



SAFEGUARDING POLICY

(Children, young people, and vulnerable adults)

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Appendix 1: Supporting the Rehabilitation of Offenders

Appendix 2: Prevent Strategy

Appendix 3: Freedom of Expression and External Speaker Request Policy and Procedures.

Appendix 4: Safeguarding Supervision Policy

Appendix 5: Safeguarding legislation, guidance documents

Appendix 6: Definition of abuse

To support our commitment to Sustainable Development Goals, the policy has identified up to three SDG's it is working towards. The full list of SDGs can be found here - [THE 17 GOALS | Sustainable Development \(un.org\)](#). Please identify the goal, a target and current position.

Goal	Target	Current position
3. Good health and wellbeing	<ol style="list-style-type: none"> 1. Preventive Health Education: Providing health education programs that specifically address the needs and vulnerabilities of children and vulnerable adults, including topics related to mental health, sexual health, and substance abuse. 2. Mental Health Support: Offering mental health support services tailored to the unique challenges faced by student groups, such as counselling services, peer support networks, and awareness campaigns. 3. Safe and Inclusive Environment: Creating a college environment that is safe, inclusive, and free from discrimination or abuse. 	2
5. Gender Equality	<ol style="list-style-type: none"> 1. Gender-Responsive Education: Integrating gender-sensitive education and curriculum materials that challenge stereotypes, promote diversity, and foster respectful interactions among students. 2. Preventing Gender-Based Violence: Implementing programs to prevent and respond to gender-based violence, with a particular focus on protecting children and vulnerable adults. 3. Empowerment Programs: Offering empowerment programs and support services that address the unique challenges faced by individuals who are at risk or are survivors of gender-based violence, ensuring their access to appropriate resources and assistance. 	3
10. Reduced Inequalities	<ol style="list-style-type: none"> 1. Equitable Admission and Enrolment: Establishing admission and enrolment policies that prioritise inclusivity and diversity, ensuring that children and vulnerable adults have an equal opportunity to access higher education. 2. Financial Aid and Support: Providing financial aid where appropriate and support programs to reduce economic disparities, enabling disadvantaged students, including children and vulnerable adults, to pursue their education without financial barriers. 3. Diversity and Inclusion Initiatives: Implementing diversity and inclusion initiatives that promote an inclusive campus culture, address discrimination, and create a sense of belonging for all students. 	3

	4. Accessible Facilities and Services: Ensuring that college facilities and services are physically and digitally accessible to individuals with disabilities and other vulnerable groups, removing barriers to their participation.	
16. Peace, Justice & Strong Institutions	<p>1. Training and Awareness: Providing training and awareness programs for college staff, students, and faculty to recognise signs of abuse or vulnerability and understand their roles in safeguarding efforts.</p> <p>2. Collaboration with Authorities: Continue to collaborate with relevant authorities and external organisations to ensure that all cases of abuse or violations are properly investigated and addressed according to the legislation & policy.</p>	2

- 1. Sector leading
- 2. On target
- 3. Below target
- 4. Not started

Safeguarding Advice
Contact List – September 2023

Role / Agency	Name and role	Contact Details
College Safeguarding Team	Charlotte Duffy – Student Safeguarding Manager (Deputy Designated Safeguarding Lead) Erika Un – Safeguarding Officer	Leeds College of Building North Street, Leeds, LS2 7QT T: 0113 2226000 EX: 6845 M: 07872693424 M: 07923441720 Tel: 0113 222 6000 EXT:6927
Safeguarding Leads	Robert Holmes - Assistant Principal Quality and Student Experience (Senior Designated Safeguarding Lead) Jamie Francis – Head of Student Experience, Behaviour & Engagement (Designated Safeguarding Lead)	Leeds College of Building, Cudbear Street, Leeds LS10 1EF Rholfmes@lcb.ac.uk 0113 222 6000 07732 826036 Leeds College of Building North Street, Leeds, LS2 7QT jfrancis@lcb.ac.uk 0113 222 6000 07564587784
Governor with responsibility for Child Protection and Safeguarding	James Dunford - Governor	Tel: 0113 222 6000 Ext. 6565 (via Clerk to Corporation) Director of Governance
Chair of Governors	Mark Roper – Chair of the Board	Tel: 0113 222 6000 Ext. 6565 (via Clerk to Corporation) Director of Governance
CSWS Duty and Advice / Front Door Safeguarding Hub	Urgent Child Protection concerns / initial referral	Professionals – 0113 3760336 Members of the public – 0113 2223301
CSWS Emergency Duty Team (out of hours)	Urgent Child Protection concerns	0113 535 0600 childrensEDT@leeds.gov.uk
Education Safeguarding Team	Advice / Training / Safeguarding Audit	0113 3789685 estconsultation@leeds.gov.uk
Local Authority Designated Officer	Allegations against adults in College	0113 3789687 lado@leeds.gov.uk
NSPCC Whistleblowing Helpline	Allegations against adults in College	0800 028 0285
Cluster Targeted Services Lead	Family Support / Attendance / Early Help / Student Counsellor	
PREVENT Team	Prevent training/advice	0113 535 0810 prevent@leeds.gov.uk

Definitions:

e.g. The policy recognises the following definitions about the individual:

- (a) **Student** – the term 'student' for this policy covers students at the College. The policy also covers those students who are on work placement as part of their course. In addition, it also covers College links students and students visiting the College or who are on tasters.
- (b) **Child** – in accordance with The Children Act 1989, and therefore in accordance with law, the College shall regard any young person who is 17 years and under as a child. Young people aged 18 and over may in some circumstances be regarded as vulnerable and may therefore fall within the remit of the Act.
- (c) **Vulnerable adult / adult at risk**– may be in need of community care services by reason of mental or other disability, age or illness and who is, or may be, unable to take care of himself or herself, or unable to protect himself or herself against significant harm or serious exploitation. Vulnerability can apply to a wide range of disabilities and situations including those adults at risk owing to their caring role or family responsibilities.
- (d) **Other Vulnerable adult / adult at risk**– College term to cover any student displaying signs of significant stress or trauma who may need support.
- (e) **Staff** – covers all staff, whether teaching, administrative, management or support, as well as volunteers and regular contractors (i.e. security / cleaning staff).
- (f) **Victims and Perpetrators** – We must ensure consistency of language when considering children and young people who may have been harmed (KCSiE refers to them as victims) and those who may have harmed (KCSiE refers to this cohort as perpetrators).

