Safeguarding Policy

Policy/Procedure Title	Safeguarding Policy
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1. Introduction and Scope

This policy has been developed in accordance with the principles established by the Children Act 1989; and in accordance with the following:

- "Keeping Children Safe in Education"

- "Working Together to Safeguard Children 2019

- Oxfordshire Safeguarding Children Board Guidelines

- The Counter-Terrorism and Security Act 2015
https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

Abingdon and Witney College are committed to ensuring the safety and wellbeing of all young people and adults in its care and seeks to ensure that all students have access to a safe and stimulating environment in which they can fulfil their potential. This policy outlines how the college complies with its legal obligations to protect children, young people and vulnerable adults from harm in accordance with relevant national and local guidance. The college is committed to taking a full and active role in the multi-agency response to child and vulnerable adults' protection concerns.

This policy applies to all staff (including temporary or agency staff), volunteers, contractors and Governors of the college. All have a statutory, and moral, responsibility to take seriously any child or vulnerable adult concerns that come to their attention and follow the guidance given and uphold the principles of Keeping Children Safe in Education.

Work or Industry Placement employers and subcontractors must also be informed of this policy and should follow guidance set out below. Formal agreements between the college and placement providers should ensure appropriate steps are taken in relation to the protection of children, young people and vulnerable adults whilst on placement.

For the purpose of this policy, young people are defined as people below the age of 18 however, the college recognises its duty of care to all students and defines 'vulnerable adults' as those adults with special educational needs, mental health needs, or a disability which means that they are not in a position to protect their own rights and/or are vulnerable to exploitation or harm from others.,

The College understands that the legal definition of a 'vulnerable adult' may differ slightly from this in that it limits the definition to those accessing 'regulated services' as defined in the Safeguarding Vulnerable Adults Act (2006), however notwithstanding this, the college seeks

an inclusive and supportive environment which provides support to all those who require it, regardless of whether they have been given opportunity to access appropriate services.

It is not the College's responsibility to investigate abuse, however it has a duty to act if there is a cause for concern, and to notify the appropriate agencies so that they can investigate concerns.

2. Definitions

The following are key terms used throughout this policy; a further glossary of terms can be found at Appendix 2.

<u>Safeguarding</u>

Safeguarding and promoting the welfare of children and young people is defined in

'Working Together to Safeguard Children' as:
- Preventing people from being drawn into terrorism
- Protecting children from maltreatment
- Preventing impairment of children's health or development
- Ensuring children grow up in circumstances consistent with safe and effective care • Taking action to enable children to have the best outcomes

<u>Harm</u>

A young person or vulnerable adult may be at risk of harm due to factors within their family, in an institution they attend or are a member of, or in the community. Harm may be perpetrated by someone known to the victim, such as in Domestic Violence cases, or by a stranger, by an individual or by a group and is often referred to as 'abuse'. There are many types of abuse and often more than one type may be taking place with complex, interlinked issues meaning that the cycle of harm is difficult to break, for both the victim and the perpetrator, and understanding this context is essential for professionals seeking to support children and young people.

<u>Extremism</u>

Extremism is defined in law as: 'vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas'. (Counterterrorism and Security Act 2015)

3. Roles and Responsibilities

The College Safeguarding Team consists of a number of staff in different roles and based at different campuses in order to ensure ease of accessibility for all students across the breadth of the college's provision. A full list of these staff and their role can be found in Appendix 1. In addition to this, it is important to note that there are several roles which are key in the management and leadership of Safeguarding matters, and the responsibilities of those roles is broadly set out as follows:

Designated Governor for Safeguarding & Prevent	A member of the governing body who oversees its duty to ensure that the policy and procedure operate within statutory guidelines
Designated member of Senior Management Team	Member of Senior Management Team with lead responsibility for strategic and operational implementation of the policy and procedure
Safeguarding & Prevent Lead	Representing College at Safeguarding Board meetings and Designated Safeguarding Lead
Safeguarding Manager	Deputise for Safeguarding & Prevent Lead and operational lead of processes within the college; leads on the most complex cases. Responsible for individual casework.
Student Advisers	For all allegations relating to a member of staff and overseeing staff processes.
Head of Human Resources / HR Manager	

4. Safeguarding Principles

The college takes the following approach towards different members of its community in relation to Safeguarding:

4.1. Students

The College recognises that it plays a significant role in the prevention of harm to its students through education, providing safe communication opportunities and in creating a culture of openness and support. Opportunities to teach students about keeping safe, recognising and understanding what constitutes harm or unacceptable behaviour in a range of relationships, and how to protect themselves will be fully explored through the college Core tutorial system, college induction, themed weeks and events, during preparation for work placements and at other relevant points according to the programme of study.

