Safeguarding & Child Protection Policy

Reviewed	Date of Next Review	Responsibility
April 2025 (updated)	September 2025	Principal

Our Mission:

'To enable young people to live and work without barriers'

Our Values:

- **Teamwork –** we hold ourselves and each other to account and are better when we work together
- **Compassion –** we act with trust, honesty and kindness in everything we do
- **Inclusion –** we treat each other fairly and with respect
- **Innovation –** we encourage thoughtful, creative and aspirational ideas
- **Pride –** we encourage each other to be proud of who we are and what we do

Key Safeguarding Personnel			
Role	**Name**	**Tel.**	**Email**
Principal	Graeme Athey	01373 823028	graeme.athey@ffc.ac.uk
Designated Safeguarding Lead (DSL)	Graeme Athey	01373 823028	graeme.athey@ffc.ac.uk
Deputy DSL(s) (DDSL)	Sharlie Routley Siobhan Perry (Trust) - All safeguarding team have or are in the process of completing advanced training.	01373 823028	Sharlie.routely@ffc.ac.uk siobhan.perry@ffc.ac.uk
Nominated Trustee	Karen O'Connell	Contact Shirley.raw@ffc.ac.uk	
Chair of Trustees	Alan Best		
Designated Teacher for Looked After Children	Lindsay Mitchell	01373 823028	Lindsay.mitchell@ffc.ac.uk
Senior Mental Health Lead	Graeme Athey	01373 823028	graeme.athey@ffc.ac.uk

Children's Social Care referrals:	
Multi-Agency Safeguarding Hub (MASH):	0300 456 0108
Out of hours:	0300 456 0100

Fairfield Trust is committed to safeguarding and promoting the welfare of its learners, staff team, trainees and volunteers. We will fulfil our local and national responsibilities as laid out in the following key documents:

- Working Together to Safeguard Children (updated 2024) Working together to safeguard children - GOV.UK (www.gov.uk)
- Keeping Children Safe in Education Keeping children safe in education - GOV.UK (www.gov.uk)
- The procedures of the Safeguarding Vulnerable People Partnership (formerly WSCB) Wiltshire Safeguarding Vulnerable People Partnership (SVPP) - Home page (wiltshiresvpp.org.uk)
- Fairfield Trust Polices- Policies & Useful Links - Fairfield College | Specialist College based in Wiltshire (ffc.ac.uk)

The aim of this policy is to ensure:
- all our learners are safe and protected from harm.
- safeguarding procedures are in place to help learners to feel safe and learn to stay safe.
- adults in the college community are aware of the expected behaviours and the college's legal responsibilities in relation to safeguarding and child protection.

Scope

Safeguarding young people is defined as:

- ensuring they grow up with the provision of safe and effective care
- acting to enable all young people to have the best life chances
- preventing impairment mental and physical health or development and
- protecting young people from maltreatment.

The term 'safeguarding' covers a range of measures including child protection procedures. It encompasses a whole-college preventative approach to keeping young people safe, including online that incorporates learner health and safety; college behaviour management and preventing child-on-child abuse; supporting learners with medical conditions; understanding healthy relationships, sex and wellbeing and providing first aid and support.

Consequently, this policy is consistent with all other policies adopted by the trustees and should be read alongside the following policies relevant to the safety and welfare of our learners:

- **Sex & Relationship Policy**
- **eSafety Policy**
- **Positive & Proactive Working Policy**
- **Whistleblowing Policy**
- **Complaints Policy**
- **Health and Safety Policy**

This policy applies to all staff in our Trust. For the purposes of this policy:

- **Staff** refers to all those working for or on behalf of the college, full time, or part time, in a paid or regular voluntary capacity.
- **Young People, Learner or Child** acknowledges the broad range of young people within our Trust and can be used interchangeably.

Expectations

All staff are:
- familiar with this safeguarding policy and have an opportunity to contribute to its review.
- alert to signs and indicators of possible abuse and wider safeguarding issues.
- aware of the importance of professional curiosity
- able to record and report concerns as set out in this policy.
- able to deal with a disclosure of abuse from a young person.
- involved in the implementation of individual learning programmes, residential support plans, child in need plans and behaviour support planning (where relevant).

