

Safeguarding and Child Protection Policy

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Safeguarding and Child Protection Policy

1 Introduction

1.1 This policy should be read in conjunction with;

- Keeping Children Safe in Education (KCSIE) 2023
- HNC Health and Safety, Behaviour for Learning, Trips & Visits, IT Acceptable and Safe Usage, Disciplinary and Data Protection and Harmful Sexual Behaviour Policies, HNC Fitness to Study Policy
- Kirklees Model Safeguarding Policy (for the provision of updates)
- HNC Safer Recruitment Protocols

1.2 Huddersfield New College recognises that young people and vulnerable adults have a fundamental right to be protected from harm and exploitation and students cannot learn effectively unless they feel safe. The College is committed to ensuring that best practice is adopted when working with all young people and vulnerable adults, offering them support and protection, and accepts that it has a legal and moral responsibility to implement procedures, to provide a duty of care to young people, to safeguard their wellbeing and to protect them from abuse. This Policy therefore supports all students enrolled at the College.

1.3 The policy applies to all staff, governors and others who work in direct contact with students in the College. Abuse may take place both outside and inside of the College setting. Everyone who is part of the College community is responsible for safeguarding, promoting and protecting the welfare of children, young people and vulnerable adults.

1.4 This Safeguarding Policy sets out a framework that informs procedures related to the College's legal obligation to protect children, young people and vulnerable adults. Section 175 of the Education Act 2002, Section 11 of the Children Act 2004 and the Safeguarding Vulnerable Groups Act 2006 places a duty on local authorities and governing bodies to ensure they fulfil their statutory obligations about safeguarding and promoting the welfare of children. The College's Policy reflects the Kirklees Model Safeguarding and Child Protection Policy for Schools and Colleges. The Kirklees Model Policy has a suite of useful assessment tools, which can be accessed by the safeguarding team and Kirklees Business Solutions as required.

1.5 The development and implementation of the Policy is overseen by the Designated Safeguarding Lead. There is a training and development plan covering the whole College community. There is a Prevent Strategy in place which is an integral part of safeguarding. The College's Prevent Duty responsibilities are set out in the Counter Terrorism and Security Act, February 2015 and are detailed in the College's Prevent Strategy. The College has undertaken a full Prevent Duty risk assessment against these Prevent Duty responsibilities. A Prevent Duty action plan is in place to ensure College is fully compliant with all the requirements. Progress with full compliance is monitored by a Prevent group, a sub group of the College's Safeguarding Group, chaired by the Director of Safeguarding.

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- 1.6 Safeguarding has also been embedded at the core of the Ofsted Education Inspection Framework.

Named Personnel with designated responsibility (for safeguarding names of College personnel are correct at the time of publication of this policy but may be subject to change).

Academic year	Designated Safeguard Lead (DSL)	Director of Safeguarding (Deputy DSL)	Safeguarding Team	Designated Governor	Chair of Governors
2023/2024	Lee Goddard	Colin Knightley	Kimberley Bradbury Chris Madej Rebecca Charlton George Rossetter	Sam Johnson	Lindsay Lomas

- 1.7 Information is displayed around the College explaining the College's commitment to creating and maintaining a safe learning and working environment, and posters throughout the College identify members of the safeguarding team, with photographs attached.

2 Policy Statement

Huddersfield New College:

- 2.1 Recognises that children and vulnerable adults have a fundamental right to be protected from harm and exploitation and students cannot learn effectively unless they feel safe. This Policy supports all students enrolled at the College, irrespective of their age. Some young people are more likely to be abused than others. This includes children and young people with Special Educational Needs (SEND), disabilities and specific additional needs, young carers, absentee from home, misuse of alcohol / drugs, challenging family circumstances, children and young people at risk of being radicalised, exploited, trafficked, Looked after Children (LAC) and previously LAC. The College has processes in place to identify these vulnerable young people and all efforts are taken to ensure that they are safe from abuse / neglect, all these identified groups may benefit from Early Help and the College refers to the Local Authority Early Help procedures.
- 2.2 Will provide an environment which promotes self-confidence, a feeling of worth and the knowledge that students concerns are listened to and acted upon.
- 2.3 Will ensure Governors, staff and volunteers understand the importance of multi-agency working and information sharing and in working in partnership with students, their families / carers.
- 2.4 Is committed to following the Kirklees Safeguarding Children Partnership (KSCP) guidance and inter-agency procedures with regard to safeguarding of children, young people and vulnerable adults.

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- 2.5 Will identify designated personnel to take responsibility of, and oversee and monitor safeguarding issues.
- 2.6 Will offer systems and structures which offer opportunities for students to disclose.
- 2.7 Would like to point out that safeguarding at the College is not a 24-hour emergency service. The email address safeguarding@huddnewcoll.ac.uk is monitored regularly. Outside of College times students and parents / carers are directed to external safeguarding and emergency services.

3 Purpose

The purpose of this Policy is to:

- 3.1 Enable staff and volunteers to safeguard and promote the welfare of children and vulnerable adults.
- 3.2 Afford protection to students.
- 3.3 Promote a culture which makes the College a safe place to learn.

4 Aims

- 4.1 To keep students safe from harm or potential harm.
- 4.2 To raise awareness of all staff and governors of the importance of safeguarding children, young people and vulnerable adults, and their responsibilities for identifying and reporting actual or suspected abuse.
- 4.3 To ensure that all students know that the College takes the safeguarding agenda very seriously and will follow the appropriate procedures for identifying and reporting abuse and for dealing with allegations against staff. When these are updated staff are informed through training or additional briefing sessions.
- 4.4 To ensure that parents / carers are clear about the value the College places on safeguarding.
- 4.5 To promote effective multi-agency liaison with other agencies in order to work together for the protection of all students.
- 4.6 To support students' learning in ways which will ensure they feel safe and confident.
- 4.7 To take account of and inform Policy in related areas such as bullying, behaviour, sexual abuse / harassment and e-safety.
- 4.8 There are three main elements to the College's Safeguarding Policy which are all in line with Keeping Children Safe in Education 2023:



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- a) **PREVENTION** (positive and safe environment, careful and vigilant teaching, accessible pastoral care, support to students, good adult role models and clear avenues/routes for disclosure).
- b) **PROTECTION** (agreed procedures are followed, staff are trained and supported to respond appropriately and sensitively to child protection/safeguarding concerns).
- c) **SUPPORT** (to students, staff and children who may have been abused or have been affected by the abuse of others).

5 Definitions

5.1 Children and Young People – these terms are interchangeable and refer to children who have not yet reached their 18th birthday. Please be aware that this policy is applied to all students, regardless of whether they have reached their 18th birthday or not.

5.2 Vulnerable Adults – The Care Act 2014 defines an adult at risk as:

- having needs for care and support, and;
- experiencing, or being at risk of, abuse and neglect and;
- as a result of those care needs, is unable to protect themselves from either the risk of, or the experience of abuse or neglect.

5.3 This definition can include participants whose particular circumstances make them vulnerable. For example because they are leaving (or recently left) care, they have inadequate housing or they are being supported to overcome a dependency on drugs and / or alcohol.

6 Scope

6.1 The Policy applies to all governors, staff (including designated senior post holders as defined in the Instrument and Articles of Government), agency staff and volunteers, contractors, consultants and those working under self employed arrangements.

6.2 They must acknowledge that:

- The young person's welfare is of paramount importance and all young people have the right to be protected from abuse.
- Some children and young people are more likely to be abused or neglected and the College has processes in place to identify these children and young people and all efforts are taken to ensure that they are safe from abuse and neglect.
- Children and young people are capable of abusing their peers. All staff are made clear about the College policy and procedures with regard to peer on peer abuse.

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- Any allegations of peer on peer abuse are investigated and dealt with in order that alleged victims, alleged perpetrators and any other child or young person affected by peer on peer abuse will be supported. Staff and students are made aware that that abuse is abuse and should never be tolerated or passed off as “banter,” “just having a laugh” or “part of growing up.” Staff are supported to recognise the gendered nature of peer on peer abuse (i.e. that it is more likely that girls will be victims and boys perpetrators), and that all peer on peer abuse is unacceptable and will be taken seriously. Staff are made aware of the different forms peer on peer abuse can take, such as, sexual violence and sexual harassment, sexual / physical abuse, sexting (also known as youth produced sexual imagery), upskirting and initiating / hazing type violence and rituals.
- Governors, staff and volunteers will receive safeguarding training appropriate to their role.
- Children and young people who are being abused will only tell people they trust and with whom they feel safe and that any member of staff needs to be able to respond appropriately to any young person or vulnerable adult who discloses evidence of abuse.
- It is essential that all staff members’ own practice and behaviour puts young people’s welfare first and cannot be misconstrued in any way and does not contravene accepted good practice or the College’s Staff Code of Conduct.

7 The Role of the Corporation

- 7.1** The Governing Body utilises ‘the experiences and expertise of their staff when shaping safeguarding policies.’ Hence, when the policy is updated the safeguarding team work with the Governing body to shape arrangements for safeguarding and child protection at the College.
- 7.2** The IT Acceptable and Safe Usage Policy defines the procedures which are in place. Training and support are provided for staff and students to ensure that there is a good understanding of child protection issues related to electronic media. Industry standard filters and appropriate monitoring systems are in place on College devices and networks. Students are taught about safeguarding, including online safety, through teaching and learning opportunities in the academic and Aspire curriculum and through awareness-raising activities. Members of the Safeguarding Team will regularly check filtering and monitoring systems and address individuals where action is required.
- 7.3** The College operates safe recruitment procedures and makes sure that all appropriate checks are carried out on staff (including agency staff) and volunteers who work with children and / or vulnerable adults; and that at least one member of any selection panel has completed Safer Recruitment Training. Further details can be found in our Staff Recruitment and Selection Protocols.