SAFEGUARDING POLICY

1. Introduction

Leeds College of Building is committed to safeguarding and promoting the welfare of all students. We believe all staff and visitors have an important and unique role to play in safeguarding children and vulnerable adults. This policy is based on the Department for Education's statutory guidance. The College will comply with this guidance and the procedures set out by our Local Safeguarding Children partnership (LSCP).

We believe that:

- All children and vulnerable adults have the right to be protected from maltreatment.
- The College can work to help prevent the impairment of children's health or development.
- Trauma informed practice should be embedded into everyone's professional practice at the College.
- Student support should match their individual needs, including those who may have experienced adverse childhood experiences and abuse.
- Students feel safe in College environment and they receive safe and effective care.

2. Overall Aims

2.1 The College will contribute to the prevention of abusive experiences and the protection of students by:

- Clarifying standards of behaviour for staff and students
- Promoting safeguarding and staying safe teams through the curriculum
- Developing staff awareness of the causes of abuse, trauma informed practice and adverse childhood experiences
- Implementing the Leeds Practice Principles Model for supporting children, young people, and families [inc. Restorative practice] (as outlined in 2.2)
- Implementing the 'Rethink Formulation' approach
- Addressing concerns at the earliest possible stage
- Ensuring all students feel safe, are treated as individuals and their rights, values and beliefs are respected
- Implementing child protection policies and procedures and ensure that those are followed by staff and other partner agencies
- Working in partnership with students, parents and agencies
- Assessing individual needs and designing plans to meet student needs
- Providing outcome focused supervision to Designated Safeguarding Officers

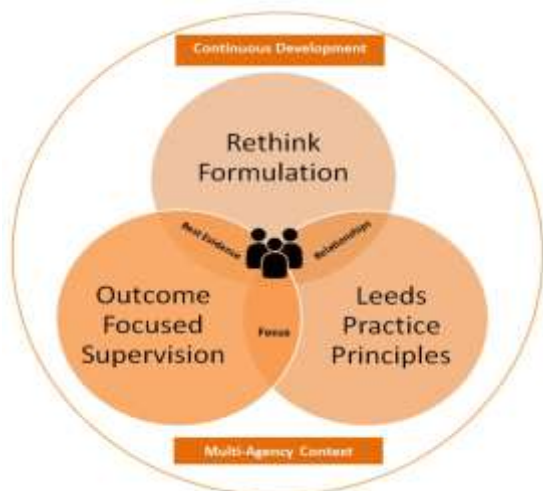


Fig.1 The Leeds Practice Model.

2.2 The Leeds Practice Principles - What are the Leeds Practice Principles?

- **Always working WITH** – creating a context of high support and high challenge (guide) with children, young people, and families and each other.
- **Relationship based** – assuming that engagement and best outcomes are achieved through trusting and respectful relationships with each other, taking responsibility for creating and maintaining effective relationships at all levels.
- **Enabling the utility of the family** – putting the family at the heart of everything we do; recognising and enabling the networks and skills within the family; and wherever possible, families determine the direction of care and intervention.
- **Early in the life of a problem (guide)** - engaging families in appropriate and effective support immediately when an issue is identified and maintaining a persistent offer to engage in support.
- **One family, one lead worker, one plan** - wherever possible, working to reduce numbers of practitioners involved with a single family and defining one lead practitioner to coordinate a single comprehensive family plan. Where agencies are also involved with the adults in the family, a Think Family, Work Family (guide) approach should be adopted.
- **Systemic, formulation driven, and evidence based** - all plans consider the whole system around a family, information is effectively analysed, and plans are created using the best available evidence.
- **Transparent** - children, young people and families are as fully informed as possible and are always involved in and understand decisions that concern themselves and their families.
- **Strength focussed** - all interactions, interventions and plans are seeking, affirming and utilising existing knowledge, skills and abilities; and adopt an evidence-based approach to assessing needs and managing risk.
- **Recognising that engagement with education is a protective factor** – seeking to maximise attendance, attainment, and achievement.
- **Accountability, evaluation, and sustainability** - always working to continually understand a situation, improve plans and find ways to enable independence and reduce reliability on services.

2.3 All staff will:

- Read and be able to confidently articulate the content of both Part One and Annex A of Keeping Children Safe in Education (DfE 2023). In addition to this, some staff (inc. governors, volunteers and 3rd parties) will also read other relevant sections which outline their specific responsibilities in KCSiE 2023.
- Be familiar with this policy including the issues of confidentiality for processing information lawfully and in line with the rights of the individual as outlined in the GDPR Policy and The Data Protection Act [2021].
- Be alert to the signs and indicators of possible abuse - See Keeping Children Safe in Education (DfE 2023).
- Record and refer concerns on the College's safeguarding referral forms [via CPOMS].
- Deal with a disclosure of abuse from a student in line with the recommendations in this Policy. These must be passed to one of the Designated Staff immediately, followed by a written account.
- Be prepared to identify children who may benefit from Early Help or a Re-Think Formulation.
- Be involved in ongoing monitoring and recording information to support the implementation of individual education programmes and interagency child protection and child support plans.
- Be subject to Safer Recruitment processes and checks whether they are new staff, supply staff, contractors, volunteers etc. and be expected to behave in accordance with Guidance for Safer Working Practice for those Working with Children and Young People in Education settings (Safer Recruitment Consortium 2019).

2.4 Responding to children and Adults who report abuse

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

The College is also aware of requirements placed on it by the Human Rights Act 1998, the Equality Act 2010 (which includes the Public Sector Equality Duty) and what these mean in practice. In particular for LGBTQ+ students. The College will make additional arrangements to help to ensure their educational experience is safe from discrimination, harm or abuse of any kind.

When a child tells me about abuse s/he has suffered, what must I remember?

- Stay calm.
- Do not transmit shock, anger or embarrassment.
- Reassure the child. Tell her/him you are pleased that s/he is speaking to you.
- Never enter into a pact of secrecy with the child. Assure her/him that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why.
- Tell her/him that you believe them. Children very rarely lie about abuse; but s/he may have tried to tell others and not been heard or believed.
- Tell the child that it is not her/his fault.
- Encourage the child to talk but do not ask "leading questions" or press for information.
- Listen and remember.
- Check that you have understood correctly what the child is trying to tell you.
- Praise the child for telling you. Communicate that s/he has a right to be safe and protected.
- Do not tell the child that what s/he experienced is dirty, naughty or bad.
- Do not take photographs or make videos of any injuries reported by a child.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the child may retract what s/he has told you. It is essential to record all you have heard.
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.
- As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations.

