Child Protection and Vulnerable Adults Safeguarding and Prevent Policy 2026/27

Review 14
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We are committed to Equality and Diversity and to selection on merit. We welcome applications from all sections of society.

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KEY REFERENCE DOCUMENTS

STAFF ROLES AND RESPONSIBILITIES

Team	Role	Staff Member	Contact details
Strategic Leadership for safeguarding	Chair of Governors	Gill Bardin	01282 733140
	Safeguarding link Governor	Alison Cameron	
	Principal and CEO	Jason Faulkner	01282 733100
	Strategic Designated Safeguarding Lead and Strategic Designated Teacher	Alys Tregear	01282 733101
Designated Safeguarding & Child Protection Team	Operational Designated Safeguarding Lead & Designated Teacher	Charlotte Ashworth	01282 733321
	Safeguarding & Wellbeing Leads	Ryan Bartle	01282 733611
		Georgia Bolton	01282 733611
	Senior Safeguarding Officers	Hayley Burrow	01282 733616
		Kaylee Darlington	01282 733618
		Kelly Geraghty	01282 733626
		Kezia McDermot	01282 733613
	Safeguarding & Wellbeing Officers	Kezia Brown	01282 733551
		Emily Pickup	01282 733259
		Nicola Tomlinson	01282 733272
		Emily Weekes	01282 733606
	College Counsellor	Helen Davies	01282 733081
Pastoral Team	Pastoral Mentors	Iasma Asghar	01282 733595
		Hannah Crowley	01282 733713
		Russell Hilton	01282 733609
		Rebekah Jay	01282 733608
		Sarah Rattle	01282 733669
		Jonathan Russell	01282 733617
		Toni Waddington	01282 733690
Cyber Security, Filtering & Monitoring	Network Services and IT Support Manager	Matthew Nuttall	01282 733548
	SMT member responsible for Filtering and Monitoring review	Stuart Arnfield	01282 733106

Allocated Divisional Safeguarding Managers	Curriculum Manager A-levels	Bethan Palmer	01282 733641
	Curriculum Manager Construction	Ralph Stone	01282 733408
	Curriculum Manager Engineering	Craig Beattie	01282 733738
	Curriculum Manager Science, Health & Education	Nicola Slinger	01282 733493
	Curriculum Manager Math's, Eng., ESOL, Foundation	Gemma West	01282 733028
	Curriculum Manager Creative Arts & Digital	Rebekah Rosebank	01282 733399
	Curriculum Manager Business & Public Services	Rachel Chadwick	01282 733203
	Curriculum Manager Sport & Beauty	Nicky Palmer	01282 733447

If staff have concerns out of hours and are not able to contact the DSL or a member of SMT the following advice should be followed:

Life threatening situation:

- **Ring for an ambulance and/or contact the police on 999 or 101 non-emergency.**

- **If you think a child, young person or adult at risk is being abused or mistreated or you have concerns about a child young person or adults at risk well-being you should call and speak to someone at one of the following numbers:**

NSPCC Helpline Children (Under 18) 0808 800 5000 email help@nspcc.org.uk text 88858 (free service) or complete online form

Lancashire Children's Services Duty and Advice for Children (Under 18) - 0300 123 6720 Lancashire Adult Social Care for Adults (18+) - 0300 123 6721

The College is clear that it is not the responsibility of any member of staff to investigate any suspected cases of abuse, however all staff should:

A. Have knowledge and understanding of safeguarding and protection issues including the signs and symptoms of **abuse, neglect, physical, emotional, sexual, child exploitation and grooming, female genital mutilation (FGM), emotional health and self-harm, homelessness, County lines, peer on peer abuse and preventing terrorism.**

B. Teachers must personally report to the police cases where they discover that an act of

FGM appears to have been carried out; and discuss any such cases with the safeguarding lead and children's social care. The duty does not apply in relation to at risk or suspected cases. The Serious Crime Act 2015/18 sets a statutory duty on professionals including teachers to notify police when they discover FGM appears to have been carried out on a girl under 18. It is recommended that you make a report orally by calling 101, the single non-emergency number.

Where there is a risk to life or likelihood of serious immediate harm, professionals should report the case immediately to police, including dialing 999 if appropriate. In most cases, reports under the duty should be made as soon as possible after a case is discovered, and best practice is for reports to be made by the close of the next working day.

C. Honor or Faith based abuse encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including FGM, forced marriage, and practices such as breast ironing. All forms of Honor or Faith based abuse are abuse. All staff are aware that it is 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 and that this applies to non-binding, unofficial 'marriages' as well as legal marriages.

D. Where staff are concerned that students are developing extremist views or show signs or are susceptible to extremist ideology and radicalisation they must liaise with the Safeguarding Team.

E. Understand the importance of absence as a possible indicator of abuse and neglect and that absence may also raise concerns about others safeguarding issues, including criminal and sexual exploitation. College teams monitor attendance carefully and address poor or irregular attendance without delay. Tutors will always follow up with parents/carers when students fail to attend timetabled sessions with explanation. The College is clear that we need to have at least two up to date contacts numbers for parents/carers. Parents should remember to update College as soon as possible if the numbers change.

F. All staff are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff are not expected or trained to diagnose mental health conditions or issues but may notice behaviours that may be of concern.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by speaking to the Designated Safeguarding Lead. Staff can contact our operational Designated Safeguarding Lead on extension 3321 or a member of the safeguarding team.

G. Undertake safeguarding training every two years online. Student-facing staff receive monthly updates and annual safeguarding training. This includes understanding of the expectations, applicable roles and responsibilities in relation to filtering & monitoring as outlined in the college 'Filtering and monitoring Statement'. Non-student-facing staff receive additional training through termly staff development days. Records of all Safeguarding training will be maintained centrally and reported to the Governing Board on an annual basis. All staff, including those who do not work directly with children, must read and understand Part One of Keeping Children Safe in Education 2026 and be able to demonstrate that they understand their safeguarding responsibilities.

H. Consider and apply safe working practices in accordance with guidance.

I. Children can be at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines, and radicalisation.

J. All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or are being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having professional curiosity and speaking to the designated safeguarding lead (DSL) if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.

K. Staff must report and record safeguarding and protection issues in line with College policy and procedures.

L. Staff must carry out lawful student searches in line with the Searching, Screening and Confiscation guidance July 2022.

M. ALL staff and volunteers understand what domestic abuse is and the potential impact upon children and how this might be displayed.

The Domestic Abuse Act 2021 (Part 1) defines domestic abuse as any of the following behaviours, either as a pattern of behaviour, or as a single incident, between two people over the age of 16, who are 'personally connected' to each other:

a. physical or sexual abuse.
b. violent or threatening behaviour.
c. controlling or coercive behaviour.
d. economic abuse (adverse effect of the victim to acquire, use or maintain money or other property; or obtain goods or services); and
e. psychological, emotional or other abuse.

People are 'personally connected' when they are or have been married to each other or civil partners; or have agreed to marry or become civil partners. If the two people have been in an intimate relationship with each other, have shared parental responsibility for the same child, or they are relatives.

The definition of Domestic Abuse applies to children if they see or hear, or experience the effects of, the abuse; and they are related to the abusive person.

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home.

The National Domestic Abuse helpline can be called free of charge and in confidence, 24 hours a day on 0808 2000 247.

N. The DSL will:

- Ensure that the College has suitably trained Key Adult/s to fulfil its obligations under Operation Encompass
- Ensure that the College's commitment to Operation Encompass is known throughout the College via the means of staff training, information shared via the College website

Information on Operation Encompass can be found at their website (https://www.operationencompass.org/). The helpline is available 8am to 1pm, Monday to Friday on 0204 513 9990 (charged at local rate).

O. Prejudice-based incidents, including racism, antisemitism, islamophobia, homophobia, biphobia, transphobia, disability-related harassment and faith-based prejudice or abuse and other forms of discrimination. Such experiences may have a significant impact on a student's welfare, wellbeing, mental health and sense of safety. Staff will consider prejudice-based harm within safeguarding practice where appropriate and will promote an inclusive, anti-discriminatory culture.

PROCEDURE FOR REPORTING SAFEGUARDING CONCERNS

Concern, disclosure or suspicion of abuse.

This may be physical, emotional, sexual abuse or neglect, financial, fabricated/ induced illness, forced marriage, domestic abuse, honour and faith-based abuse, radicalisation or you just have a sense that something isn't quite right.

ANYONE CAN MAKE A REFERRAL

Staff suspect abuse

Learner discloses abuse to staff

Someone else reports abuse to staff e.g. friend.

Staff member informs the Safeguarding Team of their concerns
It is the staff members' duty of care to report this.

CONFIDENTIALITY CANNOT BE OFFERED TO THE LEARNER

Staff member to complete a Safeguarding Alert.

STAFF MUST BRING THE STUDENT TO E1-15 IF THE STUDENT IS CONSIDERED TO BE AT IMMEDIATE RISK OF HARM.

FOR NON-URGENT CONCERNS PLEASE SEND AN EMAIL TO SAFEGUARDING@BURNLEY.AC.UK. FOR OUTSIDE OF COLLEGE HOURS PLEASE CONTACT LANCASHIRE SOCIAL SERVICES ON 0300 123 6722.

Referrers will receive updates from the team as appropriate with confidentiality in mind.

Safeguarding team to speak to the learner and offer relevant

Safeguarding team contacts relevant agencies and communicates with the learner.

Safeguarding reports outcome/decision to staff where appropriate and update the Safeguarding Alert.

PROCEDURE FOR REFERRAL BY SAFEGUARDING TO THE LOCAL AUTHORITY

SAFEGUARDING CONSIDERS:

1. Current concern/event and any historical information.
2. Possible explanations and contemporaneous events.
3. The need to seek further external information/advice.