In addition, all staff have read and understood Part 1 or Annex A of the latest version of Keeping Children Safe in Education (KCSiE 2024). College leaders and staff who work directly with young people have also read Annex B and Part 5.

Policies and Trustee Scrutiny

As key strategic decision makers and vision setters for the college, the trustees will make sure that our policies and procedures are in line with national and local safeguarding requirements. Trustees will work with the senior leaders to make sure that our policies are compliant.

Concerns and allegations management

Our Chair of Trustees is responsible for liaising with the local authority Designated Officer (LADO/DOFA) and other partner agencies in the event of an allegation of abuse being made against the Principal.

See also 'Managing concerns and allegations against staff'.

Audit

The nominated trustee (NT) for safeguarding collaborates with the Principal and the D/DSL to complete an annual safeguarding audit return to the local authority. They will attend advanced training and also meet with the D/DSL to ensure that we are compliant and accountable.

Safer Recruitment

Leaders monitor the college's safer recruitment practice, including the Single Central Record.

Monitoring and review

The Principal/DSL ensures that the policies and procedures, adopted by the governing body (particularly those concerning referrals of cases of suspected abuse and neglect), are understood, and followed by all staff and should be easily understood by staff, young people, and parents.

Trustees ensure that safeguarding is an agenda item at Full Board meetings and an annual summary is provided.

The Safeguarding and Young People Committee also have safeguarding as an item and updates are provided using the reporting tool from SchoolPod.

The Principal ensures that safeguarding is discussed at Staff meetings and all concerns raised through SchoolPod. The Education manager Meetings can be used for discussion or further clarification outside of the safeguarding meeting.

The Principal holds a fortnightly safeguarding surgery for all staff to discuss concerns.

The Pastoral Manager reviews termly safeguarding incidents to identify themes/trends which inform action/training where needed.

This policy is reviewed annually or earlier as required by changes to legislation or statutory guidance.

The nominated trustee meets the DSL to monitor the effectiveness of this policy. This will be during committee meetings, Full Board, attending Safeguarding meetings or spot checks if needed.

Online Safety (filtering, software, real-time notifications)are reviewed at least annually with as part of the IT Safety Group and Test Filtering Checks. For more information, please see the eSafety Policy

Mandatory procedures – Staff and Adults at college

Safer recruitment

All staff are subject to safer recruitment processes and checks, and we follow the guidance set out in Keeping Children Safe in Education (KCSiE 2024). Please refer to the Safer Recruitment Policy for more information- available at [Policies & Useful Links - Fairfield College | Specialist College based in Wiltshire (ffc.ac.uk)](#)

At Fairfield Trust, we scrutinise all applications for paid or voluntary posts. We undertake interviews and make appropriate checks through the Disclosure and Barring Service (DBS). We maintain a single central record (SCR) of the essential checks as set out in KCSiE (2024) that have been carried out and certificates obtained. The SCR applies to:

- all staff, volunteers and Trustees who work at the college.
- In addition, we keep a log of all contractors that engage in regulated activity at the college.

Staff - Professional and Safe Practice

Fairfield Trust is committed to positive academic, social, and emotional outcomes for our learners underpinned by a strong safeguarding ethos. We are equally committed to the protection and welfare of our staff, who are expected to adhere to the highest standards of professional behaviour.

The Staff Handbook sets out staff behaviours that should be avoided as well as those that constitute safe practice and supports our commitment to safeguarding children.

Identifying the signs

All staff know how to recognise and are alert to the signs of neglect and abuse and wider safeguarding issues, including but not limited to child-on-child sexual violence and harassment, child-on-child abuse, and exploitation, 'all' risks outside of the home and within the local area including online. Definitions of abuse, set out in 'Keeping Children Safe in Education' with notes from safeguarding training, are important reference documents for all staff. The safeguarding training at college will cover the local and contextual risk. Every member of staff is provided with a copy of Part 1 or Annex A of KCSiE (2024) which they are required to read, and which also includes supporting guidance about several specific safeguarding issues. In addition to this, Fairfield Farm Trust requires all staff to also required to read Annex B and Part 5 of KCSiE (2024). These documents are sent out electronically, and staff are asked to sign to say that they understand the contents. This is then supplemented by staff training and updates.