NB It is not education staff's role to investigate reports of abuse. Their role is to observe that something may be wrong, ask about it, listen, be available and respond appropriately.

Immediately afterwards

You must not deal with this yourself. All reports of abuse must be recorded and responded to in keeping with the professional roles and responsibilities outlined in this policy.

Staff must record disclosures on CPOMS by selecting the appropriate category. Where there is immediate risk of harm, staff should contact a Designated Safeguarding Officer.

Safeguarding Roles and Responsibilities

Caroline Meehan - The Designated Governor for Safeguarding	Rob Holmes - Assistant Principal Quality and Student Experience (Designated Senior Management Lead for Safeguarding)	Jamie Francis - Head of Student Experience, Behaviour & Engagement	Charlotte Duffy - Student Safeguarding Manager	Jackie Wignall - Head of Human Resources
<ul style="list-style-type: none"> • Ensure the Board of Governors appoints an appropriate senior member of staff, to oversee safeguarding within the College and have designated safeguarding staff in place. • Ensure that the College complies with its duties under relevant legislation. • Support the designated Senior Safeguarding Lead in their role from the perspective of ensuring the allocation of funding and resource is sufficient to meet safeguarding of vulnerable adults and child protection activity. 	<ul style="list-style-type: none"> • Overall management responsibility for ensuring effective safeguarding and child protection (including online safety) arrangements are in place <ul style="list-style-type: none"> ➤ <i>The Senior Lead may delegate as necessary duties to the Deputy Safeguarding Leads, the Safeguarding Manager or the Head of Human Resources.</i> • Carry out appropriate internal audits and checks to ensure effective arrangements are in place. • Ensure the allocation of funding and resource is sufficient to meet the current safeguarding of vulnerable adults and child protection activity. 	<ul style="list-style-type: none"> • Ensure the College safeguards and promotes the welfare of children as defined in the KCSiE 2023 guidance and the Leeds Practice Principles: <ol style="list-style-type: none"> I. protecting children from maltreatment; II. preventing impairment of children’s mental and physical health or development; III. ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and IV. taking action to enable all children to have the best outcomes. • Carry out appropriate internal audits and checks to ensure effective arrangements are in place. 	<ul style="list-style-type: none"> • Assist the Senior and Deputy lead for Safeguarding in developing and implementing Policies and Procedures to ensure compliance with legislation, KCSiE 2023 guidance and the Leeds Practice Principals. • Develop and maintain partnerships with the Local Authority, Police and relevant agencies involved with Safeguarding children and adults. • Provide outcome focused Supervision to Designated Safeguarding Officers on the full range of child protection and safeguarding issues to support the development of their capabilities and 	<ul style="list-style-type: none"> • Develop and implement policies and procedures to ensure that Safer Recruitment arrangements are in place and effective. • Ensure that a Single Central Record (SCR) is maintained and updated in line with national guidance. • Develop and implement policies that ensure that staff are fully aware of the appropriate behaviour and professional boundaries expected whilst working at the College. • Advise the Senior Lead on appropriate process in instances where a member of staff is involved in a suspected

<ul style="list-style-type: none"> • Ensure the governing body have safeguarding training on their strategic responsibilities every three years, to provide appropriate challenge and support for any action, to progress areas of weakness or development in the College's safeguarding arrangements. • Ensure the Chair of the Board is nominated to liaise with the local authority and/or partner agencies on issues of safeguarding and in the event of allegations of abuse made against the Principal or the College or member of the governing body. • Ensure that an appropriate framework is in place for internet filters and web-use monitoring systems. Students should not be able to access harmful or inappropriate material from the College's IT system. 	<ul style="list-style-type: none"> • Ensure safer recruitment practices are in place. • Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required. • Ensure all staff working at the College (inc. 3rd party contracted staff) read, understand, and fully comply with the KCSiE 2023 guidance. • Ensure that staff receive the necessary training in safeguarding issues and are aware of and understand the College safeguarding procedures. • Issue 'Safeguarding Compliance or Improvement notices' to any College department if a concern is raised about the safeguarding practice in the area. The relevant department will need to resolve any concerns within the timescales specified in the notice. 	<ul style="list-style-type: none"> • Oversee the referral of cases of suspected abuse or allegations to the relevant agencies. • Ensure that parents of children and young people within the College have access to the College's Safeguarding Policy. • Issue 'Safeguarding Compliance or Improvement notices' to any College department if a concern is raised about the safeguarding practice in the area. The relevant department will need to resolve any concerns within the timescales specified in the notice. • Ensure that counselling and supervision arrangements are in place which provide effective support to any of the designated members of the Safeguarding Team. • Provide Outcome Focused Supervision to the Safeguarding Manager. 	<p>skills around case management.</p> <ul style="list-style-type: none"> • Ensure that: <ul style="list-style-type: none"> i. cases of suspected abuse are referred to the local authority children's social care as required; ii. staff are supported where appropriate to make referrals to local authority children's social care; iii. cases are referred to the Channel programme where there is a radicalisation concern. iv. cases are referred to the Police where a crime may have been committed, as required. 	<p>case of risk / or harm to a child.</p> <ul style="list-style-type: none"> • Support the Senior Lead in ensuring all staff working at the College (inc. 3rd party contracted staff) read, understand, and fully comply with the KCSiE 2023 guidance.
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4.4 The Designated Safeguarding Officers

The College's Safeguarding Team will have Designated Safeguarding Officers. The Safeguarding Officers will support the Safeguarding Manager and the Designated Senior Lead to effectively case manage safeguarding referrals at the College.

The full time Safeguarding Officer will have additional responsibilities to develop and deliver the safeguarding preventative curriculum. All Safeguarding Officers will work effectively with the full time Safeguarding Officer to provide support to any students who have criminal convictions or who are looked after.