Family Help (including targeted early help and Section 17 support) Discuss with the safeguarding team Discuss with parents Obtain consent Agree ongoing in college support Follow the continuum of need and Family Help (including targeted early help and Section 17 support) guidance. Possible channel referral	**Referral to Children's Social Care Section 17/Section 47.** Where it becomes clear that a referral to Children's Social Care is needed this should be reported without delay to the correct relevant authority. **Lancashire: 03001236720** **Blackburn: 01254666400.** **Out of hours:** **Lancashire: 03001236722** **Blackburn: 01254587547** Inform parents when appropriate. For Section 17 gain consent from parents. Safeguarding team to record responses/ seek responses from children's social care.	**Vulnerable Adult Concern** Once it has been established that a vulnerable adult is at risk the matter should be referred to the relevant authority's Adult Social Care. **Lancashire: 03001236721** **Blackburn: 01254585949.** Notify the police if an adult is in immediate danger or a crime has been committed. Safeguarding team to record responses/ seek responses when needed.

Safeguarding and Child Protection Policy

1 Purpose

1.1 To safeguard and protect the welfare of our students.

1.2 In doing this the College fulfils its moral and statutory duty in accordance with (detailed on page 4) and the Children's Safeguarding Assurance Partnership (SCAP).

2 Scope/Terms

2.1 All College students who are under the age of 18 or adult at risk.

2.2 An adult at risk is a person aged 18 years or over who may be unable to take care of themselves or protect themselves from harm or from being exploited. This may be because they have a mental health problem, a disability, a sensory impairment, are old and frail, or have some form of illness. Lancashire Safeguarding Partnership

2.3 For the purpose of this Policy, 'staff' includes College Governors, employed and voluntary staff.

3 Policy Statement

3.1 Burnley College has a duty to safeguard and protect the welfare and well-being of its students and staff. **This statement applies to all College staff, trainee tutors, College Governors, contractors, visitors and volunteers.**

3.2 There are three main strands to our Safeguarding and Protection Policy

a Prevention
By promoting a positive College culture, which involves all staff, by considering what is in the best interest of students and by creating and maintaining a safe learning environment.

b Protection
By following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to Safeguarding and Protection concerns. The Data Protection Act 2018, Data (Use and Access) Act 2025 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe.

c Support
To students who may have been subject to abuse or neglect or from high-risk families (Domestic Violence, substance misuse, mental health and parents with learning disability, children in the court system as witnesses and children with family members in prison) or vulnerable/marginalised groups.

4 College Commitment

4.1 We recognise that high self-esteem, confidence, peer support and clear lines of communication with trusted adults help all students.

4.2 Burnley College is committed to:

a. Establishing and maintaining an environment in which students feel secure, are encouraged to talk, are listened to and are able to recognise when they are at risk and how to get help when they need it.

b. Ensuring that students are taught about safeguarding, including keeping themselves safe online exploring in more detail:

- **Content** which links to being exposed to illegal, inappropriate or harmful content including disinformation, misinformation and conspiracy theories simulated harmful online AI interactions and extreme violence or sexual material.
- **Contact** which links to being subjected to harmful online interaction with other users.
- **Conduct** which links to personal online behaviour that increases the likelihood of, or causes harm, including making, sending or receiving self-generated intimate images using AI.
- **Commerce** which links to risks of online gambling, inappropriate advertising, phishing and or financial scams.

This activity will take place through various teaching and learning opportunities, as part of providing a broad and balanced curriculum. We are sensitive to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special educational needs or disabilities. Students are taught to recognise when they are at risk and how to get help when they need it. If students or staff are at risk, it will be reported to the Anti-Phishing Working Group (https://apwg.org/).

c. Ensuring that all students are educated not just around the curriculum but around additional topics relating to modern life in Britian including:

- Misogyny, Misandry
- Equality, Diversity stereotyping and prejudice
- Sexual Violence and Sexual Harassment
- Building positive, healthy and respectful relationships
- Boundaries, consent and kindness
- Confidence and self-esteem
- Recognising abuse
- The concepts of, and the law relating to all forms of abuse.
- Safeguarding related topics such as mental health, exploitation and related areas.

This will be delivered as part of students' personal and professional development curriculum and will be adapted to ensure the content is appropriate for the students and their level of study as well as being adapted to meet the needs of students with SEND and other disabilities.

d. Ensuring that whilst in College all external web traffic is monitored and analysed by the Burnley College filtering and monitoring arrangements which are regularly reviewed for their effectiveness. Any inappropriate or unsafe content is blocked with all personal devices using the same filtering protocols as all Burnley College devices and any attempted breaches are flagged, with

appropriate parties informed and action taken as appropriate.

e. ensuring that students know that there are staff in the College who they can approach if they are worried or in difficulty.

f. ensuring that every effort will be made to establish effective working relationships with parents and colleagues from other agencies.

4.3 Burnley College will, within a culture of vigilance,

- prevent people who pose a risk of harm from working with students.
- ensure students are kept safe and challenge poor and unsafe practices.
- foster a culture of trust between adults who work at the College and the Students who attend it.
- assess the risks and issues in the wider community when considering the wellbeing and safety of students.
- contribute to effective partnership working between all those involved with providing safeguarding services for students.
- work with partners to provide a coordinated offer of Family Help (including targeted early help and Section 17 support) when additional needs of Students are identified.

4.4 All adults working with, or on behalf of, students have a responsibility to protect them. The appropriate training is detailed in Annex C and roles and responsibilities are as follows:
Where staff suspect a safeguarding and protection issue, they must in all cases be referred to the Designated Safeguarding and Wellbeing team. However, it should be remembered that sometimes children will not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. If a member of the team is not immediately available staff should contact the Designated Safeguarding Lead (DSL) or any other member of the senior management team, including the Principal or take advice from local children's social care.

5. Relevant legislative guidance relevant to safeguarding and promoting the welfare of children

- The obtaining of criminal records disclosures or barred checks rely on powers to check which are in the Police Act 1997 (Criminal Records) Regulations 2007, and Rehabilitation of Offenders Act 1975 Exceptions Order – both as amended.
- The Children Act 1989 and 2004
- Children and Social Work Act 2017
- Education Act 2011
- Safeguarding Vulnerable Groups Act 2006 as amended
- Guidance for Safer Working Practices for Adults Who Work with Children, and Young People in Education Settings February 2022
- Domestic Abuse Act 2021
- Crime and Disorder Act 1998 as amended.
- Housing Act 2004 – Homelessness Reduction Act 2017
- Protection of Freedoms Act 2012
- Working Together to Safeguard Children updated 2026.
- Keeping Children Safe in Education September 2026

- Counter Terrorism and Security Act 2018 including prevent duty guidance.
- Information sharing to safeguard children and young people (Statutory Guidance 2026) Children's Wellbeing and Schools Act 2026
- The Serious Crime Act 2015
- Searching, Screening and Confiscation July 2022
- Mandatory Reporting of Female Genital Mutilation – Procedural Information 2020
- Data Protection Act 2018
- Data (Use and Access) Act 2025
- Equality Act 2010 as amended.
- Police and Criminal Evidence Act 1984 (PACE) Code C 2019.
- Meeting Digital and Technology Standards in Schools and Colleges May 2024
- Marriage and Civil Partnership (minimum age) Act 2022
- Keeping Children Safe in out-of-school Settings September 2023
- Online Safety Act 2023 (updated 2025)

6. Specific Roles and Responsibilities

The broad areas of responsibility for the Designated Safeguarding Lead, the Principal and the Governing Board are as follows:

6.1 The Designated Safeguarding Lead (DSL)

6.1.1 Managing Referrals

A. Refer all cases of suspected abuse to the local authority children's social care and:
   - the designated officer for child protection concerns (all cases which concern a staff member)
   - disclosure and Barring Service (cases where a person is dismissed or left due to risk/ harm to a child); and/or
   - police (cases where a crime may have been committed)

B. Liaise with the Principal to inform him/ her, where necessary, of issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This includes being aware of the requirement for children to have an Appropriate Adult. Further information can be found in the Statutory Guidance - PACE Code C 2019.
C. Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
D. To offer support and guidance to students presenting with acute mental health concerns including suicidal ideation and suicide attempt. In this instance the safeguarding team will risk assess and contact the students' General Practitioner to inform them of risk and intent. In appropriate circumstances the safeguarding team will contact the students' parents or guardians. In all instances students will be encouraged to inform parents where it is safe to do so.
E. Work with the Principal and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at college. This includes ensuring that the College is aware of cohort of children who have or have had a social worker are, understanding

their academic progress and attainment, and maintaining a culture of high aspirations for this cohort, and supporting teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes

The College adopts an anti-discriminatory and anti-racist safeguarding approach. Safeguarding practice will actively consider the impact of discrimination, racism, cultural bias and inequality when assessing risk and planning interventions.

6.1.2 Training

A. Undertake appropriate training carried out at least every two years to keep knowledge and skills up to date.
B. Ensure staff undertake appropriate safeguarding and Prevent initial awareness and referral training at induction which is updated at least every two years to keep knowledge and skills up to date.
C. Understand the assessment process for providing Family Help, including targeted Early help and Section 17 support, and local arrangements for assessment and intervention, for example through locally agreed common and shared assessment processes such as early help assessments
D. Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
E. Ensure each member of staff has access to and understands the College's safeguarding and child protection policy and procedures, especially new and part-time staff. All new staff will be provided with a hard copy of the Safeguarding and Child Protection Policy
F. Be alert to the fact that safeguarding issues can manifest themselves via child-on-child abuse. Ensuring each member of staff has access to and is aware of the appropriate recording, referral and investigative mechanisms for dealing with child-on-child abuse. The victims of child-on-child abuse would be supported through appropriate pastoral and referral routes. Perpetrators of such abuse will also be supported in line with current guidance and College procedures.

    - All staff should be aware that children can abuse other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of College and online. All staff are clear on the College's policy and procedures with regard to child-on-child abuse and the important role they have to play in preventing it and responding to where they believe a child may be at risk from it.

