropriate monitoring systems are in place to safeguard students/learners from potentially harmful and inappropriate online material. Additional information to support governing bodies and proprietors is provided in Annex C of **Keeping Children Safe in Education (DFE 2020)**
- Having a senior board level lead to take leadership responsibility for the organisation's safeguarding arrangements
- Undertaking appropriate Safeguarding & Child Protection and Prevent training which is refreshed every 3 years. A variety of updates will be provided at least annually and as required via email, bulletins, site visits and board meetings.

5. OTHER STAFF TRAINING

- ❑ All HLG staff will receive appropriate safeguarding training (which is updated regularly – Hertfordshire Safeguarding Children Partnership advises every 3 years), so that they are knowledgeable and aware of their role in the early recognition of the indicators of abuse or neglect and of the appropriate procedures to follow. In addition, all staff members receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard students/learners effectively.
- ❑ All staff are required to undertake mandatory training relating to the Prevent agenda and recognising radicalisation, equality & diversity and British Values. This is refreshed every 3 years. NHC/HLD utilise the government eLearning package alongside a session delivered by the DSL to ensure internal policies and procedures are known and understood.
- ❑ The DSL and staff development team will liaise with existing staff to ensure staff are aware of their training requirements and are notified in a timely manner when it is due for renewal.
- ❑ Human Resources and line managers will notify new staff as part of induction and ensure the Introductory Safeguarding Training is completed and tracked.
- ❑ All staff involved in recruitment undertake eLearning on Safeguarding and Safer Recruitment. This will be refreshed every three years.
- ❑ Remote staff will be provided with appropriate eLearning to address their training needs in liaison with their line manager. This is for those staff who live and work a significant distance from the college campuses and for whom travel time to training locally would significantly outweigh the time of the actual training delivered. Other local training may also be sourced locally where appropriate and need is identified.
- ❑ Agency staff will be required to undertake appropriate e-training related to safeguarding and Prevent. Proof of training will be stored with each individual training record held by Staff Development. This will be accompanied by direct guidance and information provided by Human Resources and their relevant line manager.

6. HART LEARNING GROUP PROCEDURES

6.1 IDENTIFYING AND REPORTING CONCERNS, ABUSE AND OTHER SAFEGUARDING ISSUES

Concern about safeguarding issues should include any area where the health or physical and emotional wellbeing of a student/learner is at risk. This could include alcohol dependency, bullying etc.

General welfare concerns, which do not involve abuse, neglect or radicalisation, should be referred to the Student Services team via the Support Coach embedded in each curriculum area.

However, all reports of abuse or neglect should be referred using the procedure detailed below. If in doubt, talk to the DSL or Deputy DSL first.

WHEN TO BE CONCERNED

Knowing what to look for is vital for the early identification of abuse and neglect. All staff should be aware of the Indicators of abuse and neglect so that they are able to identify cases who may be in need of help or protection. Please refer to Annex A for a list of possible indicators.

If staff have any concerns about a student/learner's welfare, they should act on them immediately. If staff have a concern, they should follow this policy and speak to the Designated Safeguarding Lead (or deputy). The DSL (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns. Any staff member should be able to make a child protection contact referral or safeguarding referral to relevant services if necessary.

All staff should be aware of the process for making child protection contact referrals to Children's Services and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm - from abuse or neglect) that may follow a contact referral, along with the role they might be expected to play in such assessments.

Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision.

Options will then include:

- managing any support for the student/learner internally via the group's own pastoral support processes;
- completing a Families First Assessment or a Request for Support referral.
- a child protection contact referral or referral for statutory services, for example as the student/learner might be in need, is in need or suffering or likely to suffer significant harm from abuse or neglect.

Contextual Safeguarding

Safeguarding incidents and/or behaviours can be associated with factors outside the group and/or can occur between students outside of the study environment. All staff, but especially DSLs and their Deputies should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments should consider whether wider environmental factors are present in a student's life that are a threat to their safety and/or welfare. [Hertfordshire promote a child centred and coordinated approach to safeguarding:](#) Safeguarding and promoting the welfare of children is everyone's responsibility. In order to fulfil this responsibility effectively, each professional should make sure their approach is child centred. This means that they should consider, at all times, what is in the best interests of the child.

Schools and colleges and their staff form part of the wider safeguarding system for children. This system is based on the principle of providing help for families to stay together where it is safe for the children to do so, and looking at alternatives where it is not, whilst acting in the best interests of the child at all times.

Children who may require early help (known as Families First in Hertfordshire)

Families First is Hertfordshire's programme of early help services for families.

A directory of early help services is available at www.hertfordshire.gov.uk/familiesfirst which will help practitioners and families find information and support to prevent escalation of needs and crisis.

All staff should be aware of the **early help process**, and understand their role in identifying emerging problems, sharing information with other professionals to support early identification and assessment of a child's needs. It is important for families to receive the right help at the right time to address risks and prevent issues escalating. This also includes staff monitoring the situation and feeding back to the Designated Safeguarding Lead any ongoing/escalating concerns so that consideration can be given to a child protection contact referral to Safeguarding and Specialist Services if the situation doesn't appear to be improving.

If early help is appropriate, the designated safeguarding lead (or deputy) will generally lead on liaising with other agencies and setting up a Families First Assessment as appropriate.

Any child may benefit from early help, but all staff should be particularly alert to the potential need for early help for a student/learner who:

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home;
- is misusing drugs or alcohol themselves;
- is at risk of modern slavery, trafficking or exploitation;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- has returned home to their family from care;
- is showing early signs of abuse and/or neglect;
- is at risk of being radicalised or exploited;
- is a privately fostered child.

Within HLG it should staff should also be aware of mature students/learners who may be parents that require support from the Families First service.

All staff members. Contractors and volunteers should be aware of the main categories of maltreatment: **physical abuse, emotional abuse, sexual abuse and neglect** as well as being aware of the indicators of maltreatment and **specific safeguarding issues** so that they are able to identify cases of children who may be in need of help or protection

See Appendix A of this policy for information on indicators of abuse and Appendix A of KCSiE for specific safeguarding issues.

INDIVIDUALS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

Additional barriers can exist when recognising abuse and neglect in this group. This can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the individual's impairment without further exploration.
- Assumptions that those with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs;
- Communication barriers and difficulties.
- Reluctance to challenge carers, (professionals may over empathise with carers because of the perceived stress of caring for a disabled child)
- Disabled children often rely on a wide network of carers to meet their basic needs and therefore the potential risk of exposure to abusive behaviour can be increased.
- A disabled child's understanding of abuse.
- Lack of choice/participation.
- Isolation.

DEALING WITH A DISCLOSURE

If a student/learner discloses to a member of staff that he or she has been abused in some way, the member of staff, volunteer or other person working at NHC or HLD should:

- Listen to what is being said without displaying shock or disbelief.
- Accept what is being said
- Allow the student/learner to talk freely
- Reassure the student/learner, but not make promises which it might not be possible to keep
- Never promise that they will not tell anyone – as this may ultimately not be in the best interests of the student/learner.
- Reassure him or her that what has happened is not his or her fault
- Stress that it was the right thing to tell
- Listen, only asking questions when necessary to clarify
- Not criticise the alleged perpetrator
- Explain what has to be done next and who has to be told
- Make a written record (see below)
- Pass information to the Designated Safeguarding Lead without delay

If a disclosure is about potential harm caused by another staff member, they should see section 6.2 of this policy– Allegations against a staff member

RECORD KEEPING

All practitioners should be confident of the processing conditions under the Data Protection Act 2018 and the GDPR 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'.