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- 7.4** The College has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from KCSIE, KSCP and locally agreed inter-agency procedures.
- 7.5** A member of the College's Senior Leadership Team (SLT) is designated to take lead responsibility for child protection issues, providing advice and support to other staff, liaising with the local authority and working with other agencies. The DSL and Director of Safeguarding are the Point of Contact for referral through the Channel process.
- 7.6** Staff undertake appropriate safeguarding training
- New staff: as part of their initial induction
 - Staff: All staff receive appropriate annual safeguarding, child protection and Prevent training which is regularly updated to provide them with the necessary skills and knowledge to safeguard children and young people effectively. All staff receive training updates in safeguarding and Prevent in line with a three year statutory cycle.
 - Designated Safeguarding Lead: Training takes place every 2 years with annual updates on safeguarding developments.
- 7.7** A Governor is nominated to be responsible for liaising with the KSCP and / or partner agencies in the event of allegations of abuse being made against the Principal.
- 7.8** Governors attend safeguarding training, or access recordings of training.
- 7.9** Where services or activities are provided on the College premises by another body, the College has appropriate policies and procedures in place in regard to safeguarding.
- 7.10** The College reviews its policies and procedures annually.
- 7.11** The Governing Body

The governing body will approve this policy at each review and hold the Principal to account for its implementation.

The governing body will appoint a lead governor to monitor the effectiveness of this policy in conjunction with the full governing body. The DSL cannot also be the lead governor with responsibility for child protection.

In the event that an allegation of abuse is made against the Principal, the Chair of Governors will act as the 'case manager'

The full responsibilities of the governing body are set out in Part Two of KCSIE – The management of safeguarding. All governors should read KCSIE in order to ensure that the College is fully compliant with their statutory safeguarding responsibilities.

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8 The role of the Principal is to ensure that

- The policies and procedures adopted by the Governing Body are fully implemented, and followed by all staff.
- Sufficient resources and time are allocated to enable the Designated Safeguarding Lead and other staff to discharge their responsibilities including taking part in strategy discussions and other multi agency meetings and contributing to the assessments of children and young people.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing policies.

9 The role of the Designated Safeguarding Lead is that

9.1 The Designated Safeguarding Lead (and any deputies) is most likely to have a complete safeguarding picture. They take lead responsibility for safeguarding children and young people, they will review and monitor the procedures and seek the advice of KSCP in bringing about a change in procedures, if necessary. Wherever possible, there should be a conversation with the Designated Safeguarding Lead (or deputies), who will help staff decide what to do next following any concerns or disclosures.

9.2 The DSL has this role specified in their job description. Cover must be in place when the DSL is absent. The Director of Safeguarding will deputise and if both are absent a senior member of the safeguarding team will assume the lead- all are appropriately trained. However, the responsibility for safeguarding and child protection rests solely with the DSL. If in exceptional circumstances, the Designated Safeguarding Lead (or deputies) are not available, this should not delay appropriate action being taken. All members of the safeguarding team complete level 3 (DSL standard) training.

All staff are made aware of the role of the DSL, through a variety of means including in inductions for new staff, via posters that are displayed around the College and through electronic communications

The DSL will ensure the child safeguarding policy is available publicly and that parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the College in this to avoid conflict later.

With reference to referrals they will ensure that

- Cases of suspected abuse or allegations are dealt with appropriately. This might involve: managing any support for the child internally via College's own pastoral support processes; an early help assessment; or a referral for statutory services, for example as the child is in need or suffering or likely to suffer harm.

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- The Head of Faculty – Learning Support will liaise with the Virtual School head teacher for the progress of Looked After Children and previously Looked After Children. They will also coordinate with the local authority personal advisor for care leavers. Designated safeguarding leads will have details of the local authority Personal Advisor appointed to guide and support the care leaver.
- They provide support, advice and expertise within the educational establishment.
- They liaise with the Principal to inform her of any issues and ongoing investigations and ensure there is always cover for this role.

With reference to DSL training they will ensure that

- They know how to identify signs of abuse and when it is appropriate to make a referral.
- They have a working knowledge of Kirklees Safeguarding Children Partnership, the conduct of a child protection conference and be able to attend and contribute to these and ongoing child protection plans.
- All staff have access to and understand the College's Safeguarding Policy.
- All staff have safeguarding and e-Safety training as part of their induction.
- Detailed, accurate and secure written records of referrals are kept together with discussions with other agencies and / or concerns.
- They will have updated training every 2 years and in addition keep up to date with safeguarding developments at least annually.

10 Curriculum

10.1 The College believes that the curriculum, both academic and pastoral, is important in safeguarding and child protection and aims to ensure that curriculum development meets the following objectives:

- Developing self-esteem
- Enabling children and young people to identify potential risks.
- Developing communication skills
- Informing about all aspects of risk, including online safety.
- Developing strategies for self-protection
- Developing a sense of the boundaries between appropriate and inappropriate behaviour in adults and children and young people
- Developing non-abusive behaviour between students and in relationships

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- How to respond to and report bullying and / or harassment- peer on peer abuse
- Use of social and emotional aspects of learning to promote wellbeing.

11 Raising Safeguarding Awareness

- 11.1** All staff are required to undertake safeguarding training. The training will advise staff of College policy and procedures, how to recognise possible or potential abuse, how to report it and how the College is linked to external safeguarding authorities. Staff also need to be aware of the importance of ensuring that early help should be accessed to prevent escalation of concerns. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead professional. Any such cases should be kept under constant review and consideration given to a referral to children's social care for assessment for statutory services if the child's situation does not appear to be improving or is getting worse.
- 11.2** The Designated Safeguarding Lead ensures that up-to-date information is displayed in prominent positions around College informing all students, staff and volunteers of the procedures for reporting safeguarding allegations or concerns.
- 11.3** Progress Tutors advise new students about the College Safeguarding Policy as part of their induction and Aspire programme and deliver agreed content throughout the year to promote and support the College's Policy.
- 11.4** Safeguarding information is provided for staff as part of their induction and is also located on the College intranet, Moodle, which can be accessed by staff and students. This Safeguarding Policy can also be accessed on the College Website.
- 11.5** The Designated Safeguarding Lead ensures the Safeguarding Policy is updated and reviewed annually and works with the Governing body regarding this.
- 11.6** Where a student leaves the College, the DSL ensures the child protection file is copied for the new establishment ASAP and transferred to the new establishment appropriately and separate to their academic file.

12 Safer Recruitment and Selection

- 12.1** The College pays full regard to DfE guidance on Safer Recruitment in Education which is detailed in the Keeping Children Safe in Education 2023 document. It ensures that all appropriate measures are applied in relation to everyone who works in the College e.g. College employees, volunteers, agency workers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants' credentials, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history including fully exploring any gaps in education and / or employment and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews where questions relating to safeguarding are

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included and, where appropriate, undertaking Disclosure and Barring Service (DBS) checks and the right to work in England checks.

12.2 The College will ensure that:

- A DBS Enhanced Disclosure is obtained for all new appointments to the College's workforce including casual staff who may only undertake work on an ad hoc basis.
- A single central record detailing a range of checks carried out on its staff is maintained, and records demonstrating that staff have completed appropriate safeguarding training for their role are also available.
- All new appointments to the College workforce who have lived outside the UK are subject to additional checks as appropriate. These are identified in our Staff Recruitment and Selection Policy and Procedure.
- Supply and agency staff and volunteers have undergone the necessary safeguarding checks. All contracted workers will be listed on the single central register. The College will ensure that the employer provides relevant assurances regarding each contracted worker, if they are on site at the same time as any young person. This information will be reviewed at the point of contract renewal with the employer. Where a worker / volunteer is on site at the same time as any young person, and the College is not in possession of appropriate documentation, the Human Resources team will conduct a risk assessment and ensure that the worker is never on site unsupervised.
- Appropriate staff and managers involved in recruitment and selection procedures on a regular basis have undertaken Safer Recruitment in Education Training.
- All staff, students, visitors and contractors are provided with a College membership badge (with a photograph included) to support the identification of 'authorised' people on the campus.
- Every three years 10% of staff and governors will be randomly sampled for DBS clearance. Examination invigilators must join the DBS update service, due to breaks in employment of over 3 months

In addition, as part of the shortlisting process the College will consider carrying out an online search as part of our due diligence on shortlisted candidates. This may help identify any incidents or issues that have happened, and are publicly available online, which the College might want to explore with the applicant at interview.

12.3 All College employees are expected to update the Senior Director of HR immediately if there are any changes to their criminal record. Failure to disclose an offence, if discovered subsequently, will normally be treated as a potential act of gross misconduct and the College's disciplinary procedure will apply. Any offence committed during an employee's

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period of employment with the College will be considered in terms of the nature of the offence, any external sanctions imposed (e.g. caution, reprimand, criminal record, custodial sentence etc.), the nature of the work they are required to undertake and any potential risk they might pose to staff and students. Disciplinary action at a level up to and including dismissal may be deemed appropriate in such cases.

13 Partnership with Parents

13.1 The College is committed to:

- Sharing with parents / carers any concerns about their child / young person unless to do so may place a child at risk of harm.
- Encouraging parents / carers to discuss any concerns they may have with the staff identified in point 1.6.

14 Communication of the Policy and Procedures

14.1 Information about safeguarding is placed in the College prospectus and readers are made aware that the policy is available on the College website www.huddnewcoll.ac.uk under Our Policies.

14.2 The following statement is placed at the main entrance of the College and on visitors membership badges:

We are committed to safeguarding and protecting the welfare of our young people, and expect all staff and visitors to share this commitment.

15 Categories of Abuse

Please see Appendix A

16 Responding to Disclosure Procedure

The College's procedure when a disclosure has been made follows the West Yorkshire Consortium Safeguarding Children Procedures which are consistent with 'Working Together to Safeguard Children 2018 (updated 2020)' and 'What to do if you are worried a child is being abused' and 'Keeping Children Safe in Education' (2022).

It is **not** the responsibility of College staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and maintain an open mind and wherever possible, elicit enough information to pass on to the Designated Lead, or deputies, in order that (s)he can make an informed decision of what to do next.