Responding to concerns/disclosures of abuse

Flowcharts provided by the SVPP that set out the required procedure for staff to follow when they have a safeguarding concern about a child are displayed in the staffroom and adult cloakrooms for easy reference.

Staff adhere to the organisation's safeguarding training requirements when concerned about abuse or when responding to a disclosure of abuse. Staff understand that they must NOT:

- take photographs of any injuries.
- postpone or delay the opportunity for the child to talk.
- take notes while the child is speaking or ask the child to write an account.
- try to investigate the allegation.
- promise confidentiality e.g., say they will keep 'the secret'.
- approach or inform the alleged abuser.

Sanctions and process in all cases

All staff record any concern about or disclosure by a learner of abuse or neglect and report this to the D/DSL using SchoolPod. It is the responsibility of each adult in college to ensure that the D/DSL receives the record of concern without delay. In the absence of the D/DSL, staff members know to speak directly to the MASH. In some circumstances, the D/DSL or member of staff seeks advice by ringing the MASH for advice.

The D/DSL will liaise with safeguarding partners and work with other agencies in line with Working Together and will refer to National Police Chief's Council guidance for colleges to understand when they should consider calling the police.

The D/DSL will provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and enable a contextual approach to address such harm.

During term time, the DSL and/or a DDSL is always available during college hours for staff to discuss any safeguarding concerns. Outside of term time there is a designated DDSL available.

The voice of the child is central to our safeguarding practice and learners are encouraged to express and have their views given due weight in all matters affecting them.

Online safety

Fairfield Trust has an eSafety and Online Protection Policy, which is available on SharePoint and the Trust website.

Online safety is a running and interrelated theme which is reflected in our policies and procedures. Young people are taught about safeguarding, including online safety. Online safety is considered as part of our whole college safeguarding approach and wider staff training and curriculum planning.

A personalised or contextualised approach is taken for more vulnerable children, victims of abuse and some young people with SEND.

College ensures that parents and carers are made aware of what their young people are being asked to do online, and who from the college (if appropriate) their child is going to be interacting with online. Electronic communication between staff and learners will be through college systems such as email. These are covered by an acceptable use agreement and are full monitored.

College acknowledges the fact many young people have unlimited and unrestricted access to the internet via mobile phone networks, the college will prioritise the safeguarding of our young people by ensuring that there are adequate training and support mechanisms available for students. This could include CEOP Ambassador training, online and e-safety training and access to specialist staff.

Managing concerns and allegations against staff (including supply teachers, volunteers, and contractors)

Fairfield Trust follows the procedure set out by the SVPP 'Allegations against adults' flowchart which is displayed across all sites.

Where anyone in the college has a concern about the behaviour of an adult (including online) who works or volunteers at the college, including supply staff and contractors, they must immediately consult the Principal who will refer to the local authority Designated Officer for Allegations (DOFA/LADO).

Any concern or allegation against the Principal will be reported to the Chair of Trustees without informing the Principal.

All staff must remember that the welfare of all learners is paramount and must not delay raising concerns for fear a report could jeopardise their colleague's career. Fairfield Trust promotes an open and transparent culture in which all concerns about adults working in or on behalf of the college (including supply teachers, volunteers, and contractors) are dealt with promptly and appropriately.

Any allegation of abuse will be dealt with in a fair and consistent way that provides effective protection for the young person and at the same time supports the person who is the subject of the allegation.

In addition to the concern/allegation management process, the college's DSL will also refer suspected abuse to the MASH as described in 'responding to a concern.'

Concerns and allegations reported relating to supply staff and contractors will be notified to their employers for investigation and potential referral to DOFA.

If an allegation results in an employee being dismissed or removed from employment due to safeguarding concerns (or if the staff member would have been dismissed or removed, should they not have resigned) the Trust will make a referral to the Disclosure and Barring Service in line with our legal duty to do so.

Managing low-level concerns about adults

In accordance with KCSIE, there may be, at times, low level concerns that are raised, which is encouraged. 'Low-level' refers to behaviour that is: inconsistent with expectations set out in policy or contracts, including inappropriate conduct outside of work, and/or does not meet the allegations threshold, or is otherwise not considered serious enough to consider a referral to the DOfA/LADO.