    - All staff understand that even if there are no reports in College, it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding child-on-child abuse they should speak to their designated safeguarding lead (or a deputy).

    - It is essential that all staff understand the importance of challenging inappropriate behaviours between children, many of which are listed below, that are abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises

abuse leading to children accepting it as normal and not coming forward to report it.

- Child-on-child abuse is most likely to include, but may not be limited to:
  - bullying (including cyber bullying, prejudice-based and discriminatory bullying)
  - abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
  - physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
  - sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence
  - sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse.
  - causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.
  - consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
  - upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and
  - Violence and harassment
  - initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

G. Be alert to the specific needs of children in need, those with special educational needs and young carers, young parents/ who are pregnant, looked after and previously looked after children and those with challenging behaviours.
H. Be alert to the possibility that children with Special Educational Needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges. The College identifies pupils who might need more support to be kept safe or to keep themselves safe providing specific curriculum sessions that place a focus on safeguarding issues alongside extensive support and guidance sessions.
I. Be alert to the fact that it is a mandatory duty to inform the local authority where a private fostering arrangement is in place for a student with disabilities under 18.

   A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step parents; it does not include great aunts or uncles, great grandparents or cousins.

   Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

   College staff should notify the designated safeguarding lead when they become aware of private fostering arrangements.

The designated safeguarding lead will speak to the family of the student involved to check that they are aware of their duty to inform the LA. The college itself has a duty to inform the local authority of the private fostering arrangement.

J. Be able to keep detailed, accurate, secure written records of concerns and referrals.
K. Obtain access to resources and attend any relevant or refresher training courses.
L. Encourage a culture of listening to students and taking account of their wishes and feelings, among all staff, in any measures the College may put in place to protect them to ensure that a contextualised approach to safeguarding is taken.
M. Understand the fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether or not) can be just as vulnerable as children who identify as LGBT. Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. At Burnley College we endeavour to reduce the additional barriers faced by proving a safe space for everyone to speak.
N. Takes lead responsibility for coordinating and reviewing the college 'Filtering and Monitoring' statement and 'Prevent Action Plan'.

6.1.3 Raising Awareness

A. Ensure the College's policies are known and used appropriately.
B. Ensure the College's safeguarding and child protection policy is reviewed annually, and the procedures and implementation are updated and reviewed regularly, and work with the governing body regarding this.
C. Ensure the College's safeguarding and child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the College in this.
D. Link with the local Children's Safety Assurance Partnership to make sure staff are aware of training opportunities and the latest local policies on safeguarding and current issues and priorities.
E. Where students leave the College ensure their safeguarding and protection file is forwarded for any new educational establishment

6.2 The Principal

In addition to staff duties detailed in Annex A, 6.2, the Principal will ensure that:

A. 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 inter-agency meetings, and contributing to the assessment of children and adults at risk.
B. All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children and adults at risk, and such concerns are addressed sensitively and effectively in a timely manner in accordance with legislation.

6.3 The Governing Body

In addition to staff duties detailed in Annex A 6.2, the Governing Board will ensure that:

A. The College has an effective Safeguarding and Child Protection Policy and procedures and processes for monitoring compliance with them.
B. An appropriate senior member of staff is designated to take lead responsibility for dealing with safeguarding and protection issues, providing advice and support to other staff, liaising with the Local authority and working with other agencies.
C. A College designated Safeguarding Governor is appointed.
D. The College has Safeguarding and Child Protection Policy and Procedures in place that are in keeping with locally agreed inter-agency procedures and the

Policy is made available to students/parents on request.

E. The College operates safe recruitment procedures including making sure that statutory duties to check staff who work with students are complied with and statutory guidance relating to volunteers is followed, that proportionate decisions are taken on whether to require any checks beyond that and recruitment panel members are properly trained.
F. The College has procedures for dealing with allegations of abuse against members of staff and volunteers that follow any guidance from Government, the local authority and locally agreed inter-agency procedures.
G. Where the College provides education for pupils under 16 years of age who are on the roll of secondary schools, the Designated Safeguarding Lead liaises with the schools concerned and ensures that appropriate arrangements are in place to safeguard the children. in addition to basic safeguarding and protection training, the Designated Safeguarding Lead undertakes training in inter-agency working that is provided by, or to standards agreed by, the Children's Safety Assurance Partnership (CSAP), and refresher training at 2 yearly intervals to keep his/her knowledge and skills up to date.
H. All other staff who work with students and adults at risk, undertake training to equip them to carry out their responsibilities for safeguarding and protection effectively, that is kept up to date by annual refresher and temporary staff and volunteers who work with students are made aware of the College's arrangements for safeguarding and protection and their responsibilities.
I. Members of the Governing Body take part in mandatory safeguarding training to ensure that they can 'assure themselves that the safeguarding policies and procedures in place in College are effective.' This training is regularly updated.
J. Staff are all trained in electronic referral recording and processes and understand how to utilise the system Safer Recruitment training is available to all relevant staff and governors who are involved in the recruitment process.
K. Any deficiencies or weaknesses in regard to safeguarding and protection arrangements that are brought to its attention are remedied without delay.
L. Ensure that all staff undergo online safety training which includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring. Ensuring the College has appropriate filtering and monitoring systems in place and are regularly reviewed.
M. That appropriate safeguarding and child protection policies and procedures are in place when college premises are hired out to external organisations in line with Keeping Children Safe in out-of-school settings guidance.
N. Where there are concerns about the way that safeguarding is carried out in the College staff should refer to the Whistle-blowing policy A whistleblowing disclosure must be about something that affects the general public such as: a criminal offence has been committed, is being committed or is likely to be committed, a legal obligation has been breached, there has been a miscarriage of justice, the health or safety of any individual has been endangered, the environment has been damaged, information about any of the above has been concealed. The NSPCC runs a whistleblowing helpline on behalf of the government; the number is 0808 800 5000.
O. An annual review of its policies and procedures and how the above duties have been discharged are undertaken including the prevent risk assessment.

The Designated Safeguarding Lead will report annually on Safeguarding and Protection issues to the Governing body who will then exercise their responsibilities.
Neither the Governing Board nor individual Governors have a role in dealing with individual cases or a right to know details of cases, except where exercising their disciplinary functions

in respect of allegations against a member of staff.

7. Information Sharing

Burnley College recognises the statutory Information Sharing Duty introduced through the Children's Wellbeing and Schools Act and the Information sharing to safeguard children and young people (Statutory Guidance 2026).

Relevant safeguarding information must be shared with appropriate agencies where it may be relevant to safeguarding or promoting the welfare of a child unless withholding the information is necessary because sharing would be more detrimental to the child.

Staff should presume information sharing is appropriate where it may support the safeguarding, welfare or wellbeing of a child. Consent should be sought where appropriate; however, a lack of consent should not prevent information sharing where doing so would place a child at risk of harm or prevent another agency from fulfilling its safeguarding duties.

Data protection legislation is not a barrier to sharing information to keep children safe. All information sharing decisions, including decisions not to share information, will be recorded together with the rationale.

7.1 Information recording

All safeguarding records are kept in line with KCSIE 2026 requirements which states safeguarding records must clearly evidence:

- the concern
- actions taken
- decisions made
- rationale for decisions
- outcomes and follow-up actions

8.Allegations of Abuse

Any allegations of abuse made against a student will be dealt with under the relevant policy which could be the Safeguarding and Child Protection Policy.
Any allegations of abuse or concerns about the conduct of a member of staff, supply teachers, volunteers or contractors should be reported to the Principal who along with the DSL, will decide whether the concern is an allegation or low-level concern and action will be taken via the appropriate process which could include a referral to the Local Authority Designated Officer for child protection concerns as appropriate. LADO.Admin@lancashire.gov.uk Tel. 01772 536694.
Any allegations of abuse made against the Principal will be dealt with by Gillian Bardin the Chair of the Governing Board (gbardin@burnley.ac.uk).

9. About Operation Encompass

Operation Encompass is a police and education early information sharing partnership- enabling colleges to offer immediate support for young people experiencing domestic abuse and other traumatic experiences. The police with a college's trained Key Adult (DSL) share information prior to the start of the next college day after officers have attended a domestic

abuse incident thus enabling appropriate support to be given, dependent upon the needs and wishes of the young person.

Young people experiencing domestic abuse are negatively impacted by this exposure; domestic abuse has been identified as an Adverse Childhood Experience and can lead to emotional, physical and psychological harm. Operation Encompass aims to mitigate this harm by enabling immediate support, making a young person's day better and giving them a better tomorrow.

Owned by	Alys Tregear (DSL)
Last reviewed	September 2026
On College website	September 2026
Review Date	Annually

Appendix index

A) Indicators of County Lines Exploitation
B) Signs and symptoms of Child-on-Child Abuse
C) Signs and Symptoms of Child Sexual Exploitation
D) Risk Factors and Symptoms of Female Genital Mutilation (FGM)
E) Early indicators of Radicalisation or Extremism
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Q) Conviction disclosure and safeguarding risk assessments
R) 14–16-year-old students
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U) Drugs and Alcohol
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A) INDICATORS OF COUNTY LINES EXPLOITATION

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas (within the UK), using dedicated mobile phone lines or other form of “deal line”.

Exploitation is an integral part of the county lines offending model with children and adults at risk exploited to move (and store) drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure the compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children’s homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network. One of the ways of identifying potential involvement in county lines is missing episodes (both from home and school), when the victim may have been trafficked for the purpose.

Staff will be alert to indicators of modern slavery, human trafficking and exploitation recognising that children may be victims of criminal, sexual or labour exploitation.

If a child is suspected of being at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation. Like other forms of abuse, child criminal exploitation, including county lines: Further information on the signs of a young person’s involvement in county lines is available in guidance published by the Home Office.