All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing. If in doubt about recording requirements staff should discuss with the designated safeguarding lead.

When a student/learner has made a disclosure, the member of staff/volunteer should:

- Record as soon as possible after the conversation. Use the full cause for concern sheet wherever possible. This is available in the Safeguarding portal on SharePoint under Reporting.
- Record the date, time, place and any noticeable non-verbal behaviour and the words used by the student/learner making the disclosure
- Use the body map in the safeguarding portal to indicate the position of any injuries (<https://nhcollege.sharepoint.com/Safeguarding&Prevent/Reporting/Forms/AllItems.aspx>)
- Record statements and observations rather than interpretations or assumptions
- Do not destroy the original records in case they are needed by a court
- All records need to be given to the Designated Safeguarding Lead promptly. No copies should be retained by the member of staff or volunteer.

The Designated Safeguarding Lead will ensure that all safeguarding records are managed in accordance with the Education (Pupil Information) (England) Regulations 2005.

Where students/learners leave the group, the Designated Safeguarding Lead will ensure any child protection file is transferred to the new provider as soon as possible, ensuring secure transit, and confirmation of receipt should be obtained. On receiving files they will ensure the ALS team or Deputy DSL are aware as required. If the student has an allocated social worker, they will also inform them of the change of provider.

In addition to the child protection file, the Designated Safeguarding Lead should also consider if it would be appropriate to share any information with the new provider in advance of a student/learner leaving. For example, information that would allow the new provider to continue supporting victims of abuse and have that support in place for when the student/learner arrives.

SUPPORT

Dealing with a safeguarding disclosure can be a stressful experience. The member of staff/volunteer should therefore consider seeking support for him/herself and discuss this with the Designated Safeguarding Lead or the Head of HR.

REPORTING PROCEDURES

- If any member of staff is concerned that a student/learner is the subject of abuse, neglect or potential radicalisation they must inform the Designated Safeguarding Lead. The DSL will decide whether the concerns should be referred to specialist services. If deemed to have met the threshold, a child protection contact referral will be completed.
If a child protection contact referral to Children's Services is made the DSL will discuss the referral with the parents, unless to do so would place the child at further risk of harm.
- While it is the DSLs role to make referrals, any staff member can make a child protection contact referral to Children's Services or referral to Adult Care Services if a child is in immediate danger or is at risk of harm (e.g. concern that a family might have plans to carry out FGM, Forced Marriage etc).
In these circumstances a child protection contact referral should be made to Children's Services and/or the Police immediately (or Adult Care Services where the individual is 18 or other). Where child protection contact referrals/referrals are not made by the DSL, the DSL should be informed as soon as possible.
- If a **tutor/lecturer** (persons employed or engaged to carry out teaching work at schools and other institutions in England) in the course of their work in the profession, discovers that an act of Female Genital Mutilation (FGM) appears to have been carried out on a girl under the age of 18 the **tutor** must report this to the police. **This is a mandatory reporting duty.** See Appendix E- Keeping Children Safe in Education (DfE 2020): Annex A for further details.
- If the allegations raised by the staff member are against other children the Group should follow section 4.4 of the Hertfordshire Safeguarding Children Partnership Procedures Manual - Children Who Abuse Others.
- The member of staff must record information regarding the concerns on the same day. The recording must be a clear, precise, factual account of any verbal disclosures and observations. A standard pro-forma for recording concerns is available on SharePoint in the Safeguarding and Prevent area. A short form is also available online which will send an immediate alert to the DSL and primary Deputy DSLs. This area of the portal is restricted access to maintain security and confidentiality. This should not be used when a student/learner is at immediate risk of harm. The DSL or Deputy should be contacted by telephone in these instances.
- Particular attention will be paid to the attendance and development of any student/learner about whom the Group has concerns, or who has been identified as being the subject of a child protection plan and a written record will be kept.
- The Designated Safeguarding Lead is responsible for making the senior leadership team aware of trends in behaviour that may affect student/learner welfare. If necessary, training will be arranged.

As a person who works with children, staff have a duty to refer child protection safeguarding concerns to the designated senior person. However, if:

- concerns are not taken seriously by an organisation or,
- action to safeguard the child is not taken by professionals and the child is considered to be at continuing risk of harm,

then staff should speak to the strategic lead, Sarah Robins, or contact Hertfordshire Children's Services (including out of hours) on 0300 123 4043.

- In emergency situations (e.g. where there is the risk or occurrence of severe physical injury), where immediate action is needed to safeguard the health or safety of the individual or anyone else who may be at risk, the emergency services should be involved. Where a crime is taking place, has just occurred or is suspected, the police must be contacted immediately and the Strategic Lead be informed.
- Where an allegation is made regarding a 14 – 16 year old pupil who attends the Group as part of the school links, members of staff should follow the same procedures as outlined above. The Designated Safeguarding Lead for NHC/ HLD will liaise with the DSL from the relevant school, ensuring that the pupil is informed of this process.

A safeguarding referral flowchart is attached at Appendix B.

6.2 ALLEGATIONS AGAINST A MEMBER OF STAFF

An allegation is any information which indicates that a member of staff/volunteer may have:

- Behaved in a way that has, or may have harmed a child/young person/adult at risk
- Possibly committed a criminal offence against/related to a child/young person/ adult at risk
- Behaved towards a child or children in a way which indicates he or she would pose a risk of harm to children; or
- Behaved or may have behaved in a way that indicated they may not be suitable to work with children/adults at risk

This relates to members of staff, supply staff and volunteers who are currently working in any school or college regardless of whether the school or college is where the alleged abuse took place. Allegations against a member of teaching staff who is no longer teaching should be referred to the police. Historical allegations of abuse should also be referred to the police.

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the group's safeguarding arrangements.

Appropriate whistleblowing procedures are in place for such concerns to be raised with the senior leadership team.

If staff members have concerns about another staff member then this should be referred to the Head of Human Resources (Vicki Ellis) or to the DSL or a Deputy DSL if the Head of Human Resources is not available. The DSL or Deputy will immediately inform the Head of HR or, in his/her absence, the SMT lead for Human Resources – Executive Director of Corporate Services, (Lizzie Jones)

- If the concerns are about the Principal, then the Chair of Governors should be contacted. The Chair of Governors for North Hertfordshire College is: **Andrew Simmons**
- In the absence of the Chair of Governors, the Vice Chair should be contacted. The Vice Chair is: **Philip Moore**

In each case, they can be contacted via the Clerk to the Corporation, Robert Dale on extension 3066. Please give just your name and ask for the Chair or Vice Chair to contact you on a confidential matter. No further detail should be given at this time.