All low-level concerns will be reported to the Principal; low-level concerns about the Principal will be reported to the Chair of Trustees.

The college will:

- ensure all staff are clear about what appropriate behaviour is and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others.
- empower staff to share any low-level safeguarding concerns.
- provide a responsive, sensitive, and proportionate handling of such concerns when they are raised, for both the child/ren and the adult; and,
- respond to reports of low-level concerns in accordance with our HR conduct procedures by addressing unprofessional behaviour and support the individual to correct it at an early stage. If the concern has been raised via a third party, the Principal will collect as much evidence as possible by speaking:
    - o directly to the person who raised the concern unless it has been raised anonymously.
    - o to the individual involved and any witnesses.

Reporting low-level concerns helps to create and embed a culture of openness, trust, and transparency in which the college's values and expected behaviour are constantly lived, monitored, and reinforced by all staff.

Staff are encouraged to self-refer where 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.

All low-level concerns will be recorded in SchoolPod and any subsequent notes kept in a staff members' case-log and reviewed to help recognise any weakness in the college systems so that potential patterns of concerning, problematic or inappropriate behaviour can be identified.

Whistleblowing

In accordance with our college's whistleblowing policy and procedures all staff and learners can raise concerns about poor or unsafe practice and potential failures in the college safeguarding regime. Our whistleblowing procedures, which are also reflected in staff training and our staff behaviour policy, and shared with learners, are in place for such concerns to be raised with a tutor, manager, Principal, CEO or SLT member. Systems are in place and well promoted so that young people can confidently report concerns or abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.

Escalation of concerns

Effective working together depends on an open approach and honest relationships between colleagues and between agencies.

Staff must be confident and able to professionally disagree and challenge decision-making as an entirely legitimate activity; a part of our professional responsibility to promote the best safeguarding practice. Staff are encouraged to press for re-consideration if they believe a decision to act/not act in response to a concern raised about a child is wrong. In such cases the SVPP Case Resolution Protocol is used if necessary.

If we are on the receiving end of a professional challenge, we see this as an opportunity to reflect on our decision making.

Record keeping and information sharing:

The college:

- liaises with partner organisations to ensure any safeguarding records for learners are shared on transition and within 5 days for an in-year transfer or within the first 5 days of the start of a new term:
    - by the setting/college/organisation previously attended by the learner.
    - by our DSL when the learner leaves our college.

- For any learner dual-registered with another college/setting/organisation, the college continues to be responsible for the safeguarding of the placed learner thus the DSL will regularly liaise with the DSL at that base to ensure information is shared in the child's best interests. This includes contextual safeguarding information about relationships that young people form in their neighbourhoods, colleges and online to enable assessment and intervention to happen within these extra-familial contexts.
- keeps clear and comprehensive written records of all learners safeguarding and child protection concerns using a standard recording form, with a body map, including how the concern was followed up and resolved as well as a note of any action taken, decisions reached and the outcome.
- ensures all learner safeguarding and child protection records are kept securely online.
- ensures the records incorporate the wishes and views of the learner where this is possible and appropriate.

The D/DSL acts in accordance with Information Sharing guidance and in line with the guidance clarifying details about file retention. Information about learners at risk of harm is shared with members of staff in keeping with the seven golden rules to sharing information in the DfE guidance.

We are committed to work in partnership with parents and carers. In most situations, we will discuss initial concerns with them. However, the D/DSL will not share information where there are concerns that if so doing would:
- place a young person at increased risk of significant harm
- place an adult at increased risk of serious harm
- prejudice the prevention, detection, or prosecution of a serious crime
- lead to unjustified delay in making enquiries about allegations of significant harm to a child, or serious harm to an adult.

Visitors

All visitors complete a signing in/out process, wear a college ID badge, and are provided with key safeguarding information including the contact details of safeguarding personnel in college and where appropriate, are asked to provide evidence of their role and employment details (usually an identity badge) upon arrival at college.

Site safety

Risk assessments are undertaken and maintained in accordance with the college's health and safety policy.

Off site visits and exchange visits

We carry out a risk assessment prior to any off-site visit and identify key responsibilities for each activity and learner where needed.