The College understands that technology plays a significant role in many safeguarding cases and takes appropriate action to ensure it can monitor college-wide systems in order to identify and intervene where necessary.

There are some groups of students within the college who may be deemed to be more at risk than others – for example, students with SEND, young students aged under 16, and those already vulnerable as a result of their personal circumstances. The College takes steps to identify such students early in their programme of study and ensure a support network is in place around the student and staff working with such groups are supported to understand the increased level of risk for these learners. Where there are whole cohorts who are more vulnerable – such as in discrete SEND provision in Pathways – staff will take care to ensure topics such as online safety, and relationships are delivered in a sensitive and accessible manner, engaging with parents and carers as appropriate to ensure that guidance is consistent across college and home.

4.1.1. Students from Schools

Where students who are on the roll of a school attend college as part of their education programme, any safeguarding concerns raised will be dealt with by the college Safeguarding Team as with any other student. However, college staff will discuss the concerns with the appropriate school staff provided that any subsequent delay in making referrals to the Local Authority whilst this takes place would not place the young person at any greater risk of harm. In less urgent cases, it may be necessary to agree with the school who will lead on each case on a case-by-case basis, and this decision may be based on the needs of the individual, the amount of time spent at each institution and other relevant factors.

4.1.2. 14-16 in College

The College recognises that learners under the age of 16 are more vulnerable than older students in college and as such ensures they are cared for appropriately during college time.

Where young people are on roll of another education establishment there will be clear protocols in place between the college Safeguarding Lead and the designated officers at the various establishments. Any safeguarding information regarding the student must be shared to the college safeguarding team from the schools prior to enrolment.

If the safeguarding incident takes place whilst the school linked student is on college premises this will be dealt with initially by the college Safeguarding Team. College safeguarding staff will discuss the concerns with the appropriate school designated officer provided that any subsequent delay in making referrals to the Local Authority whilst this takes place would not place the young person at any greater risk of harm.

Under 16s who are Elected Home Educated (EHE) are not on roll at any other institution and will therefore be dealt with solely by the college safeguarding team as per their usual process.

4.1.3. Adult Learners

Students will be informed of the mechanism to report any safeguarding issues through induction via their tutors and the college website will be signposted to them. Students will be made aware of key members of the safeguarding teams and how to make contact.

Safeguarding duties apply to adults at risk (see Care Act 2014, Chapter 14 for more info):
•   any adult who has care and support needs (whether the local authority is meeting any of those needs or not); and
•   is experiencing, or at risk of abuse and neglect (including self-neglect); and
•   as a result of those care and support needs is unable to protect themselves from either the risk of, or the experience of abuse and neglect.
Our Prevent duties apply to all and are not linked to care and support needs as above.

Our role

Adults can make their own choices which professionals, including college staff, are legally bound to respect (a practice which differs in safeguarding of children and young people). College staff need to adopt enhanced common sense in supporting adult students with identifying options and actions to keep them safe, for example, calling the police for advice if necessary.

The wishes of the student will always be listened to and acted upon, and then a decision will be made about what needs to happen next.

What to do
In the event that college staff are unsure whether or not to report an adult safeguarding/Prevent related incident, a consultation should be requested with a member of the Safeguarding Team on 01235 216248 for OAL learners or 01235 216228 for adult learners on other Abingdon & Witney provision.

4.1.4. Responding to concerns
All concerns raised with the Safeguarding Team shall be treated seriously, although it is acknowledged that not all concerns will result in involvement of the Safeguarding Team, as staff may naturally raise concerns that do not meet the threshold for involvement, or they may be seeking advice based on a theoretical or assumed situation which may not come to pass. It is acknowledged that not all 'wellbeing' concerns are also 'safeguarding concerns' and it is recognised that college staff may at times need support to understand the differences.

Appendix 3 sets out the detailed process for staff to follow if they have their own concerns, or if a disclosure is made to them. It is essential that any disclosures are acted upon without delay, so that timely and appropriate decisions can be made by the safeguarding team to protect the student, if required.

4.1.5. Fitness to study
Abingdon & Witney College sets out to create an inclusive learning environment where students from a range of backgrounds and experiences can be successful. However, it recognises that there will be times where a student's physical or mental health is such that academic progress cannot be maintained, or where it is considered a risk to the students, or the wider student body's wellbeing. The Fitness to Study Policy is designed to provide a supportive framework through which this can be identified and discussed, and appropriate alternatives can be agreed.

4.1.6. DBS requirements
Where a student seeks to enrol on a course which requires a DBS check in order to complete mandatory work or industry placement aspects, the College will require the application to be made at the point of enrolment to the course. Students on such courses should be aware that if the DBS check is not completed, or is not acceptable, their place on the course will be at risk (see Admissions Policy for details). Students enrolled to such courses would also find that their place on the course could be at risk if it comes to light that they may have behaved in a way which could harm children or young people, are subject to Police investigations on such matters or convicted of any related offence.