In the event of allegations of abuse being made against the Principal, where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, allegations should be reported directly to the Local Authority Designated Officer (LADO). Staff may consider discussing any concerns with the Designated Safeguarding Lead and, if appropriate, make any referral via them. (See Keeping Children Safe in Education: Part Four, DfE 2020, for further information).

The person to whom an allegation is first reported should take the matter seriously and keep an open mind. S/he should not investigate or ask leading questions if seeking clarification; it is important not to make assumptions. Confidentiality should not be promised and the person should be advised that the concern will be shared on a 'need to know' basis only.

Actions to be taken include making an immediate written record of the allegation using the informant's words – including time, date and place where the alleged incident took place, brief details of what happened, what was said and who was present. This record should be signed, dated and immediately passed on to the Head of Human Resources.

The recipient of an allegation must **not** unilaterally determine its validity, and failure to report it in accordance with procedures is a potential disciplinary matter.

The Head of HR/Chair of Governors will not investigate the allegation itself, or take written or detailed statements, but will assess whether it is necessary to refer the concern to the Local Authority Designated Officer:

- Children's Services (Including out of hours)– 0300 1234 043
- If the allegation meets any of the three criteria set out at the start of this section, contact should always be made with the LADO without delay on the number above.
- Adult Care Services – 0300 123 4042

If it is decided that the allegation requires a child protection strategy meeting or joint evaluation meeting, this will take place in accordance with section 4.1 of the Hertfordshire Safeguarding Children Partnership Inter-agency Child Protection and Safeguarding Children Procedures.

If it is decided it does not require a child protection strategy meeting or joint evaluation meeting, the LADO will provide the employer with advice and support on how the allegations should be managed. This may entail implementing staff disciplinary procedures.

The Head of Human Resources should, as soon as possible, following briefing from the Local Authority Designated Officer inform the subject of the allegation.

For further information, see:

Hertfordshire Safeguarding Children Partnership Procedures Manual Section 4.1 Managing Allegations Against Adults who work with Children and Young People

Where a staff member feels unable to raise an issue with their employer/through the whistleblowing procedure or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

Children's Services 0300 123 4043

The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk

SAFER WORKING PRACTICE

To reduce the risk of allegations, all staff should be aware of safer working practice and should be familiar with the guidance contained in staff policies, training materials or Government document **Guidance for safer working practice for those working with children and young people in education settings (May 2019)** available at <https://www.saferrecruitmentconsortium.org/>

6.3 WORK PLACEMENT AND WORK EXPERIENCE

Employers are asked to make a commitment to safeguarding students'/learner's welfare through the health and safety site appraisal conducted by the Group. Our online Grofar system used to record work experience also requires employers to return a health and safety declaration which includes safeguarding considerations. This ensures the provider has policies and procedures in place to protect students/learners from harm and the right checks and supervision is provided.

With regards student/learner DBS checks, in accordance with Keeping Children Safe in Education (DfES

2020): If the activity undertaken by the child on work experience takes place in a 'specified place', such as a school or college, and gives the opportunity for contact with children, this may itself be considered to be regulated activity. In these cases, and where the child is 16 years of age or over, the work experience provider should consider whether a DBS enhanced check should be requested for the child/young person in question. DBS checks cannot be requested for children/young people under the age of 16.

Whilst on placement, students/learners are monitored regularly remotely and through on-site visits and are encouraged to share any concerns they may have.

6.4 APPRENTICES AND WORK-BASED LEARNING

- Apprentices are employed from the start of their programme. This policy is provided to apprentices as part of their induction programme. The review process, carried out approximately every 10-12 weeks with the employer and apprentice, includes safeguarding. This is to increase their awareness, give them a greater understanding of safeguarding issues and policies, and provide opportunities to uncover and address concerns.
- HLG ensures that, where an Apprentice is placed with an employer, the employer understands their responsibilities for safeguarding. We will undertake a health and safety risk assessment and ensure that all employers have equality and diversity and health and safety policies in place. Where a learner is working 1-1 with a member of the employer's staff on a regular basis the Group will create a risk assessment with the employer. Appropriate measures will be put in place as fitting to the setting and individual requirements of that particular case.

6.5 THIRD PARTY TRAINING PROVIDERS

- Where a sub contracted training provider is used to deliver any aspect of training, the Group checks that they have robust safeguarding procedures in place. This is comprised of a single point of contact for safeguarding, all staff DBS checked, all staff (including the single point of contact for the organisation) are trained in safeguarding and employer premises are risk assessed with appropriately qualified staff undertaking risk assessments. Sub-contractors are required to ensure learners are made aware of safeguarding reporting, procedures and Designated Staff at enrolment.

6.6 ADULT AND COMMUNITY LEARNING

- ACL courses adopt our policies and procedures ensuring materials reflect the local situation when external venues are used. In particular, the ACL work will include appropriate risk assessment, safeguarding compliance, health and safety checks and training for all staff.

7. ON SITE VISITORS

- NHC/HLD ensures that visitors are booked in at reception areas, collected on arrival, and made aware of the Group safeguarding and health and safety requirements. On arrival visitors are given a temporary visit pass and leaflet detailing key information including safeguarding (see appendix F).

8. CONFIDENTIALITY

Safeguarding raises issues of confidentiality that must be clearly understood by all staff/volunteers in education, as follows:

- All staff, both teaching and non-teaching, have a responsibility to share relevant information about the protection of young people and adults at risk with other professionals, particularly the investigative agencies (Children's Services: Safeguarding and Specialist Services, the Police, Prevent team and Adult Care Services).
- If a student/learner confides in a member of staff/person working for the Group/volunteer and requests that the information be kept secret, it is important that this person tell them in a manner appropriate to the individual's age/personal learning needs that they cannot promise complete confidentiality. They must explain that they may need to pass information to other professionals to help keep the student/learner, other students/learners or other individuals safe. This will ultimately be in the best interests of the student/learner.
- Staff/workers/volunteers who receive information about students/learners and their families in the course of their work should share that information only within appropriate professional contexts.

9. COMMUNICATION WITH PARENTS

We will ensure the safeguarding & child protection policy is available publicly via the website.

Parents/carers should be informed prior to child protection contact referral/referral, unless it is considered to do so might place the student/learner at increased risk of significant harm by:

- The behavioural response it prompts e.g. a child being subjected to abuse, maltreatment or threats / forced to remain silent if alleged abuser informed;
- Leading to an unreasonable delay;
- Leading to the risk of loss of evidential material;

(North Hertfordshire College/Hart Learning & Development may also consider not informing parent(s) where this would place a member of staff at risk).

NHC/HLD will endeavour to ensure that parents/carers have an understanding of the responsibilities placed on the the company and staff for safeguarding.

Where reasonably possible schools and colleges should hold more than one emergency contact number for each pupil and student. KCSiE DfE 2020:63

10. HART LEARNING GROUP PUBLICATIONS

The Group will include information about Safeguarding in key college documents and materials. This will include but is not limited to:

- Website
- Recruitment literature for staff vacancies
- Staff induction materials
- Referring to safeguarding duties in all job descriptions

APPENDIX A - INDICATORS OF POSSIBLE SIGNIFICANT HARM

(these lists are not exhaustive. More information about different types of harm can be found under “resources and additional information” in the “safeguarding and prevent” area of SharePoint.)