Where there are safeguarding concerns or allegations that happen offsite, staff will follow the procedures described above.

Filtering and Monitoring

As part of the college's training and updates, all staff will be trained on how and what measures the college takes in order to keep our young people safe. This is in line with the DfE's Filtering and Monitoring Standards (2023- updated 2024). Below are the key areas summarised for staff.
- Barracuda- phishing and spam emails protection.
- Firewall- Smoothwall can be structured and ordered by
  - Lists
  - Themes
  - Keywords
  - Specific sites/proxies
- BitDefender- Antivirus/Antimalware.
- College's position around being safe online is 'educate not remove'.
- Risk management is a dynamic process and therefore different learners will need different approaches.

- Account level access and password complexity
- College devices prioritised for all staff use of IT systems
- Monitoring for incidents.

PREVENT and Cyber Safety Updates

In addition to the online safety training, staff will also receive PREVENT and Cyber safety updates. These will include the national and local risks and what we can do to be vigilant keep our young people safe. There is also a forum available in training to ask questions and identify further training needs. This could take the form of CEOP Training which is offered to staff. We follow the DfE's Cyber Security Standards.

Newsletters

Termly Newsletters with the latest safeguarding information, training and reporting are sent out to al staff.

Mandatory procedures – Supporting Young People

A culture of listening to young people

We have a whole college approach to listening to young people and have systems in place which create an environment where young people feel safe to share their concerns and worries and know they will be taken seriously. These systems operate with the best interests of the young person at their heart.

Learners and young people can safely express their views and give feedback. The college's safeguarding team are clearly identifiable to our learners. We regularly gather learner voice via student council, surveys and the daily tutor catch up.

Curriculum – teaching about safeguarding

Our learners access a broad and balanced curriculum at the age and stage of development appropriate to them. This promotes their spiritual, moral, cultural, mental, and physical development, and prepares them for the opportunities, responsibilities, and experiences of life.

We provide opportunities for learners to develop skills, concepts, attitudes, and knowledge that promote their safety, and well-being. The Personal Growth and Wellbeing programme, supported by tutorial will support young people in:
- Developing self-esteem and communication skills
- Developing strategies for self-protection including online safety
- Developing a sense of the boundaries between appropriate and inappropriate behaviour in adults and within relationships (positive relationships and consent)

Examples of topics:
- healthy and respectful relationships
- boundaries and consent
- stereotyping, prejudice, and equality
- body confidence and self-esteem
- how to recognise an abusive relationship, including coercive and controlling behaviour
- the concepts of, and laws relating to-sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so called honour-based violence such as forced marriage and FGM, and how to access support, and
- what constitutes sexual harassment and sexual violence and why these are always unacceptable.

Additional Support
If a young person requires additional support, then a referral to the Pastoral Team and Interventions can be made through SchoolPod.

Remote learning

If the college is required to change the way provision to young people is offered due to exceptional circumstances e.g., during a pandemic lockdown, self-isolation, staff responsibilities to remain alert to the signs and risks of abuse to young people will continue to apply. In such circumstances:

The DSL will:
- work closely with social care and partner agencies to support young people in these circumstances and to identify young people who may be at risk for the first time and/or benefit from additional support
- use specific local and national guidance about safeguarding in such circumstances to inform practice e.g., UK Safer internet centre guidance, DfE safeguarding and remote education and will ensure staff, children, and families are provided with written:
    o amended DSL arrangements as required (names, location and contact details)
    o temporary changes to procedures for working with young people e.g., online.
    o amended procedures for reporting concerns
    o safeguarding training arrangements
    o timescales for such changes so that all children, families, and staff understand when such arrangements will end, and arrangements revert to those in place prior to the events leading to the need for the temporary changes.

We will ensure the curriculum we offer during such circumstances, continues to promote learners' spiritual, moral, cultural, mental, and physical development.

Early help

At Fairfield Trust, all our staff can identify young people who may benefit from early help as a problem emerges and discuss this with the D/DSL.

