



SAFEGUARDING AND CHILD PROTECTION POLICY AND PROCEDURE

Author's Name and Job Title:	Principal and Designated Safeguarding Lead		
Department:	Safeguarding		
Policy Version Number:	1.3		
Ratified by:	☒	Governor Committee (please specify): Ethos Safeguarding Welfare	
	☒	Principalship	
Date Approved:	01/09/2026		
Policy valid for:	☒ 1 year	☐ 2 years	☐ 3 year
Next review date:	01/09/2027		
Policy type:	☐	A new policy	
	☒	Based on a previous version of the same policy	
Specific groups to whom this policy directly applies:	☒	Staff	
	☒	Students	
	☒	Governors	
	☒	Senior Post Holders	
	☒	Workers (including Casuals, Agency, Contractors etc.)	
	☒	Other (Please specify): Volunteers	
People/Groups consulted:	College Leadership Team, Governors' Ethos Safeguarding Welfare Committee		
c			
Note: This document is electronically controlled. This policy can only be considered valid when viewed via SharePoint. If this is a printed hard copy or saved to another location, you must check that the version number on your copy matches the one on the webpage.			

VERSION CONTROL

Version	Date revised	Author/reviewer	Section / page no. changed	Summary of change(s)
V1.2	Jul-24	Laura Howe-Haysom	Policy format	New template used including new headings
			Section 6.6	Updated sub-section – reference to DfE Working Together to Improve School Attendance guidance (2024)
			Section 6.8	New sub-section – information provided about the college's risk assessment process

Safeguarding and Child Protection Policy and Procedure

			Section 8.3	Updated sub-section – more information provided about Early Help
V1.2	Jul-25	Designated Safeguarding Lead	Whole policy	Annual review completed. Policy reviewed against Keeping Children Safe in Education 2025 and local guidance; no substantive amendment required. Reviewed and re-approved for the 2025-26 academic year (approved 01/09/2025).
V1.3	Aug-26	Principal & Designated Safeguarding Lead	Sections 4, 5 and 6	Updated to reflect Keeping Children Safe in Education 2026 (in force 1 September 2026) – revised definitions of abuse, the requirement for all staff to read Part One in full and confirm they have understood it following the withdrawal of Annex A, an explicit list of DSL responsibilities, and strengthened governor oversight
			Section 6	New sub-sections – Equality and inclusion; Students who are questioning their gender; Students who are lesbian, gay or bisexual; Safer recruitment and regulated activity; Mobile phones and smart technology; Transition, admissions and transfer of safeguarding records; Students aged 18 and over; Off-site learning, work experience and placements; Students with medical conditions; Use of reasonable force and restrictive intervention
			Sections 6 and 8	Updated sub-sections – online safety (artificial intelligence, deepfakes and image-based abuse), mental health, child-on-child abuse (including harassment and violence), children missing or absent from education, vulnerable students, Early Help / Family Help, suspensions and exclusions
			Sections 7, 9 and 10	Updated – multiple reporting routes for students, allegations procedure extended to trainee teachers and others on placement, terminology changed to nudes and semi-nudes, review of patterns of low-level concern, information sharing and the Data (Use and Access) Act 2025, and a revised list of external guidance
			Appendices 2, 4 and new Appendix 5	Definitions of abuse, neglect, emotional abuse and sexual abuse refreshed and extra-familial harm added; local contacts updated (Safer Options is now Safer Connections; Families in Focus is now Family Help; revised Children

Safeguarding and Child Protection Policy and Procedure

				Missing Education link); serious violence, young carers, private fostering and online safety guidance updated; new decision-making prompt added; new appendix on responding to a disclosure
--	--	--	--	---

Safeguarding and Child Protection Policy and Procedure

Contents

1. Introduction	5
2. Purpose and scope	5
3. Using this policy	6
4. Definitions	6
5. Duties and Responsibilities	8
6. Safeguarding our college community	11
7. Safeguarding Reporting Procedures	22
8. Useful information	25
9. Further information	31
10. Policy review	32
Appendix 1 - Types of abuse and neglect	33
Appendix 2 - Multi-Agency Contacts for Safeguarding in Education	36
Appendix 3i – Reporting Concerns Flow Chart – Bristol	38
Appendix 3ii - Process flow chart responding to child-on-child incidents and Mental Health	39
Appendix 4 - Specific actions to take on topical safeguarding issues	40
Appendix 5 - Responding to a Disclosure	44

St Brendan's mission is to serve the Catholic and wider community by providing Sixth Form education of the highest quality and to act in the spirit of the Gospel believing that every person is loved by God and has a unique value.

1. Introduction

It is our belief that all children and adults have an equal right not to be abused, neglected or exploited and the right to be happy, healthy, safe and productive in their contribution to society. As such we are committed to safeguarding and promoting the welfare of all our students and ensuring that during their time with us they are accessing a safe environment and are protected from all forms of abuse. Safeguarding and promoting the welfare of everyone is everyone's responsibility and everyone who comes into contact with children, their families and carers, has a role to play.

Our staff are particularly important as they are in a position to identify concerns early and provide help for children and adults, to prevent concerns from escalating. In order to fulfil this responsibility, effectively, all professionals should make sure their approach is child and person centred. This means that they should consider, at all times, what is in the best interests of the individual.

2. Purpose and scope

The aim of this policy is to create and embed a culture of safeguarding, where all child or adult protection and safeguarding issues are identified, reported and referred professionally and that effective and appropriate action is taken to always ensure the welfare of all children and adults by all staff. Key objectives include:

- Clarifying safeguarding expectations for staff, workers, governors, volunteers, students and their families;
- Contributing to the establishment of a safe, resilient, and robust safeguarding culture built on shared values - that students and staff are treated with respect and dignity, taught to treat each other and staff with respect, feel safe, have a voice and are listened to;
- Supporting contextual safeguarding practice recognising that our college can be a location where harm can occur;
- Setting expectations for developing knowledge and skills within our college community (staff, students, families) to the signs and indicators of safeguarding issues and how to respond to them;
- Enabling early identification of need for any students and provision of proportionate interventions to promote their welfare and safety;
- Encouraging partnership working with students and their families, and other agencies in the Local Safeguarding Partnership.

This policy applies to all members of our college community

3. Using this policy

If you are working for or with the college you have a responsibility to raise any concern you may have about a child, adult or staff member who may be at risk of harm or abuse. Please refer to section 7:1

While there are specific legal requirements relating to the welfare and protection of children, we are strongly committed to safeguarding our whole college community – children, young people, adult learners and staff against harm, abuse and bullying/harassment. We will therefore actively promote the well-being of all and ensure that this is central to our planning, decision-making and day-to-day practice.

The prime concern at all stages must be the interests and safety of the student. Where there is conflict of interest between the student and an adult, the interest of the student must be paramount.

This policy is one of a range of policies and procedures aim at safeguarding our students and protecting them from the risk of harm and/or abuse.

4. Definitions

For the purpose of applying the provisions contained in this policy, the following definitions will apply:

Term / acronym	Definition
Child	In this policy, a 'child' means anyone who has not yet reached their 18th birthday, in line with Keeping Children Safe in Education 2026. Most of our students turn 18 during their time with us. This policy applies the same standard of care, reporting and support to every student whatever their age; the sub-section 'Students aged 18 and over' explains what changes in law once a student reaches 18.
Child Protection	Defined in the Children Act 1989 (s.47) as when a child is suffering or is likely to suffer significant harm. Under statutory guidance and legislation, action must be taken to safeguard and promote the child's welfare.
Child Safeguarding	Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as: • providing help and support to meet the needs of children as soon as problems emerge, • protecting children from maltreatment, whether that is within or outside the home, including online, • preventing the impairment of children's mental and physical health or development,

Safeguarding and Child Protection Policy and Procedure

	• ensuring that children grow up in circumstances consistent with the provision of safe and effective care, and • taking action to enable all children to have the best outcomes.
Community and Early Help	Means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years to teenage years. Examples of those who benefit especially from Early Help can be found in 5.3 The term Early help is now used nationally for targeted early help delivered through multi-agency teams. In Bristol, Family Help replaces the service previously known as Families in Focus (Targeted Support).
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. Harm can include ill treatment that is not physical, as well as the impact of witnessing the ill treatment of others. This is particularly relevant to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects. Children may be abused in a family, institutional or community setting, by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults, or by another child or children. Children may also cause harm to other family members, often referred to as child to parent or care giver abuse.
Significant harm	Is the threshold that justifies compulsory intervention in the family in the best interests of the child. Section 31 of the Children Act 1989 states 'where the question of whether harm suffered by a child is significant turns on the child's health or development, his health or development shall be compared with that which could reasonably be expected of a similar child.'
Adult at risk	A person aged 18 or over who has needs for care and support, who is experiencing or at risk of abuse or neglect, and who as a result of those needs is unable to protect themselves. Safeguarding duties for adults at risk sit under the Care Act 2014 rather than the Children Act 1989.
Regulated activity	Work which involves teaching, training, instructing, caring for or supervising children. Following the

	Crime and Policing Act 2026 the 'supervision exemption' has been removed, so a person carrying out these activities on more than three days in a 30-day period is in regulated activity even where a colleague supervises them.
--	---

5. Duties and Responsibilities

Protecting and safeguarding our students and staff is everyone's responsibility – we all have a part to play in creating a culture that has student welfare and wellbeing at its centre. All staff members, governors, volunteers, external providers and students as part of their curriculum delivery, must know how to recognise signs and symptoms of abuse, how to respond to young people who disclose abuse and what to do if they are concerned about a young person. Everyone should be aware of their duty to take immediate action if they have any concerns about a person's welfare.

All staff are required to complete Essential Skills training related to safeguarding – this includes training on Safeguarding, Prevent and reading key policies and documents such as Keeping Children Safe in Education. Such training must be refreshed annually.

All staff, including those who do not work directly with students, must read Part One of Keeping Children Safe in Education in full. The shortened Annex A summary was withdrawn in the 2026 edition of the guidance and can no longer be used as an alternative to Part One.

Staff are asked to sign to confirm that they have read and understood Part One, and this confirmation is recorded. The guidance is re-circulated whenever it is updated and key changes are notified to staff.

Line managers are responsible for ensuring all staff are made aware of their roles and responsibilities in relation to this policy. This includes ensuring their team are up to date with any training and ensuring new colleagues have had had safeguarding induction training with the DSL.