B) SIGNS AND SYMPTOMS OF CHILD-ON-CHILD ABUSE

Staff should be aware that safeguarding issues can manifest themselves via child-on-child abuse This is most likely to include, but not limited to:

a. bullying (including cyberbullying)
b. physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm sexual violence and sexual harassment.
c. gender-based violence
d. sexting (also known as youth produced sexual imagery
e. initiation-type violence and rituals.
f. Harassment and violence

Abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up”. Different gender issues can be prevalent when dealing with child-on-child abuse. This could for example include girls being sexually touched/assaulted or boys being subject to initiation-type violence. The college recognises that girls are more likely to be victims and boys’ perpetrators, but all child-on-child abuse is unacceptable and will be taken seriously. We believe that all students have a right to attend college and learn in a safe environment and they should be free from harm by adults in school and other students. We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the promoting positive behaviours policy. Occasionally, allegations may be made against students by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

The allegation:

g. is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil is of a serious nature, possibly including a criminal offence.
h. raises risk factors for other pupils in the school.
i. indicates that other pupils may have been affected by this student.
j. indicates that young people outside the school may be affected by this student.

The College will support the victims of child-on-child abuse by ensuring all staff are aware of the electronic incident reporting system and how to access and use this system. All reports are sent through to the DSL.

In cases where nudes or semi-nudes have been shared (previously known sexting) we follow guidance given to schools and colleges by the UK Council for Child Internet Safety (UKCIS) published in March 2024: Sharing nudes and semi-nudes.

C) SIGNS AND SYMPTOMS OF CHILD SEXUAL EXPLOITATION

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

Indicators of child sexual exploitation may include:

a. Acquisition of money, clothes, mobile phones, etc. without plausible explanation.
b. Gang-association and/or isolation from peers/social networks.
c. Exclusion or unexplained absences from school, college or work.
d. Leaving home/care without explanation and persistently going missing or returning late.
e. Excessive receipt of texts/phone calls.
f. Returning home under the influence of drugs/alcohol.
g. Inappropriate sexualised behaviour for age/sexually transmitted infections.
h. Evidence of/suspicions of physical or sexual assault.
i. Relationships with controlling or significantly older individuals or groups.
j. Multiple callers (unknown adults or peers).
k. Frequenting areas known for sex work.
l. Concerning use of internet or other social media.
m. Increasing secretiveness around behaviours; and
n. Self-harm or significant changes in emotional well-being.

Potential vulnerabilities include:

Although the following vulnerabilities increase the risk of child sexual exploitation, it must be remembered that not all children with these indicators will be exploited. Child sexual exploitation can occur without any of these issues.

o. Having prior experience of neglect, physical and/or sexual abuse.
p. Lack of a safe/stable home environment, now or in the past (domestic violence or parental substance misuse, mental health issues or criminality, for example).
q. Recent bereavement or loss.
r. Social isolation or social difficulties.
s. Absence of a safe environment to explore sexuality.
t. Economic vulnerability.
u. Homelessness or insecure accommodation status.
v. Connections with other children and young people who are being sexually exploited.
w. Family members or other connections involved in adult sex work.
x. Having a physical or learning disability.
y. Being in care (particularly those in residential care and those with interrupted care histories); and
z. Sexual identity.

More information can be found in:

Child sexual exploitation: Definition and a guide for practitioners (DfE 2017)

D) RISK FACTORS AND SYMPTOMS OF FEMALE GENITAL MUTILATION (FGM)

Risk factors for FGM include:

- low level of integration into UK society
- mother or sister who has undergone FGM.
- girls who are withdrawn from PSHE
- visiting female elder from the country of origin
- being taken on a long holiday to the country of origin
- talk about a 'special' procedure to become a woman.

Symptoms of FGM

FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-school to visit an 'at-risk' country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM.

Indications that FGM may have already taken place may include:

- difficulty walking, sitting or standing and may even look uncomfortable.
- spending longer than normal in the bathroom or toilet due to difficulties urinating.
- spending long periods of time away from a classroom during the day with bladder or menstrual problems.
- frequent urinary, menstrual or stomach problems.
- prolonged or repeated absences from school or college, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return
- reluctance to undergo normal medical examinations.
- confiding in a professional without being explicit about the problem due to embarrassment or fear.
- talking about pain or discomfort between her legs.

E) EARLY INDICATORS OF RADICALISATION OR EXTREMISM

As part of the Counter Terrorism and Security Act 2015/18, schools have a duty to 'prevent people being drawn into terrorism'. This has become known as the 'Prevent Duty'. Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalised, they should discuss this with the Designated Safeguarding Lead. The Designated Safeguarding Lead has received training in the Prevent Duty and tackling extremism and is able to support staff with any concerns they may have. We use the curriculum to ensure that young people understand how people with extreme views share these with others, especially using the internet. We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society. The Prevent Lead for the College is Alys Tregear, and the deputy prevent lead is Charlotte Ashworth. Recognising Extremism:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- secretive behaviour
- online searches or sharing extremist messages or social profiles.
- intolerance of differences, including faith, culture, gender, race or sexuality
- graffiti, artwork or writing that display extremist themes.
- attempts to impose extremist views or practices on others.
- verbalising anti-Western or anti-British views
- advocating violence towards others

F) SIGNS AND SYMPTOMS OF ABUSE AND NEGLECT

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. They may be abused by an adult or adults or another child or children.

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

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

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

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

G) CHILDREN WHO ARE ABSENT FROM EDUCATION

Children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation - particularly county lines. It is important that the college's response to persistently absent students and students missing education

supports identifying such abuse, and in the case of absent students, helps prevent the risk of them becoming a child missing education in the future. This includes when problems are first emerging but also where young people are already known to local authority children's social care and need a social worker (such as a child who is a child in need or who has a child protection plan, or is a looked after child), where being absent from education may increase known safeguarding risks within the family or in the community.

H) CHILDREN WHO ARE QUESTIONING GENDER

The College understands that a child questioning their gender identity is not in itself a safeguarding concern. However, the College recognises that such students may be vulnerable to bullying, harassment, discrimination and mental health difficulties and will ensure appropriate support and safeguarding responses are available.

I) DETERMINING LEVELS OF CONCERN AND OUTCOME

Allegations or concerns about an adult working in the College whether as a tutor, supply tutor, trainee tutors, other staff, volunteers or contractors

We recognise the possibility that adults working in the college may harm children, including governors, volunteers, supply tutors, trainee tutors, and agency staff.

Any concerns about the conduct of other adults in the College should be taken to the Principal without delay.

Any concerns about the Principal should go to Gillian Bardin the Chair of Governors who can be contacted by e-mail gbardin@burnley.ac.uk

Concerns may come from various sources, for example, a suspicion; complaint; or disclosure made by a student, parent or other adult within or outside of the organisation; or as a result of vetting checks undertaken.

The Principal has to decide whether the concern is an allegation or low-level concern. The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a student does not meet the threshold for referral to the Local Authority Designated Officer (LADO) (see below).

Allegations

It is an allegation if the person* has:

- behaved in a way that has harmed a child, or may have harmed a child and/or;
- possibly committed a criminal offence against or related to a child and/or;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children (also includes behaviour outside the college).

(*Person could be anyone working in the college that provides education for children under 18 years of age, including supply tutors, volunteers and contractors.)

Allegations should be reported to the LADO 'without delay'.

Before contacting the LADO, colleges should conduct basic enquiries in line with local procedures to establish the facts to help them determine whether there is any foundation to the allegation, being careful not to jeopardise any future police investigation.

The LADO's role is not to investigate the allegation, but to ensure that an appropriate investigation is carried out, whether that is by the police, children's social care, the college, or a combination of these.

LOW-LEVEL CONCERNS

Concerns may be graded low level if the concern does not meet the criteria for an allegation; and the person* has acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work.

Example behaviours include, but are not limited to:

- Being overfriendly with students.
- Having favourites.
- Taking photographs of students on their mobile phone.
- 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.

If the concern has been raised by a third party, the principal should collect as much evidence as possible by speaking:

- Directly to the person who raised the concern, unless it has been raised anonymously to the individual involved and any witnesses.

The employers of supply staff and contractors should be notified, so any potential patterns of inappropriate behaviour can be identified.