The D/DSL uses:
- The Multi-Agency Thresholds guidance for Safeguarding Children on the Safeguarding Vulnerable People Partnership (SVPP) website about suitable action to take when a learner has been identified as making inadequate progress or having an unmet need.
- Liaises with Wiltshire SEND service
- Various resources to identify and respond to harmful sexual behaviour

Young People with Special Education Needs and Disabilities (SEND) or physical health issues

All learners at Fairfield Trust have additional needs or certain health conditions. It is known that young people with SEND face an increased risk of abuse and neglect. Staff take extra care to interpret correctly apparent signs of abuse or neglect. We never assume that behaviour, mood, or injury relates to the learner's additional needs without further exploration. Staff understand that additional challenges can exist when recognising abuse and neglect in learners with SEND, including communication barriers. Staff recognise that young people with SEND are also at a higher risk of peer group isolation and can be disproportionately affected by bullying (including prejudiced-based bullying).

Mandatory procedures – Specific forms of abuse and safeguarding issues

Child-on-child abuse

All young people have a right to attend college and learn in a safe environment. All child-on-child abuse is unacceptable and will be taken seriously.

In addition, we have a zero-tolerance approach and will respond to all reports and concerns of child-on-child sexual violence and sexual harassment, including those that have happened outside of the college, and/or online.

Staff recognise that while both boys and girls can abuse their peers, and that young people who are LGBTQ+ may be targeted by other children. Child-on-child abuse is not tolerated, passed off as "banter" or seen as "part of growing up". The different forms of child-on-child abuse is likely to include, but not limited to:

- bullying (including cyber bullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between peers
- physical abuse
- 'upskirting' or any picture taken under a person's clothing without their permission or them knowing to obtain sexual gratification or cause humiliation, distress, or alarm.
- causing someone to engage in sexual activity without consent
- initiation/hazing type violence and rituals.
- consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also known as sexting)
- sexual violence and sexual harassment between children, as defined by Sexual offences act 2003 which considers rape, assault by penetration and sexual assault, all types of sexual violence. Sexual violence and sexual harassment can be between two young people, or a group of young people and can occur online and offline.

Consequently, child-on-child abuse is dealt with as a safeguarding issue, recorded as such, and not managed through the systems set out in the college behaviour policy.

Any learner who may have been victimised and/or displayed such harmful behaviours, along with any other child affected by child-on-child abuse, will be supported through the college's pastoral system and the support will be regularly monitored and reviewed.

We will address inappropriate behaviour (even if it appears to be relatively innocuous) as this can be an important intervention that may help prevent problematic, abusive and/or violent behaviour in the future.

We acknowledge that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place and is simply not being reported. Staff maintain an attitude of 'it could happen here' where safeguarding is concerned.

We minimise the risk of child-on-child abuse by providing:

- a relevant, effective curriculum, that helps young people to develop their understanding of acceptable behaviours, healthy relationships and keeping themselves safe.
- established/publicised systems for learners to raise concerns with staff, knowing they will be listened to, supported, and valued, and that the issues they raise will be taken seriously
- training to all staff so they understand that child-on-child abuse can and does happen and are trained to be alert to any behaviours that could cause concern
- a clear procedure for all staff to report all incidents as a safeguarding concern to the college D/DSL.

Child-on-child sexual violence and sexual harassment

The DSL will follow local and national guidance when there has been a report of sexual violence and harassment between children.

This will include liaising with other professionals to develop robust risk and needs assessments and multi-agency safety planning with appropriate specialist targeted work for learners who are identified as posing a potential risk to other children.

This is done using a Contextual Safeguarding approach to ensure assessments consider risks posed by any wider environmental factors present in a child's life. The DSL will record specifically the time and location of the incident, and any action required to make the location safer.

The NSPCC has a dedicated helpline 0800 136 663 to provide young people who are victims of sexual abuse in colleges with appropriate support and advice. The helpline also provides support to parents and professionals.

Serious violence

We are committed to success in learning for all our learners as one of the most powerful indicators in the prevention of youth crime.

Our curriculum includes teaching conflict resolution skills and understanding risky situations to help our young people develop the social and emotional skills they need to thrive.

Staff are trained to recognise both the early warning signs of contextual risks and that learners may be vulnerable to exploitation and getting involved in gangs as well as indicators that a learner is involved in serious violent crime. They are also aware of the associated risks and know the measures put in place to minimise such risks.