The Designated Safeguarding Lead (DSL) is responsible for promoting and developing good safeguarding practice throughout the college and for ensuring the provision of services designed to promote and safeguard the welfare of children. They will work with the Principal and senior leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that students in need are experiencing or have experienced, and identifying the impact that these issues might be having on our student's attendance, engagement and achievement. They are also responsible for managing early identification of vulnerability of students and their families from staff through cause for concerns or notifications. This will ensure detailed, accurate, secure written records of concerns and referrals. When required, the DSL will liaise with the case manager and the Local Authority Designated Officer (LADO) in relation to child protection cases which concern a staff member (including staff of external organisations who use the premises through lettings).

The DSL and deputies meet monthly as a safeguarding team to review open cases, emerging risks and patterns. Regular safeguarding supervision is in place for the DSL and

deputies so that they have support and challenge in their decision-making, and so that the impact of the work on them is recognised. The DSL provides termly safeguarding reports to the Governors' Ethos Safeguarding Welfare Committee, alongside the annual safeguarding report.

In line with Keeping Children Safe in Education, the DSL takes lead responsibility for:

- Safeguarding and child protection across the college, including online safety and understanding the filtering and monitoring systems and processes in place;
- Managing referrals to children's social care, the Channel programme, the police, the Disclosure and Barring Service and the Teaching Regulation Agency, and supporting staff who make referrals;
- Acting as a source of support, advice and expertise for all staff, and being available to discuss safeguarding concerns during college hours;
- Promoting the educational outcomes of students with a social worker, or who have had a social worker, by knowing their welfare, safeguarding and child protection needs and sharing that information appropriately with teaching and support staff;
- Working with the local authority and the three safeguarding partners, and understanding the local thresholds for Early Help, Family Help and statutory assessment;
- Keeping detailed, accurate and secure written records of concerns, decisions, referrals and their rationale, and ensuring safeguarding files are transferred securely when a student moves setting;
- Ensuring this policy is reviewed annually, is publicly available, and that staff, students, parents and carers know how to raise a concern;
- Ensuring that all staff receive safeguarding and child protection training at induction and regularly thereafter, and that training is updated when guidance changes;
- Undertaking DSL training at least every two years, and refreshing knowledge and skills at regular intervals and at least annually;
- Ensuring there is always cover for the DSL role, and that deputies are trained to the same standard.

HR is responsible for ensuring appropriate People Policies are in place regarding Safeguarding and that these are followed. This includes ensuring safer recruitment practices are followed and everyone has appropriate training – at induction and regularly thereafter. In addition, along with the DSL, they will make the final decisions regarding suspension of staff in relation to safeguarding, reporting to professional bodies and the Disclosure and Barring Scheme (DBS).

The Principal has ultimate accountability for ensuring the safeguarding culture of the college and the delivery of high quality services that are efficient, effective and safe. This includes overall strategic responsibility for safeguarding and implementation of this policy. In addition, the Principal will meet regularly with the DSL and report to the Governing Body regarding the effectiveness of safeguarding and implementation of related policies.

Safeguarding and Child Protection Policy and Procedure

The Governing Body is responsible for ensuring that safeguarding arrangements are fully embedded within the College's ethos and reflected in day-to-day practice. They are responsible for ensuring that the Designated Safeguarding Lead is an appropriate member of staff from the College leadership team, that students are taught about safeguarding on the curriculum, that appropriate recruitment checks have been carried out on all staff, volunteers and workers within the college and ensuring that there are procedures in place to manage safeguarding concerns.

The Governing Body will also ensure that: any weakness in safeguarding brought to its attention is remedied without delay; the Safeguarding Link Governor, the Principal and the DSL produce an annual safeguarding report for governors and complete the biennial S.175 safeguarding audit for the Keeping Bristol Safe Partnership; there is oversight of emerging technology risks, including artificial intelligence, deepfakes, image-based abuse and cyber-enabled coercion, and of the effectiveness of our filtering, monitoring, information security and access management arrangements; and that safeguarding arrangements are in place whenever college premises are used by external organisations.

Key safeguarding contacts

Staff, students, governors, visitors and contractors can raise a safeguarding concern with any of the people below. This table is checked at each annual review of this policy. For Visitors and Contractors, how to do this is included in their visitor badges.

Role	Name and contact details
Designated Safeguarding Lead (DSL)	Tanya Schottlander
Deputy Designated Safeguarding Leads	Clare McLaughlin
Safeguarding Officers	Sensimilia McLean / Zoe Watson
Senior Mental Health Lead	Zoe Watson
Named lead for care experienced students	Sensimilia McLean
Safeguarding mobile (during college hours)	07471823522
Safeguarding email	safeguarding@stbrn.ac.uk
Principal	Marian Curran
Safeguarding Link Governor	Governance Professional n
Chair of Governors	Governance Professional
Out of hours / emergency	Police 999. Bristol First Response 0117 9036444; Emergency Duty Team (out of hours) 01454 615165.

6. Safeguarding our college community

6.1 Equality and inclusion

In all our safeguarding work we have regard to our duties under the Equality Act 2010 and to the Public Sector Equality Duty: to eliminate discrimination, harassment and victimisation; to advance equality of opportunity between people who share a protected characteristic and those who do not; and to foster good relations between them. We also have regard to the Human Rights Act 1998 and to the United Nations Convention on the Rights of the Child, and we adhere to the Bristol Equality Charter and the Bristol Children's Charter.

Staff are aware of the additional barriers to recognising abuse, neglect and exploitation for students with special educational needs and disabilities. Indicators such as changes in behaviour, mood or injury must not be assumed to relate to a student's disability without further exploration, professional curiosity and safeguarding consideration. Students with SEND may also be more prone to peer isolation, more affected by bullying without showing outward signs, and may face communication barriers in telling someone what is happening. We consider additional pastoral support for these students.

We recognise that students with intersecting protected characteristics may be more vulnerable to discrimination and to harm, and we will always act in the best interests of the student in line with our equality and human rights duties.

6.2 Students who are questioning their gender

Keeping Children Safe in Education 2026 places the response to students who are questioning their gender within the statutory safeguarding framework. Our approach is cautious, evidence-informed and individual to the student, in line with the findings of the Cass Review. We consider the student's wider circumstances – including their mental health, any neurodiversity, their relationships with family and peers, and whether they have experienced bullying or discrimination – rather than treating a request in isolation.

The college does not initiate any action in this area. This sub-section applies where a student, or their parent or carer, asks the college to make changes or put support in place. Staff must not adopt changes relating to social transition unless a decision has been taken by the college through the process below.

When considering any such request, our first consideration is what is in the best interests of the student and of other students. This may not be the same as the student's stated wishes. Decisions are taken by the DSL together with the relevant senior leader, are documented, and records are kept and reviewed.

Parents and carers will be engaged as a matter of priority where the student is under 18, and their views carry significant weight. In the rare circumstances where involving them would place the student at greater risk than not involving them, the DSL will determine what action is needed to safeguard the student before parents or carers are contacted or any decision taken. Where a student is 18 or over, they are an adult and decisions about who is involved rest with them, subject to any safeguarding justification for sharing information.

Where a student confides in a member of staff about how they feel but does not ask the college to make any change, there is no reason to break that confidence unless there is a related safeguarding concern, which should be raised with the DSL in the usual way.

The college is legally required to record a student's biological sex accurately wherever it is recorded, and relevant staff will be aware of it where this is necessary for safeguarding purposes.

Supporting any degree of social transition does not extend to access to toilets or changing facilities designated for the opposite sex. Where a student does not wish to use the facilities designated for their sex, we will consider whether we can offer an alternative – for example a self-contained, lockable facility – without compromising the provision of single-sex facilities or the safety, privacy, comfort or dignity of that student or of any other student. A clear record of any such arrangement is kept, communicated appropriately and reviewed regularly.

The Equality Act 2010 permits single-sex provision in sport where physical strength, stamina or physique would put one sex at a disadvantage, or where there are safety reasons. Where sport is organised on that basis there are no exceptions. Where there is no safety concern and a student makes a request about how they participate, the request is considered through the process set out above.

Bullying and harassment of any student on any ground will not be tolerated and will be dealt with under our Anti-Bullying & Harassment Policy. At the same time, we are conscious of the rights of students and staff in relation to religion or belief, and we will act consistently with our duties under the Equality Act 2010 and the Human Rights Act 1998, and with the Catholic ethos of the college.

The circumstances or needs of a student may change, and any decision may be reviewed. Where a student wishes to reverse a decision previously agreed, we will work with them, and with their parents or carers where appropriate, to support them.

6.3 Students who identify as lesbian, gay or bisexual

Students who are lesbian, gay or bisexual, and those who are perceived by others to be, can be at increased risk of bullying, harassment, isolation and poor mental health. The risk does not come from the characteristic itself but from the responses of others. We will not make assumptions about a student on the basis of their sexual orientation or how it is perceived.

Every student should have a trusted adult in college with whom they can be open. Where a student discloses their sexual orientation, staff should not share that information beyond what is necessary, and should raise any related safeguarding concern with the DSL in the usual way.

6.4 Our campus

All staff members have a responsibility to ensure our buildings and grounds are secure and for reporting concerns that may come to light. Please see section 7:1

Safeguarding and Child Protection Policy and Procedure

We check the identity of all visitors and volunteers coming into the College and they will be notified of the documents they need to bring in advance. Visitors are expected to be signed in and out through the reception and to display the appropriate visitor's badge while on college premises.

All individuals on site (students, staff and visitors) must be wearing a lanyard. Any individual who is not identifiable must be challenged for clarification and reassurance.

Where college premises are used by external organisations or hired to third parties, safeguarding arrangements are agreed in advance. Hirers are required to have their own safeguarding procedures, to confirm that appropriate suitability checks have been carried out on any adult who will have contact with children, and to report any allegation or concern to the college without delay.

Safeguarding requirements are written into the lease, hire or transfer of control agreement as a condition of use and occupation of the premises, and failure to comply is grounds for terminating the agreement. This applies whether or not the children attending the activity are students of the college. Where appropriate we will ask to see and inspect the provider's safeguarding policies.