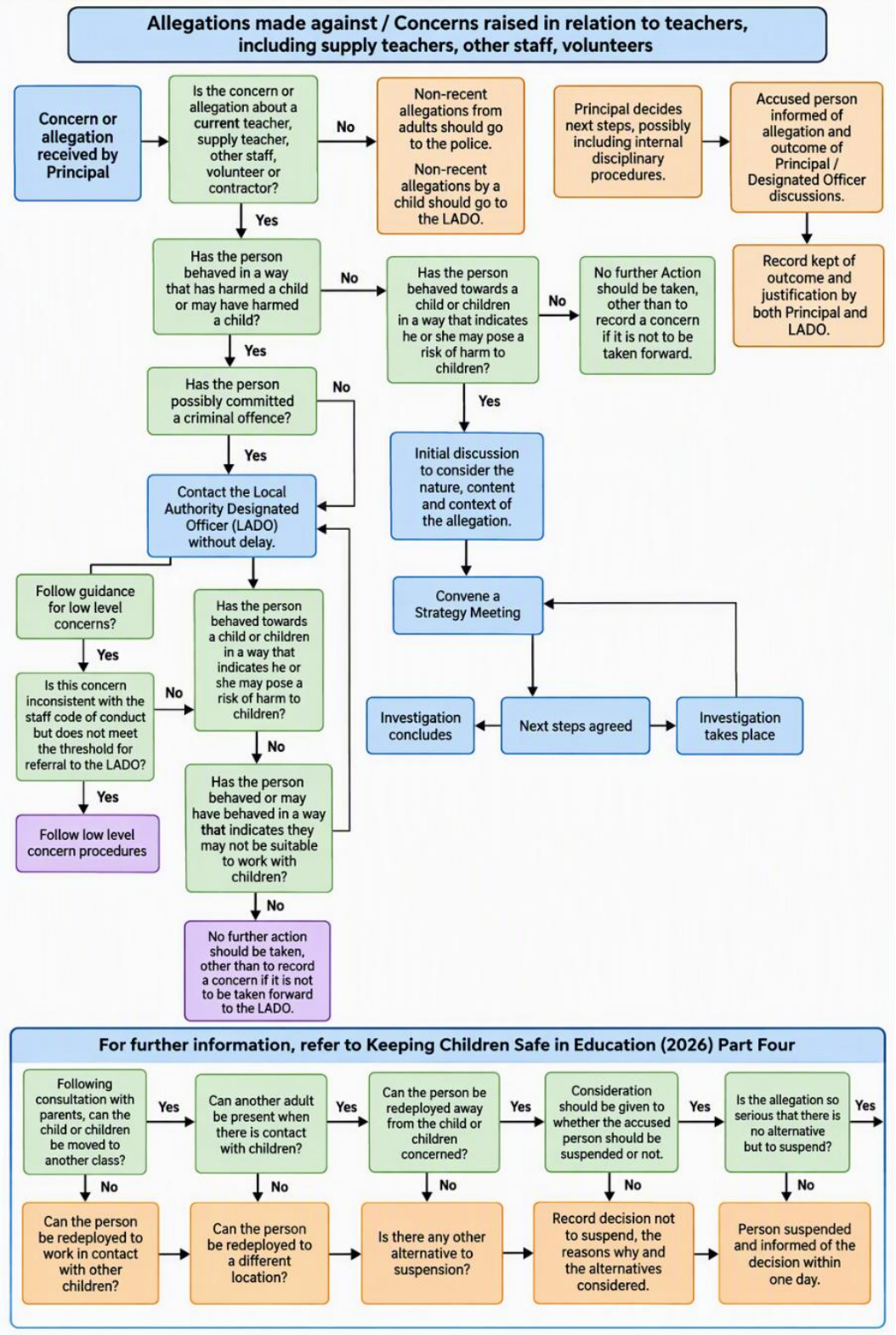
Staff should be encouraged and feel confident to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

Low-level concerns should be recorded in writing, including:

- Name* of individual sharing their concerns.
- Details of the concern
- Context in which the concern arose.
- Action taken.

(* if the individual wishes to remain anonymous then that should be respected as far as reasonably possible)

Records must be kept confidential, held securely and comply with the Data Protection Act 2018. The records' review might identify that there are wider cultural issues within the school or college that enabled the behaviour to occur. This might mean that policies or processes could be revised, or extra training delivered to minimise the risk of it happening again.



All concerns will be addressed following college processes and the guidance in [Keeping children safe in education 2026.](#) Part four.

What is a low-level concern?

The term 'low-level' concern does not mean that it is insignificant. It means that the behaviour towards a child does not meet the threshold set out at KCSIE (2026). 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 College may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO

J) SEXUAL VIOLENCE AND SEXUAL HARASSMENT

All staff are aware that sexual violence and sexual harassment can occur between two or more children of any age and sex. It can occur also through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face-to-face (both physically and verbally) and are never acceptable.

Staff are aware of the importance of:

- Making clear that there is a zero-tolerance approach to sexual violence and sexual harassment, that it is never acceptable, and it will not be tolerated.
- It should never be passed off as “banter”, “just having a laugh”, “a part of growing up” or “boys being boys”. Failure to do so can lead to a culture of unacceptable behaviour, an unsafe environment and in worst case scenarios a culture that normalises abuse, leading to children accepting it as normal and not coming forward to report it.
- Recognising, acknowledging, and understanding the scale of harassment and abuse and that even if there are no reports it does not mean it is not happening, it may be the case that it is just not being reported.
- Challenging physical behaviour (potentially criminal in nature) such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

Children who are victims of sexual violence and sexual harassment wherever it happens, may find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same college.

Whilst any report of sexual violence or sexual harassment should be taken seriously, staff should be aware it is more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys. Children with special educational needs and disabilities (SEND) are also three times more likely to be abused than their peers.

Ultimately, it is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe.

Staff taking a report should never promise confidentiality as it is very likely that it will be in the best interests of the victim to seek advice and guidance from others in order to provide support and engage appropriate agencies. The school or college should only engage staff and agencies who are required to support the children involved and/or be involved in any investigation. The victim may ask the school or college not to tell anyone about the sexual violence or sexual harassment. There are no easy or definitive answers when a victim makes this request. If the victim does not give consent to share information, staff may still lawfully share it if there is another legal basis under the UK GDPR that applies. For example, the public task basis may apply, where the overall purpose is to perform a public interest task or exercise official authority, and the task or authority has a clear basis in law. Staff should notify the Designated Safeguarding Lead of all disclosures from students.

Students can report anonymously through the student one place and clicking the whisper button. For University students please refer to the Harassment and Misconduct Policy.

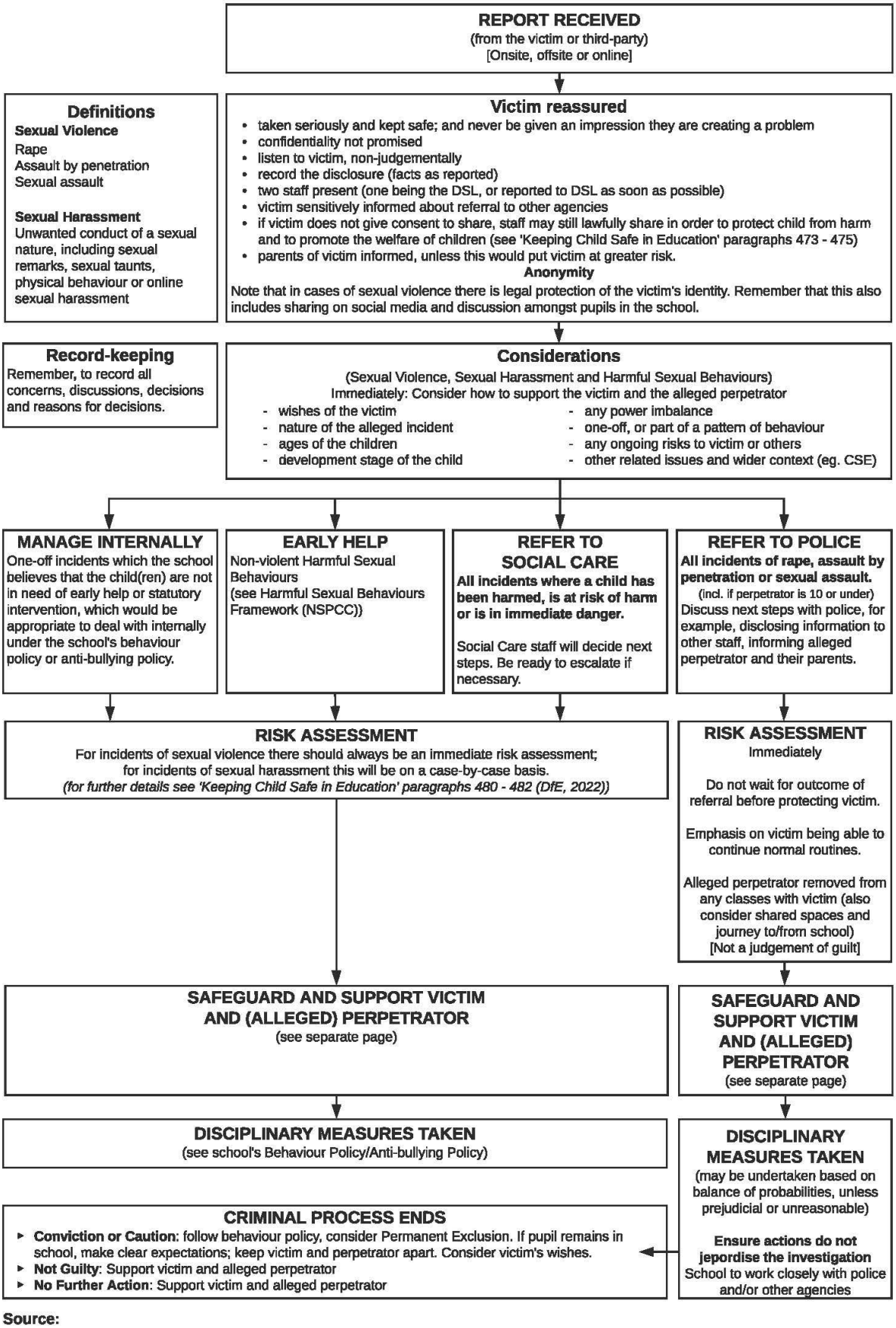
Definitions

Victim	Although not everyone affected by sexual violence or harassment considers themselves in this way, the guidance refers to this person as the victim throughout
Alleged Perpetrator	Refers to the young person(s) responsible for the violence or harassment: the alleged child perpetrator must also be considered as someone in need of support and may be a victim of abuse themselves.
Sexual Violence	Offences defined below under the Sexual Offences Act 2003 (*paraphrased for brevity*): **Rape:** intentional penetration of the vagina, anus or mouth of another person, using the penis, without consent **Assault by penetration:** intentional penetration of the vagina or anus of another person using a body part (other than the penis), or other object, without consent. **Sexual assault:** intentionally touching another person sexually, without consent. (NOTE – the College is aware that sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault)
Sexual Harassment	is unwanted conduct of a sexual nature, including sexual comments, 'jokes' or taunts; physical behaviour, which can occur online and offline or online and both inside and outside college, online sexual harassment. When we reference sexual harassment, we do so in the context of child-on-child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.
Consent	To agree to vaginal, anal or oral penetration with free will and the capacity to do so; consent is not all encompassing, may cover only certain sexual activities, may be given with conditions, may be withdrawn at any time; and consent is needed every time sexual activity takes place. • A child under the age of 13 can never consent to any sexual activity. • The age of consent is 16. • sexual intercourse without consent is rape.
Harmful Sexual Behaviours	Children's sexual behaviours exist on a wide continuum across different ages and stages of development. However, abusive and violent sexual behaviours are inappropriate. Harmful sexual behaviours are often found in children who have been, or are being, abused themselves. Children showing signs of harmful sexual behaviours are in need of appropriate support themselves.