4.1.7. Children Missing Education
All staff should be aware that young people going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may involve sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. (see appendix 5)

4.1.8 Students at risk

The students at risk, for the purpose of this policy are defined as students who are 'at risk of underachievement or of disengagement'.

The College will ensure appropriate support is provided to remove barriers to achievement so that all students achieve equally well.

The college uses the Department of Education definition of vulnerable young people. In the context of our college community vulnerable young people are those:

- are assessed as being in need under section 17 of the Children Act 1989, including students who have a Child in Need (CIN) plan or are on a Child Protection Plan (CPP).

- who are looked after children (LAC) and/or are in foster care. In addition to children who have returned home to their family from care and privately fostered children.

- Children who have an Education and Health Care (EHCP) plan.

- Children who have been assessed as otherwise vulnerable by educational providers or local authorities (including children's social care services) - this includes: children for whom home life is known to be particularly challenging or high risk due to instances of domestic abuse, substance misuse, parental mental ill health, high levels of neglect and pupils who are under assessment with Children's Social Care.

- Children that the college believe who are vulnerable but who have not reached the threshold for intervention from Children Social Care including children and families that are assessing Early Help.

- Children with learning difficulty, additional and/or who are disabled and/or have a specific or special need.

- Children with behavioural and/or complex emotional needs.

- Children at risk of becoming NEET (Not in education, employment or training) – including children with low attendance who are risk of dropping out or been withdrawn from college provision and/or at risk of exclusion. These include children who have an education history of non-engagement and/or are persistently absent from education, including persistent absences for part of the college day.

- Those living in temporary accommodation and/or children who are estranged from family.

- Those who are young carers (children who are carers for family members including parents/other adults and/or siblings).

- Children and young adults who are care leavers.

- Children with health, medical and mental health needs (medical illness, injury, psychological condition or disability).

- Children who have an unspent criminal conviction or a record of re-offending.

See Appendix 5

4.2. Staff (including volunteers)

Abingdon and Witney College are committed to Safeguarding and promoting the welfare of children, young people and adults at risk and as such expects all employees, workers and volunteers to share this commitment. The College complies with the Keeping Children Safe in Education guidelines and therefore has related policies and guidelines to support employees, workers and volunteers in achieving this commitment. All staff are required to read Part 1 of Keeping Children Safe in Education 2022 and confirm to the HR department that they have done so.

The following summarises the policies that are in place as part of this commitment:

Safer Recruitment Policy – this policy aims to attract the best possible applicants to vacancies; deter prospective applicants who are unsuitable for work with children, young people and at-risk adults; and identify and reject applicants who are unsuitable for work with children, young people and at-risk adults. All managers and interview panels are expected to read and understand this policy and will have attended Safer Recruitment Training provided by the LADO.

Allegations of Abuse Against Staff Policy –this policy outlines the duties and process to be followed where there is an allegation that an individual poses a risk of harm to children, young people or vulnerable adults in their current position. It is used in all cases where there is an allegation that an individual has behaved in a way that has harmed, or may have harmed a child or vulnerable adult; possibly committed a criminal offence against a young person or vulnerable adult; or behaved towards them in a way that indicates they would pose a risk of harm if they worked closely or regularly with them.

Safe Professional Conduct Guidelines for Safer Working with Students – these guidelines are in place to minimise the risk of an allegation of misconduct and aim to increase awareness of the need for appropriate, consistent, responsible professional boundaries whilst working with students. They should assist in the clear use of boundaries to protect students and themselves from engaging in ambiguous behaviour or communication that could be misinterpreted, inappropriate, illegal or harmful to students and should guide staff to make early referrals to specialist support services for students with issues that may be interfering with their learning.

4.2.1. Transferable Risk

Should an individual staff member or volunteer be involved in child protection, other safeguarding procedures or Police investigations in relation to abuse or neglect outside of college, they must inform the Head of HR or HR Manager. This is a contractual obligation for all college staff. In these circumstances, the College will need to assess whether there is any potential for risk to transfer to the workplace and the individual's own work with students or vulnerable people.

4.3. Visitors (inc. contractors)

- All visitors to a college campus are required to sign in at Reception immediately upon arrival and register any vehicle they may have parked on college premises.
- They will be provided with an identity badge, which they must wear for the duration of their visit.
- Visitors should be collected from Reception by a member of college staff, and should remain in the presence of college staff at all times
- Regular visitors – such as contractors – require Enhanced DBS checks to be unaccompanied on site. In this case, they will be provided with a Contractor Lanyard and be asked to sign in at Reception.