The Safeguarding Officers are:

- Charlotte Duffy Student Safeguarding Manager
- Erika Un Safeguarding Officer
- Wayne Chappelow Head of Construction Crafts
- Philip Bray Head of Sustainable Building Services
- Michelle Sowe Progress Coach
- Liz Smith Progress Coach
- Wayne Newell Progress Coach
- Daniel Eaton Progress Coach
- Nicky Robinson ILS Manager
- Sophie Barnes Progress Coach
- Alex Cairns Progress Coach
- Kelly Fulton Progress Coach
- Sarah Sunderland Head of University Centre
- Eve Tansey ILS SENCo
- Manvir Lall ILS

The Designated Safeguarding Officers will have authority to:

- Contribute to the development and reviews of Child Protection Plans (CPP), Child in Need Plans (CIN) in Multi-agency child protection meetings [education section of Plans].
- Carry out specific safeguarding enquiries / assessment of safeguarding issues in collaboration with relevant agencies, the student's family, and the student to develop safeguarding actions / plans to address specific safeguarding issues.
- Complete a risk assessment for a student presenting with suicidal intent and self-harming behaviour.
- Make specific safeguarding enquiries with designated child protection staff in College and Children's Social Work Services / Adult Social Care.
- Respond to domestic abuse notifications from the local authority and provide support to children and their families as appropriate.
- Work with the Police & Counter Terrorism Police on prevent cases and to make intelligence reports.
- Attend Channel Panel meetings for prevent cases.
- Work with the youth offending service, probation service and the Police to collect and assess risk-based information to determine the levels of risk a student may pose to the College community and formulate a risk management plan to control potential risks.
- Be a member of the College Student Support and Safety Panel – considering levels of risks and approving / not approving the risk management plans depending on their College substantial role (See Appendix B).
- Work with the Police and Youth Offending Service to attend interagency city risk management panel meetings for a student and share relevant risk-based information with the panel.

- Work with the prison service to support Release of Offender on Temporary Licence (ROTL) placements at the College.
- To complete (for children who have sexually harmed or may have sexually harmed peers) a RAMP that includes safety and support planning (where appropriate).
- Keep detailed, accurate, secure written records of concerns and referrals, which clearly reflect the wishes and feelings of the child.
- Attend all Safeguarding Officers Supervision Meetings.
- Obtain access to resources and attend any relevant or refresher training courses.

4.5 College Police officer

The Role of the College Police Officer

Working across all College sites to respond to any Policing issues that may arise and to deliver crime prevention work to students and staff.

Primary Objectives

1. To work with students to promote a friendly, approachable, and positive image of the College Police Officer; helping to enable students to access help and support.
2. To work with the College Staff to deal with incidents and issues where there is a clear Policing purpose.
3. To develop and deliver crime prevention work through the Curriculum. This will be supported by Faculty staff.
4. Co-ordinate the risk assessment and support for the rehabilitation of offenders.

The College Police Officer will help to address, prevent and tackle specific issues such as:

- bullying of particular groups and associated issues of racial tension or homophobia.
- violent extremism, radicalisation, terrorism (inc. promotion of British Values).
- weapons.
- gang culture and group offending.
- drugs and alcohol misuse.
- raising students' awareness of specific crime issues, such as tackling financial fraud.
- working with other agencies on issues of local concern, such as safeguarding, domestic violence or sexual exploitation.
- Contribute towards Personal Social and Health Education (PSHE) and citizenship education.

4.6 Training for Designated Safeguarding Staff

Designated Safeguarding Staff will receive appropriate training carried out every two years to:

- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff and volunteer has access to and understands the College's Safeguarding Policy and procedures, including new and part time staff.
- Be alert to the specific needs of children in need, those with special educational needs and young carers.
- Be able to keep detailed, accurate, secure written records of concerns and referrals.
- Obtain access to resources and attend any relevant or refresher training courses.

- Encourage a culture of listening to students and taking account of their wishes and feelings, among all staff.

5.0 Raising Awareness

The Designated Safeguarding Leads should:

- Ensure the College's Policies are known and used appropriately.
- Ensure the College's Safeguarding Policy is reviewed annually, and the procedures and implementation are updated and reviewed regularly, and work with governing bodies regarding this.
- Ensure the Safeguarding Policy is available on request, and parents know referrals about suspected abuse or neglect may be made and the role of the College in this.
- Link with the local authority and Leeds Children's Safeguarding Board (LCSB) to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

6.0 Confidentiality, Privacy and Data Sharing

The College is committed to working with other agencies to ensure that public services are co-ordinated around the needs of the individual. Sharing information with other agencies is essential for early intervention and preventive work, safeguarding, promoting welfare and for wider public protection.

To maintain the privacy rights of all individuals, the College will ensure that students remain confident that their personal information is kept safe and secure.

The College recognises that in some circumstances, there can be significant consequences of not sharing information with other agencies. In principle, decisions to share information about students with other agencies, in cases where consent has been withheld, will be taken on a case-by-case basis using the professional judgement of managers and designated staff.

6.1 Child Protection Records

Child protection files will be held in a secure electronic file and with only the designated Safeguarding Team and Principal having access.

The required information includes the following specific items:

- Cause for concern forms
- Safeguarding reports/disclosures
- Minutes of child protection conferences
- A copy of the child protection plan
- A copy of support plan for the student
- Criminal Convictions
- Each child protection file should contain a chronological summary of significant events and the actions and involvement of the College.
- Where students leave to go onto other educational establishments, the College will ensure, where it is necessary to do so, that the safeguarding file is transferred securely and separately from the main student file to the receiving educational establishment. The College will aim to gain the consent of the student before any data is transferred, however we may share information without the consent of the student if there are any overriding concerns outlined in **Section 6.5** of this policy.
- For audit purposes a note of all student records transferred or received should be kept on CPOMS. This will include the student's name, date of birth, where and to whom the records have been sent and the date sent and/or received.

- When a designated safeguarding lead / member of staff resigns their post / no longer has child protection responsibility, there should be a full face to face handover / exchange of information with the new post holder.
- All receipts confirming file transfer must be kept in accordance with the recommended retention periods. For further information refer to the archiving section.

6.2 Archiving

6.21 The College's Safeguarding Unit will meet annually to determine the retention period for each individual case. This will be done on a case-by-case basis in line with guidance provided by the Information Commissioners Office in relating to the processing of 'Special Category Data' and 'Criminal Convictions' data.

6.22 In taking the decisions above, the College may also take into consideration the advice from Leeds City Council:

- "The recommended retention period is 35 years from closure when there has been a referral to CSWS.
- If no referral has been made to CSWS, the child protection record will be retained until the child's 25th birthday, after which point the file will be destroyed confidentially / deleted".