Mental health

All staff are aware that mental health problems can be an indicator that a young person has suffered or is at risk of suffering abuse, neglect, or exploitation.

Staff understand that:
- abuse and neglect, or other potentially traumatic adverse childhood experiences can have a lasting impact throughout childhood, adolescence and into adulthood. Staff are aware of how
- these experiences can impact on children's mental health, behaviour, and education.
- they have a duty to observe young people day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

If staff have a mental health concern about a learner that is also a safeguarding concern, they will report this concern using the agreed reporting mechanisms.

Domestic abuse

Staff understand that domestic abuse is any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence, or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass but is not limited to psychological; physical; sexual; financial; and emotional harm.

The DSL liaises with partner agencies as part of 'Encompass' in Wiltshire. When police are called to an incident of domestic abuse, where there are young people in the household who have experienced the domestic incident, the DSL ensures the organisation receives up to date relevant information about the child's circumstances and will ensure key staff provide emotional and practical support to the child according to their needs.

Preventing radicalisation

Protecting young people from the risk of radicalisation is part of colleges' wider safeguarding duties and is similar in nature to protecting learners from other forms of harm and abuse.

Staff use their judgement in identifying learners who might be at risk of radicalisation and speak to the D/DSL if they are concerned about a learner. The D/DSL will always act proportionately, and this may include making a Prevent referral to the Channel support programme or to the MASH.

Female Genital Mutilation (FGM)

FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Staff will inform the D/DSL immediately if they suspect a girl is at risk of FGM. We will report to the police any 'known' cases of FGM to the police as required by law.

County Lines

County lines is a form of criminal exploitation. It is when criminals befriend children, either online of offline, and then manipulate them into drug dealing. The 'lines' refer to mobile phones that are used to control a young person who is delivering drugs, often to towns outside their home county.

Cuckooing

Cuckooing is a practice where people take over a person's home and use the property to facilitate exploitation. It takes the name from cuckoos who take over the nests of other birds.

There are different types of cuckooing:

- Using the property to deal, store or take drugs
- Using the property to sex work
- Taking over the property as a place for them to live
- Taking over the property to financially abuse the tenant

The most common form of cuckooing is where drug dealers take over a person's home and use it to store or distribute drugs.

Staff training

Induction

The welfare of all our learners is of paramount importance. All staff including trustees and regular volunteers are informed of our safeguarding policy and procedures including online safety, at induction.

Our induction for staff also includes:
- Plan of support for individuals appropriate to the role for which they have been hired
- Confirmation of the conduct expected of staff within the college – Staff Handbook and appropriate Policies.
- Opportunities for a new member of staff to discuss any issues or concerns about their role or responsibilities with line manager, senior manager, or D/DSL
- Confirmation of the line management process whereby any general concerns or issues about the person's ability or suitability will be addressed.

Safeguarding training

This training is for all staff and is updated every 3 years as a minimum to ensure staff understand their role in safeguarding. Any member of staff not present at this whole college session will undertake this statutory training requirement on their return. This is booked by HR and is online.

In addition, all staff members receive safeguarding and child protection updates (for example, via email, staff meetings) as necessary and at least annually. All staff also receive training in online safety, and this is updated as necessary.

Advanced training

The D/DSL has additional multi agency training which is updated every two years as a minimum. The D/DSL also attend multi-agency courses relevant to college needs. Their knowledge and skills are refreshed at regularly e.g., via e-bulletins or safeguarding networking events with other D/DSLs.

Safer Recruitment

At least one person on any appointment panel has undertaken Safer Recruitment Training. This training is updated every five years as a minimum.

Preventing Radicalisation

All staff undertake Prevent awareness training.

Staff support

Due to the demanding, often distressing nature of child protection work, we support staff by providing an opportunity to talk through the challenges of this aspect of their role with a senior leader and to seek further support as appropriate.

Trustees

As well as the college's safeguarding induction programme, all trustees and trustees receive appropriate safeguarding and child protection (including online) training at induction. Safeguarding training is updated college's timescale. Trustees are also encouraged to attend whole college safeguarding and child protection training.

Approved by the Board of Trustees

Graeme Athey
Principal
April 2025