5. Information sharing

The College recognises that all matters relating to Safeguarding are confidential. Any of the Designated Safeguarding Leads will only disclose information about a student to other members of staff on a 'need to know' basis.

Information related to individual students will be stored securely on the college systems, accessible only by members of the Safeguarding Team.

All members of staff must be aware that whilst they have duties to keep any information confidential, they also have a professional responsibility to share information with other agencies to safeguard young people and vulnerable adults.

All staff must be aware that they cannot promise a student that they will keep secrets which might compromise a child, young person or vulnerable adult's safety or wellbeing. There is a lawful basis for Safeguarding concerns to be shared with agencies who have a statutory duty for child protection.

DfE Guidance on Information Sharing (July 2018) provides further detail. https://www.gov.uk/government/publications/safeguarding-practitioners-informationhttps://www.gov.uk/government/publications/safeguarding-practitionersinformation-sharing-advicesharing-advice

OSCB provides advice on the Seven Golden Rules of Information Sharing https://www.oscb.org.uk/wp-content/uploads/2019/07/The-Seven-Golden-Rules-forInfohttps://www.oscb.org.uk/wp-content/uploads/2019/07/The-Seven-Golden-Rules-for-Info-Sharing.pdfSharing.pdf

6. Multi-agency Working

- The College recognises and is committed to its responsibility to work with other professionals and agencies in line with statutory guidance.
- The College is not the investigating agency when there are Safeguarding concerns, however we will contribute to the investigation and assessment processes as required. The College recognises the importance of multi-agency working and will support attendance at relevant safeguarding meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need meetings or other early help multi-agency meetings.
- The Designated member of SMT and the Safeguarding & Prevent Lead will work to establish strong and co-operative relationships with relevant professionals in other agencies.

7. Staff Training

All new staff to the college are required to complete both online and face to face Safeguarding training sessions. There is an expectation that online training modules will be completed as early as possible during the employment period, with all formal probationary reviews involving a check as to whether this has been done. Staff then attend an induction session during their probation period which includes a session delivered by a trained Safeguarding member of the College Leadership Team to further enhance their understanding. All staff are required to complete the online package on an annual basis to maintain their knowledge and ensure they understand when they should refer information to the Safeguarding Team.

All managers who are panel members on staff interviews attend Safer Recruitment training delivered by the LADO.

As a large education provider with multiple sites, the College has a number of trained Designated Safeguarding Leads who deal with referrals from staff and student disclosures on a day-to-day basis. All members of this team have completed the OSCB Designated Safeguarding Lead training as an absolute minimum level of training and this is reviewed and updated in line with OSCB requirements.

8. Employers
8.1. Work Placements

Work and industry placement employers are supported to ensure that they understand Safeguarding requirements within the context of their business, including the risks of radicalisation and the Prevent Duty. Where necessary, for example if a particularly vulnerable student attends their workplace, additional measures may be taken, such as requiring a member of staff to undertake appropriate training or requiring DBS checks of staff working in close contact with the student.

8.2. Work Based Learning

Safeguarding is a key theme in initial discussions when working with new employers. The Employer Services Team provide new employers with information relating to Safeguarding to ensure that they understand their responsibilities, and how to alert the college to any concerns they may have in relation to a student's wellbeing.

Training Co-ordinators discuss safeguarding at each review each student and employer to ensure it remains a key theme.

9. Subcontractors

Subcontractors who are contracted to work with students aged under 19 are required to adhere to the guidance in Keeping Children Safe in Education 2022, including ensuring that staff have read Part 1 of that guidance.

All subcontractors of the college are required to have in place a Safeguarding policy which sets out how they uphold their safeguarding duties to students of all ages, including the Prevent Duty, and which includes details of named contacts for students, professionals and other agencies and members of the public to raise any safeguarding concerns they may have.

Subcontractors who have significant numbers of students aged under 19 in their care should ensure at least one member of staff undertakes the Designated Safeguarding Lead training of the relevant local authority.

The College will provide each subcontractor with a named contact within its Safeguarding Team who will be available to discuss cases and provide support with referrals.

Termly Subcontractor reviews held with Heads of Faculties will always include matters relating to Safeguarding & Prevent.

10. Linked Policies
This policy should be read in conjunction with the following linked policies:
10.1. Safer Recruitment
10.2. Allegations of Abuse Against Staff
10.3. DBS Policy
10.4. Safer Working Guidelines
10.5. Admissions Policy
10.6. Prevention of Bullying & Harassment
10.7. Whistleblowing Policy
10.8. Fitness to Study Policy
10.9. College Procedure for Visiting Speakers and Organisations
10.10. Freedom of Speech and Expression Code of Practice

11. Monitoring & Review

This policy is reviewed annually and updated in line with revisions to Keeping Children Safe in Education and any other Oxfordshire Safeguarding Children's Board or Government policies or legislative changes.