16.1 All disclosures, complaints, allegations or suspicions must be taken seriously.

16.2 The procedures laid out in this document must be followed whenever an allegation is made that a child, young person / vulnerable adult has been abused.



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- 16.3** Promises of confidentiality should not be given as the matter may develop in such a way that these might not be able to be honoured.
- 16.4** If the disclosure / complaint comes directly from the child or young person / vulnerable adult, questions should be kept to the minimum necessary to understand what is being alleged. The following principles should be followed:
- Listen to and take seriously any disclosure or information that a learner may be at risk of harm.
 - Clarify the information.
 - Avoid asking leading questions.
 - Try to keep questions to a minimum and of an 'open' nature.
 - Try not to show signs of shock, horror or surprise.
 - Not express feelings or judgements regarding any person alleged to have harmed the child.
 - Explain sensitively to the person that they have a responsibility to refer the information to the Designated Lead.
 - Reassure and support the person as far as possible.
 - Explain that only those who 'need to know' will be told.
 - Explain what will happen next and that the person will be involved as appropriate.
- 16.5** A full record of any conversations must be made immediately after any conversations with the child or young person / vulnerable adult and should include:
- The date and time of the observation or disclosure.
 - The young person / vulnerable adult's name.
 - The date and time of the alleged abuse.
 - The place where the alleged abuse happened.
 - Your name and the names of any other persons present.
 - The nature of the alleged abuse.
 - A description of any injuries observed.

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- Any additional information which might lead to a conviction e.g. nicknames, car details, addresses.
- The account which has been given of the allegation.
- The exact words spoken by the young person / vulnerable adult.
- An objective record of the observation or disclosure.

Any such notes should be, as far as possible, verbatim rather than summarised and it should be factual in terms of what the young person / vulnerable adult has reported and should not be based on opinion or assumptions.

- 16.6** Some children and young people with learning difficulties and / or disabilities may need additional support. This may take the form of the young person / vulnerable adult's nominated carer, student support assistant or teacher being present at any interview to act as a facilitator or in an advocacy role. It should never be assumed that a young person / adult with learning difficulties and or disabilities is not capable of providing credible evidence.
- 16.7** The College will always respond in a positive manner to any legitimate requests for support from the appropriate agencies, including parents / carers of learners under 19, Social Care, and the Police.
- 16.8** Where a learner who is not a child under the act is identified as being at risk the Designated Safeguarding Lead will make a decision on whether there is a need to involve outside agencies such as Social Care or the Police. Outside agencies should only be involved with the agreement of the alleged victim unless disclosure is necessary in the over-riding public interest and / or where the law is being broken (e.g. to protect others from serious harm). In the case of learners with learning difficulties, advice will be sought from the appropriate persons / agencies which could include the learner's tutor, case worker or Social Care Department.
- 17 Responding to an Allegation**
- 17.1** It is understood that all staff of the College may come into contact with learners who are exhibiting 'a cause for concern'. Staff must be aware of the difference between, 'concern' and 'immediate danger or at risk of harm' (addressed through additional information giving). Staff should observe the protocols set out in this section of the policy unless the individual is in crisis in which case action should be taken to stabilise the situation in consultation with relevant managers.
- 17.2** Any suspicion, allegation or incident of abuse must be reported to the Designated Safeguarding Lead or deputies as soon as possible. Teachers must personally report to the police a disclosure that Female Genital Mutilation has been carried out (in addition to liaising with the DSL).



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Action by the Designated Safeguarding Lead (or other deputy safeguarding lead in their absence)

Following any information raising concern, the Designated Safeguarding Lead will consider:

- Any urgent medical needs of the student.
- Making an enquiry to find out if the student is subject to a child protection plan by contacting the relevant Duty and Advice Team determined by the home address of the College student.
- Consulting with appropriate people e.g. Safeguarding Officers at KSCP, Duty and Advice - 01484 414960 (direct professionals phone line, the Police or in cases of radicalisation to the Kirklees Prevent Hub as appropriate – Kirklees Prevent Co-ordinator 01924 483747).
- The student's wishes.

Then decide:

- Wherever possible, to talk to parents, unless to do so may place a student at risk of significant harm, impede any police investigation and / or place the member of staff or others at risk.
- Whether to make a child protection referral to Duty & Advice because a student is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately.

OR

- Not to make a referral at this stage
- If further monitoring is necessary.
- If it would be appropriate to undertake an assessment (e.g. Single Assessment or Early Help Assessment) and / or make a referral for other services.

All information and actions taken, including the reasons for any decisions made, will be fully documented on secure College systems.

Action following a child protection referral

The Designated Safeguarding Lead or other appropriate member of staff will:

- Make regular contact with the care worker involved to stay informed.
- Wherever possible, contribute to the strategy discussion.
- Provide a report for, attend and contribute to any subsequent child protection conference.

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- If the student is made the subject of a child protection plan, contribute to the child protection plan and attend core group meetings and review conferences.
- Where possible, share all reports with appropriate professionals prior to meetings.
- Where a student subject to a child protection plan moves from the College or goes missing, immediately inform Duty & Advice.

17.3 Students or Visitors under the age of 16.

Where a safeguarding concern is made regarding a young person under 16, members of staff must follow the same procedures as outlined above. If it is a visitor, the DSL will liaise with the DSL from the learner's school or sponsor, ensuring that the learner is informed of this process.

18 Work Placements

18.1 Employers and training organisations will be asked to cooperate with the College in putting in place and subscribing to appropriate safeguards consistent with those in place within the College.

18.2 Where a placement is long term the College will ensure that additional safeguards are in place, these may include ensuring those staff arranging placements have had training in child protection.

18.3 Training organisations will be asked to make a commitment to safeguarding learners' welfare by endorsing an agreed statement of principles. The College has produced a guide for employers and work placement providers outlining their responsibilities in relation to the safeguarding of young people and to demonstrating a commitment to principles of fairness and equality. The issuing of the guide forms part of the College's risk assessment process for arranging work placements.

18.4 Vetting and ensuring DBS checks are in place for any person whose normal duties will include regular caring for, training, looking after or supervising a child in the workplace where that person has been specifically designated to have responsibility for such activities.

19 Allegations about a member of staff, including supply teachers, volunteers and contractors
This section refers to both employed staff, volunteers and contractors.

Where an allegation is made against any person working in or on behalf of the College that he or she has:

- a) behaved in a way that has harmed a child or may have harmed a child and / or;
- b) possibly committed a criminal offence against or related to a child and / or;

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- c) behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and / or;
- d) behaved or may have behaved in a way that indicates they may not be suitable to work with children;

the College will follow the guidance set out in Keeping Children Safe in Education 2023. If the College believes that the allegation meets the “harm threshold” then a referral will be made to the local authority designated officer (LADO). If in doubt advice will be sought from the LADO. See Appendix 4 – LADO referral.

- 19.1** Any suspicion, allegation or actual abuse of a child / adult by a member of staff must be reported to the Principal as soon as possible. If the Principal cannot be contacted the DSL or a member of the Senior Leadership Team must be contacted.

- 19.2** On being notified of any such matter the Principal shall:

Take such steps as they consider necessary to ensure the safety of the learner in question and any other person who is considered at risk.

Liaise with the DSL or Deputy DSL to establish whether the allegation meets the “harm threshold.”

Ensure that the guidance as detailed in Keeping Children Safe in Education 2023 is followed alongside the College policies.

If the Principal is subject to any such allegation or complaint, the DSL will contact the safeguarding link Governor nominated to be responsible for liaising with KSCP via the LADO.

- 19.3** Should an allegation or concern not meet the harm threshold it will be considered a “low level concern”, as defined in the Keeping Children Safe in Education 2023 document. Staff are expected to share any concerns, no matter how small to their line manager / a member of the safeguarding team / SLT so that appropriate action can be taken. If a member of staff wishes to remain anonymous then, wherever possible this will be honoured.

If staff are uncertain about whether a situation could be misinterpreted, has possibly placed themselves in a compromising position or on reflection they may have fallen below the professional standards expected, then they are encouraged to speak to their line manager or a member of SLT so that the College can work with them and support them.

- 19.4** A low level concern does not mean that it is insignificant. A low-level concern is any concern, no matter how small, and even if no more than causing a sense of unease or a ‘nagging doubt’, that an adult working in or on behalf of the school or college may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and

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- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

19.5 Examples of such behaviour could include, but are not limited to:

- being over friendly with students;
- having favourites;
- taking photographs of students on their mobile phone;
- humiliating students;
- engaging with a student on a one-to-one basis in a secluded area or behind a closed door; or,
- using inappropriate sexualised, intimidating or offensive language;

19.6 Steps will be taken to address unprofessional behaviour and support the individual to correct at an early stage.

19.7 Where appropriate, the College disciplinary process will be followed.

19.8 All low level concerns will be recorded in writing.

20 Record Keeping

20.1 DfE guidance says that the Designated Safeguarding Lead should keep detailed, accurate, secure records of referrals and concerns. These are maintained confidentially on the College's Management Information System – Cedar. Safeguarding reports are only accessible by appropriate staff members. They are exempt from records available for examination by parents or young people unless subject to a court order. Historical records are stored in a secure location with restricted access for 8 years, or until the student is 25.

20.2 The College promotes high quality record keeping in respect of all concerns about young people's welfare. The records should be completed in a timely manner and include all relevant information such as dates, times, others involved, witnesses etc.

20.3 Under KCSIE, schools have a statutory duty to pass safeguarding information about pupils who have transferred to College. All schools are contacted at the end of the summer term to remind them of this responsibility and the option of sending an initial list of potential transfers with safeguarding backgrounds. The College uses the CPOMS software for the majority of data transfer. If schools do not use CPOMS then information from schools is stored in a secure electronic format. Files are either downloaded directly or hard copy is



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scanned and then securely shredded. Each academic year files are saved 'by school' and individual student information can be interrogated alphabetically by staff with designated access to the secure area online. If a young person transfers to another College or other educational establishment, the Designated Safeguarding Lead should forward the child protection file to a named person at the receiving College / establishment under separate cover from the academic records

20.4 The College will ensure that it keeps up-to-date personal data records of all young people by regularly reminding parents to inform us of any change in family circumstances and requesting an annual update.