6.3 Access to files

A student or their nominated representative has the legal right to see their file at any point. This is their right to access under the Data Protection Act 2018. It is important to remember that all information should be accurately recorded, objective in nature and expressed in a professional manner. The College reserve the right to withhold any sensitive information from the subject, if this compromises the College's ability to perform another relevant legal duty (e.g. the release of the information may put others at significant risk or harm).

6.4 Safe Destruction of the student record

Where records have been identified for destruction they should be disposed of securely at the end of the academic year (or as soon as practical before that time). Records which have been identified for destruction should be confidentially destroyed. This is because they will either contain personal or sensitive information, which is subject to the requirements of the Data Protection Act 2018, or they will contain information which is confidential to the College. Information should be shredded prior to disposal or confidential disposal can be arranged through private contractors. For audit purposes the College will maintain a list of records which have been destroyed and who authorised their destruction. This can be kept in either paper or electronic format.

6.5 The College may share information with other agencies without the consent of students if:

- a child or young person is at risk of serious harm,
- a vulnerable adult / adult is at risk of serious harm,
- if information sharing is necessary to prevent crime and disorder or if there is a court order in place which enables information to be disclosed.

The agencies that the College may share information with include:

- The Police
- District Councils

- Children Social Work Services
- Adult Social Care
- Colleges and other providers of education and training (FE / HE)
- The Probation Service
- Youth Offending Teams (YOTs)
- Bodies within the National Health Service
- Multi Agency Risk Assessment Conference (MARAC)

The College will in all circumstances share this information securely with other agencies and ensure that they understand the limits of how this information can be used. Where it is reasonable to do so, the College will explain to the individual what information is being shared about them and the reasons why the information needs to be shared.

The College will co-operate with relevant agencies where the College is asked to:

- Provide information about a child / adult, young person, or their family where there are concerns about a student's wellbeing, or to contribute to an assessment under section 17 and 47 of the Children Act 1989 or a child protection inquiry or Local Authority Adult Social Care when conducting Section 42 Safeguarding Adult Enquiries.
- Undertake specific types of assessments as part of a core assessment or to provide a service for a child in need.
- Provide a report and attend a child protection conference.

It is generally presumed that a student may give consent or refuse to consent to the information being shared if they are over the age of 16. The College will always look to seek the consent of the individual before it considers whether to share any personal or sensitive information about students with other agencies or parents / guardians. Students may give their consent explicitly or implicitly.

Students (16 years and over) may make a request to not share some sensitive information with their parents / guardians. The privacy rights of the student will be maintained in accordance with the Frazer guidelines, providing the College is satisfied that:

- The student is capable of either consenting / or not consenting.
- The student has a general understanding of the likely consequences of making the decision / or not making the decision.
- The student is able to understand, retain, use and weigh up the information relevant to the decision.
- The student is able to consistently communicate their decision at all times.
- The student has the capacity to make decisions which they understand may put them at risk, but they present no risk of significant harm to children or serious harm to other adults.

7. Dealing with Disclosure of Abuse and Procedure for Reporting Concerns

When a student or vulnerable adult / adult at risk tells the College about abuse they have suffered, staff will receive the disclosure by following the guidance below:

- Stay calm.
- Do not transmit shock, anger or embarrassment.
- Reassure the child. Tell her/him you are pleased that s/he is speaking to you.
- Never enter into a pact of secrecy with the adult / child. Assure her/him that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why.
- Tell her/him that you believe them. Children very rarely lie about abuse; but s/he may have tried to tell others and not been heard or believed.

- Tell the child / adult that it is not her/his fault.
- Encourage the child to talk but do not ask "leading questions" or press for information.
- Listen and remember.
- Check that you have understood correctly what the child / adult is trying to tell you.
- Praise the child for telling you. Communicate that s/he has a right to be safe and protected.
- Do not tell the child / adult that what s/he experienced is dirty, naughty or bad.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the child / adult may retract what s/he has told you. It is essential to record all you have heard.
- At the end of the conversation, tell the child / adult again who you are going to tell and why that person or those people need to know.
- As soon as you can afterwards, make a detailed record of the conversation using the child's / adult's own language. Include any questions you may have asked. Do not add any opinions or interpretations.

NB: It is not education staff's role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk.

Immediately afterwards:

Staff must not deal with this themselves. Clear indications or disclosure of abuse must be reported to the Designated Safeguarding Team.

8. Working with parents and other agencies to protect children

Involving parents / carers

- Parents / carers should be aware that the College will take any reasonable action to safeguard the welfare of its student. In cases where the College has reason to be concerned that a child may be suffering significant harm, ill treatment or neglect or other forms of harm staff have no alternative but to follow the LSCP procedures and contact Children's Social Work Service Duty and Advice team to discuss their concern.
- In general, we will discuss concerns with parents / carers before approaching other agencies and will seek consent to inform parents / carers when making a referral to another agency. Appropriate staff will approach parents / carers after consultation with the Designated Safeguarding Officer. The exception to this rule will be in situations where a member of staff has reasonable cause to believe that informing parents / carers of a referral to another agency may increase the risk of significant harm to the child.
- Parents / carers are informed about our safeguarding through College prospectus, website, newsletters etc. A safeguarding / child protection statement is prominent in the College foyer / reception area.

9. Multi-agency work

- The College works in partnership with other agencies in the best interests of the children, young people, and vulnerable adults. Therefore, the College will, where necessary, liaise with and make referrals to Children's Social Work Service. Referrals (contact) should be made by the Safeguarding Designated Staff, to the CSWS advice and duty team (0113 3760336). Where a child or young person already has a child protection social worker, the College will immediately contact the social worker involved, or in their absence the team manager of the child protection social worker.
- The College will co-operate with Children's Social Work Service where they are conducting child protection enquiries. Furthermore, the College will ensure representation at appropriate inter-agency meetings such as Initial and Review Child Protection Conferences, and Planning and Core Group meetings, as well as Family Support Meetings.
- The College will provide reports as required for these meetings. If a representative is unable to attend, a written report will be sent. The report will, wherever possible, be shared with parents / carers at least 24 hours prior to the meeting.
- Where a student is subject to an inter-agency child protection plan or a Multi-agency Risk Management Plan, the College will contribute to the preparation implementation and review of the plan as appropriate.