This policy and its impact are monitored via an Annual report to the College Corporation Board and to the OSCB

Appendix 1 Designated Safeguarding Contacts

Designated member of Senior Management Team	Joanne.Milsom@abingdonwitney.ac.uk	01235 216435
College Safeguarding Lead	Nikkie.almond@abingdonwitney.ac.uk	01235 216413 or 07387108483
Deputy operational lead	tbc	tbc

Additional members of the Student Engagement or College Leadership Team will be added to this list on an annual basis and the full list will be publicised to students via posters, college website and VLE, including photographs of staff to support easy identification.

Appendix 2 Glossary of Terms

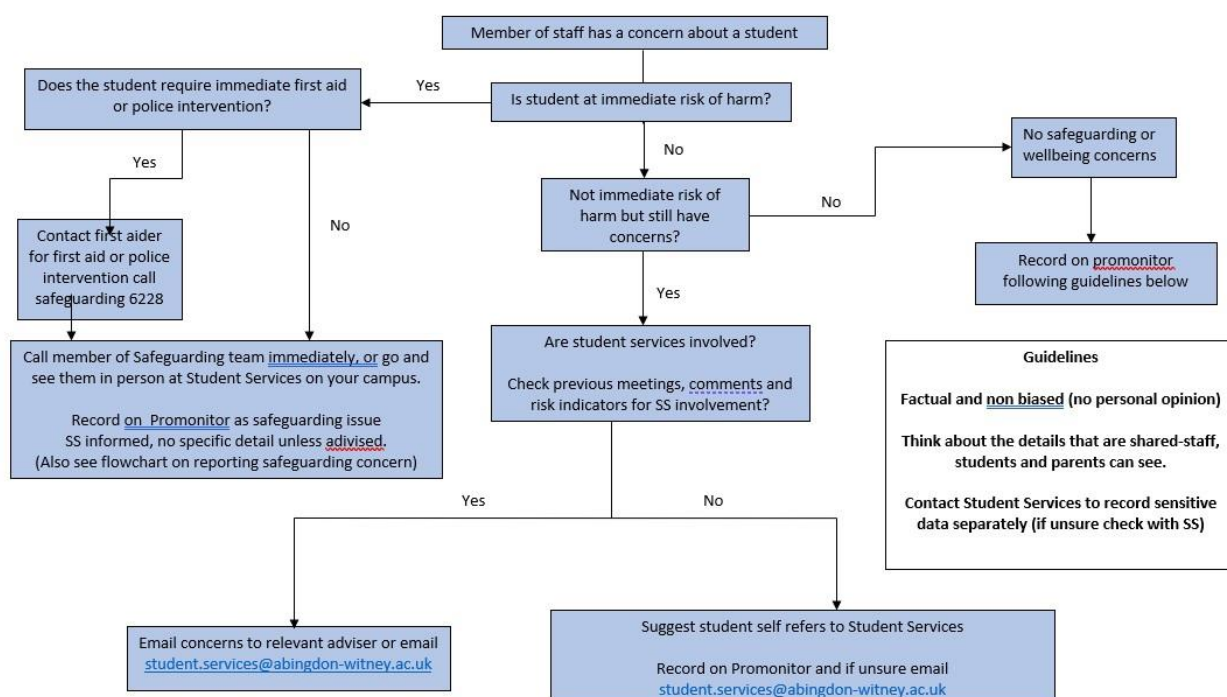| Item	Definition
Children	Anyone who has not yet reached their 18th birthday. The fact that a child has reached 16 years of age, is living independently or is in further education, is a member of the armed forces, is in hospital or in custody in the secure estate, does not change their status or entitlements to services or protection.
Safeguarding and promoting the welfare of children	Defined for the purposes of this guidance as: a.　　protecting children from maltreatment b.　　preventing impairment of children's health or development c.　　ensuring that children are growing up in circumstances consistent with the provision of safe and effective care d.　　taking action to enable all children to have the best outcomes
Child protection	Part of safeguarding and promoting welfare. This refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.
Abuse	A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children 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 persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only in so far 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 cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

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 nonpenetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.
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 the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.
Neglect	The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: a. provide adequate food, clothing and shelter (including exclusion from home or abandonment) b. protect a child from physical and emotional harm or danger c. ensure adequate supervision (including the use of inadequate caregivers) d. ensure access to appropriate medical care or treatment It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.
Extremism	Extremism goes beyond terrorism and includes people who target the vulnerable – including the young – by seeking to sow division between communities on the basis of race, faith or denomination; justify discrimination towards women and girls; persuade others that minorities are inferior; or argue against the primacy of democracy and the rule of law in our society. Extremism is defined in the Counter Extremism Strategy 2015 as the vocal or active opposition to our fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. We also regard calls for the death of members of our armed forces as extremist.

