Ref	Objective	Risk (L-M-H)	Action Steps	Who holds responsibility for each step	Resources needed *(Costs, Training, Curriculum / Tutorial Time)*	Completion date	Review: Evidence of improvement / achievements at each Action Step
SDP1	All staff will read, understand and perform to their safeguarding responsibilities in the relevant sections of the KCSiE 2022 guidance.	**HIGH** **IF** staff do not understand their responsibilities, **THEN** they may not be able to respond to a safeguarding issue and students may become vulnerable or continue to experience abuse or neglect.	**STEP 1** • **Everyone** - should read & understand their responsibilities as described in part 1 and read annex B **STEP 2** • **Principals and DSLs** should read the whole thing (DSLs should ensure annex C is included in their job description). • **SLT & Designated staff and behaviour leads** should read part 5. • Anyone involved in **recruitment and / or SCR** (including recruiters / managers of volunteers) should read part 3 and annex E • Anyone involved in **College Student Exchanges** should read part 3 paras 334-339, and annex D. • **HR people** should read it all but concentrate on parts 3 & 4, and annex E **STEP 3** • **Governors** should read part 2 as a minimum but be aware they're responsible for compliance in Parts 3, 4 & 5. • **Designated governor** should read the whole of the guidance.	HR Manager Safeguarding Manager & HR Manager Clark to the Corporation		October 2022 September 2022 October 2022	
SDP2	Students of all ages (in particular those under 18 years who are on Study Programmes or Apprenticeships) will understand the risks relating to Safeguarding issues, Terrorism, Extremism, Radicalisation or Crime; and they will know to protect themselves against any risk.	**HIGH** **IF** students do not understand safeguarding risk. **THEN** they may become more vulnerable to exploitation or harm and they may not know how to get help.	**STEP 1** Ensure the Safeguarding Curriculum Programme is mapped out and joined-up between curriculum areas and the College Tutorial program. • healthy and respectful relationships • boundaries and consent • stereotyping, prejudice and equality • Suicide, self-harm and mental ill health • 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 (CSE), coercion, harassment, rape, domestic abuse, so called honour-based violence such as forced marriage and Female Genital Mutilation (FGM), and how to access support • what constitutes sexual harassment and sexual violence and why these are always unacceptable. • The Prevent Duty – Understanding radicalisation and the threat posed by extremist and terrorist groups and Hate Crime.	Safeguarding Officer (EU) Supported by PSHE Lead.	Safeguarding tutorials need to be factored into tutorial time. Progression Coaches are required attend training to deliver the Understanding Radicalisation PfLiMB Module 4.	May 2023	

Ref	Objective	Risk (L-M-H)	Action Steps	Who holds responsibility for each step	Resources needed (Costs, Training, Curriculum / Tutorial Time)	Completion date	Review: Evidence of improvement / achievements at each Action Step
			• Crime Prevention and Policing (County Lines, Child Criminal Exploitation and Weapons Awareness).	College Police Officer			
			STEP 2 Ensure inclusivity in safeguarding curriculum, specifically considering LGBT children or those perceived to be.	Safeguarding Manager		September 2022	
			STEP 3 Ensure The College Level induction programme and Tutorial programme outlines the steps students can take to report or refer a safeguarding concern.	Teaching Staff		September 2022	
SDP3	The college will formalise and publish its monitoring / filtering systems and procedures for identifying and escalating concerns relating to 'online safety' for both students and staff.	<mark>MEDIUM</mark> **IF** staff or students access inappropriate, illegal or dangerous content online, **THEN** they could become at higher risk of committing a crime or experiencing harm or exploitation online.	**STEP 1** Establish the referral points for logging, reporting and reviewing blocked content relating to: • Adult Content • Child Sexual Abuse • Criminal Activity • Self-Harm • Suicide • Bullying and Harassment • Abuse • Radicalisation • Substance Abuse	IT and Library Manager Supported by Safeguarding Manager		November 2022	