It should be noted that within the Group, it may be that our student/learner is the parent rather than the child.

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 maybe used to facilitate offline abuse. Children maybe 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.	
Child	
Bruises – shape, grouping, site, repeat or multiple	Withdrawal from physical contact
Bite-marks – site and size Burns and Scalds – shape, definition, size, depth, scars	Aggression towards others, emotional and behaviour problems
Improbable, conflicting explanations for injuries or unexplained injuries	Frequently absent from school
Untreated injuries	Admission of punishment which appears excessive
Injuries on parts of body where accidental injury is unlikely	Fractures
Repeated or multiple injuries	Fabricated or induced illness -
Parent	Family/environment
Parent with injuries	History of mental health, alcohol or drug misuse or domestic violence.
Evasive or aggressive towards child or others	Past history in the family of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
Explanation inconsistent with injury	Marginalised or isolated by the community.
Fear of medical help / parents not seeking medical help	Physical or sexual assault or a culture of physical chastisement.
Over chastisement of 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 over protection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Child

Self-harm	Over-reaction to mistakes / Inappropriate emotional responses
Chronic running away	Abnormal or indiscriminate attachment
Drug/solvent abuse	Low self-esteem
Compulsive stealing	Extremes of passivity or aggression
Makes a disclosure	Social isolation – withdrawn, a 'loner' Frozen watchfulness particularly pre school
Developmental delay	Depression
Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)	Desperate attention-seeking behaviour

Parent

Family/environment

Observed to be aggressive towards child or others	Marginalised or isolated by the community.
Intensely involved with their children, never allowing anyone else to undertake their child's care.	History of mental health, alcohol or drug misuse or domestic violence.
Previous domestic violence	History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
History of abuse or mental health problems	Past history in the care of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
Mental health, drug or alcohol difficulties	Wider parenting difficulties
Cold and unresponsive to the child's emotional needs	Physical or sexual assault or a culture of physical chastisement.
Overly critical of the child	Lack of support from family or social network.

Neglect

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers); or
- ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Child

Failure to thrive - underweight, small stature	Low self-esteem
Dirty and unkempt condition	Inadequate social skills and poor socialisation
Inadequately clothed	Frequent lateness or non-attendance at school
Dry sparse hair	Abnormal voracious appetite at school or nursery
Untreated medical problems	Self-harming behaviour
Red/purple mottled skin, particularly on the hands and feet, seen in the winter due to cold	Constant tiredness
Swollen limbs with sores that are slow to heal, usually associated with cold injury	Disturbed peer relationships
Parent	Family/environment
Failure to meet the child's basic essential needs including health needs	Marginalised or isolated by the community.
Leaving a child alone	History of mental health, alcohol or drug misuse or domestic violence.
Failure to provide adequate caretakers	History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
Keeping an unhygienic dangerous or hazardous home environment	Past history in the family of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
Unkempt presentation	Lack of opportunities for child to play and learn
Unable to meet child's emotional needs	Dangerous or hazardous home environment including failure to use home safety equipment; risk from animals
Mental health, alcohol or drug difficulties	

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.

Child

Self-harm - eating disorders, self-mutilation and suicide attempts	Poor self-image, self-harm, self-hatred
Running away from home	Inappropriate sexualised conduct
Reluctant to undress for PE	Withdrawal, isolation or excessive worrying
Pregnancy	Sexual knowledge or behaviour inappropriate to age/stage of development, or that is unusually explicit
Inexplicable changes in behaviour, such as becoming aggressive or withdrawn	Poor attention / concentration (world of their own)
Pain, bleeding, bruising or itching in genital and /or anal area	Sudden changes in school work habits, become truant
Sexually exploited or indiscriminate choice of sexual partners	

Parent

Family/environment

History of sexual abuse	Marginalised or isolated by the community.
Excessively interested in the child.	History of mental health, alcohol or drug misuse or domestic violence.
Parent displays inappropriate behaviour towards the child or other children	History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
Conviction for sexual offences	Past history in the care of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
Comments made by the parent/carer about the child.	Grooming behaviour
Lack of sexual boundaries	Physical or sexual assault or a culture of physical chastisement.

Emotional abuse

The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to 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 over protection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Child	
Self-harm	Over-reaction to mistakes / Inappropriate emotional responses
Chronic running away	Abnormal or indiscriminate attachment
Drug/solvent abuse	Low self-esteem
Compulsive stealing	Extremes of passivity or aggression
Makes a disclosure	Social isolation – withdrawn, a 'loner' Frozen watchfulness particularly pre school
Developmental delay	Depression
Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)	Desperate attention-seeking behaviour
Parent	Family/environment
Observed to be aggressive towards child or others	Marginalised or isolated by the community.
Intensely involved with their children, never allowing anyone else to undertake their child's care.	History of mental health, alcohol or drug misuse or domestic violence.
Previous domestic violence	History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
History of abuse or mental health problems	Past history in the care of childhood abuse, self harm, somatising disorder or false allegations of physical or sexual assault
Mental health, drug or alcohol difficulties	Wider parenting difficulties
Cold and unresponsive to the child's emotional needs	Physical or sexual assault or a culture of physical chastisement.
Overly critical of the child	Lack of support from family or social network.

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

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers); or
- ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Child

Failure to thrive - underweight, small stature	Low self-esteem
Dirty and unkempt condition	Inadequate social skills and poor socialisation
Inadequately clothed	Frequent lateness or non-attendance at school
Dry sparse hair	Abnormal voracious appetite at school or nursery
Untreated medical problems	Self-harming behaviour
Red/purple mottled skin, particularly on the hands and feet, seen in the winter due to cold	Constant tiredness
Swollen limbs with sores that are slow to heal, usually associated with cold injury	Disturbed peer relationships
Parent	Family/environment
Failure to meet the child's basic essential needs including health needs	Marginalised or isolated by the community.
Leaving a child alone	History of mental health, alcohol or drug misuse or domestic violence.
Failure to provide adequate caretakers	History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
Keeping an unhygienic dangerous or hazardous home environment	Past history in the family of childhood abuse, self harm, somatising disorder or false allegations of physical or sexual assault
Unkempt presentation	Lack of opportunities for child to play and learn
Unable to meet child's emotional needs	Dangerous or hazardous home environment including failure to use home safety equipment; risk from animals
Mental health, alcohol or drug difficulties	

Sexual abuse

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

Child

Self-harm - eating disorders, self-mutilation and suicide attempts	Poor self-image, self-harm, self-hatred
Running away from home	Inappropriate sexualised conduct
Reluctant to undress for PE	Withdrawal, isolation or excessive worrying
Pregnancy	Sexual knowledge or behaviour inappropriate to age/stage of development, or that is unusually explicit
Inexplicable changes in behaviour, such as becoming aggressive or withdrawn	Poor attention / concentration (world of their own)
Pain, bleeding, bruising or itching in genital and /or anal area	Sudden changes in school work habits, become truant
Sexually exploited or indiscriminate choice of sexual partners	
Parent	Family/environment
History of sexual abuse	Marginalised or isolated by the community.
Excessively interested in the child.	History of mental health, alcohol or drug misuse or domestic violence.
Parent displays inappropriate behaviour towards the child or other children	History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
Conviction for sexual offences	Past history in the care of childhood abuse, self harm, somatising disorder or false allegations of physical or sexual assault
Comments made by the parent/carer about the child.	Grooming behaviour
Lack of sexual boundaries	Physical or sexual assault or a culture of physical chastisement.