6.5 Our staff

Every member of our college community is responsible for developing a safeguarding culture. All colleagues must do all they can, within the capacity of their role, to:

- Demonstrate an understanding that safeguarding is everyone's responsibility;
- Maintain and demonstrate a mind-set of "it could happen here";
- Ensure that children and adults are protected from harm;
- Ensure that children grow up in circumstances consistent with safe and effective care
- Ensure that children have the best outcomes;
- Report any concerns, even low-level ones, in a timely manner;
- Respond to, and engage in any required meetings regarding concerns raised which may involve their action / presence (these may be Low Level Concerns or more serious);
- Encourage and role model positive and safe behaviour;
- Treat all members of our community with respect

You must report any concerns or allegations about a professional's behaviour, but more urgently where they, or you may have:

- Behaved in a way that has harmed a child or may have harmed a child;
- Possibly committed a criminal offence against or related to a child;
- Behaved towards a child or children in a way that indicates they/ you may pose a risk of harm to children; or
- Behaved or may have behaved in a way that indicates they / you may not be suitable to work with children.

If you have a safeguarding concern or an allegation about another member of staff that does not meet the harm threshold, then this should be raised, and will be dealt with and recorded, in accordance with our Low-Level Concerns Policy and Procedure.

Safeguarding and Child Protection Policy and Procedure

Training is a key element of developing a culture of safeguarding. The table below outlines the minimum safeguarding training requirements for staff groups within the college:

Staff group	Training requirements
All staff	Are required to complete the Essential Skills Training programme annually which includes the following: • Updated National College Training in Safeguarding; • Updated National College Training in Prevent; • Reading Part One of Keeping Children Safe in Education in full – this applies to all staff, including those who do not work directly with students; • Reading Safeguarding and Child Protection Policy and Procedure; • Reading Prevent Policy and Procedure; • Reading the Staff Code of Conduct.
Safeguarding Officers	In addition to the above, our Safeguarding Officers will undertake further safeguarding training to Level 3. This training will be refreshed on a two-yearly basis.
Designated Safeguarding Lead and deputies	In addition to the Essential Skills Training, the DSL and their deputies will undertake appropriate Designated Safeguarding Lead training and this will be refreshed on a two-yearly basis.
Senior Mental Health Lead	In addition to the Essential Skills Training, the Senior Mental Health Lead will undergo appropriate Senior Mental Health Lead training.
Governors	All our college governors will undertake safeguarding training and this will be refreshed at least annually.
College Leadership Team	Will make themselves aware of and understand their role within the local safeguarding arrangements. This will ensure that those who have responsibility for the management of behaviour, inclusion, Special Educational Needs, attendance, and exclusions will carry out their duties with a safeguarding consideration.
Other training	Appropriate colleagues have received appropriate training in relation to use of reasonable force and positive handling.

6.6 Safer recruitment and regulated activity

We follow the safer recruitment practices set out in Part Three of Keeping Children Safe in Education and in our Safer Recruitment and Selection Policy and Procedure. This includes scrutinising applications, verifying identity and qualifications, exploring any gaps in employment history, carrying out online searches on shortlisted candidates, and obtaining and scrutinising references before an appointment is confirmed. Disclosure and Barring Service, barred list, prohibition and, where relevant, overseas checks are completed at the level appropriate to the role.

Before any appointment we will determine whether the role amounts to regulated activity. Following the removal of the 'supervision exemption' by the Crime and Policing Act 2026, anyone who teaches, trains, instructs, cares for or supervises students on more than three days in a 30-day period is in regulated activity even where a colleague supervises them. This applies to volunteers, chaplaincy volunteers, coaches, governors who work directly with students, and adults who supervise our students on work experience or industry placements. The Single Central Record is updated accurately and promptly.

Every adult working with our students, including volunteers and contractors, is in a position of trust. Sexual activity between a person in a position of trust and a student under 18 is a criminal offence. A relationship between a member of staff and a student aged 18 or over, while not a criminal matter, is a serious breach of the Staff Code of Conduct and will be dealt with as a disciplinary matter.

6.7 Our Curriculum

We are dedicated to ensuring that students are taught about safeguarding, including online safety. We recognise that a one size fits all approach may not be appropriate for all students, and a more personalised or contextualised approach for more vulnerable students, victims of abuse and some SEND children might be needed. This is part of a broad and balanced curriculum. This includes:

- Working within guidance in respect to Relationships and sex education (RSHE) and health education;
- Personal, Social, Health and Economic (PSHE) education, to explore key areas such as self-esteem, emotional literacy, assertiveness, power, building resilience to radicalisation, e-safety and bullying;
- Appropriate filters and monitoring systems are in place to ensure that 'over- blocking' does not lead to unreasonable restrictions as to what students can be taught about online teaching and safeguarding;
- The curriculum will be shaped to respond to safeguarding incident patterns as identified by the DSL and safeguarding team (e.g., respond to an increase in bullying incidents);
- Providing engagement opportunities with parents and carers to consult on key aspects of the curriculum;
- Students can inform the curriculum via discussions with the student union and student focus groups.
- Teaching on safeguarding will reflect evolving risks, including healthy relationships, misogyny and violence against women and girls, harmful sexual behaviour, exploitation, scams and fraud, and the misuse of artificial intelligence and digital tools.

6.8 Online safety

Online safety is an integrated and interwoven theme with other safeguarding considerations, including Prevent. It is essential that the DSL takes a lead on ensuring that interventions are effective. This means coordinating support and engaging with other colleagues across the college to ensure a comprehensive whole-College approach.

The DSL will take lead responsibility for ensuring the College's filtering and monitoring systems and processes are appropriate and, in collaboration with the Safeguarding Governor and IT Infrastructure and Technical Manager, ensure they are reviewed and audited in line with statutory guidelines. All staff will receive training on their roles and responsibilities in relation to filtering and monitoring.

We are committed to addressing online safety issues around content, contact, conduct and commerce. This includes:

Content – being exposed to illegal, inappropriate or harmful material, including pornography, racism, misogyny, self-harm, suicide, antisemitism, radicalisation, extremism, extreme violence, misinformation, disinformation and conspiracy theories. Contact – harmful interaction with other users, or with generative artificial intelligence applications that simulate this, including peer pressure and adults posing as young people in order to groom or exploit. Conduct – online behaviour that increases the likelihood of or causes harm, including making, sending and receiving explicit images, including those generated using artificial intelligence, and online bullying. Commerce – online gambling, inappropriate advertising, phishing and financial scams.

Cybercrime is criminal activity committed using computers or the internet. It may be cyber-enabled, where an offence that could happen offline is carried out at greater speed and scale online, or cyber-dependent, where the offence can only be committed using a computer – for example unauthorised access to a computer network, denial of service attacks, or making or obtaining malware. Students with particular skill and interest in computing may drift into cyber-dependent crime without recognising the legal consequences. Where staff have such a concern they should report it to the DSL, who will consider a referral to the National Crime Agency's Cyber Choices programme alongside any wider safeguarding response.

- Ensuring that online safety is concerned in relevant policies and procedures;
- Online safety is interwoven in safeguarding training for staff and safeguarding on the curriculum for students;
- Acknowledging that child-on-child harm can happen via mobile and smart technology between individuals and groups;
- Provision of remote learning will comply with current government advice;
- Regularly reviewing our filtering and monitoring systems, information security and access management alongside the above.
- Recognising that nudes and semi-nudes may be digitally altered or wholly generated using artificial intelligence, including 'deepfakes' and images created using nudification tools;
- Treating every incident involving the sharing of nudes and semi-nudes as a safeguarding matter requiring a safeguarding response, whether the image was shared consensually or not;
- Supporting the safe and effective use of generative artificial intelligence in teaching and learning, in line with our Acceptable Use of IT Policies;
- Reviewing the effectiveness of our filtering and monitoring at least once every academic year. The review is led by a named member of the College Leadership Team, supported by the DSL and the IT Infrastructure and Technical Manager, and a written record of the review is retained for governor assurance.

6.9 Mobile phones and smart technology

As a sixth form college we do not operate as a mobile phone free environment. Our students are aged 16 to 18 and are preparing for higher education, apprenticeships and employment, and they need to learn to use technology responsibly rather than to have it removed. We set clear expectations about the use of mobile phones and other smart technology on site, which are set out in our Acceptable Use of IT Policies and applied consistently in classrooms.

Using any device to photograph, film, record or share images of another member of the college community without their consent, or to create, share or threaten to share nudes and semi-nudes, including manipulated or artificially generated images, will be treated as a safeguarding matter under this policy alongside the Positive Behaviour Management Policy.

6.10 Mental health and wellbeing

We recognise that we have an important role to play in supporting the mental health and wellbeing of our students. Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation, and or may require Early Help support. We commit to undertake the following:

- The identification of a Senior Mental Health Lead who can support the development of knowledge and act as an expert to promote the wellbeing and mental health;
- Early identification of vulnerability to mental health problems by reviewing attendance, behaviour, attainment, and safeguarding records at on a termly basis;
- Ensure that students can report and share concerns;
- Staff will ensure the immediate health and safety of a student who is displaying acute mental health distress. This may require support from emergency services via 999 if the student is at risk of immediate harm;
- DSLs/Deputies will consider whether a case can be managed internally, through Early Help, or should involve other agencies as required;
- Communicate and work with the student and parents/carers to ensure that interventions are in the best interests of the child or adult.
- DSLs will liaise with staff to ensure reasonable adjustments are made and develop ways to support achieving positive educational outcomes. This may include referral to the Fitness to Study Process;
- Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem – DSLs and the College Leadership Team should be able to access specialist advice through targeted services or through their locality Primary Mental Health Specialists from Child and Family Consultation Services.
- Where a student is in immediate danger, staff will call 999 or take the student to accident and emergency without delay. Where there is a health concern which is not an emergency, staff will seek advice through 111;
- Recognising that mental health concerns, absence, changes in behaviour, reduced engagement, caring responsibilities or exposure to online harm may indicate unmet need, abuse, neglect or exploitation, and sharing those concerns with the DSL so that safeguarding support, Early Help or Family Help, or specialist support can be considered.

In addition to the above, we will ensure that preventative measures in terms of providing safeguarding on the curriculum will provide opportunities for students to identify when they may need help, and to develop resilience. We will take a 'whole setting' approach to:

- Deliver high quality teaching on mental health and wellbeing on the curriculum;
- Having a culture that promotes mental health and wellbeing;
- Having an environment that promotes mental health and wellbeing;
- Raising awareness of mental health support services available to staff and students;
- Supporting staff wellbeing; and
- Being committed to student and parent/carer participation.