10. Internet (Online) and Digital Safety

- We will ensure that young people are taught about safeguarding, including online safety, and recognise that a one size fits all approach may not be appropriate for all children, and a more personalised or contextualised approach for more vulnerable children, victims of abuse and some SEND children may be needed.
- The Internet (Online) and Digital Safety group will develop a strategy to ensure the College complies with KCSiE 2023 guidance.
- All college digital communication is monitored for any inappropriate or abusive behaviour.
- Any concerns which are considered to be misogynist and misandrist, will be treated as a safeguarding concern.

11. The College's role in the prevention of abuse

The College will identify and provide opportunities for students to develop skills, concepts, attitudes, and knowledge to promote their safety and well-being.

- Relevant issues will be addressed through the student induction and relevant tutorials. For example, self-esteem, emotional literacy, assertiveness, power, sex and relationship education, e-safety, Child Sexual Exploitation (CSE), Up skirting, Criminal Exploitation, Female Genital Mutilation (FGM) and anti-bullying.
- All policies which address issues of power and potential harm, will be linked, to ensure a whole College approach.

12. The role of the College in supporting students

Appropriate support will be offered to individual students who have experienced abuse or who have abused others.

- An individual support plan (where appropriate) will be devised, implemented and reviewed regularly for these students. This plan will detail areas of support, who will be involved, and the student's wishes and feelings. A written outline of the individual support plan will be kept in the safeguarding file.
- Where students have exhibited sexually inappropriate / harmful behaviour and / or abused others, the College will work with partner agencies and organisations to ensure an AIM checklist is completed where appropriate. Good practice dictates that there should be a co-ordinated multi-agency approach, by way of an AIM risk assessment (Assessment, Intervention and Moving on), to respond to their needs, which will include parent /carers, youth justice (where appropriate), children's social work service and health.
- We will ensure that the needs of children and young people who abuse others will be considered separately from the needs of their victims.
- Students that abuse others will be responded to in a way that meets their needs as well as protecting others within the College community through a multi-agency risk assessment.

13. Children with additional needs

The College recognises that while all children have a right to be safe, some students may be more vulnerable to abuse e.g. those with a disability or special educational need, those living with domestic violence or drug / alcohol abusing parents, etc.

When the College is considering excluding a vulnerable student and / or a student who is either subject to a S47 Child Protection plan or there is an existing child protection file, we will call a multi-agency risk-assessment meeting prior to making the decision to exclude.

14. Remote Learning and Remote Welfare

- If students are being asked to learn online at home, for example because of the coronavirus pandemic, the College should follow advice from the DfE on safeguarding and remote education (DfE, 2021b) in addition to following the Guidance for Safer Working Practice (Safer Recruitment Consortium, 2019) and the supporting COVID Addendum for Guidance for Safer Working Practice (Safer Recruitment Consortium, 2020).

- Where students are remote learning and the Designated Safeguarding Officer has identified a student to be vulnerable, on the edge of social care support, or who would normally receive pastoral-type support in College, they should ensure that a robust communication plan is in place for that child or young person. The communication plans can include remote contact, phone contact, door-step visits. Other individualised contact methods should be considered and recorded. Details of this plan must be recorded, as should a record of contacts made.
- We recognise that College is a protective factor for children and situations such as periods of national lockdown can affect the mental health of students and their parents / carers. Staff will be aware of these issues and have due regard for them in setting expectations of students' work where they are at home.

15. Female Genital Mutilation: The Mandatory Reporting Duty

- 15.1 The Department for Education's Keeping Children Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs".
- 15.2 FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.
- 15.3 Any member of staff who discovers that an act of FGM appears to have been carried out on a student under 18 must immediately (in consultation with the Designated Safeguarding Officer) report this to the police, personally. This is a statutory duty, and staff will face disciplinary sanctions for failing to meet it.
- 15.4 The duty above does not apply in cases where a student is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff must not examine students.
- 15.5 Any member of staff who discovers that an act of FGM appears to have been carried out on a student under 18 must speak to the Designated Safeguarding Officer and follow the [local safeguarding children's partnership procedures](#).

16. Child-on-Child abuse

- We recognise that children are capable of abusing their peers and that Child-on-Child abuse can manifest in many different ways, including bullying, cyber bullying, criminal and sexual exploitation, sexual harassment and violence, initiation / hazing, sharing of nudes and semi-nudes and abuse within intimate partner relationships. It is very clear that this type of abuse should always be treated seriously, and never just as banter, part of growing up or boys being boys. Our College has a zero tolerance approach to such attitudes and behaviours.
- All concerns around Child-on-Child / child-on-child abuse will be taken seriously, reported, investigated, recorded and managed in line with the safeguarding procedures outlined in this policy.

16.1 Sexual Violence and Sexual Harassment

- We recognise that sexual violence and / or sexual harassment can happen anywhere including educational settings. Where concerns of sexual violence or sexual harassment are witnessed, disclosed or reported to the College (including those that have happened outside of College) the concern will be taken seriously.
- We recognise that sexual violence and harassment exist on a continuum and may overlap; they can occur online and face to face (both physical and verbal) and are never acceptable. In responding to such concerns Safeguarding Officers must (where appropriate) always

complete an AIM (Assessment, Intervention, Moving On) checklist and contact the Duty and Advice team if appropriate and follow the principles set out in Part 5 of KCSiE and the DfE guidance on Sexual Violence and Sexual Harassment (2021).

- We will ensure that the needs of students who may have / have sexually harmed others will be considered separately from the needs of those who have/may have been subject to sexual harm.
- Students who have / may have sexually harmed others will be responded to in a way that meets their needs as well as protecting others within the College community through a multi-agency risk assessment management plan (RAMP). Where appropriate there must be a co-ordinated multi-agency approach to risk assessment which will include involvement of parent / carers, social care, health, police and youth justice (where appropriate).
- From a best practice perspective, the RAMP should be independently chaired. Further support and advice on AIM Checklists and / or undertaking a RAMP can be obtained from the Education Safeguarding Team.
- We will ensure that all children who may have / has been sexually harmed will be taken seriously and that they will be supported and kept safe.
- In cases where allegations of sexual violence and / or harassment are found to be unsubstantiated, unfounded, false or malicious, the Safeguarding Manager will consider whether the student or person who has made the allegation is in need of support or may have been abused by someone else. In cases where the report is found to be deliberately invented or malicious the College will consider whether it is appropriate to take any disciplinary action in keeping with the College's behaviour management policy.