20.5 The College will where reasonably possible hold more than one emergency contact number for each child or young person. In order that the College has additional options to make contact with a responsible adult when a child or young person goes missing from education and is also identified as a welfare and / or safeguarding concern.

21 Confidentiality and Information Sharing

21.1 The College recognises that all matters relating to child protection are confidential.

- The Principal or Designated Safeguarding Lead will disclose personal information about a young person to other members of staff on a need to know basis only.
- However, all staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard young people. Guidance can be found at www.kirkleessafeguardingchildren.co.uk

21.2 When considering sharing information staff will:

- Remember that GDPR is not a barrier to sharing information, it provides the framework. Any request for safeguarding falls under the College's Data Protection and Data Sharing Policies.
- Be open and honest with the person from the outset about how information may be shared.
- Seek advice, and not fail to share information because they are unsure what to do.
- Share with consent where appropriate and respect the wishes of those who refuse consent unless it is believed that there is a risk of harm to a young person if the information is not shared.
- Consider safety and well-being of the child or young person and base information sharing decisions on this.

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- Ensure all information shared is necessary, proportionate, relevant, accurate, timely and secure. Ensure any third party or hearsay information is identified and consent to share it is given.
- Keep a record of the decision and reasons for it, record what has been shared, with whom and the purpose.

21.3 All staff must be aware that they cannot promise a child or young person to keep secrets which might compromise the individual's safety or wellbeing or that of another.

21.4 The College will always undertake to share its intention to refer a young person to KSCP with their parents / carers unless to do so could put the young person at greater risk of harm, or impede a criminal investigation. If in doubt, the College will consult with KSCP.

22 Whistle Blowing

All staff should feel free to voice concerns about the attitude and actions of their colleagues in accordance with the College's Whistleblowing Policy, which is accessible on the College website. **The NSPCC Whistleblowing helpline: 0808 800 5000**

Any person who has a concern can contact social services, the LADO and / or the police. The charity Protect can also offer support. [Protect - Speak up stop harm \(protect-advice.org.uk\)](https://protect-advice.org.uk)

23 Safer Working Practice for Staff

23.1 Interaction with students

All staff should be aware of the potential risks (ie. false allegations against staff) of being with a child or young person alone, particularly if the young person has an experience of sexual / emotional abuse. –Supporting individual young people is an integral part of our work and therefore staff should exercise their own professional judgement and a degree of caution in these situations. All staff should try to ensure that they do not place themselves in any compromising situations where allegations could potentially be made against them.

Suggested protective measures to consider:

- ask another person (teacher / tutor or young person's friend – as appropriate to the content) to sit in on the interview:
- sit in a room where it is possible to be observed through a window or glass-panelled door:
- do not close the door of the room, if you are not clearly visible from outside the room.



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23.2 Transporting Students

Situations may arise, which require members of staff to take a young person home or to access medical services. Staff should be aware of the risks involved in this. There must always be an additional person. This should be read in conjunction with the College's Driving for Work Policy.

23.3 Use of Technology

All staff in the College will use technology to support and promote the learning and welfare of young people. However certain safeguards should be remembered:

- Telephone – staff **SHOULD NOT** give their personal telephone numbers to students and should not make contact with students using their personal telephone number. If using a personal telephone the number should always be blocked.
- There are exceptions to this in specific cases (e.g. when on a College trip and no other method of communication is available). However, the parent needs to be the first contact. If a number is given, it should only be used for short, designated periods and with the strict stipulation that it is for emergency situations only. Calls to student numbers must be logged.
- Communication by technology should only take place using the College e-mail and intranet systems and communication of a personal nature must not be conducted with young people.
- Use of Internet: Staff will **NOT** access or expose young people to unsuitable material on the internet. Staff will ensure that they follow the College's Acceptable Use Policy about access to and use of the internet.
- The College strongly advises against staff allowing or requesting students to be 'friends' on social networking sites, and / or 'following' students on social media sites, as this could significantly and detrimentally impact on the professional relationship between staff and students. There would need to be a strong professional reason for any member of staff to view a student's social media account.

23.4 Social Networking Sites

A member of staff should be aware that where potentially compromising information is posted on social networking sites, there is a danger that it may be accessed by colleagues and / or young people, and as a result seriously impact upon that colleague's professional standing. For example, if a member of staff posted information about an aspect of their

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private life relating to areas of sexual behaviour, alcohol, drug misuse, violence or anything that was illegal this would be considered inappropriate conduct.

23.5 Professional boundaries

It is the responsibility of each individual member of staff to maintain professional boundaries, remembering that they are in a position of trust. Any member of staff requiring clarification of professional boundaries should consult with their line manager, a member of the safeguarding team or a member of SLT.

24 Safety

24.1 The College must ensure that:

- All sites are clean and a safe environment for young people, staff and visitors.
- All staff have access to the Safeguarding Policy and Procedure and know who the Designated Safeguarding Lead and Deputies are.
- All incidents are recorded in accordance with Health & Safety procedures.
- All staff and students wear photograph ID membership badges at all times.
- All visitors must report and sign in at reception and will be issued with visitor badges.
- An accurate and up to date student record system is in place and confidentiality of data is maintained.
- Regular audits of all equipment (first aid kits, fire extinguishers, telephones etc.) is carried out.
- Regular fire drills / inspection are undertaken.
- There is a designated person in charge on site at all times the College is open to students to deal with emergencies and ensure the safety of young people.
- A Single Central Record (SCR) of vetting checks on staff, volunteers, casual workers, agency workers and any other relevant personnel is in place and maintained.
- All staff are aware of their responsibilities under the Safeguarding Policy and Staff Code of Conduct.

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25 Safeguarding during phases of remote learning / remote teaching

The safeguarding team at Huddersfield New College will continue to ensure the safeguarding of students, vulnerable adults and staff during periods of remote learning / remote teaching. The procedures to be adopted do not vary from those outlined in this policy. The safeguarding team will respond to concerns raised by members of staff and outside agencies in the same way that concerns are responded to when learning is taking place on the college premises. The Designated Safeguarding Lead and Director of Safeguarding will continue to work and liaise with external agencies and will maintain communication with vulnerable students and adults in line with the practices of local social services and external safeguarding agencies.

26 Review of Policy and communication

The Senior Leadership Team own this policy and the policy is submitted annually to the Audit Committee for approval, on behalf of the Governing Corporation. Once approved, staff will be notified of the new policy via the staff news bulletin and the policy will be published on the external website.

Version	Date	Policy Owner	Comments	Approval route and date	Date of next review	Equality Impact Assessment
1	Feb 2011	Helen Smithson	Replaces Child Protection Policy	Safeguarding Group SMT Feb 2011		
2	May 2012	Helen Smithson	Reviewed by Safeguarding Group	Safeguarding Group SMT Oct 2012		
3	Sept 2013	Helen Smithson	Reviewed by Safeguarding Group	Safeguarding Group SLT Oct 2013		
4	October 2014	Colin Knightley Sonia Ross	Reviewed by Safeguarding Group Updated DfE guidance; best practice in the sector	SLT Safeguarding Group Corporation	Autumn term 2016	Y
5	December	Colin	Reviewed by	SLT		Y

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Version	Date	Policy Owner	Comments	Approval route and date	Date of next review	Equality Impact Assessment
	2015	Knightley Sonia Ross	SLT - changes made related to Legal requirements in relation to Prevent	Safeguarding group Governors		
6	November 2016	Sonia Ross	Annual update to include guidance from Keeping children safe in education 2016	SLT Safeguarding group Governors	Autumn term 2017	Y
7	October 2017	Sonia Ross Colin Knightley	Annual update to include guidance from KSCP issued September 2017	SLT Safeguarding Group Governors	Autumn term 2018	Y
8	November 2018	Sonia Ross	Annual update	SLT Safeguarding Group Governors	Autumn term 2019	Y
9	November 2019	Lee Goddard Colin Knightley	Existing policy, revised in line with Kirklees Council Model; Safeguarding Policy 2019	SLT Safeguarding Group Governors	Autumn Term 2020	Y
10	October 2020	Lee Goddard Colin Knightley	Existing policy, revised in line with Kirklees Council Model; Safeguarding Policy 2020 and to reflect changes in	SLT Safeguarding Group Governors	Autumn Term 2021	Y



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Version	Date	Policy Owner	Comments	Approval route and date	Date of next review	Equality Impact Assessment
			education due to Covid 19			
11	September 2021	Lee Goddard Colin Knightley	Annual update and to reflect changes to Keeping Children Safe in Education 2021.	SLT Safeguarding Group Governors	Autumn Term 2022	Y
12	July 2022	Lee Goddard Colin Knightley	Update following a consultation with SAFEcic.co.uk company and to be accurate for the beginning of the new academic year.	SLT Safeguarding Group Governors	Autumn Term 2022	Y
13	November 2022	Lee Goddard	Updated to reflect KCSIE 2022	SLT Safeguarding Group Governors	July 2023	Y
14	July 2023	Lee Goddard	Updated in preparation for the new academic year and using the draft version of KCSIE 2023	SLT Safeguarding Group Governors	Autumn Term 2023	Y
15	November 2023	Lee Goddard	Change of Chair of Governors	SLT Chair of Governors aware	July 2024	Y

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APPENDIX A Types of Abuse

Teachers and other adults in College are well placed to observe any physical, emotional or behavioural signs which indicate that a child may be suffering significant harm. The relationships between staff, students, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or College staff being alerted to concerns.

Abuse and Neglect

Are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm or failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting; by those known to them, or, more rarely, by a stranger. They may be abused by an adult or adults or another child or children.