Young carer	A young carer is a person under 18 who provides or intends to provide care for another person (of any age, except generally where that care is provided for payment, pursuant to a contract or as voluntary work).
Parent carer	A person aged 18 or over who provides or intends to provide care for a disabled child for whom the person has parental responsibility.
Education, Health and Care Plan	A single plan, which covers the education, health and social care needs of a child or young person with special educational needs and/or a disability (SEND). See the Special Educational Needs and Disability Code of Practice 025 (2014).
Local authority designated officer	County level and unitary local authorities should ensure that allegations against people who work with children are not dealt with in isolation. Any action necessary to address corresponding welfare concerns in relation to the child or children involved should be taken without delay and in a coordinated manner. Local authorities should, in addition, have designated a particular officer, or team of officers (either as part of multi-agency arrangements or otherwise), to be involved in the management and oversight of allegations against people who work with children. Any such officer, or team of officers, should be sufficiently qualified and experienced to be able to fulfil this role effectively, for example qualified social workers. Any new appointments to such a role, other than current or former designated officers moving between local authorities, should be qualified social workers. Arrangements should be put in place to ensure that any allegations about those who work with children are passed to the designated officer, or team of officers, without delay.
Safeguarding partners	A safeguarding partner in relation to a local authority area in England is defined under the Children Act 2004 as: (a) the local authority, (b) a clinical commissioning group for an area any part of which falls within the local authority area, and (c) the chief officer of police for an area any part of which falls within the local authority area. The three safeguarding partners should agree on ways to co-ordinate their safeguarding services; act as a strategic leadership group in supporting and engaging others; and implement local and national learning including from serious child safeguarding incidents. To fulfil this role, the three safeguarding partners must set out how they will work together and with any relevant agencies as well as arrangements for conducting local reviews.
County Lines	As set out in the Serious Violence Strategy, published by the Home Office, a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas within the UK, using dedicated mobile phone lines or other form of 'deal line'. They are likely to exploit children and vulnerable adults to move and store the drugs and money, and they will often use coercion, intimidation, violence (including sexual violence) and weapons.

Child criminal exploitation	As set out in the Serious Violence Strategy, published by the Home Office, where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18 into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. Child criminal exploitation does not always involve physical contact; it can also occur through the use of technology.

Appendix 3 Procedures for staff

This flowchart is available is large print in all staff rooms & offices

Appendix 4

When should I refer something to Safeguarding?

Tutor Matters

- Relationship issues with partner or family that do not include reports of abuse

- Issues with lateness or attendance that are not as a result of abuse

- Disruptive and poor behaviour in the classroom

- Friendship issues with the college which do not include any elements of abuse.

- Issues around money, travel, accommodation which do not involve elements of abuse.

- Issues related to appropriateness of course
- Issues for students with learning difficulties/disabilities that are not related to harm or abuse

- Student sickness or illness

- Upset student who is not related to harm or abuse

Safeguarding Matters

- Neglect, physical abuse, emotional abuse, sexual abuse
- Bullying, including online bullying and prejudice based bullying (for guidance)
- Racist, ableist, homophobic or transphobic abuse.
- Gender based violence/against women and girls
- Child Sexual Exploitation, trafficking, modern day slavery
- Use of technology in sexualised behaviour –
  e.g., 'sexting' or accessing pornography
- Teenage relationship abuse (peer on peer abuse)
- Domestic Violence
- Female Genital Mutilation, forced marriage
- Missing education
- Severe mental ill health, i.e., suicidal thoughts, psychosis
- Homelessness
- Poor parenting (in relation to student's own children)
- Other issues not listed here that pose a threat to children, young people and vulnerable adults.

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Appendix 5

Children at Risk

How risk will be determined

Initial risk will be determined ideally at the application and enrolment stages of the student journey. To this end the College will work in partnership with the Local Authority, schools and other agencies.

If the Safeguarding Team are aware of any partnership this will be shared with curriculum team via confidential comments in ProMonitor
If Curriculum staff are made aware of any partnerships this should be shared with the Safeguarding team via   safeguarding@abingdon-witney.ac.uk

Student confidentiality is paramount. The college ensure that information is only shared where it can be shown it is for the purpose of providing appropriate support and minimise the risk of underachievement or disengagement.

We will monitor the students closely to ensure that the risk status of a student is reviewed as the student progresses through their programme. Students not previously at risk may become so, either because they develop one of the characteristics that makes them vulnerable, or due to engagement issues such as poor attendance, punctuality, behaviour or incomplete work.