Victim	Alleged Perpetrator	Other children
• Needs and wishes of victim are paramount. • Not made to feel they are the problem. • Consider proportionality of response. • Aim for victim to carry out normal routine. • Recognise that they may struggle in class and may need time out (if they wish) • Be aware that they may not disclose the whole picture immediately. • Prepare for support over a long period and consider who is involved (internal and external) • If victim moves college, the Designated Safeguarding Lead (DSL) informs the new college of the need for continued support	• Possible tension between discipline and support (these are not mutually exclusive) • Consider age/ developmental stage/any SEND. • Proportionate response • Consider unmet needs (for example, harmful sexual behaviours (HSB) • If (alleged) perpetrator moves college, the Designated Safeguarding Lead (DSL) informs the new college of the issues and transfers the child Protection file	• Witnesses may need support (especially in cases of sexual violence) • Avoid allowing pupils to 'take sides'. • Minimise potential for bullying or victimisation in college and on college transport where applicable. • Be aware of any social media use and inappropriate or even illegal posts (especially in cases of criminal investigation where anonymity is legally guaranteed) • Develop safeguarding culture. • Constantly review reporting procedures and responses • Consider potential for systematic and environmental weaknesses

Further links available [HSB framework and audit | NSPCC Learning]

*PART FIVE: CHILD-ON-CHILD SEXUAL VIOLENCE AND SEXUAL HARASSMENT



Source:
**Keeping Children Safe in Education September 2022 (DfE, 2022)*

2022 SVSH Flowchart

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K) SEARCHING, SCREENING AND CONFISCATION AT COLLEGE

Staff can confiscate, retain or dispose of a student's property as an intervention in the same circumstances as other relationship and behaviour interventions.

If a member of staff suspects that a student is in possession of a prohibited item, they must inform the security and a member of the safeguarding team. If none of these staff are available, a manager should be contacted. Two nominated members of staff can then find an appropriate room/space for the search and instruct the student to remove outer layer of clothing and 'turn out' their pockets or bag. Staff members are not to physically search students' persons. If the student is unwilling or unable to engage, the searcher will report directly to the Head of Division.

A record must be made on My Concern of:
Why was the search conducted?
What was searched?
Who conducted the search?
Place, date, time of the search
What was found?
Parent/carer is to be contacted and informed of the search/results
If the student is unwilling or unable to be searched, note why. Then call parents/ carers.

If, during a search, the person carrying out the search finds any prohibited items a picture must be taken as evidence alongside the student ID card. This must be captured on a college device not a personal one. If an offensive weapon or illegal item is found the searcher may seize and retain the item, which must be handed over to the police as soon as possible. The Safeguarding Team will follow the correct protocol for storage. The police and social care services will be contacted appropriately.

L) FITNESS TO STUDY

The College is committed to enabling all students to complete their programme of study successfully and achieve their potential. There are occasions, however, when physical or mental health issues are so complex or so significant that this is not possible. Each student will be considered on a case-by-case basis. Where concerns are raised this should be shared immediately with the Vice Principal for Student Experience. Where appropriate, a fitness to study panel will with convened with relevant staff. Staff **must immediately** notify the Strategic Designated Safeguarding Lead (DSL) or Operational Designated Safeguarding Lead (DDSL) where any student has made a suicide attempt. If it is felt that a student's mental health has deteriorated to a level that poses a risk to themselves or others whilst in college, staff will ensure that a next of kin or key worker is contacted so that they can return home safely. The student will be asked not to attend college until a fitness to study has been arranged. This is to allow information to be gathered, students to access services if appropriate and provide an opportunity to reflect and regulate.

Where it is decided that a student may be able to continue with their studies, an assessment of need will be completed by the College, to determine if it is within our expertise and capacity to reasonably offer the support required. The responsibility to obtain and supply evidence of fitness to study, and any involved costs, lies with the student/ parent/ guardian. This evidence may only be for a finite period, if circumstances change a student will be re-assessed when required.

Ideally, a clear consensus would always emerge regarding the best way to progress, however, this will not always be the case. There will be occasions where the College believes that it has exhausted the support options available, that it has made reasonable adjustments in all aspects

of college life, but the student is unable to maintain their fitness to study. These situations impact negatively both on the student, since their welfare is at risk, and on the College since there is an excessive and unreasonable demand on resources.

If the College reaches a decision, after consultation with the student, parents/ guardians (if applicable), that a student should withdraw then this will be actioned. The relevant Vice Principal must be cited if the decision has been made to withdraw before this is processed. If it is agreed that a restart in the following academic year is an option, then this will only be possible if the student is able to provide evidence that their health has improved sufficiently, so that they are fit to resume study without further prolonged absence. Any request to re-enrol for a student who has been subject to a fitness to study panel with be considered by the DSL or DDSL. An admissions panel may be convened involving relevant staff and where appropriate, the student, parent/carer(s) and external services.

A meeting may be held to support complex needs of a student which *may* involve the Head of Inclusion and SEND, Designated Safeguarding Lead (DSL) or Deputy Safeguarding Lead, (DDSL), individual tutor, Tutor, Head of Division. For panels concerning a student's mental health, the DSL or DDSL will adjudicate on the feasibility of the student's continued place at the College. For panels concerning a student's physical health, the Head of Division.

M) FILTERING AND MONITORING STATEMENT

Introduction

Burnley College takes its responsibility to provide a safe environment for students and staff to learn and work, including when online, extremely safely.

In line with the Department for Education filtering and monitoring standard, published on 23 March 2022 and updated on 29 March 2023, the College has summarised the responsibilities it assigns and actions it takes to safeguard students and staff from potentially harmful and inappropriate online material.

Responsibilities

The Strategic Leads role:

- Procuring filtering and monitoring systems with the guidance of the Network Services team
- Documenting decisions on what is blocked or allowed and why
- Reviewing the effectiveness of our provision
- Overseeing reports
- Ensuring all staff understand their role
- Ensuring all staff are appropriately trained
- Ensuring all staff follow policies, processes and procedures.

The Operational Designated Safeguarding Lead's role:

- Overseeing and acting on filtering and monitoring reports
- Overseeing and acting on safeguarding concerns
- Checking filtering and monitoring systems.

The Network Services Manager's role:

- To establish a filtering & monitoring system.
- Technical responsibility for providing filtering and monitoring reports
- Technical responsibility completing actions following concerns or checks to systems
- Technical responsibility maintaining filtering and monitoring systems
- Work with the Senior Management Team and Designated Safeguarding Lead to procure systems
- Work with the Senior Management Team and Designated Safeguarding Lead to identify risk, reviews and checks.

Current role holders on 1 September 2026:

Role	Name	Contact Information
Strategic DSL	Alys Tregear	Atregear@burnley.ac.uk
Operational DSL	Charlotte Ashworth	Cashworth@burnley.ac.uk
Network Services Manager	Matthew Nuttall	mnuttall@burnley.ac.uk
Strategic Filtering and Monitoring Lead	Stuart Arnfield	Sarnfield@burnley.ac.uk

Audit

- On an annual basis the Designated Safeguarding Lead will audit the College by undertaking a filtering and monitoring review of systems processes in Annex A

- On an annual basis the Designated Safeguarding Lead will audit the College by reviewing and completing the Meeting digital and technology standards in schools and colleges (DfE) checklist in Annex C

- This report will be presented to the Full Senior Management Team and to the Full Governing Board annually.

- Should a safeguarding risk, a change in working practice using technology or a new technology be introduced this audit will be undertaken again. The results would be presented at the next appropriate Governing Board and Senior Management Team meetings.

Student Process

- Alerts are raised for students to the Safeguarding and Wellbeing team
- The team reach out to the student on the first alert and advise them they have been on a site. Notes to be records on the Safeguarding system
- Second alerts for the same student are raised; the Safeguarding and Wellbeing team alert the students tutor for them to raise this with the student
- If more alerts come through for the same students the line of escalation follows the college management structure, third alert raised with the programme leader, forth alert raised with curriculum manager and subsequential alerts raised with Head of Division.

Staff Process

- Alerts are raised with The People Team for staff members.
- The People Team and DSL meet with the staff members to discuss the alert.

Training

- Training will be included as part of the College's annual mandatory digital training programme and as part of the staff induction provided to all new starters.

Procurement

- Procurement of relevant software and hardware will be undertaken in line with College policies and procedures and include relevant input from the Senior Management Team and Designated Safeguarding Lead.

Alerts

- There are three types of procedure depending on the type of user in question, staff, student, or guest which are all located in Annex B.

Annual Review

This document and all associated documents must be reviewed and updated annually or when a safeguarding risk is identified.

N) MENTAL HEALTH

Poor mental health can sometimes be a symptom of abuse, neglect, or exploitation, though it can also be a separate issue requiring support.

Staff are not expected to diagnose mental health conditions, but you should:

- Promote good mental health and prevent the onset of mental illness.
- Be alert to changes in behaviour, mood, or academic performance.
- Look for signs like self-harm, suicidal ideation, withdrawal, aggression, or excessive worry.
- Report concerns promptly to the Safeguarding and Wellbeing Team. The college's Safeguarding and Wellbeing Team work to embed a college wide approach to mental health and wellbeing.
- Do not assume someone else will report it. Mental health concerns may be the first visible sign that something is wrong.

Remember, if a student is showing these signs, they may not be suicidal or have a mental health concern, but it is important that you refer to the safeguarding team immediately with any concerns. If it is an emergency call 999 without delay.

All students and staff have a training topic on Mental health, Self-Harm and Suicidal Ideation as part of their monthly training/ PPD program.