PREVENT: SAFEGUARDING CHILDREN AND YOUNG PEOPLE FROM RADICALISATION

Children and adults can be vulnerable to extreme ideologies and radicalisation. Similar to protecting children from other forms of harm and abuse, protecting children from radicalisation must be part of all school and college safeguarding approaches.

All schools and colleges are subject to the Prevent Duty under Section 26 of the Counter Terrorism 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.” KCSiE DfE 2020

There are signs and vulnerability factors that may indicate a child is susceptible to radicalisation or is in the process of being radicalised. It is possible to protect vulnerable people from extremist thinking and intervene to safeguard those at risk of radicalisation. Staff must be alert to changes in children’s behaviour, which could indicate that they may be in need of Prevent support. They must act proportionately to the concern using the Prevent ‘notice, check, share’ approach, which may lead to the DSL making a Prevent referral.

Local Hertfordshire County Council guidance on Prevent is featured at 6.25 of the Hertfordshire Safeguarding Children’s Partnership CP procedures https://hertsscb.proceduresonline.com/chapters/p_prevent_guide.html which outlines the specific duties in Hertfordshire. This guidance also features advice on making a Prevent referral. (please note: at the time of writing this policy 6.25 of the HSCP CP procedures is under review)

Greater detail relating to these is made available to staff through mandatory training and through the NHC/HLD Prevent strategy

PEER ON PEER ABUSE

Education settings are an important part of the inter-agency framework not only in terms of identifying, evaluating and referring concerns to Children’s Services and the Police, but also in the assessment and management of risk that the child or young person may pose to themselves and others in the education setting. If one child or young person causes harm to another, this should not necessarily be dealt with as abuse.

When considering whether behaviour is abusive, it is important to consider:

- whether there is a large difference in power (for example age, size, ability, development) between the young people concerned; or
- whether the perpetrator has repeatedly tried to harm one or more other children; or
- whether there are concerns about the intention of the alleged perpetrator.

All staff should be aware that safeguarding issues can manifest themselves via 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
- upskirting, 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); and
- initiation/hazing type violence and rituals.

All staff should be aware that abuse is abuse and peer on peer abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”. Furthermore they should recognise the gendered nature of peer on peer abuse (i.e. that it is more likely that girls will be victims and boys perpetrators), but that all peer on peer abuse is unacceptable and will be taken seriously.

Hertfordshire County Council recommends that education settings use The Sexual Behaviours Traffic Light Tool by the Brook Advisory Service to help professionals; assess and respond appropriately to sexualised behaviour. The traffic light tool can be found at www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool.

Guidance on responding to and managing sexting incidents can be found at http://www.thegrid.org.uk/info/welfare/child_protection/reference/index.shtml#sex

In order to minimise the risk of peer on peer abuse HLG:

- Provides a developmentally appropriate PSHE curriculum which develops students//learners understanding of acceptable behaviour and keeping themselves safe. This is delivered through the Bridge Programme and includes topics such as anti-bullying, knife crime and mental health awareness.
- Has systems in place for any student/learner to raise concerns with staff, knowing that they will be listened to, believed and valued. This includes 1:1s, Student Services and a dedicated Support@nhc.ac.uk email.
- Develops robust risk assessments where appropriate
- Has relevant policies in place (such as the Code of Conduct).

Where there is an allegation or concern that a child has abused others please refer to Section 4.4 of the Hertfordshire Safeguarding Children Partnership Inter Agency Child Protection Procedures manual, ‘Children Who Abuse Others’:

http://hertsscb.proceduresonline.com/chapters/p_chil_abuse.html

Staff should also refer to Part five of Keeping Children Safe in Education (DfE 2020) – ‘Child on child sexual violence and sexual harassment’:

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

SERIOUS VIOLENCE

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. Also refer to Schools Toolkit the characteristics of young peoples vulnerability to CSE and CCE on the HFGL.

- Increased absence from school
- Change in friendships or relationships with older individuals or groups
- Significant decline in performance
- Signs of self-harm or significant change in wellbeing
- Signs of assault or unexplained injuries
- Unexplained gifts/new possessions

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. More information include definitions and indicators are included in Annex A KCSiE DfE 2020.

MENTAL HEALTH

All staff should be aware that mental health problems can, in some cases, be an indicator that someone has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriate trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe individuals day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

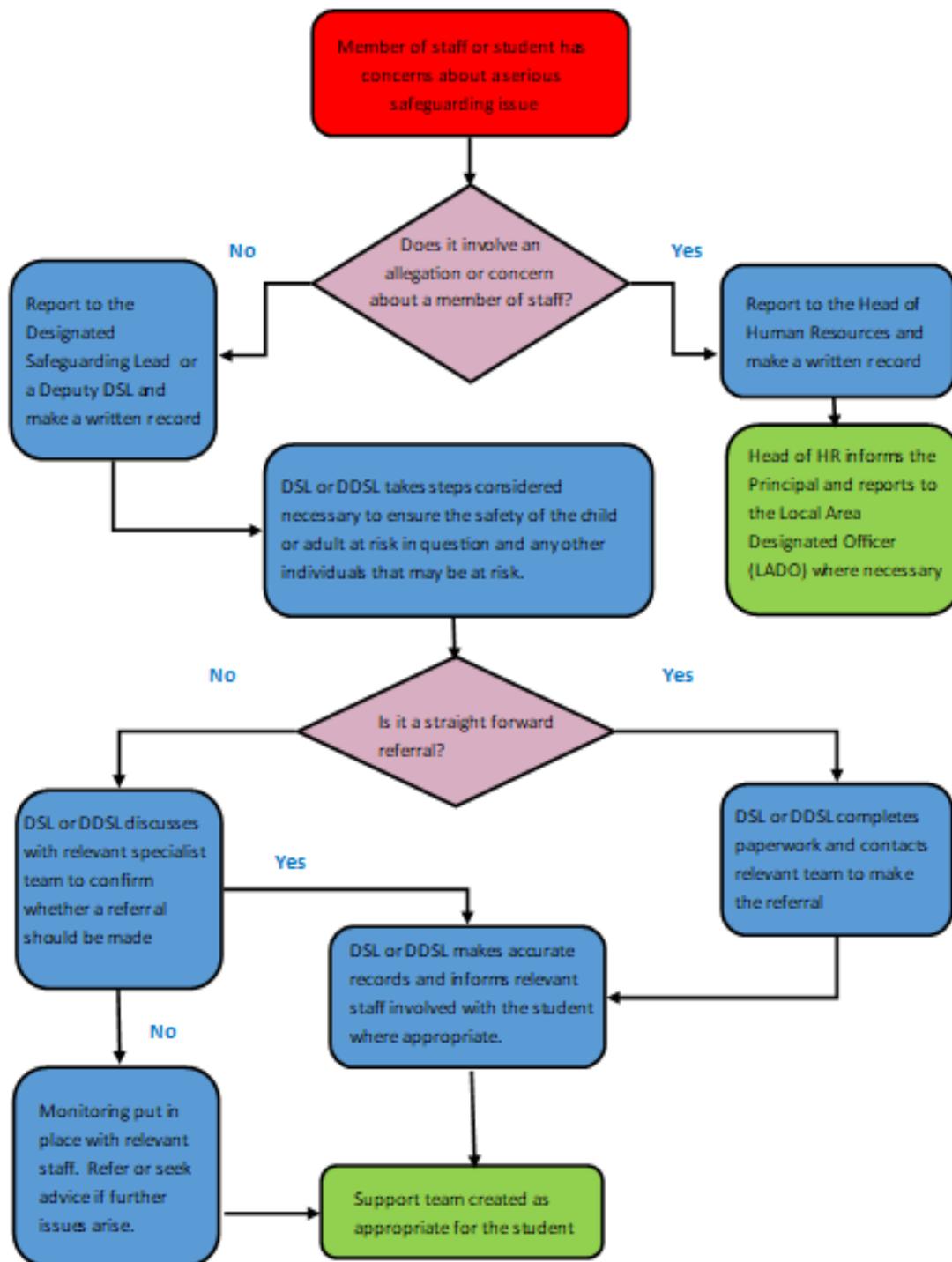
If staff have a mental health concern about someone that is also a safeguarding concern, immediate action should be taken by following the procedures in this policy and speaking to the DSL.