6.11 Children Missing or Absent from Education

All staff should be aware that children being absent from college, particularly unexplainable and/or persistent absences, and children missing education can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect such as sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation, so-called 'honour'-based abuse or risk of forced marriage.

Early intervention is essential to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future.

Staff should follow procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions. These should be reported to the DSL.

We follow the DfE Working Together to Improve School Attendance Guidance (2024).

As a further education college, we are not subject to the school registration and Children Missing Education notification duties which apply to schools. We hold equivalent responsibilities under the duty to promote the participation of 16- to 18-year-olds in education and training. Where a student leaves the college, cannot be located, or is at risk of becoming not in education, employment or training, we will notify Bristol City Council and share relevant safeguarding information. Where a student has an Education, Health and Care plan, we will also notify the local authority which maintains the plan.

6.12 Transition, admissions and transfer of safeguarding records

Work on transition begins with our partner schools in Term 6 of the preceding academic year. The DSL and the safeguarding team liaise with school designated safeguarding leads to identify known cases transferring to the college, so that support, risk assessments and staff briefings are in place before a student starts rather than after a concern emerges.

We request the safeguarding and child protection file for any student known to have one, and follow up files which are not received. Files are stored securely, separately from the main student record, and access is granted on a need-to-know basis.

Information about a transferring student's needs and risks is shared with the relevant Progress Tutor, Head of Department and support staff before the student begins their

programme, or as soon as possible afterwards, so that the staff who work with the student every day are not the last to know.

Where information disclosed at application or enrolment indicates a risk to the student or to others – including a criminal conviction, being subject to bail or supervision, or a known risk of harm – the DSL will complete a written risk assessment and, where appropriate, a support plan. This is reviewed at agreed intervals and whenever circumstances change.

Where a student moves on to another education setting, we will transfer the safeguarding file within five days for an in-year transfer, or within the first five days of a new term.

6.13 Child-on-child abuse (including harassment and violence)

All staff should recognise that children can harm other children (including online). It is recognised that child-on-child harm can happen inside and outside of college or online. It is important that incidents of abuse and harm are treated under this policy in conjunction with the Positive Behaviour policy. However, concerns regarding the welfare of a student requires process and records to be kept on the child's safeguarding/child protection file.

At our college:

- We have a 'zero tolerance' approach to abuse. Incidents are taken seriously. These will never be tolerated or passed off as 'banter', 'just having a laugh' or 'part of growing up.' Banter and teasing can and should be acknowledged and recognised as bullying behaviour and may require proportionate intervention;
- We take steps to educate and act and ensure to mitigate the risk of contributing to a culture of unacceptable behaviours or a culture that normalises abuse;
- It is understood that child-on-child harm may reflect equality issues in terms of those who may be targeted are more likely to have protected characteristics.
- Early identification of vulnerability to child-on-child harm is made by reviewing attendance, behaviour, attainment, and safeguarding records on a termly basis.
- We recognise harmful sexual behaviour as a continuum which runs from inappropriate language and sexual harassment through to sexual violence, and we respond at every point on that continuum rather than waiting for behaviour to escalate;
- We recognise the part misogyny plays in shaping abusive attitudes and behaviour, and we address violence against women and girls explicitly through the curriculum, tutorial and our response to incidents;
- We recognise that technology is used to facilitate, amplify and record abuse, including through self-generated intimate images, image-based abuse and artificially generated or manipulated content.

We have clear systems in place (which are well promoted, easily understood and easily accessible) for students to confidently report abuse knowing their concerns addressed. Child-on-child abuse is a safeguarding matter for every student involved, including the student alleged to have caused harm, who may themselves be at risk or have unmet needs.

We take a contextual approach to reducing the risk of child-on-child abuse, recognising that harm occurs in the college environment, in peer groups and in the neighbourhood. Following any incident, the DSL and deputies will consider whether changes to staffing and supervision, to the physical environment, or to the delivery of safeguarding topics in the curriculum would reduce the risk of it happening again.

6.14 Students aged 18 and over

Most of our students turn 18 during their time at the college. Our commitment to their safety does not change on their eighteenth birthday, and staff should report any concern about any student in exactly the same way, through My Concern, whatever the student's age.

What does change is the legal framework. For a student aged 18 or over: the duties under the Children Act 1989 no longer apply; any child protection plan will end; referrals go to adult social care rather than to First Response; the remit of the Local Authority Designated Officer does not extend to them; and the student is an adult for the purposes of consent and data protection, so information will not routinely be shared with parents or carers without the student's agreement unless there is a safeguarding justification for doing so.

Where a student aged 18 or over has needs for care and support, is experiencing or at risk of abuse or neglect, and as a result of those needs is unable to protect themselves, they are an adult at risk and safeguarding duties under the Care Act 2014 apply. Referrals are made to the adult social care service for the local authority in which the student lives; contact details are in Appendix 2.

Under section 42 of the Care Act 2014 the local authority must make enquiries, or ask others to do so, where it believes an adult with care and support needs is experiencing or is at risk of abuse or neglect. The enquiry establishes what has happened and what action is needed to protect the adult, and may result in a protection plan. The college will co-operate fully with any such enquiry and will contribute information and attend meetings as required.

The DSL will review open cases as students approach their eighteenth birthday and will plan the transition of support with the student and any agencies involved. This includes students who are care leavers, who remain entitled to support from the local authority up to the age of 25.

6.15 Off-site learning, work experience and placements

Our responsibility for the safeguarding of our students continues when they are learning away from the college site, including on work experience and industry placements, trips, residentials and enrichment activities, and in any provision delivered by a partner or subcontractor.

Before a placement begins, we obtain assurance that the provider has appropriate safeguarding arrangements and a named safeguarding contact, and that adults who will supervise our students have been checked appropriately for the level of contact involved.

Where a placement involves a student under 18, we consider whether the supervising role amounts to regulated activity.

Students are told before they go off site how to raise a concern while they are there, who their college contact is, and that they can contact the safeguarding team directly. Attendance and welfare during placements are monitored, and any concern is recorded on My Concern in the same way as a concern arising on site.

The same expectations apply to sport and physical activity, including our academies, coaching sessions and fixtures, whether these are delivered by college staff, by a partner organisation or away from the college site. Coaches and other adults working with our students in a sporting context are in a position of trust and are checked at the level appropriate to their role.

6.16 Students with medical conditions

A student having a medical condition, including an allergy or a condition requiring delegated healthcare tasks, is not in itself an indicator of increased safeguarding risk. Where a medical incident occurs, the DSL will consider whether it also raises a safeguarding concern – for example where a condition is not being managed at home, where medication is not being provided, or where the incident may indicate neglect – and whether any further action is needed.

6.17 Use of reasonable force and restrictive intervention

The use of reasonable force is rare in a sixth form college. Where it is necessary to prevent a student from harming themselves or others, from committing an offence, or from causing damage to property, staff will use no more force than is needed and will take account of any special educational need or disability. The need for reasonable force is minimised through positive and proactive behaviour support and de-escalation, in line with current government guidance on the use of reasonable force and on reducing the need for restraint and restrictive intervention. Any incident is recorded and reviewed with the student, and where appropriate their parents or carers, to consider how a similar incident could be avoided.

6.18 Our risk management processes

Risk assessment is an intrinsic part of our safeguarding process. It is used to assess and manage potential risk of abuse or neglect that might harm a person's wellbeing. The risk assessment highlights such things as raising awareness of safeguarding, working in partnership, training for staff, curriculum and welfare, pastoral support, policies and recruitment, speakers and events, safety online and communications. The Risk Assessment and Plan is co-ordinated by the DSL, and developed and reviewed by the Health and Safety Committee.

7. Safeguarding Reporting Procedures

7.1 Reporting concerns

We are dedicated to maintaining and explicitly promoting our safeguarding procedures, which help to identify suspected cases of abuse, reporting and acting upon them. Where you are unsure about what to do, you must speak to the Designated Safeguarding Lead (DSL) or their deputy. Any allegation, disclosure or suspicion of harm or abuse will be taken seriously and handled in a sensitive manner.

It is the responsibility of all staff to report and record their disclosures and/or their concern rather than operating in isolation outside of the College protocols. Any member of staff can make a referral if they have concerns that a child may be at risk. The matter must be reported immediately via My Concern or directly to the DSL.

If at any point, there is a risk of immediate serious harm to a child or adult at risk, a referral should be made to Social Care immediately. Anyone can make a referral. If we believe a child is in danger, a member of the safeguarding team will call 999 and ensure the child is safe. If this ever happens, the Designated Safeguarding Lead must be informed at the earliest opportunity.

Students have more than one trusted route for raising a concern – in person with any member of staff, by telephone or text to the safeguarding mobile (07471823522), and by email to the safeguarding team. These routes are promoted at induction, in tutorial and around the college, so that every student knows at least two ways of telling someone.

7.2 Responding to concerns

Where any member of staff, student, volunteer or governor has a concern about a child, young person or adult at risk, they must report it immediately. There are a number of reasons why someone might need to report a concern such as in response to:

- Something the person has said.
- Signs or suspicions of abuse.
- Allegations made against a member of staff, volunteer, carer or parent.
- Bullying, face to face or online.
- Observation of inappropriate behaviour / views.
- Anything which makes a student / young or vulnerable person uncomfortable.

It is important for staff to note that if an incident has occurred outside of college, it should still be reported.

Key points to remember:

- Report the concern to the DSL as soon as possible and certainly by the end of the day;
- Do not start your own investigation;
- Share information on a need-to-know basis only – do not discuss the issue unnecessarily with colleagues or with friends or family;
- Complete a timely and accurate record of the concern using My Concern;
- Seek support for yourself if you are distressed.

7.3 Recording Requirements

It is essential that you make an accurate record as soon as possible and within 24 hours of the occurrence, of all that has happened, including details of:

- Names of those present during the disclosure / allegation.
- Date and time of the conversation.
- Place where the alleged incident took place.
- Brief description of the concern or allegation.
- Any visible and/or alleged injuries.
- Young person's preferred action.
- Explanations given by the student/adult.
- What action was taken.
- Any actual words or phrases used by the student.
- Next steps and follow up agreed.