How information about vulnerable students will be communicated and monitored

Information that is relevant to support the student during their studies is recorded on the electronic tracking system, Pro Monitor.

The information on Pro Monitor, should be relevant to help students succeed. Information should be added to Pro Monitor throughout the student journey.

Highly sensitive information, e.g. information relating to a safeguarding issue will be held in an electronic form upon safeguarding helpdesk and which is accessed only by a small number of relevant staff and based on a need to know basis. Details of this arrangement will be available from safeguarding staff.

The college will use confidential comments in Pro Monitor ensuring that sensitive information stored against a student can be viewed by relevant staff.

In summary, Curriculum staff are responsible for monitoring attendance and performance of their students and Study Programme Leads and Progress Coaches will monitor the performance on the course. The management team of the curriculum will use this information to take relevant action to reengage students.

Monitoring progress

Pro-monitor enables the ongoing monitoring of students' progress. It provides an overview of student attendance and current performance including timely completion of work, target grade achievement and progress.

The college will act to deal with students falling below the expected progress and put support and other interventions in place.

By using Pro-Monitor, the tutor will be able to access reports which will indicate the whole status of a group or course to aid planning.

Appendix6 External Contacts

The College is supported in its work by the following outside agencies:

Agency	Email Address	Telephone Numbers
Oxfordshire Children's Safeguarding Board (OSCB)	oscb@oxfordshire.gov.uk	01865 815843
Oxfordshire Safeguarding Adults Board (OSAB)	osab@oxfordshire.gov.uk	01865 328282
Local Area Designated Officer (LADO) County Hall, Oxford	LADO.safeguardingchildren@oxfordshire.gov.uk	01865 810603
Thames Valley Police – Prevent referrals	preventreferrals@thamesvalley.police.uk	07900 709126
Multi-Agency Safeguarding Hub (MASH) Central Team - Referrals	Mash-childrens@oxfordshire.gov.uk	0345 0507666
Emergency Duty Team (Out of Hours)	N/A	0800 833408
Locality and Community Support Service - Central	LCSS.Central@oxfordshire.gov.uk	0345 241 2705
Locality and Community Support Service - North	LCSS.North@oxfordshire.gov.uk	0345 241 2703
Locality and Community Support Service - South	LCSS.South@oxfordshire.gov.uk	0345 241 2608
Child and Adolescent Mental Health Service (CAMHS) SPA	oxoncamhsspa@oxfordhealth.nhs.uk	01865 902515

Supporting Students and Safeguarding Threshold Document – A guide to referral* *Examples are as a guide only, it is recognised that each case will be assessed on professional judgement, individual characteristics and history. Please note that external high level safeguarding referrals may be subject to age thresholds. All safeguarding activity is conducted in line with the College's Safeguarding policy.