DOMESTIC ABUSE

Domestic abuse is: 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 psychological; physical; sexual; financial; and emotional.

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.

APPENDIX B - SAFEGUARDING REFERRAL FLOWCHART



All more serious and complex issues are shared as part of a weekly anonymised report to SMT

APPENDIX C

SAFER RECRUITMENT AND EMPLOYEE SECURITY (DBS) PROCEDURE

POLICY STATEMENT

- Hart Learning Group has a duty to provide a secure and safe environment in which learners and staff can obtain the best possible benefit from studying or working at the college. This procedure complies with safeguarding guidance and legislation.
- Part of the Group's duty is to ensure that it does not employ or make use of the services of a person who has a criminal conviction or record of behaviour that could pose a threat to the safety and well-being of learners and staff. This procedure will ensure that appropriate checks are made on college governors, employees, agency workers and those carrying out services for the college and volunteers, as required.
- Should a new member of staff commence their employment prior to the completion of his/her DBS clearance, his/her line manager will be required to undertake a safeguarding risk assessment and return a copy of this form to Human Resources

SAFER RECRUITMENT AND INDEPENDENT SAFEGUARDING AUTHORITY REGULATIONS

DUTY TO REFER

The Group complies with the duty to refer any employee or volunteer who poses a risk to children or adults at risk. If the college removes someone who is employed or a volunteer, or if they leave under investigation for allegedly causing harm or posing a risk of harm, the Head of Human Resources will be responsible for referring this information to the Independent Safeguarding Authority.

REGULATED AND CONTROLLED ACTIVITY

- The Group is not a designated RAP (Regulated Activity Provider). Staff work in both in regulated and controlled activity.
- The Group has defined regulated activity in its situation as follows:
- Those workers involved in contact with children or adults at risk of a specified nature for teaching, training, care, supervision, advice, treatment or transport and is frequently intensively and/or overnight. Frequently means once a month or more, 3 or more occasions in a single 30-day period or overnight (2am to 6am).
- All teachers, trainers, assessors and those involved in learning support are in regulated jobs at HLG. Some staff in Student Services are also in regulated jobs.
- The Group has defined controlled activity in its situation as follows:
- Workers involved in frequent or intensive support work on site, such as caretakers, cleaners, catering staff, car park attendants and receptionists. Also, those workers with access to sensitive records about learners.
- Frequent or intensive has the same definition as above.

COMPLIANCE WITH SAFER RECRUITMENT

- Currently, all staff, whatever their job role, have an enhanced DBS as all staff have the potential to come into contact with children and adults at risk.
- The Group will pay for all staff to have an enhanced DBS disclosure. Agency workers' pay for this check themselves.
- If a DBS does bring back further information a risk assessment is completed to determine if the person is suitable for the role
- The Group has a single central record which records details of staff identity, DBS disclosures, qualifications, overseas DBS checks, List 99 and right to work in the UK details. The Head of Human Resources is responsible for the maintenance of this record. The record also includes details of contractors, consultants, volunteers. References are taken for all workers to check identity and ask specific questions relating to safeguarding.
- The Group currently checks List 99 details before offering employment to new candidates.

CONTRACTORS AND CONSULTANTS

- Where a sub contracted training provider is used to deliver any aspect of training, HLG checks that they have robust safeguarding procedures in place. This is comprised of a single point of contact for safeguarding, all staff DBS checked, all staff (including the single point of contact for the organisation) are trained in safeguarding and employer premises are risk assessed with appropriately qualified staff undertaking risk assessments. This information will be held by the department working with the partner/contractor and Human Resources.
- Other contractors whose staff are engaged in regulated activity or who work on a regular basis in HLG premises or with HLG students/learners will be provided with training and are required to provide the Group with evidence of identity checking, qualification checking and DBS disclosure details for these staff.

VOLUNTEERS

- Often individuals approach HLG to indicate they wish to gain experience in an area: this may be teaching experience or assisting in a specific specialism such as IT. Volunteer helpers are not employees of the Group and do not receive any form of payment for the services they provide. HLG reserves the right to stop any volunteer's placement at any time for any reason.
- The Volunteer Registration form must be completed and authorised by the line manager prior to the commencement of the volunteering activities. This form must be completed and sent to Human Resources even if the period of volunteering is only for a few hours.
- Volunteers cannot to be used as substitute staff and should not have sole responsibility for a student/learner or group of students/learners at any time. Volunteer helpers must be registered with Human Resources prior to undertaking any work, and Human Resources must be notified when a volunteer ceases undertaking work at or for the Group.

- Volunteers will not commence work or other activities for HLG without first meeting with Human Resources, who will check their identity and qualifications and ensure List 99 and DBS checks are undertaken. The Safer Recruitment and Employee Security (DBS) Procedure will apply in the same way as for permanent employees of HLG.

AGENCY WORKERS

- Agency workers may be provided through specialist agencies, who supply the Group with a list containing all the required information relating to identification, qualifications and DBS disclosures. Where an agency does not provide this service the agency contact and arrangements for meeting the new worker should, in the first instance, be engaged through Human Resources to ensure compliance with the DBS processes.
- As part of initial meeting training will also be checked. Where training is not in date, agency staff will be booked onto internal training.

DISCLOSURE AND BARRING SERVICE (DBS)

- Disclosure and Barring Service (DBS) disclosure is a facility whereby an employer can request that a check is carried out on a person to confirm his/her suitability for certain types of work, involving contact with children (under 18) or adults at risk.
- Where a DBS check is required the individual will be asked to complete a DBS Disclosure Application (on-line) and to produce evidence of identity to one of the Group's counter-signatories or a nominated member of the Human Resources team.
- The DBS check may take several weeks to complete. When completed the DBS sends the disclosure certificate to the individual who has applied. The disclosure will give details of criminal record or other related matter which has been recorded. HLG may require the individual to present the DBS disclosure certificate on request.