16.2 Child Exploitation

- Where child exploitation (i.e. criminal, sexual, trafficking, modern day slavery etc.), or the risk of it, is suspected, staff must notify the Designated Safeguarding Officer via CPOMS or telephone.
- The Designated Safeguarding Officer must complete the child exploitation response checklist for partners (see Appendix 7) and refer to the table at the end of the tool to help decide how to proceed. A copy of the completed tool must be kept on CPOMS for future reference. The Designated Safeguarding Officer can also refer a student to the monthly Multi-agency Child Exploitation (MACE) meeting (see Appendix 8) if it is felt that the criteria for referral is met and a discussion is warranted, information should be emailed to chs.mace@leeds.gov.uk. Information provided should include: name; date of birth; what the risks are; what has been put in place to lessen the risk; and the plan that the child is subject to. Referrals will be triaged and if selected, the social worker, team manager or other relevant practitioner involved will be invited to attend the MACE meeting for a short discussion.
- If the child / young person already has an allocated social worker, the Designated Safeguarding Officer must contact them (or their team manager) to discuss any concerns about child exploitation. Where children may currently be looked after or previously looked after the Designated Safeguarding Officer should also notify the Student Safeguarding Manager.
- A copy of the child exploitation risk identification tool for partners (see Appendix 7) can be obtained from the LSCP Website: <https://www.leedsscp.org.uk/Practitioners/Local-protocols/CSE-protocols>

- We will ensure the College works in partnership with parents / carers and other agencies as appropriate. This includes facilitating return to home interviews as requested.

17. A Safer College Culture

Governors have agreed and ratified the following policies which must be read in conjunction with this policy.

- The College Whistle Blowing Policy provides guidance to staff and volunteers on how they can raise concerns and receive appropriate feedback on action taken, when staff have concerns about any adult's behaviour (covers all staff whether teaching, administrative, management or support, as well as volunteers and regular contractors, i.e. security / cleaning staff).

17.1 Safer Recruitment, selection and pre-employment vetting

- The College pays full regard and commitment to following the safer recruitment, selection and pre-employment vetting procedures as outlined in part three of Keeping Children Safe in Education and the College Safer Recruitment Policy.
- The College will maintain a single central record which demonstrates the relevant vetting checks required including identity, qualifications, criminal convictions and right to work in the UK. The College will consider Online-Searches where appropriate to do so or when a concern has been raised.
- All recruitment materials will include reference to the College's commitment to safeguarding and promoting the wellbeing of students.
- The College will ensure that all recruitment panels include at least one person that has undertaken safer recruitment training.
- The College will ensure that appropriate DBS risk assessments will be undertaken as required. Advice and support for carrying out the risk assessments can be accessed through the HR Unit.

17.2 Procedures in the event of an allegation against a member of staff or person in College

These procedures must be followed in any case in which it is alleged that a member of staff, governor, visiting professional, volunteer or contract staff has:

- behaved in a way that has harmed a child, or may have harmed a child and/or
 - possibly committed a criminal offence against or related to a child, and/or
 - behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children, and/or
 - behaved or may have behaved in a way that indicates they may not be suitable to work with children.
- A safeguarding complaint that meets the above criteria must be reported to the Principal immediately, the Designated Senior Lead and the Designated Safeguarding Lead. If the complaint involves the Principal, then the Chair of Governors must be informed. The DSL's and HR should carry out an urgent initial consideration in order to establish whether there is substance to the allegation. The Principal should not carry out the investigation herself or

interview students. As part of this initial consideration, Designated Safeguarding Lead and the HR Unit will then contact the Local Authority Designated Officer (LADO).

- Any staff / volunteers who are dismissed by the College for gross misconduct or cumulative misconduct relating to safeguarding of children / young people will be referred to the DBS for consideration of barring. Similarly, where the College has a reasonable belief that the member of staff / volunteer would have been dismissed by the College had they been employed at the time of the conclusion of investigations will be referred to the DBS. The College will keep written records of all of the above.
- Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, staff can contact any of the professionals named in the above paragraph, in addition to other whistleblowing channels which may be open to them.
- The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00am to 8:00pm, Monday to Friday and Email: help@nspcc.org.uk.

17.3 Concerns that do not meet the harm threshold

Governing bodies and proprietors should have policies and processes in place to deal with low-level concerns and allegations that don't meet the harm threshold. Staff codes of conduct and safeguarding policies should explain what a low-level concern is and the importance of sharing concerns.

A low-level concern is any concern that an adult has acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work which does not meet the allegations threshold or is not considered serious enough to refer to the Local Authority Designated Officer (LADO). However, the Designated Senior Lead / Designated Safeguarding Lead or Student Safeguarding Manager may contact the LADO to discuss any allegations.

Examples of low-level concerns could include:

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

To help prevent low-level concerns, staff codes of conduct, behaviour policies and safeguarding policies and procedures should be implemented effectively and appropriate action should be taken to deal with any concern.

Sharing concerns

Low-level concerns should be reported to the Designated Safeguarding Lead or a deputy. If there are concerns about a Designated Safeguarding Lead, these should be reported to the Principal. The College should create an environment where staff are encouraged and feel confident to self-refer if they have found themselves in a situation which might be misinterpreted or they have behaved in a way that falls below professional standards.

Recording concerns

The Designated Safeguarding Lead or deputy should record all low-level concerns. Records should include the details of the concern, how the concern arose and the actions taken.

Records should be reviewed so that patterns of concerning behaviour can be recognised and appropriate action can be taken.



Supporting the Rehabilitation of Offenders & Safeguarding Individuals

(Students who may have unspent Criminal Convictions)

1. Introduction

1.1 To help the College to reduce the risk of harm or injury to a member of the College community caused by any criminal behaviour of students, the College must know about any relevant unspent criminal convictions that any existing or potential student may have. Students will also be required to disclose if they have been arrested by the Police or if there are any ongoing police investigation or criminal proceedings being taken against them.

1.2 The College is mainly, but not exclusively, interested with or in relevant incidents concerning:

- offences against a person (only ABH, GBH or murder / Manslaughter)
- offences concerning the possession of, or using firearms / offensive weapons
- convictions for offences of a sexual nature
- convictions for offences involving unlawfully supplying controlled drugs or substances
- offences where individuals are currently serving a prison sentence for a relevant criminal conviction (ROTL)

All other disclosures will be given consideration by a Student Support and Safety Panel to ensure that:

1.3 Equality and inclusion is at the heart of this policy and the aim is to deliver an inclusive Policy to ensure the College is able to safely support the rehabilitation of students who may have criminal convictions, whilst taking steps to reduce any risks that any individuals may pose to members of the College community or property.