What is self-harm?

In this document the words "self-harm" is used to cover acts of self-poisoning or self-injury which may or may not be deliberate or include a wish to die. Most young people who self-harm do not intend to risk their lives and most self-harming behaviour is unlikely to lead to death. However, it is also important to note that some young people do die.

It can involve

- Cutting or scratching with knives, razor blades or other sharp implements
- Deliberately taking overdoses of drugs, or swallowing other substances
- Burning oneself with, for example, flames, heated metal, wax or chemicals
- Hitting or banging one's arms, legs or head on walls, or with fists or objects
- Pulling out hair
- Putting objects under the skin or elsewhere in the body e.g. needles
- Taking risks with the intention of hurting oneself which may also increase the risk of exploitation
- Self-strangulation
- Eating disorders

It is the expression of and temporary relief from overwhelming, unbearable and often conflicting emotions and feelings. Self-harming behaviours can become addictive and compulsive.
Self-harm is often (but not exclusively) a way to cope with unbearable feelings.
Young people may self-harm to feel more in control. They may feel desperate about a problem and not know where to get help. It may help to relieve the tension of bottled-up feelings. It can be used as a way to punish themselves when feelings of guilt or shame become unbearable.
The behaviour can also be a way of expressing anger towards an adult they care deeply about. By directing their anger towards themselves they can express it without getting into an argument with their parents.
Inflicting self-injury can have an anti-suicide function. Self-injury can prevent a young person from acting on suicidal thoughts.
Self-harm may be used as a "grounding strategy". Inflicting pain in the here and now can stop intrusive and painful memories and flashbacks and "ground" young people in the present moment.
Some young people have not developed an ability to ask for help, or they may not feel comfortable to do so. Expressing their distress in a physical way can be a strategy to ask for comfort. We can think about this as care seeking, rather than attention seeking.

If a student has disclosed, they are self-harming or staff have concerns that a student may be self-harming this needs to be reported to the Safeguarding and Wellbeing team as soon as possible for the student to access support.
If a student is self-harming on college premises, please notify the safeguarding team immediately who will take lead on this situation.

O) ATTENDANCE MONITORING

To enable safe and effective safeguarding processes, registers of attendance must be completed for each appropriate session; this should be done in a timely fashion (ideally in the first 10 minutes of that session). Where a digital register is not possible (such as remote or outdoor working), a paper record may be used temporarily. Recurrent absence, patterns of absence, absence without notification and absence where a student leaves their learning activity part way through the day, can all be indicators of possible safeguarding issues. Curriculum areas should monitor and follow-up on attendance.

P) SERIOUS VIOLENCE

Some young people may become involved in or at risk of violent crime. This often links to exploitation or gang activity.

Warning signs include:

- Unexplained injuries or frequent fights
- Carrying weapons or being fearful of being harmed
- Association with gangs or older individuals
- Changes in behaviour, attendance, or appearance
- Possession of unexplained money or new belongings
- Disruption in their attendance at college or more frequent behaviour interventions

If you have any concerns about a student – whether you're sure it's a safeguarding issue – always speak to the Safeguarding and Wellbeing Team. You do not need proof. Sharing a concern could prevent serious harm and protect a child or vulnerable adult from abuse. The college will work with students, parents and external partners to understand where there are risks of serious violence to build an effective safeguarding response.

If you suspect a student is carrying or using a weapon, this must be reported to the Designated Safeguarding Lead immediately.

Q) CONVICTION DISCLOSURE AND SAFEGUARDING RISK ASSESSMENTS

The college will complete risk assessments for applicants who have declared convictions or pending investigations in order to safeguard all students, staff and visitors. The assessment is in relation to risk posed by unspent convictions or pending investigations and is intended to promote fair and proportionate decision-making whilst ensuring the safety and wellbeing of the college community.

Statement of action

Proportionality: Decisions should be balanced and proportionate to the risk posed, minimising adverse impact on individuals with past convictions whilst safeguarding others.
Fairness and transparency: With students having the right to understand the information used in the decision-making process and enabled to challenge unfair outcomes.
Individualised approach: With the specific circumstances of each applicant considered carefully, including the nature and severity of the offence, time since conviction, rehabilitation efforts and the risk of re-offending – all of which should be informed by the relevant authorities.

Rehabilitation of Offenders Act (ROA) Status:
Spent Convictions: Under ROA, individuals are not obliged to disclose spent convictions for most purposes, including education. However, if spent convictions are disclosed, colleges may consider them in exceptional circumstances if relevant to risk assessment, e.g., safeguarding concerns.
Unspent Convictions: Colleges can consider unspent convictions in assessing risk, but must do so proportionally and fairly, taking ROA eligibility timelines into account.

Disclosing
Applicants are expected to disclose any unspent convictions or pending investigations on their application form. They will be asked again on enrolment. Current students must declare any convictions or investigations which occur whilst they are on a course with the College.
Following disclosure to the college the individual will be asked to complete an online form to give details of the disclosure/investigation and any professionals involved.
The college will reach out with consent to any professionals for further information to inform the risk assessment.
A panel will be held to review your information. The panel members are usually made up of the DSL and the DDSL with input/ attendance from Heads of Divisional as appropriate.
Decisions from the panel can be as follows:

- **Approved**: The offence/s disclosed is judged to have no implications for safeguarding of the College's communities or others in any placement the student may undertake as part of their programme
- **Approved with restrictions/Conduct Action Plan**: The offence/s disclosed may have implications for safeguarding of the College community or others in any placement the student may undertake as part of their programme, however, with careful management and a comprehensive risk assessment, shared with relevant personnel (whilst adhering to GDPR), these risks are low
- **Approved for this course only**: The offence/s may be classed as a significant (e.g. sexual offences and those involving violence, terrorism and the supply of drugs) risk for safeguarding of the College community, however, the course allows for effective

safeguards i.e. the management of students, the experience of the staff, staffing levels, online access managed to prevent contact with other students. *NB This would only be an option in a small number of circumstances and used with extreme caution.*

- **Approved with Careers Guidance**: The offence/s disclosed are judged to have no implications for safeguarding of the College community, however, there may be some placement considerations or possible implications when applying for jobs in the relevant sector (e.g. due to issues such as a history of theft).
- **Decline:** The offence/s disclosed is significant (e.g. sexual offences and those involving violence, terrorism and the supply of drugs) and is judged to have implications for safeguarding of the College community or others in any placement the student may undertake as part of their programme

Applicants/ students will be informed of the outcome. The outcome can be appealed in writing within 10 working days of the outcome. Appeals should be sent to appeals@burnley.ac.uk or to Appeals, Burnley College, Princess Way, Burnley, BB12 0AN.

R) 14-16 YEARS-OLD STUDENTS

The management team responsible for 14–16-year-olds will maintain a registry of all under-16 students, including:

- Home school and tutor contacts
- Course enrolment details
- Relevant agencies (e.g. social care)

Any safeguarding concern for a 14–16 student must be referred using the Safeguarding Team referral process, with immediate notification to the relevant 14–16 management team.

S) PREMISES AND ACTIVITIES

College Premises and activities

Toilets

Students are not permitted to use toilets designated for the opposite biological sex on any site. All buildings have self-contained individual toilets, for everyone to use.

Changing rooms and showers

Students are not permitted to use showers and changing rooms designated for the opposite biological sex and students are not permitted to change in front of students of the opposite biological sex. Any requests made to support the social transition of a child must be made to Designated Safeguarding Lead (DSL) who will consider this in line with the college's safeguarding obligations. students should not get changed outside of the individual changing cubicles when accessing the changing facilities in Fitness Evolution. students should also not use the members changing areas in Fitness Evolution.

Sport

Any consideration towards have mixed sex sports group will be based upon safety and fairness. Where there are no safety concerns the strategic Designated Safeguarding Lead will consider requests to support social transition in partnership with the Operational Designated Safeguarding Lead.

T) WORK EXPERIENCE PLACEMENTS.

Work experience placements – employer DBS checks

The College is committed to ensuring that all reasonable precautions have been taken to ensure students under the age of 18 in placement are safe. For this reason, the following principles must be applied:

- The placement provider has policies and procedures in place to protect children from harm.
- The employer should not be a sole trader
- The employer should be able to provide supervision of an adequate nature to the student on work experience. This would normally mean more than one member of staff was on hand at all times
- If there is a potential that an individual member of staff will be working closely with a student under the age of 18 over an extended period, the employer should look to mitigate the risk, and if this is not possible the employer may need to consider completing an enhanced DBS check for the person in regulated activity.
- If a student over 16 completes work experience in a 'specified place' that has the potential for contact with children a DBS enhanced check may be requested.
- Department for Education Advice on Work Experience Placements is available at https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/534922/Post_16_work_experience_guidance.pdf

U) DRUGS AND ALCOHOL

Definitions

For the purpose of this policy references to 'Drugs and Alcohol' relate to illegal drugs, psychoactive ('legal highs' including THC vapes) or volatile substances, Alkyl nitrates (Poppers), prescribed medications outside of intended use/dosage, alcohol, other misuse/dependency related issues.

The definition of a drug given by the United Nations Office on Drugs and Crime is "a substance people take to change the way they feel, think or behave".

Education

Burnley College deliver tutorials about misuse of drugs and alcohol to all students are part of their monthly PPD program. The College also work with 'With you', any agency who supports young adults with drugs and alcohol issues or concerns. 'With you' come into college on a monthly basis and run workshops for students to further educate students about misuse of drugs and alcohol.

If students are struggling with alcohol and drug misuse support is available through the normal safeguarding referral process. The college will support the students and can make referrals to external agencies.

The college do not allow staff, students or visitors to bring any illegal drugs on site or be under the influence of alcohol or drugs.