	All students – universal support **Responsibility of Curriculum**	Referral to SPM/ Mentor for students studying on study programmes. Reported via Pro Monitor. For Apprentice students this will be managed by their Assessor and for adult students by their Tutor	Referral to SEND Support – **Responsibility of SEND Support**	Student Services **Managed through referral system**	External Referral to MASH/ LADO/TVP/CAMHS - Led by Safeguarding team	Security Concerns –
The student:	Has needs that can be met within universal provision.	Has additional pastoral support needs identified either pre-entry or on-course that can be met through the SPM remit.	Has additional academic support needs. Received learning support previously. Has a new academic support concern that has been identified.	Has multiple and/or complex needs and mental health requiring higher levels of support that can be supported through Student Engagement.	Has a high level of unmet and complex needs or is in need of protection that requires external referral and/or urgent action.	Has experienced an immediate threat to their physical safety while on-site. Ring: Abingdon 6306 Witney 8004
Student Circumstances and Key Features	Meeting academic progress milestones.	Potential non-attainment caused by pastoral issues.	EHCP in place Pre-existing academic support needs. Concern that previously unassessed academic support needs require support.	Lack of academic progress linked to student health, welfare or safeguarding concerns.	Safeguarding concern reaches Local Authority threshold for referral .	General student safety issues (i.e. Estates related/ H&S) inform Estates via Helpdesk.
	Achieving key learning targets.	Academic achievement can be supported through coaching/pastoral support.	Exam access arrangements. Assistive technology required.	Parental learning or physical disability, substance misuse or mental health which impacts on learning or YAC responsibilities.		Fight on college premises Property search (i.e. bags/pockets) contact CLT.
	Good attendance (Green 90% above).	Regular absence from class /college (Amber attendance- 85-89.9%, Red attendance- <85%).	Student is failing to engage / attend due to unresolved learning support needs.	Student absent with prior history of domestic violence or other safeguarding concern such as CDE/ CSE.	Student missing & wellbeing staff unable to make contact.	Threatened by external party and requires immediate and urgent assistance Ring: Abingdon 6306 Witney 8004
	Psychological well-being is secure or support is in place to achieve this.	Low level emotional/mental health/anxiety issues.	Language or communication difficulties. DSA assessment and support required (HE students). DAST Assessment	Serious mental health concern that may require intervention. Self-Harm. Overdose.	Complex mental health issues including self-harm/ high level emotional health issues and very low self-esteem which may result in a concern for own safety if unsupervised	Physical restraint or intervention is required to keep individual or college community safe. Ring: Abingdon 6306 Witney 8004
	Socially interactive and skilled	Support needed for social skills. Low-level bullying.	(Exam access arrangements for Mental and/or Physical health required from Tutor).	Bullying that results in a safeguarding concern. Bullying that has not been resolved through SPM intervention.	Allegation of staff bullying of student.	Physical restraint or intervention is required.
	Expected understanding of personal safety according to age/learning level & awareness of how to keep oneself safe	Student requires pastoral support around personal development and keeping safe.		Student has lack of awareness of personal safety such that they are potentially at risk of harm in the future.	Student has left college premises & is at significant risk of immediate harm due to lack of comprehension for personal safety. Domestic abuse resulting in student being at risk of significant harm... Sexual exploitation/abuse FGM – Female genital mutilation Safeguarding allegation of inappropriate staff behaviour towards student Drug/alcohol use that severely impairs development Forced marriage/Honour based violence List is not exhaustive.	Under the influence of drugs or alcohol while on college premises. Stalked or intimidated and requires immediate and urgent assistance. Contact CLT.
	Low risk of becoming NEET	Risk of becoming NEET as a result of pastoral				
	Student experiences good health & able to make healthy choices	Student in need of support making healthy life choices. Has minor health issues that require support. Pregnancy	EHCP Has significant disability PEEP or Medical Health Plan Chronic/recurring health problems	Drug & Alcohol dependency Risky sexual behaviour		
	Well housed and protected by parents/carers.	Low income affects attendance, retention/risk of becoming NEET, achievement.		Incidence of missing from home At risk of becoming homeless Significant poverty Poor housing and home environment impacting on physical/mental health of student	Frequently missing from home resulting in self-neglect / increased risk of harm Homeless Detrimental housing/home environment requiring intervention from Local Authority to keep students safe from risk of immediate harm Extreme poverty Parental encouragement of abusive/offending behaviour	

	Supportive networks (i.e., Friends, family, relationships).	Student experiences low-level disruption to supportive networks.		LAC/Care Leaver (including Separated Children Seeking Asylum). Young Adult Carers. Student in need of further support due to nature of/lack of supportive networks.	Private fostering.	
	Access to positive activities.	Early signs of antisocial behaviour.		Offending and/or in the criminal justice system. Criminal Conviction Risk Assessment.	Student observed to be at significant risk of Criminal Exploitation e.g., county lines.	Criminal activity on site. External visitors contacting students on-site and suspected of criminal intent (i.e. drug dealing/County Lines/Child Exploitation/threats of violence) contact CLT/ Safeguarding.
	Knowledge and understanding of British Values.	Student requires support on British Values/extremism & radicalisation.		At risk of extremism or radicalisation. Victim of, or perpetrator of, Community harassment/ discrimination/hate crime.	Potential channel panel referral.	
	Able to receive and act on information, advice and guidance.	Student requires support to engage with tutorial programme.		Student unable to receive/act upon information, advice & guidance within tutorial program such that there is concern for wellbeing/safety.	Student's inability to receive/act upon information, advice & guidance puts them at significant risk of harm requiring external support.	
	Disciplinary issues that are not safeguarding related	Disciplinary issues that may result in withdrawal from college.		Repeated disciplinary interventions requiring support at level 3 or above.		
	Academic nonengagement.	Historic issues from primary and secondary school that require support or monitoring.		Very complex historic issues from primary and secondary school that require intervention.		
	Appropriate use of technology.	Concerns over E-Safety.		Suspicion of on-line grooming Cyber bullying (perpetrator or victim) Accessing extremist websites	Referral necessary to keep student safe from risk of harm e.g., Channel referral.	
What do I do next?	Monitor and support through curriculum and tutorial provision. Record on ProMonitor.	Refer to SPM assigned to curriculum area.	Make Learning Support referral via SEND support team.	Make Student referral form or email Student.Services@abingdonwitney.ac.uk.	Make safeguarding referral by phone, ring 6228 follow up with written documentation to student.services@abingdonwitney.ac.uk	