RECRUITMENT OF NEW EMPLOYEES

- It will be a condition of all offers of employment made by HLG that a satisfactory enhanced DBS disclosure is obtained. All applicants for posts with HLG will be informed of the necessity of a check through the DBS disclosure system. At interview all applicants will be told that a refusal to agree to such a check being carried out, or the outcome of the check being unsatisfactory, will lead to any offer being withdrawn. This will be reiterated when a conditional offer is made.
- HLG will require a DBS enhanced disclosure for all new academic staff and business support staff, due to the nature of the Group's business.
- All new casual staff and new agency workers will be required to have a satisfactory DBS disclosure. Voluntary workers will also be required to have obtained a satisfactory DBS disclosure.

PROCEDURE FOR DBS CHECKS: NEW APPOINTMENTS

All new appointees will be required to complete the DBS disclosure application online and to provide evidence of identity in accordance with DBS requirements. The completed online DBS

disclosure application and evidence will be checked by a counter-signatory or nominated member of the Human Resources Team, who will then process the DBS check in accordance with DBS procedures.

When completed the DBS sends the disclosure certificate to the individual who has applied. Human Resources will be notified by the DBS when the check has been completed. The Head of Human Resources or a member of the Human Resources Team will consult with line management and consider if the disclosure is satisfactory to enable the prospective employee to commence their employment with HLG. If there are issues raised in the disclosure the Head of Human Resources will invite the individual to meet to discuss the disclosure and its content.

In determining if the employment should commence/continue the following factors will be taken into account:

- whether the conviction or other matter revealed is relevant to the post offered
- the seriousness of any offence or other matter revealed
- the length of time since the offence or other matter occurred
- whether the individual has a pattern of offending behaviour or record that relates to another relevant matter
- whether the individual's circumstances have changed since the offending behaviour
- the circumstances surrounding the offence or other matter and the explanation offered by the individual

If it is determined that the employment should not commence, or should not continue, the individual will be given written reasons for this. If the individual has not commenced employment the Head of Human Resources will write to him/her withdrawing the offer and explaining the reasons. Where the individual has commenced employment pending the DBS check, the Head of Human Resources will write to the Principal if dismissal is recommended. There will be an opportunity for the individual to write to the Principal setting out his/her reasons why he/she believes he/she should not be dismissed.

Agency lecturers and support workers will not be employed unless they have registered with an agency used by Hart Learning Group which ensures that all its lecturers and support workers have a satisfactory DBS check.

PROCEDURE FOR DBS CHECKS: EXISTING EMPLOYEES

- HLG requires all existing employees to hold an enhanced DBS disclosure. Each year the Group will ask employees if they have received a conviction, reprimand or warning. If an employee does make a declaration, then HR will contact the individual and take reasonable steps.
- Existing employees may be required to undertake a re-check at any time during their employment. If this is required, then the online DBS disclosure application and guidelines will be sent to all existing employees. The employee will be required to complete the online application and provide evidence of identity in accordance with DBS requirements. The evidence will be checked by a counter signatory or nominated member of the Human

Resources Team, who will then process the DBS check in accordance with DBS

procedures. Refusal to agree to the disclosure process may result in the employee being unable to continue in his/her employment.

- Once the disclosure has been obtained from the DBS the Head of Human Resources in consultation with line management will consider if the disclosure is satisfactory, taking the following factors into account:
 - whether the conviction or other matter revealed is relevant to the post
 - the seriousness of any offence or other matter revealed
 - the length of time since the offence or other matter occurred
 - whether the individual has a pattern of offending behaviour or record that relates to another relevant matter
 - whether the individual's circumstances have changed since the offending behaviour
 - the circumstances surrounding the offence or other matter and the explanation offered by the individual
- If it is not considered satisfactory the employee will be invited to a meeting with the Head of Human Resources and his/her line manager. The employee may be accompanied by a trade union representative or a work colleague.
- If, following the meeting held in accordance with 5.4 above, the Head of Human Resources and line manager believe that the current employment should not continue the Head of Human Resources will write to the Principal setting out the reasons for this. The individual will have the opportunity to present his/her case to the Principal and may be accompanied by a trade union representative or a work colleague at the meeting. The Head of Human Resources and the line manager will also be present at this meeting. The Principal may decide on any of the following courses of action:
 - that the employee may continue in his/her current post
 - that the duties of the employee's post may be amended to enable continuation in his/her current post
 - that the employee should be transferred to another college post which does not involve working with children or adults at risk
 - that the employee shall be dismissed

The Principal will notify the employee in writing of his/her decision within two working days of the meeting taking place. If the Principal's decision is that the employee shall be dismissed there will be the right of appeal to a panel of governors. Any appeal must be in writing, and received by the Clerk to the Corporation within 10 working days of receiving the Principal's decision to dismiss.

HLG reserves the right to request a new DBS check from existing employees where there may be concerns about an employee's behaviour or the Group receives notification that criminal proceedings are taking place.

In addition to the above, the Disabled Student Allowance Quality Assurance Group requires DBS checks to be carried out every three years for all Access Centre staff.

- DBS checks will be requested for new staff to the Access Centre.
- When disclosures are more than three years old, DBS checks will be sought for all Access Centre permanent staff, and for all casual consultants, via Hart Learning Group Human Resources Department.

When employing new consultant DSA assessors, DBS enhanced checks will be carried out. While waiting for this process, consultants will be employed and a risk assessment will be carried out.

PROCEDURE FOR DBS CHECKS: GOVERNORS

- All Group governors are required to have a satisfactory enhanced DBS disclosure.
- The online DBS disclosure application and guidelines will be sent to all governors, who will be required to complete the application and provide evidence of identity in accordance with DBS requirements. The completed disclosure application and evidence will be checked by a counter-signatory or nominated member of the Human Resources Team, who will then process the DBS check in accordance with DBS procedures.
- When completed the DBS sends the disclosure certificate to the individual who has applied. Human Resources will be notified by the DBS when the check has been completed. If there are issues raised in the disclosure the Head of Human Resources will inform the Principal and Clerk to the Corporation, who will invite the individual to meet to discuss the disclosure form and its content.
- The Principal or Clerk to the Corporation will ensure that the following factors will be taken into account in determining if the individual is appropriate to act, or to continue to act as a college governor:
 - whether the conviction or other matter revealed is relevant to the post offered
 - the seriousness of any offence or other matter revealed
 - the length of time since the offence or other matter occurred
 - whether the individual has a pattern of offending behaviour or record that relates to another relevant matter
 - whether the individual's circumstances have changed since the offending behaviour
 - the circumstances surrounding the offence or other matter and the explanation offered by the individual
- All new Governors will also be required to provide two references.