Action in the event of suspected Drugs or Alcohol Misuse

1. All students are made aware of college expectations with regards to Drugs and Alcohol during induction. They commit to following the student contract that establishes expected norms and patterns of behaviour. Possession, distribution or being under the influence of Drugs or Alcohol on site during college activities is prohibited. Where any student is suspected of any or all the above-mentioned prohibited activity the following action

should be taken:

2. If a student is suspected to be intoxicated or under the influence of drugs whilst on Colleges Group premises staff must inform the Head of Division. If they are unavailable, another manager from division should be contacted.
3. The priority must always be to ensure the safety of any student at risk from drugs and alcohol. This may be the individual(s) suspected of being under the influence or those at risk from their actions.
4. Once any risk has been managed, students that are suspected of being under the influence, having possession of or having distributed drugs or alcohol should be suspended while an investigation takes place and appropriate sanctions taken in line with the promoting positive behaviours policy.
5. The safeguarding team must be notified of all incidents related to drugs and alcohol as soon as possible. They will also be able to give support and advice on whether the matter should be discussed with the Police.
6. For any student under the age of eighteen or 19+ with an EHCP, their next of kin should be notified of the incident as soon as reasonably possible when they suspect a student is under the influence of Drugs and Alcohol. Where contact cannot be made with the primary contact the 2nd contact should be called (where available).
7. For any child under 18, 19+ with an EHCP or a vulnerable adult who is suspected of being under the influence of drugs or alcohol, that the NOK is requested to collect them, arrange transport or consent to them travelling independently.
8. Or, if there is immediate risk to health or wellbeing, that the emergency services are called in line with college safeguarding policies.
9. A suspension is then put in place pending the outcome of the college investigation. NOK should be notified for any student under the age of eighteen. For students over the age of eighteen, consent should be sought so that a wider network of support is available for the individual.
10. Any action taken as part of the promoting positive behaviours policy will take a connect before correct approach to the student's wellbeing.

V) YOUNG CARERS

The college is committed to supporting young carers, young carers have a dedicated person as a point of contact within the safeguarding and wellbeing team who will support them with any referrals to external agencies, advocacy and any other needs. The college is committed to supporting young carers to be successful in their education and additional support or reasonable adjustments can be made to support young carers accessing their education.

W) CARE EXPERIENCED YOUNG PEOPLE.

Care experienced students may face additional vulnerabilities as a result of their life experiences, including disrupted attachments, trauma, loss, instability in relationships, mental health challenges, social isolation, and lower levels of support from family networks.

The College recognises its responsibilities and is committed to providing a safe, inclusive, and nurturing environment for all care experienced students. Staff will be alert to the potential impact of adverse childhood experiences and will seek to identify and respond appropriately to any safeguarding concerns, barriers to learning, or wellbeing needs.

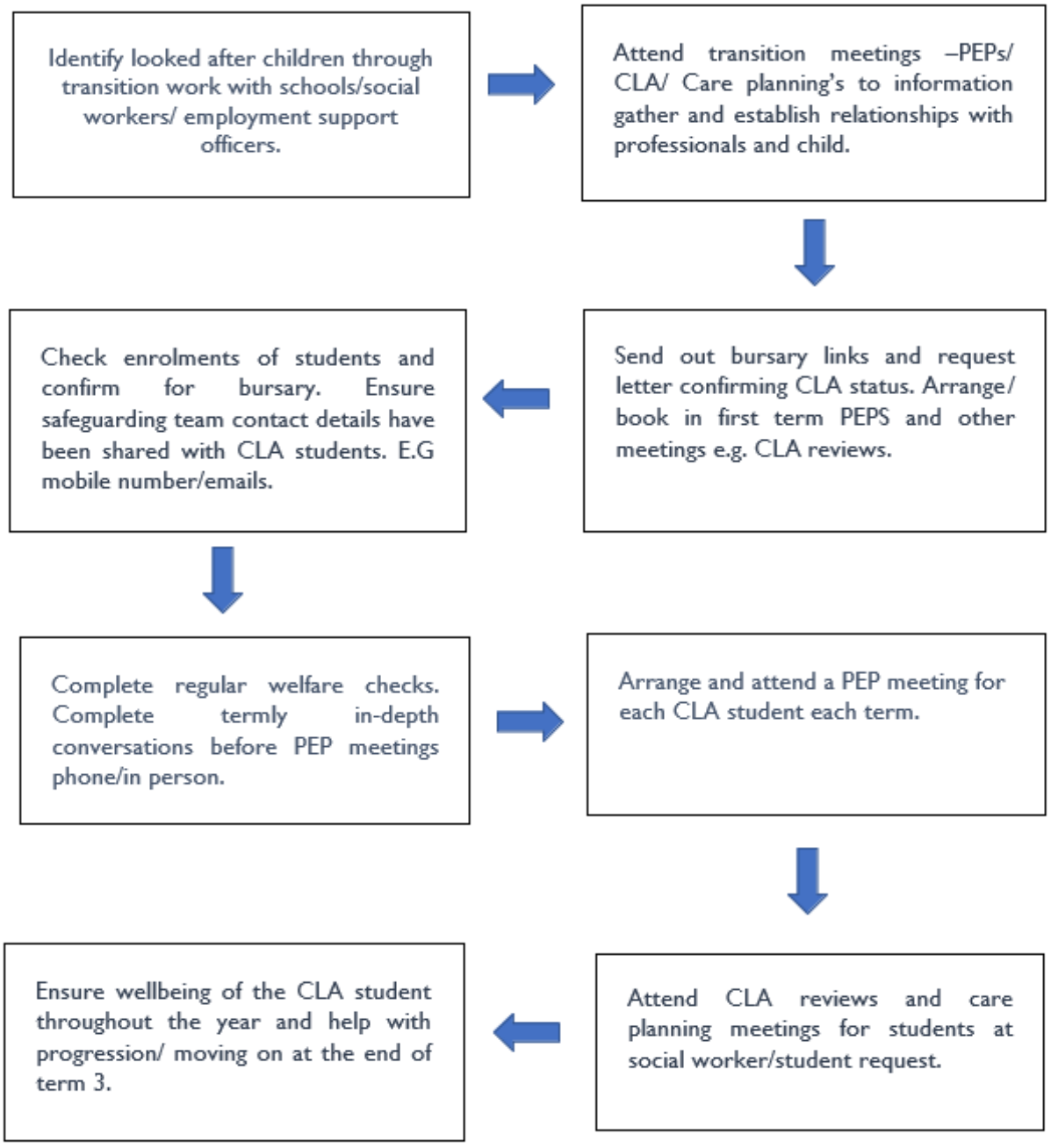
Through a trauma-informed approach, effective multi-agency working, and access to targeted pastoral and welfare support, the College will ensure that care experienced students are protected from harm, supported to achieve their full potential, and empowered to participate fully in college life.

Particular attention will be given to risks such as exploitation, homelessness, mental ill health, substance misuse, attendance concerns, and difficulties during transitions, recognising that these students may require additional support and advocacy to safeguard their welfare and promote positive outcomes.

The College recognises the importance of enduring relationships and supportive adults for care experienced young people and will seek to promote stable, trusted relationships within College and with relevant external professionals.

The Strategic Designated Teacher for the college is Alys Tregear and The Operational Designated Teacher is Charlotte Ashworth.

X) PROCEDURE FOR CHILDREN LOOKED AFTER



Y) ASSOCIATED POLICIES

Safer recruitment and working practices policy statement
Promoting positive behaviour policy

Z) Review dates for this policy.

Review Date	Changes made	By whom
September 2026	Updated in line with Keeping Children Safe in Education 2026	Alys Tregear
September 2025	Updated in line with Keeping Children Safe in Education 2025	Charlotte Ashworth
September 2024	Updated in line with Keeping Children Safe in Education 2024 and Governance roles	Tracy Kennedy
January 2024	Updated in line with Working Together to Safeguard Children December 2023	Tracy Kennedy
September 2023	Updated in line with keeping Children Safe in education 2023. Filtering & Monitoring statement added.	Tracy Kennedy
September 2022	Team roles and responsibilities. Updated in line with Keeping Children Safe in Education 2022.	Tracy Kennedy
September 2021	Additional updates re commerce and sexual abuse/harassment in line with current Legislation changes	Simon Jordan

June 2021	Additional Updates in line with current legislation; addition of Operation Encompass information and updates Team Roles and Contact Details	Angela Donovan
June 2020	Additional updates in line with current legislation.	Angela Donovan
June 2019	Team Roles and Contact Details updated. Additional updates in line with current legislation.	Angela Donovan
June 2018	Team roles and responsibilities updated. Updated in line with Keeping Children Safe in Education – new guidance.	Angela Donovan
June 2017	Alternative contact names and numbers removed, LADO phone. will now be staffed full-time, policy responsibilities updated.	Karen Buchanan
June 2016	Updated in line with Keeping Children Safe in Education May 2016. Alternative contact names and numbers updated in case of LADO absence. Updated in line with staffing changes, updated Keeping Children Safe in Education September 2016.	Alison Cameron
Oct 2015	Alternative contact names and numbers updated in case of LADO absence.	Alison Cameron

Aug 2015	Updated in line with Keeping Children Safe in Education July 2015	Alison Cameron
May 2015	Updated in line with staffing changes, Counter Terrorism and Security Act 2015 and updated Keeping Children Safe in Education March 2015.	Alison Cameron
Nov 2014	Updated in line with staffing	Alison Cameron
June 2014	changes.	
	Updated in line with Keeping Children Safe in Education	Alison Cameron
April 2013	April 2014	
	Updated in line with Working Together to Safeguard	Alison Cameron
August 2012	Children March 2013	
	Updated in line with changes to	Karen
Nov 2009	Designated Senior Person	Buchanan
	Updated in line with Safeguarding	
Feb 2007	Vulnerable Groups Act 2006	Chris Keogh
	Updated in line with DfES guidance 'Safeguarding	Chris Keogh
October 2004	Children and Safer Recruitment in Education.'	
	Updated in line with guidance from LEA Child Protection Officer	