Physical Abuse

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.

Sexual Abuse

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

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations



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being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying via the internet or mobile phones), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone

Neglect

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

- provide adequate food and clothing, 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 caretakers)
- ensure access to appropriate medical care or treatment.

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

(Working Together to Safeguard Children, 2018)

Psychological Abuse

This includes emotional abuse, threats of harm or abandonment, deprivation of contact, humiliation, blaming, controlling, intimidation, coercion, harassment, verbal abuse, isolation or withdrawal from services or supportive networks.

Financial or Material Abuse

This includes theft, fraud, exploitation, pressure in connection with wills, property, enduring power of attorney, or inheritance or financial transactions, or the inappropriate use, misuse or misappropriation of property, possessions or benefits.

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Neglect and Acts of Omission

This includes ignoring or withholding medical or physical care needs, failure to provide access to appropriate health, social care or educational services, the withholding of the necessities of life, such as medication, adequate nutrition, clothing and heating.

Discriminatory Abuse

This includes racist, sexist, or other forms that are based on a person's disability and other forms of harassment, or similar treatment.

Child on Child Abuse (referred to as peer on peer abuse in this policy, in recognition that the majority of our students have their 18th birthday whilst enrolled at the College)

Safeguarding issues can manifest themselves via child on child abuse. This is most likely to include, but may not be limited to, bullying (including cyberbullying), sexual abuse (including online) and sexual harassment.

What is Child on Child Abuse?

Child on child abuse, is harassment and aggression in which a young person intentionally threatens, harms or causes distress to another young person. This behaviour is intentional, repeated and designed to hurt or threaten. Abusers seek to abuse and terrorise defenseless others who may not have the ability or resources to help themselves. Thus, child on child abuse requires a power imbalance. Abuse can be direct, in physical or verbal forms, or indirect, in such forms as exclusion, gossiping, and rumours.

•

Abuse is never OK. Child on child abuse is not "kids being kids." It is some children or young people choosing to inflict harm on other children or young people. Victims must not be dismissed or blamed for the abuse they suffer.

Child on child (peer on peer) Abuse *has no place in our College.*



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APPENDIX B Other Safeguarding Concerns to be aware of;

Honour-based Violence

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the designated safeguarding lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

Forced Marriage

The tradition of arranged marriages has operated successfully within many communities and many countries for a very long time. A clear distinction must be made between a forced and an arranged marriage. In arranged marriages, the families of both spouses take a leading role in choosing the marriage partner but the choice whether or not to accept the arrangement remains with the young people. In forced marriage, one or both spouses do not consent to the marriage or consent is extracted under duress. Duress includes both physical and emotional pressure. Since February 2023 it has been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages.

Possible indicators of Forced Marriages

- Truancy
- Decline in performance or
- Punctuality
- Low motivation at College
- Poor exam results
- Being withdrawn from College by those with parental responsibility
- Unplanned holidays abroad
- Not allowed to attend extracurricular activities

What to do if you are concerned that a student is being forced to marry.

Immediately contact a Designated Safeguarding Officer.

If the student insists on talking to you:

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- Tell someone when and where you are meeting the student
- Make sure you can meet them in a private place where there is a telephone
- Have a 'story' ready about how you are providing support with learning in case you are challenged by the family
- Listen to what the student has to say and write it down
- Do not question apart from to clarify
- Inform the student you have to talk to a senior member of staff.
- Provide the opportunity for them to talk to the Forced Marriage Unit on 0207 008 0151

Karma Nirvana Honour Network Helpline 08005999247

FGM

FGM is defined by the World Health Organisation as "all procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons." There is no cultural or religious justification for FGM and it has been illegal in this country since 1985. If it is performed on a British citizen in the UK or overseas it is a crime. It can leave women and girls traumatised as well as in severe pain, cause difficulties in child birth, and in some rare cases it can lead to death. Current prevalence studies estimate that as many as 60,000 women and girls in the UK could be at risk of FGM, and over 137,000 may already be living with the consequences.

Female Genital Mutilation happens primarily in Africa, in particular in North-Eastern, Eastern and Western Africa. However, it also takes place in the Middle East, in South-East Asia – and also among immigrants in Europe.

Professionals need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

Warning signs of Girls at Risk

- Member of a community whose country of origin practises FGM and that is less integrated into UK society A
- girl whose sister or other relatives have undergone FGM.
- A girl whose parents have withdrawn her from lessons featuring FGM (where other warning signs are also present).



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- Families making preparations for an extended holiday, including arranging vaccinations in the country of origin. Families may practice FGM in the UK when a female family member elder is visiting from the country of origin.
- You may hear reference to FGM in conversation, for example a girl may tell other children about it.

There is a **MANDATORY** reporting duty upon the College to report to the Police where they discover that FGM appears to have been carried out on a girl under 18 years.

If you are concerned that a student is being subject to FGM: Immediately contact a Designated Safeguarding Officer.

Online Safety

The breadth of issues classified within online safety is considerable and ever evolving, but can be categorised into four areas of risk:

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

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

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

commerce: - risks such as online gambling, inappropriate advertising, phishing and or financial scams

Online safety is taught to students of HNC in the Aspire tutorials specifically, and checked upon during each one to one meeting with Progress Tutors.

Sexual Exploitation / CSE

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

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What to do if you are concerned that a student is being sexually exploited: Immediately contact a Designated Safeguarding Officer.

Child Criminal Exploitation / CCE / County Lines

Criminal exploitation is child abuse where children and young people are manipulated and coerced into committing crimes.

Children who are trafficked, exploited or coerced into committing crimes are victims in need of safeguarding and support. Though perceptions are altering these young people are still often criminalised and perceived as having 'made a choice' to take part in illegal activity.

Children and young people involved with gangs and criminal exploitation need help and support. They might be victims of violence or pressured into doing things like stealing or carrying drugs or weapons. They might be abused, exploited and put into dangerous situations.

Criminal exploitation is also known as '**county lines**' and is when gangs and organised crime networks groom and exploit children to sell drugs. Often these children are made to travel across **counties**, and they use dedicated mobile phone '**lines**' to supply drugs.

What to do if you are concerned that a student is being criminally exploited: Immediately contact a Designated Safeguarding Officer.

Serious Violence

- Staff will recognise when children may be at risk from / or involved with serious violent crime by recognising the indicators such as:
 - Increased Absence from College
 - A change in friendship or relationships with other individuals or groups
 - A decline in performance
 - Signs of self-harm or a significant change in wellbeing
 - Signs of assault or unexplained injuries
 - Unexplained gifts or new possessions

Responses from parents

Research and experience indicate that the following responses from parents may suggest a cause for concern:

- An unexpected delay in seeking treatment that is obviously needed



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- An unawareness or denial of any injury, pain or loss of function (for example, a fractured limb)
- Incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her / his age and development
- Reluctance to give information or failure to mention other known relevant injuries
- Frequent presentation of minor injuries
- Unrealistic expectations or constant complaints about the child
- Alcohol misuse or other drug / substance misuse
- Parents request removal of the child from home
- Violence between adults in the household

Children with Special Educational Needs and Disabilities

When working with children with disabilities, College staff will to be aware that additional possible indicators of abuse and/or neglect may also include:

- A bruise in a site that might not be of concern on an ambulant child such as the shin, might be of concern on a non-mobile child
- Not getting enough help with feeding leading to malnourishment
- Poor toileting arrangements
- Lack of stimulation
- Unjustified and/or excessive use of restraint
- Rough handling, extreme behaviour modification e.g. deprivation of liquid medication, food or clothing, disabling wheelchair batteries
- Unwillingness to try to learn a child's means of communication
- Ill-fitting equipment e.g. callipers, sleep boards, inappropriate splinting;
- Misappropriation of a child's finances
- Invasive procedures

Private Fostering

Private fostering is when a child under the age of 16 (under 18 if disabled) is cared for by someone who is not their parent or a 'close relative'. This is a private arrangement made between a parent and a carer for 28 days or more. Close relatives are defined as step-parents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or by marriage). Great grandparents, great aunts, great uncles and cousins are not regarded as close relatives

The law requires the College to notify Duty and Advice if anyone is looking after someone else's child for 28 days or more. The purpose of the council's involvement is to support the student and private foster family (and wherever possible the biological parent(s) with any issues arising. These may be



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practical issues such as benefits, housing, immigration or emotional issues such as keeping contact with biological family, maintaining cultural identity

If the College become aware of a child in a private fostering arrangement within Kirklees Council, Duty and Advice will be notified by calling **01484 414960**



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APPENDIX C Prevent and Radicalisation

Preventing Radicalisation www.gov.uk/government/publications/prevent-duty-guidance

Prevent is one of strand of the UK's overall counter terrorism strategy, known as CONTEST. Prevent aims to stop people becoming terrorists or supporting terrorism by focusing on the following 3 objectives;

- challenging **ideologies** that support terrorism and those who promote it;
- protecting vulnerable **individuals** from being drawn into extremism through appropriate advice and support;
- supporting sectors and **institutions** where there is a risk of radicalisation.

Section 26 of the Counter Terrorism and Security Act 2015 places a statutory duty on specified authorities to have '*due regards to the need to Prevent People from being drawn into terrorism*'. Specified authorities identified as part of this duty apply to bodies which have significant interaction with children, young people and adults who could be vulnerable to radicalisation and extremism. The authorities listed within this duty include early years and out of school settings, schools, Colleges and private and voluntary services that exercise functions in relation to children, for example children's homes and private fostering agencies.

Templates are available to support you with assessing your compliance with the Prevent Duty and to help you identify the risk within your institution / placement. These can be accessed via One Hub or by contacting the Kirklees Prevent Hub.

Prevent in Kirklees

The Kirklees Prevent Strategy tackles all forms of extremism and contributes towards the delivery of the "Protecting people from serious harm" theme within the Kirklees Community Safety Partnership Plan. The Kirklees Prevent Hub which is overseen by the Prevent Coordinator, is a partnership approach between West Yorkshire Police and Kirklees Council is your main point of contact for Prevent enquiries and concerns across Kirklees.