Please be aware: these notes may be used in any subsequent court proceedings. Notes can be scanned onto My Concern and the original paper copy will be kept securely by the Designated Safeguarding Lead.

7.4 Following report of a concern

On receiving a concern, the DSL will review the information and may take one, or more, of the following courses of action:

- Initiate an investigation;
- Make a referral to the relevant external organisation:
 - In cases of suspected abuse and neglect – to the local authority;
 - In cases of radicalisation – to the Channel programme;
 - Where a crime has been committed – to the police.

Where a safeguarding concern or allegation is serious, including any concern about an adult working in or connected with the College, or any incident that results in or risks significant harm to a child, the DSL must act immediately. The DSL will make a referral to the local authority children's social care and/or the police where appropriate. The DSL will also inform the Diocesan Safeguarding Coordinator/Office [and the Diocesan Education Service] as soon as possible, and no later than [24 hours / one working day].

7.5 Reporting to the LADO

The College will routinely report to the LADO in any case involving concerns of malpractice, abuse or poor professional practice by a:

- Local authority;
- College employee;
- Volunteer;
- Paid or unpaid carer, relative or friend or
- Employee of another organisation providing care or support to the individual.

7.6 Concerns about staff or individuals working with students

Safeguarding and Child Protection Policy and Procedure

We have processes and procedures in place to manage any safeguarding allegation, or concern (no matter how small), about staff members (including agency staff, trainee teachers and others on placement, volunteers, and contractors).

You must report any concerns or allegations about a professional's behaviour, but more urgently where they may have:

- Behaved in a way that has harmed a child or may have harmed a child;
- Possibly committed a criminal offence against or related to a child;
- Behaved towards a child or children in a way that indicates they may pose a risk of harm to children; or
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children.

In the event of a concern against a member of staff, immediate action that must be taken:

- Do not speak to the individual it concerns;
- Allegations or concerns about colleagues, supply staff, trainee teachers and others on placement, volunteers or contractors must be reported directly to the Principal and only in their absence to the Head of People and then our Designated Safeguarding Lead
- If the concern relates to Principal it should be reported to the Chair of Governors or in their absence the Safeguarding Link Governor, who will liaise with the Local Authority Designated Officer (LADO) and they will decide on any action required.
- If there is a conflict of interest which inhibits this process of reporting, staff can report directly to the LADO;
- If allegations are regarding a member of supply staff or a trainee teacher on placement, we will take the lead and progress enquiries with the LADO, whilst working with the employment agency or training provider;

If staff have a safeguarding concern or an allegation about another member of staff that does not meet the harm threshold, then this should be shared in accordance with our Low Level Concerns Policy and Procedure.

Patterns of low-level concern are reviewed by the DSL together with the Head of HR to identify any themes, cultural issues, training needs or wider safeguarding weaknesses, so that action can be taken before concerns escalate.

Allegations regarding foster carers or anyone in a position of trust working or volunteering with children should be referred to the LADO on the day that the allegation is reported. The allocated social worker should also be informed on the day. We will not undertake any investigation unless the LADO advises this.

The college also has a duty of care to the person who is the subject of an allegation. Support will be offered, which may include a named point of contact who keeps them informed of progress, access to counselling or occupational health, and the right to be accompanied by a trade union representative or workplace colleague.

Suspension is not an automatic response to an allegation. A risk assessment is completed and suspension is considered only where there is cause to suspect a student is at risk of

harm, or where the matter is so serious that it might be grounds for dismissal. Suspension is a neutral act. Where suspension is used, the rationale, the alternatives considered and the reasons they were rejected are recorded, and written confirmation is issued within one working day.

Every effort is made to maintain confidentiality while an allegation is being considered, and the college takes advice from the LADO, police and children's social care on what may be shared and with whom.

When the college determines the outcome of an allegation, it uses the following definitions: substantiated – there is sufficient evidence to prove the allegation; malicious – there is sufficient evidence to disprove the allegation and a deliberate act to deceive or to cause harm; false – there is sufficient evidence to disprove the allegation; unsubstantiated – there is insufficient evidence either to prove or to disprove it, which implies neither guilt nor innocence; unfounded – there is no evidence or proper basis to support the allegation.

The college will hold its own internal enquiries in abeyance while any police or children's social care investigation is under way, so as not to prejudice that investigation.

8. Useful information

8.1 Key safeguarding areas

These topics are themes that can impact on children and families, there are specific areas of safeguarding that we have a statutory responsibility to address:

- Children in the court system;
- Children affected by parental offending/imprisonment;
- Children missing from education – including unexplained or persistent absence;
- Child Exploitation (including both Child Sexual Exploitation and Child Criminal Exploitation and county lines, modern day slavery and trafficking)
- Cybercrime;
- Domestic Abuse;
- Homelessness;
- So-called Honour based Abuse (including Female Genital Mutilation and Forced Marriage);
- Online Safety;
- Mental health;
- Child-on-child harm (including bullying, relationship abuse, sexual harassment, sexual violence, upskirting, hazing);
- Preventing Radicalisation (The Prevent Duty);
- Serious Youth Violence;
- Substance Misuse;
- Private Fostering;
- Young Carers.
- Modern slavery, including trafficking, servitude and forced or compulsory labour;
- Financial exploitation, including where students are coerced or manipulated in relation to money, debt, gifts, transport or access to goods;

- Violence against women and girls, including misogyny;
- Image-based abuse, including self-generated, manipulated and artificially generated nudes and semi-nudes;
- Students with medical conditions.
- Safeguarding in sport and physical activity, including coaching, academies and competitive fixtures.

8.2 Vulnerable students

The DSL and Deputy DSL will regularly review and monitor those students who have been identified as vulnerable. This can include reviewing attendance data, behaviour data, attainment data and safeguarding records. This is to ensure that:

- Proportionate and early interventions can be taken to promote the safety and welfare of the child and prevent escalation of harm;
- Information about vulnerable students is shared with teachers and the leadership team to promote educational outcomes;
- Students who currently have, or have had, a social worker will have their academic progress and attainment reviewed and additional academic support will be provided to help them reach their full potential
- Reasonable adjustments are made in relation to setting-based interventions – for example responding to behaviour;
- We can support students who may have intersecting protected characteristics. We recognise those with protected characteristics are likely to be more susceptible to negative experiences of discrimination both explicitly and or systemically;
- We will work in the best interests of the child and adult in compliance with their equality and human rights legal duties.
- A named member of the safeguarding team leads on promoting the educational achievement of students who are in care or who are care experienced, working with the Hope Virtual School and with the local authority. Corporate parenting duties continue beyond a student's eighteenth birthday, and care leavers remain entitled to local authority support up to the age of 25.
- The named lead maintains oversight of care experienced students and their attendance, liaises with the allocated social worker and Personal Adviser where concerns arise, attends meetings with the Hope Virtual School, ensures students can access the vulnerable student bursary, and provides information, advice and guidance to the teachers and Progress Tutors who work with them.
- Students who are repeatedly removed from class, placed on a reduced timetable, or whose attendance indicates emerging concern, are considered for Early Help, safeguarding review and multi-agency discussion where needed.

8.3 Community or targeted early Help

Any child or young person may benefit from early help but all staff should be particularly alert to the potential need for early help for a child or young person who:

- Is disabled or has certain health conditions and has specific additional needs;

Safeguarding and Child Protection Policy and Procedure

- Has special educational needs (whether or not they have a statutory Education, Health and Care plan);
- Has a mental health need;
- 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 or county lines;
- Is frequently missing/goes missing from education, home or care;
- Has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit
- Is at risk of modern slavery, trafficking, sexual and/or criminal exploitation;
- Is at risk of being radicalised or exploited;
- Has a parent or carer in custody, or is affected by parental offending;
- Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse;
- Is misusing alcohol and other drugs themselves;
- Is at risk of so-called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage;
- Is a privately fostered child.

(This list is not exhaustive)

Early help means providing support as soon as a problem emerges at any point in a child or young person's life, from the foundation years through to the teenage years.

In the first instance, staff who consider that a student may benefit from early help should discuss this with the DSL. The DSL will consider the appropriate action to take in accordance with KCSIE guideline and local safeguarding guidance.

The DSL will liaise with external agencies and professionals in an inter-agency assessment, as appropriate. If early help is appropriate, the matter will be kept under review and consideration given to a referral to children's social care if the student's situation does not appear to be improving.

Nationally, targeted early help is now delivered through Family Help. In Bristol, Family Help replaces the service previously known as Families in Focus (Targeted Support). Staff will see both terms in use during 2026-27; the current referral routes and contact numbers are in Appendix 2.

8.4 Multi-agency working

We are a relevant agency in the Keeping Bristol Safe Partnership and will work together with appropriate agencies to safeguard and promote the welfare of children including identifying and responding to their needs. This is in compliance with statutory guidance Working Together to Safeguard Children 2026.

Occasions that warrant a statutory assessment under the Children Act 1989:

- If the child is in need under s.17 of the Children Act 1989 (including when a child is a young carer and or subject to a private fostering arrangement).

- Or if the child needs protection under s.47 of the Children Act 1989 where they are experiencing significant harm, or likely to experience significant harm.

Referrals in these cases should be made by the DSL (or Deputy DSLs) to Children's Social Care in the local authority in which that child resides.

Where the child already has a social worker, the request for service should go immediately to the social worker involved or, in their absence, to their team manager. If the child is a child in care, notification should also be made to the Hope Virtual School.

We will co-operate with any statutory safeguarding assessments conducted by children's and adult social care: this includes ensuring representation at appropriate inter-agency meetings such as integrated support plan meetings initial and review child protection conferences and core group meetings.

Additional multi-agency considerations include:

- Where a student and/or their family is subject to an inter-agency child protection plan or a multiagency risk assessment conference (MARAC) meeting, we will contribute to the preparation, implementation, and review of the plan as appropriate;
- In situations where a child in care may be put on a part time timetable, we will consult with the Hope Virtual School following local procedures;
- If a crime has been suspected or committed that involved the bringing of an offensive weapon on site we will liaise with the Local Authority Violence Reduction Unit (Safer Connections) who will consider a proportionate response;
- If there is an immediate risk of harm, the police should be called via 999. For other concerns of criminality, the non-statutory guidance 'When to Call the Police' from the NPCC will be followed. If non-urgent you should report a crime via 101;
- In the rare event that a child death occurs, or a child is seriously harmed, we will notify the Keeping Bristol Safe Partnership as soon as is reasonably possible.
- We will apply local safeguarding thresholds, including access to community-based early help and the targeted early help level of Family Help, and will contribute information and professional analysis promptly so that students and families receive the right support at the right time.