APPENDIX D

VISITORS

All visitors will be required to adhere to the following procedures at all times:

- On arrival at one of our sites, use the main entrance and report to the Reception desk.
- Visitors must sign in on arrival and sign out again when they leave the premises
- Wear the visitors badge which is issued by reception staff throughout their visit
- Take note of any Health and Safety and safeguarding guidance given as part of their visit
- Wait in the seated area in reception, until they are collected by the relevant member of staff
- Check out at reception on leaving the building, returning the visitor badge
- On arrival, ensure they are aware of the nearest fire exit to the meeting rooms they will be using during the visit. These are clearly displayed around the building. Should there be a fire evacuation whilst they are visiting they are required to follow the directions given by staff.

VISITORS MEETING WITH STAFF

If you have arranged for a visitor to meet with yourself or another member of staff, please ensure that:

- You enter all details of the visit onto the Visitor Management System <http://our.nhc.ac.uk/Pages/Default.aspx> prior to the visit. Please note that 48 hours' notice is required to reserve a parking space.
- You have corresponded with your visitor prior to the visit, drawing attention to the following:
- On arrival at one of our sites, to use the main college entrance and report to the reception desk to sign in, collect their visitor badge and safeguarding booklet
- To wait in reception until they are collected by yourself
- Show your visitor the nearest fire exit to the meeting room
- At the end of the visit you accompany the visitor to the reception desk to check out and return their visitor badge

APPENDIX E

KEEPING CHILDREN SAFE IN EDUCATION (DFE 2020)

Part One: Information for all school and college staff

All staff have access to this online document and have read Part 1 and Annex A, which provides further information on specific forms of abuse and safeguarding issues. It is advised to provide the hyperlink only to KCSiE rather than the document in its entirety, due to the potential for updates to the content.

Staff have opportunity to seek clarity from designated staff for any content.

This is to assist staff to understand their role and discharge their responsibilities as set out in this guidance.

Staff sign to say they have read the updates and this is recorded on their staff development records.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/892394/Keeping_children_safe_in_education_2020.pdf

Appendix F

The details below cover the core principles on our approach to Covid in relation to safeguarding. This should be read in conjunction with current Group Covid guidance for that period.

CORONAVIRUS (COVID-19): SAFEGUARDING IN SCHOOLS, COLLEGES AND OTHER PROVIDERS

OVERALL PRINCIPLES

Further to the guidance set out in Keeping Children Safe in Education, this document details how the steps taken by North Hertfordshire College and Hart Learning & Development to address the COVID-19 situation take account of and affect our Safeguarding policies and practice. In accordance with the guidance, we continue to work with the following principles at the core of what we do.

- with regard to safeguarding, the best interests of children must always continue to come first.
- if anyone in a school or college has a safeguarding concern about any child they should continue to act and act immediately.
- a Designated Safeguarding Lead (DSL) or deputy should be available. it is essential that unsuitable people are not allowed to enter the children's workforce and/or gain access to children.
- children should continue to be protected when they are online.

Schools and colleges should, as far as is reasonably possible, take a whole institution approach to safeguarding. This will allow them to satisfy themselves that any new policies and processes in response to COVID-19 are not weakening their approach to safeguarding or undermining their child protection policy. (From Coronavirus (COVID-19): safeguarding in schools, colleges and other providers Published 27 March 2020)

- In essence, we will be operating "business as usual" with regards to having our safeguarding & child protection policy in place with staff maintaining a culture of vigilance and reporting all concerns to the Designated Senior Person (DSP) or a trained Deputy DSP. However, the way in which these people monitor safeguarding will be different, as students will not physically be present for staff to pick up any visual indicators of concern.
- Liaison with key contacts – eg family, key worker, social worker - for these students continues to ensure that support is still being provided both for learning and pastorally.

Attendance

- With periods of time of students not physically being present on site, the Government daily online attendance form has been completed once to confirm site closure. When any of our sites re-open we will re-commence completion of the daily attendance form.
- To ensure students are carefully tracked during remote learning, individual departmental engagement trackers have been created. These are completed daily and managers report back at regular meetings.
- For students who are not engaging, curriculum staff are liaising with the Student Services team for the pastoral staff to make contact and address any underlying needs. The Supported Studies team have their own pastoral staff undertaking this function. A Red/Amber/Green (RAG) rating system is used to ensure swift identification of those at risk of dropping out or giving rise to potential safeguarding concerns.

Contact with students and Apprentices

- Tutors and Assessors are maintaining regular contact with students and Apprentices as part of their learning. Those identified as not engaging in our trackers are then followed up as noted above.
- Some identified students have more regular schedules in place, up to daily calls, where there is an identified need.
- Should we not be able to contact a student at all for a few days we will contact a parent/carer. If this person does not respond we will attempt to reach the second emergency contact. We also use other relevant communication routes such as social media and other known contacts to reach the student concerned.
- If all this were unsuccessful, we would look at any underlying concerns and consider making a case either for a police welfare call or social services intervention. If we were planning to do this, we would send a final message to the student and parent/carer letting them know of our plans to give them last opportunity to contact us or answer calls.
- Contact with Apprentices will also include liaison with the Employer to check engagement and discuss support for any concerns.

Reporting of safeguarding concerns

- There will always be a trained designated staff member available to be contacted should staff have a concern.
- This will be particularly important during times of annual leave whereby trained staff will ensure there is suitable cover. Managers will remind their staff of the procedures during this time and this will be revisited regularly.
- Managers discuss the updated policy with their teams as part of continuing team meetings. Safeguarding will continue to be a standing agenda item for meetings

Staff training and safeguarding induction

- All new staff undertake an online Introductory Safeguarding Training package prior to commencing employment to ensure they are aware of the essentials of our safeguarding arrangements from day one. This practice will continue during lockdown along with remote induction by HR and relevant departmental staff.
- In our recruitment practices we adhere closely to statutory guidance. Owing to the remote nature of some of our staff deployment, video interviewing is already part of our processes. This will continue alongside the effective and rigorous checks that we have in place.

Mental health

- Pastoral support from the Student Services team continues and staff are advised to continue to refer as before should they become concerned or receive an expression of concern from either student or parent/carer/peer. The College Counsellors will continue to operate offering a telephone counselling service for those that wish to access it.
- Information has been put online and circulated to teams for local and national services that can support.

Online safety away from college

- Staff will continue to teach and stress the importance of safety online and against scams. Additional information has been posted on our internal support pages and on external webpages so that they are easily accessible by parents/carers. Tutors will be mindful of any indicators of concern and will report these in accordance with our processes. Where appropriate, referrals will be made to children's social care and the police as required.
- Due consideration is given to security of information and Data Protection obligations under the Data Protection Act 2018 and General Data Protection Regulation (GDPR).
- Codes of conduct and IT policies include acceptable use of IT which students and staff must adhere to. These apply equally to working remotely.
- Students are reminded how to report all concerns, including online. The student intranet includes a Report Abuse button on the front page. General support pages signposting key services are available to students and include the recommended online safety services and reporting mechanisms.
- Staff have been provided with additional guidance materials when working online and we continue to update and refresh information for teaching staff via the technical teams and our Remote Learning page.
- Staff are in regular contact with parents, carers and key workers (where applicable) so is understood what is being asked of our students online and who they will be interacting with.
- Should we have any concerns regarding our arrangements during the current situation we will use the designated government support: DfE coronavirus helpline - 0800 046 8687