Channel and raising concerns

Channel is a multi-agency safeguarding program run in every local authority in England and Wales. It works to support vulnerable people from being drawn into extremism and provides a range of support such as mentoring, counselling and assistance with education, employment and training. Channel focuses on early intervention to protect vulnerable people from being radicalised.

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The role of the Kirklees Channel panel is to develop an appropriate support package to safeguard those at risk of being drawn into extremism based on an assessment of their vulnerability.

The Kirklees Channel panel is chaired by the Head of Safe and Cohesive Communities and meetings are held on a monthly basis.

The panel is made up of a number of professionals with safeguarding experience from a variety of organisations and services including children and adults safeguarding, education, health, and West Yorkshire Police.

Channel may be appropriate for anyone who is vulnerable to radicalisation or being drawn into any form of extremism. Channel aims to safeguard children and adults of any faith, ethnicity or background before their vulnerabilities are exploited by those that would want to cause them or others harm.

Participation in Channel is voluntary and requires consent to be given by the individual (or their parent or guardian in the case of anyone under 18) in advance of support measures being put in place.

Referrals made to Channel should contain concerns based on a person's vulnerability to radicalisation and should not be because of the person's faith or ethnic origin. Ideally, the person considering making the referral will be the designated safeguarding officer for their institution / placement and have a good understanding of safeguarding and Prevent.

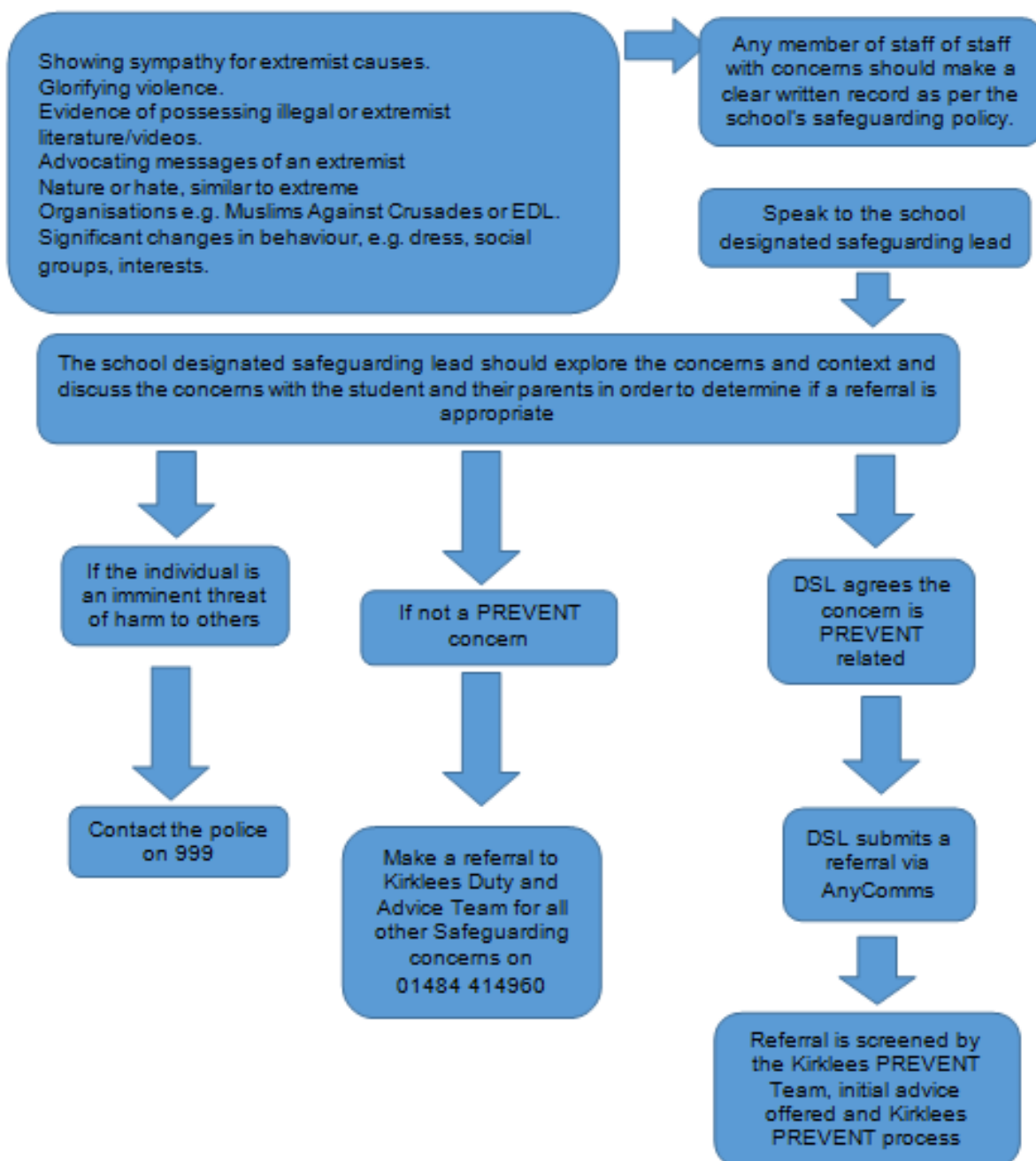
The College is committed to supporting vulnerable students through its safeguarding agenda in order to prevent potential radicalisation.

The College has engaged positively with the Workshop to Raise awareness of Prevent (WRAP) to ensure key staff have the skills and knowledge to refer any concerns appropriately.

In respect of safeguarding individuals from radicalisation, the College works to the Prevent element of the Government's Counter Terrorism Strategy, and where deemed appropriate seeks external support for learners through referrals to the Kirklees Prevent Hub. This facility aims to work with the individual to address their specific vulnerabilities, prevent them from becoming further radicalized and possibly entering the criminal justice system because of their actions. It is recognized that radicalization can occur to any individual from any section of society and is not particular to any racial, ethnic or social group. It is further recognized that in many instances the process of radicalization is essentially one of grooming by others.

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Kirklees Radicalisation Response Checklist



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APPENDIX D The College's role in supporting children

The College will offer appropriate support to individual children who have experienced abuse or who have abused others.

In cases where students have experienced abuse/ abused others, the Designated Safeguarding Lead should ensure that appropriate support is offered. An individual risk assessment will be devised, implemented and reviewed regularly should the student (victim, perpetrator, of other child affected) require additional pastoral support/intervention.

Early Support

If the College identify additional unmet needs for a student that does not require intervention by social workers then in the first instance it may be beneficial to speak to the casework consultant linked to the relevant community hub. The College has been advised to call 01484 456823 to determine the appropriate casework consultant. They can advise whether family support may be required, this may help to understand what support is offered on completion of an Early Support Assessment (ESA). The Early Support Assessment should be a tool in its own right and not a referral mechanism.

For students whose needs and circumstances make them more vulnerable, a coordinated multi-disciplinary approach is usually best, based on an **Early Support Assessment**, with a Lead Practitioner to work closely with the child and family to ensure they receive the right support.

Early Support Assessment

- The information required to evidence that more targeted or statutory services are needed will be better informed by a good quality assessment having been carried out
- If it is not clear who is best placed to provide the support an early support assessment (ESA) will be requested prior to accepting a referral
- If it is clear that additional support is required from the Family Support Service then a referral will be accepted without an early support assessment (ESA) in order to prevent delay in offering support
- Monitoring of referrals made without assessments will be routinely reported to the Kirklees Safeguarding Children Partnership in order to promote improvement in assessment practice within all partner agencies
- If the referral is relating to a family where there is an existing team around the family meeting (TAF) an early support assessment (ESA) should have already been completed and therefore should be included with the referral.



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Children looked after and previously looked after children

All staff recognise that children looked after or previously looked after children (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and care leavers are more vulnerable than other children, often having poorer educational outcomes; therefore, ensuring their wellbeing, safety and welfare, helping them to reach their potential which includes the looked after child who is moving on. The College will also ensure that care leavers are supported with pathways including liaison with the local authority where a personal advisor will be appointed and a full working relationship is maintained with the Kirklees Virtual School head teacher in respect of all students at the College who are subject of 'looked after' status. The virtual School team can be contacted on kirklees.virtualschool@kirklees.gov.uk or by calling 01484 225180

Section 17 and Section 47 Referrals

As part of child protection planning, the College is required to engage with external professionals and the processes of Section 17 (Child in Need) and Section 47 (Child Protection Plan) referrals.

As part of Keeping Children Safe in Education 2022, all staff in education are expected to understand these referral procedures and their role in contributing to it. All staff receive training in the process of supporting a referral and the Designated Safeguarding Lead and Director of Safeguarding work with the local authority on the protocols and processes and mechanism that are used to support young people in these categories.

Local Education Authority Engagement

Huddersfield New College is required to engage with the local education authority (Kirklees) in all matters pertaining to safeguarding. However, there is an acknowledgement that we enrol students from all five of the metropolitan council areas of West Yorkshire. For this reason, we engage with the safeguarding training and protocols of all five metropolitan councils – Kirklees, Calderdale, Bradford, Wakefield, and Leeds.

Responding to Domestic Abuse

The College understands that the cross-government definition of domestic abuse 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 harm

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- Controlling behaviour is a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour
- Coercive behaviour is an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim if this College do identify children for whom domestic abuse may be a concern they will apply the usual referral process and child protection procedures and pass this information to the designated safeguarding lead (DSL). The DSL can then refer cases where relevant to Kirklees duty and advice team (DAAT). Where DV Notifications are received from DAAT, this information will be added to a students chronology and child protection record to ensure that appropriate support can be provided where necessary

The College is aware of and follow the Kirklees Joint Agency protocol for domestic violence and abuse – (Operation Encompass School notification).