8.5 Suspensions and permanent exclusions

When considering suspending or permanently excluding a student where additional vulnerability is identified it is important that the student's welfare is a paramount consideration. The Principal, in collaboration with the DSL, will consider their legal duty of care when sending a student home.

We will exercise our legal duties in relation to our interventions. This includes:

- Whether a statutory assessment should be considered in line with the principles of Children Act 1989;
- That decisions are made in an anti-discriminatory manner in line with the Equality Act 2010 (including having regard to the SEND Code of Practice);
- Taking into consideration the student's rights under the Human Rights Act 1998;
- Interventions will be consistent with statutory guidance.

Actions to take:

- An assessment of need should be undertaken with multi-agency partners with a view to mitigate any identified risk of harm.
- If the child is subject to a child protection plan or where there is an existing child protection file, we will call a multiagency risk-assessment meeting prior to making the decision to exclude.
- As a further education college we do not suspend or permanently exclude students under the school exclusion regulations; we apply our Student Disciplinary Procedure.
- The safeguarding principles in this sub-section apply to any decision to exclude a student from the college site, to withdraw a student from their programme, or to place a student on a reduced timetable or in internal isolation. Repeated use of these responses may itself indicate unmet need, vulnerability or escalating safeguarding risk, and will prompt a safeguarding review by a member of the safeguarding team.

8.6 Actions to take in relation to sexual violence and sexual harassment

We will take the following actions when responding to incidents of sexual violence and sexual harassment:

- Incidents will be reported immediately to the DSL/ Deputy DSL who will undertake further assessment of what action should be taken proportionate to the factors that have been identified. Following training, The Brook - Sexual Behaviours Traffic Light Assessment Tool should be utilised to inform assessment of risk and what actions to subsequently take. This may include seeking specialist advice from Be Safe;
- DSLs/Deputies will take proportionate action and consider whether a case can be managed internally, through Early Help, or should involve other agencies as required;
- When an incident involves an act of sexual violence (rape, assault by penetration, or sexual assault) this must be reported to the police on 101 immediately regardless of the age of criminal responsibility (10 years old). This is on the understanding that the police will take a welfarist approach rather than a criminal justice one. A concurrent referral to social care must also be made for all children directly involved. A strategy can be requested where education can voice explicitly concerns of criminalisation in a multi-agency context;
- When the children involved require a statutory assessment either under s.17 or s. 47 of the Children Act 1989 a referral to social care should be undertaken;
- Where the report includes an online element, we will follow Searching, screening and confiscation at school (2023) and UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people. The key consideration is for staff not to view or forward illegal images of a child. The highlighted advice provides more details on what to do when viewing an image is unavoidable.
- Risk assessments and or safety plans will be developed for individual children who have been involved in an incident. This should be reviewed at least every three months or every time there is an occurrence of an incident. These should involve the child and parents/carers and address contextual risks.
- Where a concern involves self-generated, manipulated or artificially generated nudes and semi-nudes, staff will not view, copy or forward the material unless it is absolutely necessary, and will follow current guidance on searching, screening and confiscation and on sharing nudes and semi-nudes;

- We will record the decisions taken, the risk assessment, the support provided to the student who has been harmed, the support and challenge provided to the student who has caused harm, and any wider contextual or cultural action required.

8.7 Raising concerns about the safeguarding practices within the college

All staff, volunteers, governors and students should feel able to raise concerns about poor or unsafe practice and potential failures within the College's safeguarding policies and procedures and know that such concerns will be taken seriously.

The Raising Concerns Policy and Procedure can be followed if there are any concerns about the practices at the college.

8.8 Confidentiality and information sharing

We understand that information sharing is vital in identifying and tackling all forms of abuse and neglect, and in promoting children's welfare, including their educational outcomes.

All staff will understand that child and adult protection issues warrant a high level of confidentiality, not only out of respect for the student and staff involved but also to ensure that being released into the public domain does not compromise evidence. You should only discuss concerns with the relevant safeguarding officer, DSL and Principal. That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

There may be times when it is necessary to share information without consent from a parent such as:

- To gain consent would place the child at risk;
- By doing so will compromise a criminal investigation, and there may also be concerns about staff safety
- It cannot be reasonably expected that a practitioner gains consent; or, if by sharing information it will enhance the safeguarding of a child in a timely manner, but it is not possible to gain consent.

Keeping Children Safe in Education states that any member of staff can contact children's social care if they are concerned about a child. This should be then be shared with the DSL and DDSL so that an overview is kept.

Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a student or parent to see child protection records, they will refer the request to the Principal or DSL.

The Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.

Where information is shared, we will ensure that the decision is necessary, proportionate, relevant, accurate, timely and secure, and that the rationale for the decision is recorded on My Concern. References in this policy to data protection law should be read as including the Data (Use and Access) Act 2025.

9. Further information

9.1 External information

Relevant legislation and statutory requirements that have been taken into consideration for this policy include:

- Keeping Children Safe in Education statutory guidance (as updated);
- Guidance from the Local Safeguarding Partnership Keeping Bristol Safe Partnership;
- Working Together to Safeguard Children (2026);
- Use of reasonable force and restrictive intervention in education settings (current DfE guidance);
- Reducing the need for restraint and restrictive intervention (2019);
- Searching, screening and confiscation: Advice for Schools (2023)
- Working together to Improve School Attendance (2024);
- <https://www.bristolsafeguardingineducation.org/guidance/>;
- <https://bristolsafeguarding.org/policies-and-guidance/>
- <http://sites.southglos.gov.uk/safeguarding/library>.
- Keeping Children Safe in Education 2026 (in force from 1 September 2026);
- Data (Use and Access) Act 2025;
- Crime and Policing Act 2026 (removal of the supervision exemption from regulated activity);
- Generative artificial intelligence in education (DfE);
- Sharing nudes and semi-nudes: advice for education settings working with children and young people (UKCIS);
- Prevent duty guidance for England and Wales.

9.2 Internal information

Local policies and procedures that have been taken into consideration for this policy include:

- Safer Recruitment and Selection Policy and Procedure;
- Low-level concerns policy and procedure (Under Review)
- Single Central Record Procedure;
- Staff Code of Conduct;
- Whistleblowing Policy and Procedure;
- Positive Behaviour Management Policy;
- Acceptable Use of IT Policies;
- Supporting Children in Care Policy;
- Student Attendance and Punctuality Policy;
- Health and Safety Policy;
- Prevent Policy and Procedure;
- Lockdown Policy and Procedure;
- Anti-Bullying & Harassment Policy;

Safeguarding and Child Protection Policy and Procedure

- Children Missing Education Procedures;
- Safeguarding Risk Assessment and Action Plan;
- Lanyard Policy and Procedure;
- External Visitors policies.

10. Policy review

This policy will be reviewed annually from the date of approval.

The policy may be reviewed at an earlier date if necessary, for example, to update it in line with changes in legislation, organisational development or good practice.

Any individual who has queries regarding the content of this policy, or has difficulty understanding how this policy relates to their role, should contact the Policy Author.

Appendix 1 - Types of abuse and neglect

Abuse and neglect are defined as the maltreatment of a child or young person whereby someone may abuse or neglect a child by inflicting harm, or by failing to prevent harm. They may be abused by an adult or adults or by another child or children.

All staff should be aware of the indicators of abuse, neglect and exploitation, understanding that children can be at risk of harm inside and outside of the college, inside and outside of home, and online. Exercising professional curiosity and knowing what to look for is vital for the early identification of abuse and neglect so that staff are able to identify cases of children who may be in need of help or protection.

All staff should be aware that abuse, neglect and exploitation are rarely standalone events and cannot be covered by one definition or one label alone; in most cases multiple issues overlap. Staff should also consider whether students are at risk of harm outside their families. These extra-familial harms take a variety of forms, and a student may be vulnerable to several at once, including sexual abuse, harassment and exploitation, abuse within their own intimate relationships, criminal and financial exploitation, serious youth violence, county lines and radicalisation. Technology is a significant component in many of these, and abuse frequently takes place online and offline at the same time.

Term	Definition
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.
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 misuse. 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.
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 verbal abuse, such as persistent criticism, belittling or name-calling, as well as not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
Sexual abuse	Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or penetration with an object) 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, forcing children to look at sexual images or watch 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.
Child on Child Abuse	All staff should be aware that children can abuse other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of college and online. All staff should be clear as to the college's policy and procedures with regard to child-on-child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it. All staff should understand that even if there are no reports in their colleges it does not mean it is not happening. It may be the case that abuse is not being reported. As such it is important that when staff have any concerns regarding child-on-child abuse (whether these concerns are thought to have taken place on or off-site) they should speak to their designated safeguarding lead. As part of this, colleges should also try to be alert to when children might be at highest risk around the school day (for example immediately after college).
Financial Abuse	is a form of abuse in which someone controls another person's money or other assets. It can involve, for instance, stealing cash, not allowing a victim to take part in any financial decisions or preventing a victim from having a job.
Domestic Abuse	The cross-government definition of domestic violence and 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 • emotional Coercive controlling behaviour is a pattern of psychological and emotional behaviours (i.e. intimidation, humiliation, threats, etc.) that enforces the perpetrator's rules on a victim through varying levels of abuse and degrees of severity. The tactics are intended to create a state of fear and subordination (especially in the victims of domestic violence) for taking away their sense of liberty. Apart from causing psychological harm, the coercive control may also escalate into inflicting physical pain or injury to the victim, especially when the perpetrator wants to enhance the credibility of a threat.
Discriminatory Abuse	Refusing to acknowledge the different needs of each individual. This could mean purposefully ignoring someone's religion, personal beliefs, dietary views or any number of personal preferences.
Modern Slavery	The use of individuals working for little or no wages.
Self-Neglect	Is a condition affecting behaviour, where the individual refuses to attend to their personal care and hygiene, their environment or even refusal of care services offered to them.