SDP4	The College will review the Staff Safeguarding Code of Professional Conduct (Safer working practice and associated procedures for Allegation Management) and ensure all staff have read and understood the guidance.	<mark>HIGH</mark> **IF** Staff do not follow the guidance for safer working practice, **THEN** they may place themselves at higher risk of allegations being made against them or students may experience some form or abuse, harm or discrimination as a result of their practice.	**STEP 1** The policy should include: • the process for reporting low-level concerns • the process for dealing with allegations against staff • information about when the LADO will be involved and how • whistleblowing • acceptable use of technologies (including the use of mobile devices) • staff/pupil relationships and communications including the use of social media. **STEP 2** • Ensure all staff read and understand their responsibilities to ensure safer working practices. **STEP 3** • Review the Safeguarding Allegation Management procedures to ensure compliance with KCSiE 2022 (low level concerns and involving the LADO) • Ensure all line managers receive training on the management of Low Level Concerns and Safeguarding Allegation Management. **STEP 4** • Ensure all line managers receive training of how to log Low Level Concerns on CPOMS Staff Safe	HR Manager and Safeguarding Manager HR Manager HR Manager and Safeguarding Manager Safeguarding Manager	Line Managers will be required to attend training and development activities related to Allegation Management.	October 2022 December 2022 December 2022 December 2022	

Ref	Objective	Risk (L-M-H)	Action Steps	Who holds responsibility for each step	Resources needed *(Costs, Training, Curriculum / Tutorial Time)*	Completion date	Review: Evidence of improvement / achievements at each Action Step
	The College will ensure all governors have safeguarding training and that any future Governors receive this training at point of induction.	**MEDIUM** **IF** Governors are not aware of their responsibilities to safeguarding, **THEN** this could result in a lack of scrutiny on the strategic management of safeguarding.	**STEP 1** • Training to include online risks. • Ensure governors are aware of the requirements placed on them by the Human Rights Act 1998, the Equality Act 2010 (which includes the Public Sector Equality Duty) and what these mean in practice.	Clark to the Corporation	Governors will be required to attend safeguarding briefings / complete the Safeguarding induction For Governors Online.	February 2022	
SDP5	The College will review the effectiveness of how well children and young people are protected from Sexual Violence and Sexual Harassment at the College.	**HIGH** **IF** staff or students are unable to recognise the signs and presentations of sexual violence and sexual harassment between children and young people, **THEN** Children could continue to experience sexual abuse and sexual violence.	**STEP 1** • Use the Safeguarding Network audit tool to review the effectiveness of the systems to help recognise, respond, record and refer concerns relating to Sexual Violence and Harassment Between Children. • Review staff training – how confident are staff in identifying, responding to and reporting concerns? • Review recording systems. Are all incidents appropriately recorded with analysis and actions included? Are patterns identified? • Do students know who they can talk to get help, support or advice?	Head of Student Experience Supported by Safeguarding Manager	Workforce training and development needs may be identified as a result of the review.	January 2023	
SDP6	The College is transferring the Single Central Record from a tried and tested system in HR to Staff Safe	**MEDIUM** **IF** the transfer is not successful and sufficient management processes and checks are not implemented **THEN** we could be vulnerable to not holding the correct information or breaches of GDPR.	**STEP 1** • The Equality, Inclusion & Safeguarding Manager working closely with HR to manage the initial transfer process of information • The Equality, Inclusion & Safeguarding Manager conducts an initial audit to check information and to provide Assistant Principal – Quality & Student Experience with the reassurance that the transfer is complete. • Initial single central record audit conducted by the Assistant Principal – Quality & Student Experience & Principal. • Assistant Principal conducts Termly Audits of the Single Central record and reports back to SLT and key stakeholders.	Equality, Inclusion & Safeguarding Manager HR Assistant Principal – Quality & Student Experience	Workforce training and development needs may be identified as a result of transferring over to Staff Safe	December 2022	