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APPENDIX E Contacts

Contact details for the local authority and relevant safeguarding partners are updated on a very regular basis. Because of the large catchment area of the college, the safeguarding team may be required to work with any of the five local authorities in West Yorkshire.

Up to date contact information, that is renewed every 72 hours, is accessed via the West Yorkshire Safeguarding Consortium Website. Members of the safeguarding team receive automated updates from the consortium when changes are made.

https://westyorkscb.proceduresonline.com/chapters/p_contacts.html

Relevant links

Safeguarding

Keeping Children Safe in Education 2022

[Keeping children safe in education 2022 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/101333/Keeping-children-safe-in-education-2022.pdf)

Kirklees Safeguarding Children Partnership

<https://www.kirkleessafeguardingchildren.co.uk/>

Kirklees Safeguarding Adults Board

<https://www.kirklees.gov.uk/beta/adult-social-care-providers/kirklees-safeguarding-adults-board.aspx>

CAPE (Child Protection in Education)

www.cape.org.uk

Keeping Children Safe

www.ceop.gov.uk

Bullying & child abuse

www.anti-bullyingalliance.org

www.kidscape.org.uk

www.childline.org.uk

www.nspcc.org.uk

Internet Safety

www.ceop.org.uk/thinkuknow

www.childnet-int.org

<http://www.saferinternet.org.uk/>

Forced Marriage

www.fco.gov.uk/forcedmarriage

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The Female Genital Mutilation Helpline (email address)

fgmhelp@nspcc.org.uk

0800 028 3550

Parent Support for mental health issues

www.youngminds.org.uk

0808 802 5544

Prevent

Kirklees Council – Prevent Hub

<https://www.kirklees.gov.uk/beta/community-safety-partners/prevent.aspx>

Prevent duty guidance

<https://www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales>

Prevent Duty Guidance in HE (for UCLAN students)

<https://www.officeforstudents.org.uk/advice-and-guidance/student-wellbeing-and-protection/counter-terrorism-the-prevent-duty/>

Channel General Awareness

http://course.ncalt.com/Channel_General_Awareness/01/index.html

Prevent for

Schools<http://www.preventforschools.org/>

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APPENDIX F –Legislation and Statutory Guidance

- This policy is based on the Department for Education’s statutory guidance, [Keeping children safe in education 2023 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/723212/Keeping-children-safe-in-education-2023.pdf) and [Working Together to Safeguard Children \(WTTSC 2018\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/682212/Working-Together-to-Safeguard-Children-WTTSC-2018.pdf), we comply with this guidance and the procedures set out by our Local Safeguarding Children partnership
- This policy is also based on the following legislation:
- Section 175 of the [Education Act 2002](https://www.legislation.gov.uk/ukpga/2002/26/section/175), which places a duty on schools and local authorities to safeguard and promote the welfare of students
- [The School Staffing \(England\) Regulations 2009](https://www.legislation.gov.uk/si/2009/1013/1), which sets out what must be recorded on the single central record and the requirement for at least one person on a school interview/appointment panel to be trained in safer recruitment techniques
- Part 3 of the schedule to the [Education \(Independent School Standards\) Regulations 2014](https://www.legislation.gov.uk/ukpga/2014/27/schedule/3), which places a duty on academies and independent schools to safeguard and promote the welfare of students at the school
- [The Children Act 1989](https://www.legislation.gov.uk/ukpga/1989/61) (and [2004 amendment](https://www.legislation.gov.uk/ukpga/2004/31)), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](https://www.legislation.gov.uk/ukpga/2015/42/section/74), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- [Statutory guidance on FGM](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/682212/Working-Together-to-Safeguard-Children-WTTSC-2018.pdf), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- [The Rehabilitation of Offenders Act 1974](https://www.legislation.gov.uk/ukpga/1974/76), which outlines when people with criminal convictions can work with children
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](https://www.legislation.gov.uk/ukpga/2006/61/schedule/4), which defines what ‘regulated activity’ is in relation to children
- Statutory [Guidance on the Prevent duty](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/682212/Working-Together-to-Safeguard-Children-WTTSC-2018.pdf), which explains schools’ duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism

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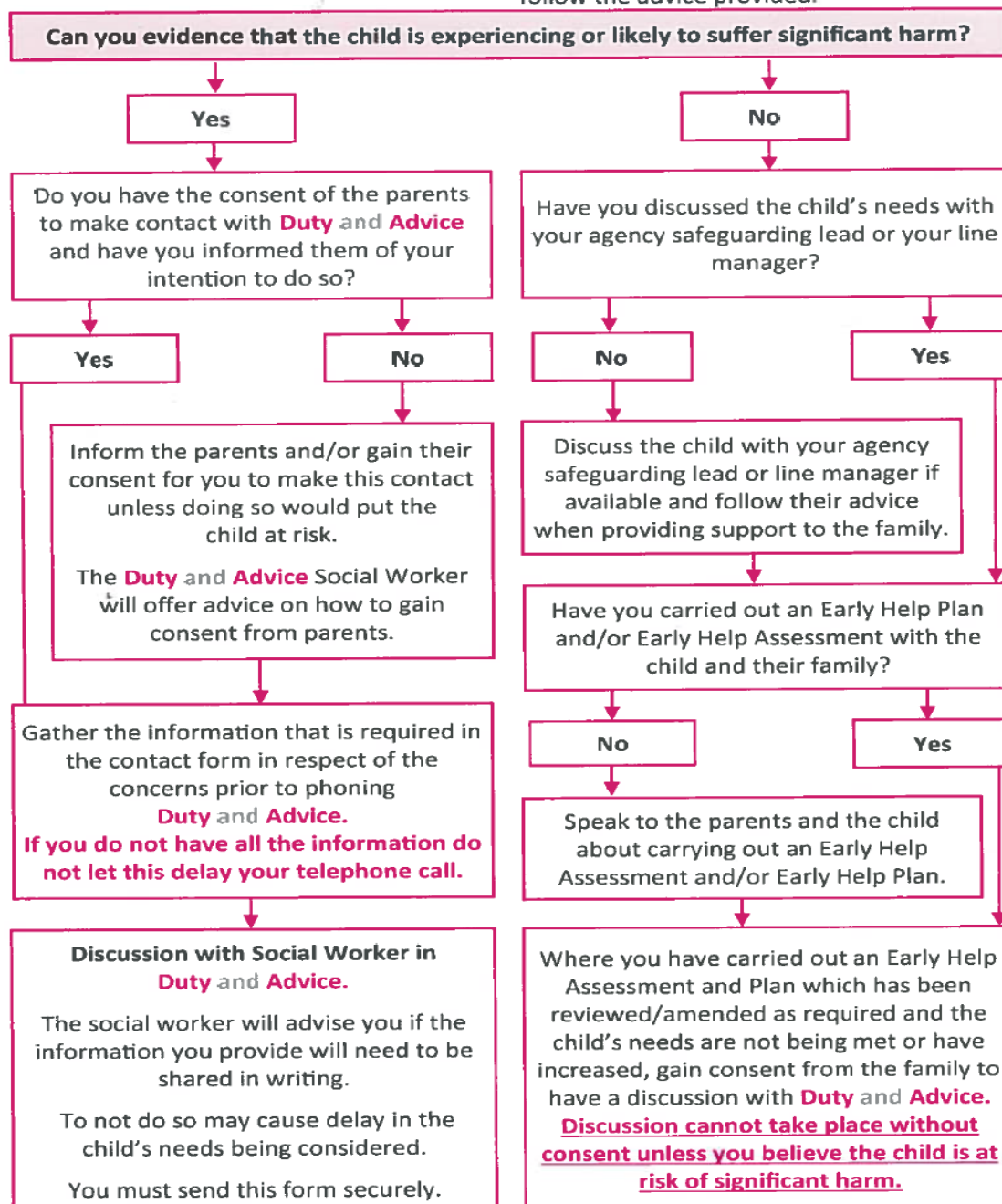
- Guidance for safer working practice for those working with children and young people in education settings (GSWP) (Safer Recruitment Consortium May 2019)
- Kirklees Safeguarding Children Partnership Procedures
<https://www.kirkleessafeguardingchildren.co.uk/procedures-local-protocols-and-guidance/>
- Children Missing Education – Statutory guidance for local authorities (DfE September 2016)
<https://www.gov.uk/government/publications/children-missing-education>
- The policy conforms to locally-agreed inter-agency procedures and has been developed by Kirklees Safeguarding Children's Partners. It is available to all interested parties on our website and on request from the main school office. It should be read in conjunction with other relevant policies and procedures and Keeping Children Safe in Education. Kirklees model safeguarding policy <https://kirkleesbusinesssolutions.uk/Page/14663>
- Elective Home Education <https://www.gov.uk/government/publications/elective-home-education> Guidance April 2019
- The [Childcare \(Disqualification\) Regulations 2018](#) and [Childcare Act 2006](#), which set out who is disqualified from working with children
- This policy also meets requirements relating to safeguarding and welfare in the [statutory framework for the Early Years Foundation Stage](#)
- This policy also complies with our funding agreement and articles of incorporation.