Appendix 2 - Multi-Agency Contacts for Safeguarding in Education

Links and contact details were last checked and updated in August 2026:

If you have concerns about a child/young person in Bristol:			
If a child is at immediate risk call the police	999		
To make an URGENT referral, i.e. a child is likely to suffer or is suffering significant harm, call children's social care	FIRST RESPONSE 0117 9036444		
Out of Hours Referrals	01454 615 165		
To make a NON-URGENT referral, contact FIRST RESPONSE using the online form	FIRST RESPONSE Online form: https://www.bristol.gov.uk/social-care-health/make-a-referral-to-first-response		
To raise concerns and ask for advice about radicalisation (also contact First Response).	01278 647466 PreventSW@avonandsomerset.police.uk		
To liaise with the specialist Safeguarding Police unit - Lighthouse Safeguarding Unit (Avon and Somerset police)	01278 649228 LighthouseBristol@avonandsomerset.police.uk		
For advice and guidance about whether to make a referral	Family Help (targeted early help)		
	South 0117 9037770	East Central 0117 3576460	North 0117 3521499

If you have concerns about a professional working with a child:	
To raise concerns and ask for guidance in relation to the conduct of someone who works with children	Local Authority Designated Officer - (LADO) 0117 9037795 KBSP LADO notification form

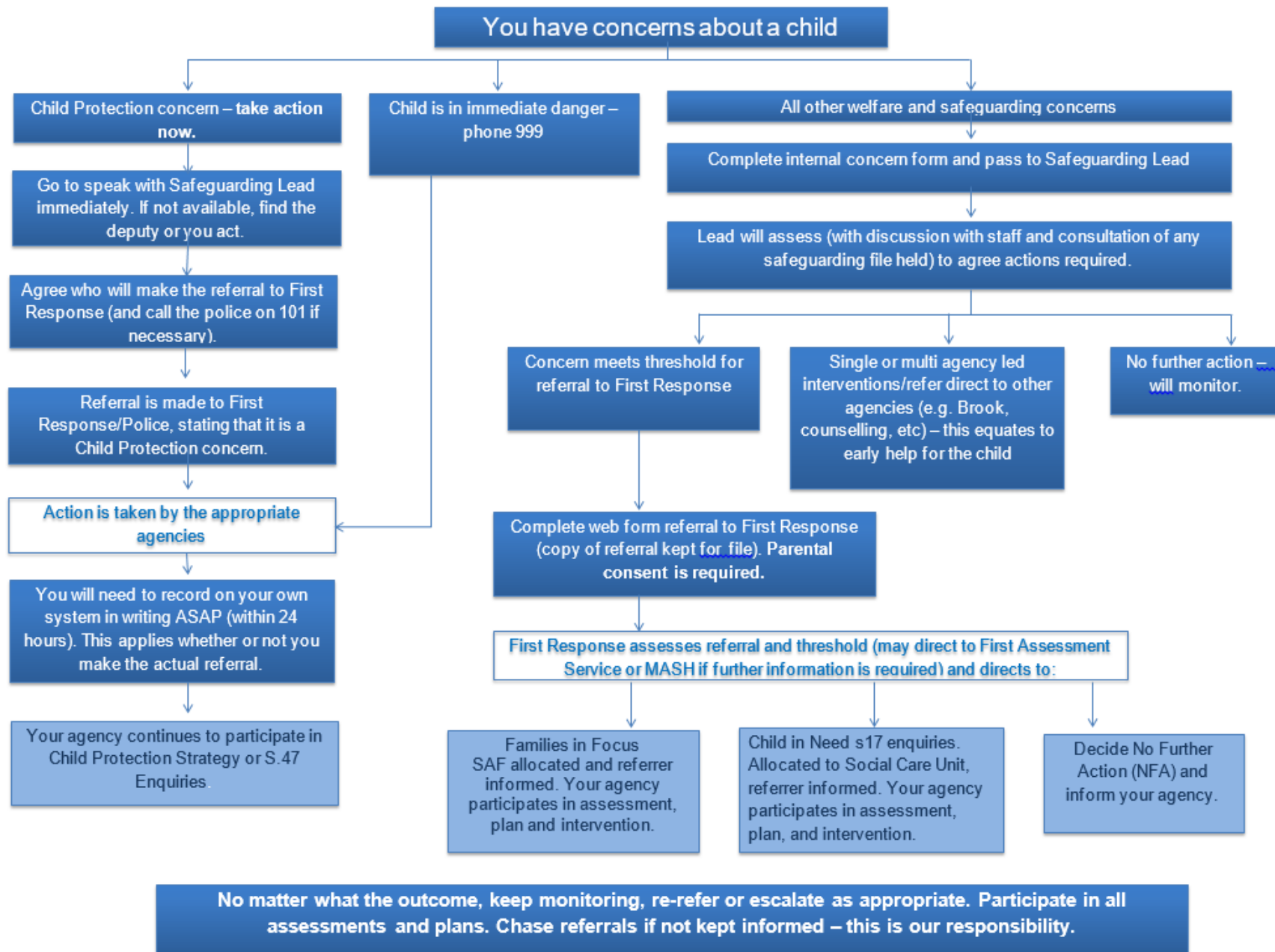
For information, advice and guidance in relation to safeguarding		
Safeguarding in Education Team	0117 9222532	Safeguardingineducationteam@bristol.gov.uk
South Advisor Helen Macdonald helen.macdonald@bristol.gov.uk 0117 9222533	East Central Advisor Elizabeth Male elizabeth.male@bristol.gov.uk 0117 9222532	North Advisor Colin Clements colin.clements@bristol.gov.uk 0117 9222532
Safer Connections (formerly Safer Options) – Violence Reduction Partnership		
Partnership Support (consultation, advice and training): saferconnections@bristol.gov.uk Where a concern relates to a named student or an immediate safeguarding risk, use the safeguarding referral route above rather than this consultation route.		

Safeguarding and Child Protection Policy and Procedure

Child and Adolescent Mental health (CAMHS)		
South 0117 3408121	East Central 0117 3408600	North 0117 3546800
Report a Child Missing from Education / Bristol City Council – Education Welfare	https://www.bristol.gov.uk/schools-learning-early-years/children-missing-education-cme	
Children affected by Forced Marriage	020 7008 0151	fmfmu@fco.gov.uk
Online Safety Advice	0344 381 4772	helpline@saferinternet.org.uk
Reporting online abuse and grooming	https://www.ceop.police.uk/ceop-reporting/	
FGM advice / NSPCC FGM Helpline	0800 028 3550	fgmhelp@nspcc.org.uk
Domestic Abuse support (Bristol)	Directorate of local and national services https://www.bristol.gov.uk/crime-emergencies/abuse-violence	
Whistleblowing professional policy	NSPCC Whistleblowing hotline 0800 028 0285 help@nspcc.org.uk	
Child sexual exploitation & child criminal exploitation	Avon and Somerset Police – report child exploitation https://www.avonandsomerset.police.uk/forms/vul	
Young Carers – advice and support	Carers Support Centre 0117 958 9980 https://www.carerssupportcentre.org.uk/	
Advice around harmful sexualised behaviour	Be Safe – 0117 3408700	
Mental health crisis (24 hours, 7 days a week)	Bristol Mental Health – 0300 555 0334 / AWP crisis line – 0800 953 1919	
Adult social care – for students aged 18 and over	Bristol Care Direct – 0117 922 2700 (out of hours 01454 615 165)	

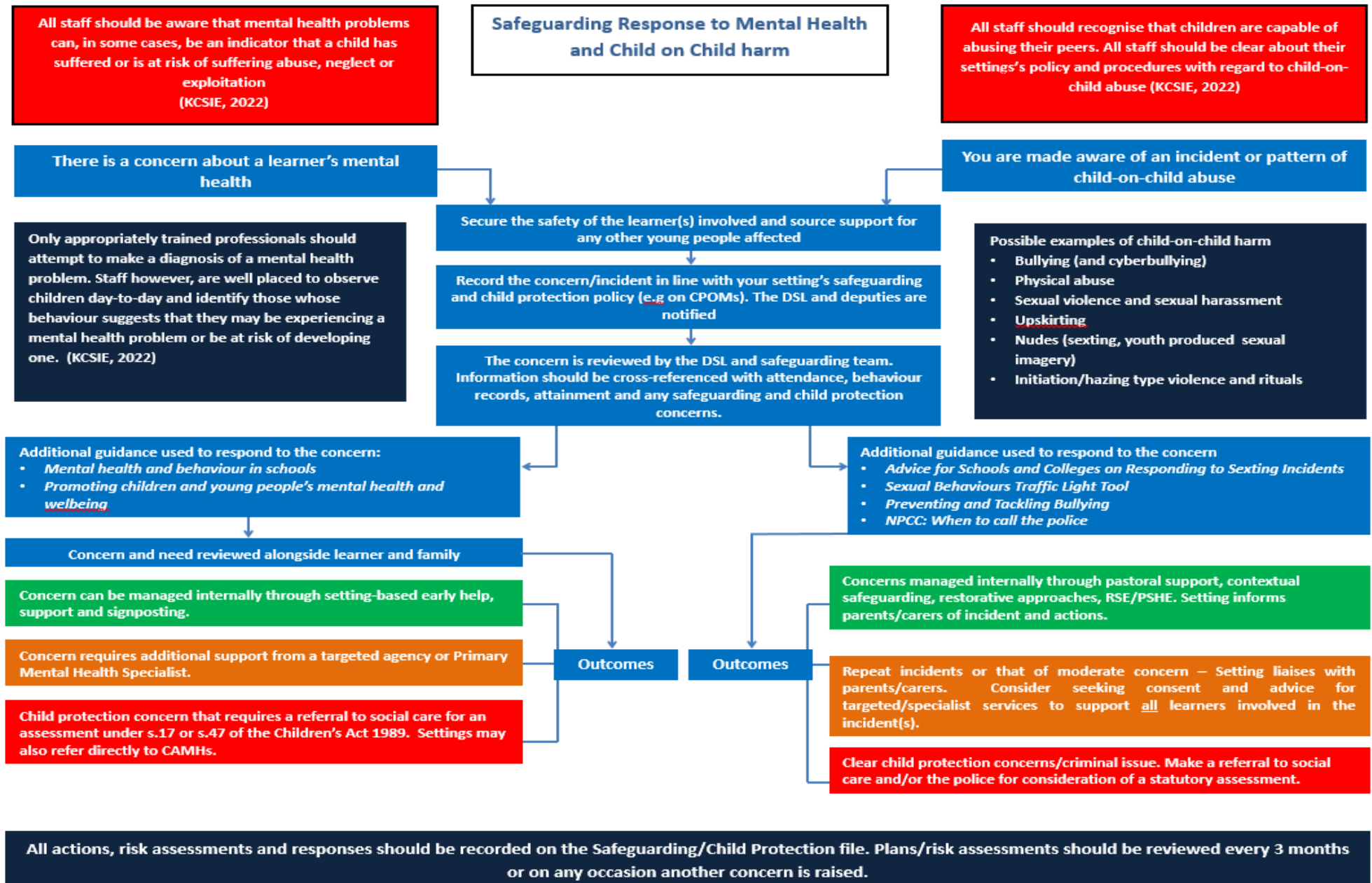
Other Local Authorities Contacts	
South Gloucestershire – Access and Responses Team	01454 866000 accessandresponse@southglos.gov.uk Access and Response Teams (ART)
North Somerset – Single Point of Access	01275 888 808 https://www.n-somerset.gov.uk/my-services/children-young-people-families
Bath and North East Somerset (BANES) – Children’s Social Work Services	01225 396312 or 01225 396313 ChildCare_Duty@bathnes.gov.uk https://beta.bathnes.gov.uk/report-concern-about-child