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Appendix G – Summary of Kirklees Procedures to follow if there is concern about a young person

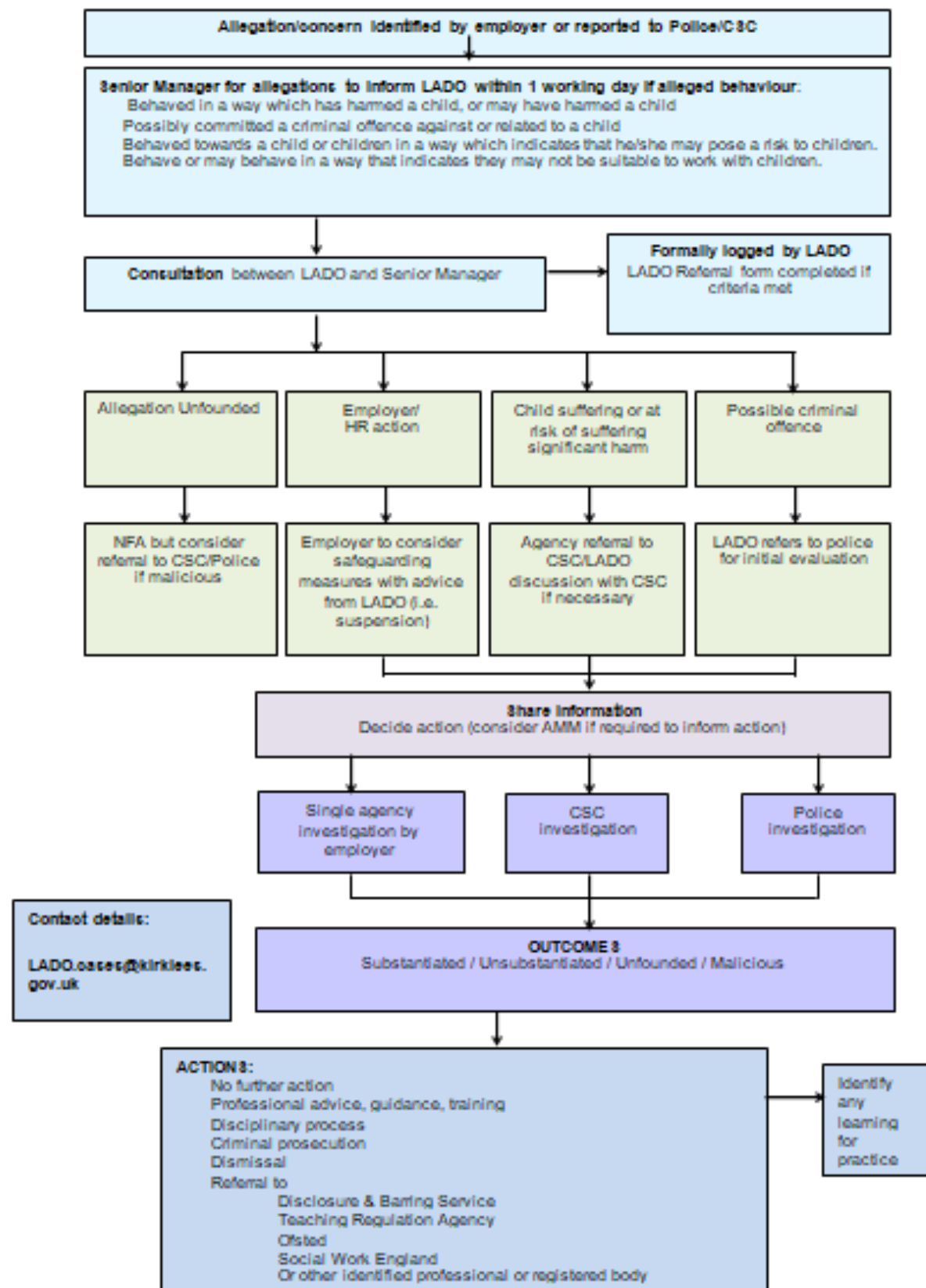
Flowchart

Before contacting the **Duty and Advice** Team and completing a contact form, please answer the following questions and follow the advice provided:



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LADO referral flowchart



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Equality Impact Assessment

This document provides guidance when completing an Equality Impact Assessment (EIA). The EIA template can be found at the end of this document.

Huddersfield New College is committed to promoting equality and participation in all our activities, whether this is related to the work we do with our external stakeholders or our responsibilities as an employer. We are committed to eliminate discrimination, advance equality of opportunity, and foster good relations when making decisions and developing policies. To do this, it is necessary to understand the potential impacts of the range of internal and external activities on different groups of people.

What is an Equality Impact assessment (EIA) and why do we need to complete one?

An equality impact assessment (EIA) is an evidence-based approach designed to help organisations ensure that their policies, practices, and decision-making processes are fair and do not present barriers to participation or disadvantage any protected groups from participation. This covers both strategic and operational activities.

The term 'policy', as used throughout this document, covers the range of functions, activities and decisions for which our organisation is responsible e.g. strategic decision-making, training courses and employment policies.

The EIA will help to ensure that:

- We understand the potential effects of the policy by assessing the impacts on different groups both external and internal
- Any adverse impacts are identified and actions identified to remove or mitigate them
- Decisions are transparent and based on evidence with clear reasoning

When might I need to complete an EIA?

Whether an EIA is needed or not will depend on the likely impact that the policy may have and relevance of the activity to equality. The EIA should be done when the need for a new policy or practice is identified, or when an existing one is reviewed. Depending on the type of policy or activity advice can be sought from either the HR team, Director of EDIE or SLT Lead.

Who is responsible for completing and signing off the EIA?

The author of the policy should complete the assessment, which will then require final approval by the SLT Lead.

What is discrimination?

Discrimination is where someone is treated less favourably or put at a disadvantage because of their protected characteristic. The different groups covered by the Equality Act are referred to as

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protected characteristics: disability, gender reassignment, marriage or civil partnership status, pregnancy and maternity, race, religion or belief, sexual orientation, sex (gender), and age.

Discrimination is usually unintended and can often remain undetected until there is a complaint. Improving or promoting equality is when you identify ways to remove barriers and improve participation for people or groups with a protected characteristics.

Building the evidence, making a judgement

In cases of new policies or management decisions there may be little evidence of the potential effect on protected characteristic groups. In such cases you should make a judgement that is as reliable as possible. Consultation will strengthen these value judgements by building a consensus that can avoid obvious prejudices or assumptions.

Consultation

Consultation can add evidence to the assessment. Consultation is very important and key to demonstrating that organisations are meeting the equality duties, but it also needs to be proportionate and relevant. Considering the degree and range of consultation will safe- guard against 'groupthink' by involving a diverse range of consultees. These are the key considerations, to avoid over-consultation on a small policy or practice and under- consultation on a significant policy or an activity that has the potential to create barriers to participation.

Provisional Assessment

At the initial stages, you may not have all the evidence you need so you can conduct a provisional assessment. Where a provisional assessment has been carried out, there must be plans to gather the required data so that a full assessment can be completed after a reasonable time. The scale of these plans should be proportionate to the activity at hand. When there is enough evidence a full impact assessment should be prepared. Only one EIA should be created for each policy, as more evidence becomes available the provisional assessment should be built upon.

Valuing Differences

EIAs are about making comparisons between groups of employees, service users or stakeholders to identify differences in their needs and/or requirements. If the difference is disproportionate, then the policy may have a detrimental impact on some and not others.

Evaluation Decision

There are four options open to you:

1. No barriers or impact identified, therefore activity will **proceed**.
2. You can decide to **stop** the policy or practice at some point because the evidence shows bias towards one or more groups
3. You can **adapt or change** the policy in a way which you think will eliminate the bias, or



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4. Barriers and impact identified, however having considered all available options carefully, there appear to be no other proportionate ways to achieve the aim of the policy or practice (e.g. in **extreme cases** or where **positive action** is taken). Therefore you are going to **proceed with caution** with this policy or practice knowing that it may favour some people less than others, providing justification for this decision.

In most cases, where disproportionate disadvantage is found by carrying out EIAs, policies **and practices are usually changed or adapted**.

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Equality Impact Assessment

Question	Response
1. Name of policy being assessed	Safeguarding Policy
2. Summary of aims and objectives of the policy	The purpose of the policy is to clearly indicate the responsibility for and process of safeguarding all students in the College.
3. What involvement and consultation has been done in relation to this policy? (e.g. with relevant groups and stakeholders)	The Safeguarding Team and specifically Designated Safeguard Lead and Director of Safeguarding have worked to update the policy, which has previously been approved by the Senior Leadership Team and Corporation.
4. Who is affected by the policy?	HNC students
5. What are the arrangements for monitoring and reviewing the actual impact of the policy?	The policy will be the basis for all safeguarding decisions made on a daily basis and reviewed weekly in the Safeguarding Team meetings. The policy will be reviewed annually.

Protected Characteristic Group	Is there a potential for positive or negative impact?	Please explain and give examples of any evidence/data used	Action to address negative impact (e.g. adjustment made
Disability	Positive Impact	The policy is compliant with all statutory responsibilities and adheres to the Keeping Children Safe in Education document as well as the Kirklees Safeguarding Children Partnership policy.	N/A
Gender reassignment	Positive Impact	As explained for disability	
Marriage or civil partnership	Positive Impact	As explained for disability	
Pregnancy and maternity	Positive Impact	As explained for disability	
Race	Positive Impact	As explained for disability	
Religion or belief	Positive Impact	As explained for disability	

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Sexual orientation	Positive Impact	As explained for disability	
Sex (gender)	Positive Impact	As explained for disability	
Age	Positive Impact	As explained for disability	

Evaluation:

Question	Explanation / justification	
Is it possible the proposed policy could discriminate or unfairly disadvantage people?	The policy describes the processes to ensure that all safeguarding concerns are addressed and appropriate responses / support is in place.	
Final Decision:	Tick the relevant Box	Include any explanation / justification required
1. No barriers identified, therefore activity will proceed .	✓	The policy is in line with Keeping Children Safe in Education and Kirklees Safeguarding Children Partnership policy. The basis of the policy has been used for many years and the College safeguarding has been judged to be outstanding during the past two Ofsted inspections.
2. You can decide to stop the policy or practice at some point because the data shows bias towards one or more groups		
3. You can adapt or change the policy in a way which you think will eliminate the bias		
4. Barriers and impact identified, however having considered all available options carefully, there appear to be no other proportionate ways to achieve the aim of the policy or practice (e.g. in extreme cases or where positive action is taken). Therefore you are going to proceed with caution with this policy or practice knowing that it may favour some people less than others, providing justification for this decision.		

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Reviewed by: (Author)	Lee Goddard
Date:	23/11/23
Review date (if applicable):	Autumn 2023
Approval by: (SLT approval)	Catherine Cushnie
Date:	23/11/23