Appendix 3i – Reporting Concerns Flow Chart – Bristol



Safeguarding and Child Protection Policy and Procedure

Appendix 3ii - Process flow chart responding to child-on-child incidents and Mental Health



Appendix 4 - Specific actions to take on topical safeguarding issues

In recognition that the threshold of child protection is 'likely to suffer' significant harm we may need to make a referral to children's social care. Where possible, this will involve notifying the parent/carer if it does not place the student at further risk of harm

It is also important to recognise the importance of liaising with other education settings who may have siblings attending. It is likely that they may hold additional information which will support early identification of harm and in turn develop our assessment of need.

For any of the concerns below, staff and the DSL should consider: is the student safe now; do they need Early Help or Family Help; is a statutory referral to social care required; should information be shared with the police or another agency; and what must be recorded on the safeguarding file.

Child Exploitation – Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

We will ensure that early help intervention is provided as soon as a concern of exploitation is identified. Discussion and advice will be sought from targeted services to consider what support may be available. The student and their families will be part of any planning and interventions.

If the student is at risk of CSE or there is intelligence which indicates that the student or peer group are at risk of CSE, we will share information with the Avon and Somerset Police online reporting form. This information will support proactive activity to disrupt criminal activity in relation to sexual exploitation.

If the student is at risk of CCE information should be shared with Bristol's Violence Reduction Unit - Safer Connections. The Safer Connections team can advise and provide support to manage risk. Targeted support may be available to disrupt students from getting involved with criminality.

Avon and Somerset Police share 'Missing persons' notifications (which a student is reported missing from home or care) with education settings with a view to support them to take proactive action and reasonable adjustments in relation to behaviour management and achieving positive educational outcomes. These should be stored securely on the students Safeguarding/Child Protection file.

Domestic Abuse

Operation Encompass is a national operation where local police forces notify when the police are called to an incident to domestic abuse. Avon and Somerset have their own version of this and will notify education settings whenever they have responded to a domestic abuse incident. This will enable us to take proactive action and reasonable adjustments in relation to behaviour management and achieving positive educational outcomes.

Under the current information sharing protocol, we are not permitted to share this information without seeking consent from Avon and Somerset police in case this may put a victim and students at further risk of harm. The only exception to this when information is shared with new education setting (part of statutory duties in relation to transfer of the Safeguarding/Child Protection file, Keeping Children Safe in Education). Additional

instructions around this are sent out with every single notification. In line with guidance, education settings:

- Must have signed up to a Police Safeguarding Notification Briefing to receive these.
- Should have at least two members of trained staff able to receive and act upon these notifications.
- Should promote an open culture of safeguarding to enable students and families to disclose and feel safe to talk about their experiences and what support may be required.

Female Genital Mutilation

This is a legal duty for all professionals undertaking teaching work to report known cases of FGM to the police via 101. This is when they:

- Are informed by a girl under 18 that an act of FGM has been carried out on her; or
- Observe physical signs which appear to show that an act of FGM has been carried out.

These cases must be referred to the DSL who will support them to carry out their duty. It is also advised any referrals made to the police under the mandatory reporting duty is followed up with children's social care so an assessment of need and support is concurrently considered.

Travel:

National guidance has highlighted going on holiday to a risk affected country is cause for concern, local guidance has been developed to prevent discriminatory action against families from risk affected communities.

In these events:

- Families are encouraged to notify us when they are looking to travel during term time;
- This will prompt a conversation with the DSL to discuss and explain what FGM is in that; it is significantly harmful and illegal to practice this;
- We will complete an FGM Referral Risk assessment with the family to identify any support that the family may require in relation to FGM;
- Proportionate action is taken. Referrals to social care should NOT be automatically made – however should be made if there are high risk concerns identified from the FGM Referral Risk Assessment;
- These assessments should be saved onto the students Safeguarding/Child Protection file to avoid duplication with new incidents of travel.

Online Safety

For concerns around individual cases where a child has been harmed through online mediums, advice and guidance can be made through the Professional Online Safeguarding Helpline, T: 0344 381 4772, E: helpline@saferinternet.org.uk

Where there have been established cases of online abuse or grooming, the setting should alert - Child Exploitation and Online Protection command (CEOPS).

Where a concern involves a nude or semi-nude, or a manipulated or artificially generated image of a student, staff must not view, copy, forward or delete the image. The concern must

be passed to the DSL immediately. Students can be supported to request the removal of an image through the Internet Watch Foundation's Report Remove service.

Serious Youth Violence

This should be read in conjunction with the above section around Child Criminal Exploitation. There has been local guidance issued on the issue of 'Offensive Weapons in Education Settings'. It is important to note that should a weapon be used or there is threat of use, the police should be called immediately. In addition:

- The same day a weapon is found Safer Connections should be called for a multi-disciplinary assessment of risk.
- Whilst it is acknowledged that the decision to exclude remains with the Principal it is recommended that consultation with the Safer Connections team is made so as not to further put the child at further risk of harm if they are excluded.
- Alternatives to exclusions should be considered first in recognition that by doing so a student it may be at further risk of harm out in the community.
- Police will be notified through the multi-agency discussion held at the 'Out of Court Disposals Panel' to prevent students unnecessarily getting a criminal record.
- If a knife, bladed article or offensive weapon is found on the college site, the police will be called immediately. Possession is likely to be a criminal offence and there is no 'educational purpose' defence, so any investigation must be led by the police;
- Indicators of serious violence may include unexplained injuries, absence, changes in friendship groups, fearfulness, coercion, debt, possession of weapons, association with exploitative adults or peers, and online content linked to violence or threats;
- The police will notify Youth Justice Services within one working day where a student is found in possession of a knife or weapon. Youth Justice Services will begin an assessment and will normally offer a minimum of six intervention sessions at the college;
- Our response will include a recorded safeguarding assessment, safety planning, consideration of contextual risk, information sharing with relevant agencies, and consideration of whether siblings, peers or particular locations are also affected.

Preventing Radicalisation - The Prevent duty

All settings are subject to a 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" This duty is known as the Prevent duty.

The Prevent duty is part of our wider safeguarding obligations. The DSL and other senior leaders will familiarise themselves with the revised Prevent duty guidance: for England and Wales, especially paragraphs 57-76, which are specifically concerned with schools. The guidance is set out in terms of four general themes:

- Risk assessment;
- Working in partnership;
- Staff training; and
- IT policies.
- Reducing permissive environments, including online environments, in which extremist narratives or terrorist content could be accessed, promoted or normalised.

Private Fostering

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child:

- Under the age of 16 years (under 18, if disabled)
- By someone other than a parent or close relative (*Close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half- siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.)
- With the intention that it should last for 28 days or more.

Cases of private fostering arrangements must be reported to children's social care to ensure that needs are adequately made. Statutory guidance states that this should be done at least six weeks before the arrangement is due to start or as soon as you are made aware of the arrangements. Not to do so is a criminal offence.

Further support and reasonable adjustments will be made to promote achievement of positive educational outcomes.

Where a private fostering arrangement is identified we will record who has been informed, when the notification was made, any advice received, and any support or reasonable adjustments needed.

Young Carers

A young carer is a person under 18 who regularly provides emotional and/or practical support and assistance for a family member who is disabled, physically or mentally unwell or who misuses substances. We will signpost students who are young carers to appropriate support.

The Carers Support Centre can undertake an assessment of need and provide bespoke support.

Young carers may need Early Help or wider safeguarding support where caring responsibilities affect attendance, punctuality, learning, emotional wellbeing, family relationships or access to wider opportunities. Staff should consider caring responsibilities alongside attendance, fatigue, concentration and completion of work, and should not rely on a student to manage those responsibilities without an assessment of need and appropriate support.

Appendix 5 - Responding to a disclosure

It is not a member of staff's role to seek disclosures. Our role is to notice that something may be wrong, ask about it, listen, be available and make time to talk. When a student tells you about abuse, neglect or exploitation they have experienced:

- Stay calm. Do not communicate shock, anger or embarrassment.
- Reassure the student and tell them you are glad they have spoken to you.
- Never promise confidentiality. Explain that you may have to tell other people in order to help, and say who and why.
- Encourage the student to talk, but do not ask leading questions or press for information. Use 'Tell me, Explain to me, Describe to me' (TED) questioning.
- Listen, and check that you have understood correctly what the student is telling you.
- Do not comment on the alleged perpetrator.
- Be aware that the student may later retract what they have told you. It is essential to record everything you have heard.
- At the end of the conversation, tell the student again who you are going to tell and why they need to know.
- As soon as possible afterwards, record the conversation on My Concern using the student's own words. Include any questions you asked. Do not add opinion or interpretation.
- Record the concern, the action taken, the decision made, the rationale for it and the outcome, and share this promptly with the DSL or a deputy DSL.

Recognise – Respond – Reassure – Refer – Record