1.4 Roles and responsibilities:

- **College Police Officer** – will play a key role for dealing with students who have relevant unspent criminal convictions. This will include the collection of relevant information to complete a safeguarding risk assessment. His work will be supported by the full time Safeguarding Officer.
- **Safeguarding Manager** – will have responsibility for overseeing the overall case management and risk assessments for students disclosing criminal offences and will case manage the most serious disclosures.
- **Student Support and Safety Panel** – will hold responsibility for considering the risk assessments for students who have relevant criminal convictions and taking a decision on a student's suitability for a course at Leeds College of Building.

2. Aims of the policy

2.1 To ensure the College operates an inclusive admissions policy to enable students who may have relevant unspent criminal convictions, reprimands, cautions or final warnings, to safely access educational opportunities at the College.

2.2 To ensure that students feel safe to declare any relevant unspent criminal convictions and for the College to maintain the students' rights to privacy and confidentiality in line with the Data Protection Act 2018 and GDPR. Information about an applicant's criminal record should not be disclosed to anyone in the organisation apart from those who have a genuine need to know.

2.3 To ensure the College takes reasonable and proportionate measures to assess, eliminate or control any risk posed by any students to other members of the College community or property.

2.4 To ensure that any delays caused to a student's application being processed owing to a declaration as outlined under section 1.2 of this Policy is kept to a minimum and is reasonable and proportionate. Therefore, the College will only make conditional offers (subject to appropriate check and risk assessment decisions) to potential students.

2.5 To ensure that all students who declare a relevant unspent criminal conviction receive the appropriate support to enable them to successfully complete their course of study.

3. Disclosure

3.1 All current and prospective students must declare any unspent criminal convictions. This will extend to any ongoing police investigation or criminal proceedings being taken against them.

3.2 Disclosure can be made initially through the College application form, the student enrolment form or to a member of staff. Students will then be asked to disclose specific unspent relevant criminal conditions on an ADM1 form.

3.3 The Rehabilitation of Offenders Act 1974 gives people with 'spent' convictions, cautions, reprimands and final warnings the right not to disclose them when applying for most jobs, courses, insurance or other purposes. Therefore, if a criminal conviction, reprimand, caution or final warning is considered to be spent (see appendix A), then the student is not required to disclose this.

3.4 All disclosures must be referred confidentially and securely to the College Police Officer and the College Safeguarding Manager. All records will be kept securely [restricted] and processed in line with the rights of the individual.

3.5 The College will work in partnership with the Police, Probation Service, HM Prison Service, Children's Social Work Services and the Youth Offending Service, and any of those partners may at any time contact the College to make a disclosure.

3.6 Release of Offenders on Temporary Licence – Applications for a course which are received for individuals who are currently serving prison sentences, will be dealt with in the normal way outlined under '4.0 Assessment of Risk', however, additional steps will require HMPS to disclose the proposed licence conditions for the individual making an application and:

- The relevant CM / HoD / AP will firstly need to consider if the College can reasonably supervise the student, under the proposed 'Placement Licence Conditions' and the CM / HoD / AP may sign the 'Placement Licence Conditions' if they can.

3.7 Failure to disclose a relevant unspent conviction could result in exclusion or disciplinary action by the College should the information come to light after enrolment. In the case of an application for HE courses, the matter will be reported to UCAS / CUKAS, who will then take the matter forward under their established procedures. For FE and part time applications the matter will be raised with the College's designated Student Support and Safety Panel.

4. Assessment of Risk

4.1 In the event of a disclosure concerning one of the relevant unspent convictions listed in 1.2, a risk assessment will be completed to ascertain if a student could on the balance of probabilities, present an unacceptable risk to the health, safety and welfare of students and staff, and / or to the security of assets for which the College is responsible.

4.2 Before the risk assessment is carried out, the Designated Safeguarding Officer will gather as much information as possible to inform the risk assessment. The sources may include, but not limited to, information from the Police, Probation Service, Children's Social Work

Services and the Youth Offending Service. The information obtained may include the following:

- **Nature of offence(s)**
- **Seriousness** – the gravity of the offence and sentence that is received.
- **When** - the offence(s) were committed and the age at which the offence(s) were committed.
- **Relevance** - to the management of risk in the College environment or related activities.
- **Context** – the circumstances, reasons and mitigating factors behind the offence(s).
- **Pattern of Offending**
- **Responsibility** – if the student took responsibility for the offence and co-operated with the investigation.
- **Change in circumstances** – what has changed since the offence(s), what issues have been addressed and what has been learnt.

4.3 The applicant should [where practically possible], have the opportunity to address any concerns that the College may have. This may be achieved through a face-to-face meeting with the applicant or a telephone call. It is important that the College makes it clear to the applicant that the purpose of the meeting is to discuss any relevant information that can inform their risk assessment. Students or potential students will have the right to attend the risk panel meeting. The questions that may be posed to the student should include:

- Why are you applying for this course?
- What makes you think you can do it?
- Can you tell me about your offence(s)?
- Why did you commit the offence(s)?
- Was there anything else happening in your life at the time?
- How did you feel at the time?
- How do you feel now?
- How can I be sure that you are not a risk?
- How is your life different now?

4.4 Initial Assessment & Decision (Stage 1)

The College will have discretion to make decisions on relevant offences and approve the application with no further action or a behaviour agreement (NFA). This would normally be done when the risks are low to medium.

4.5 Student Support and Safety Panel (Stage 2)

The College may conclude that a comprehensive risk assessment should be carried out to control or eliminate an issue(s) where a student may pose a serious risk of harm to a member of the College community or to College property. The College will carry out a 'Safeguarding Risk Assessment' and refer the risk assessment to the College's 'Student Support and Safety Panel'.

The Student Support and Safety Panel will be referred to a Safeguarding Panel. A minimum requirement of 2 members of staff, will constitute a quorum (one member of staff must be a Safeguarding Manager or Designated Deputy Safeguarding Lead, and one member must be from the Faculty area). The Student Support and Safety Panel will normally consist of the following members who will have a vote at the panel meeting:

- The Safeguarding Manager
- Designated Deputy Safeguarding Lead
- A Head of Department or Assistant Principal to which the applicant has applied
- A Designated Safeguarding Officer

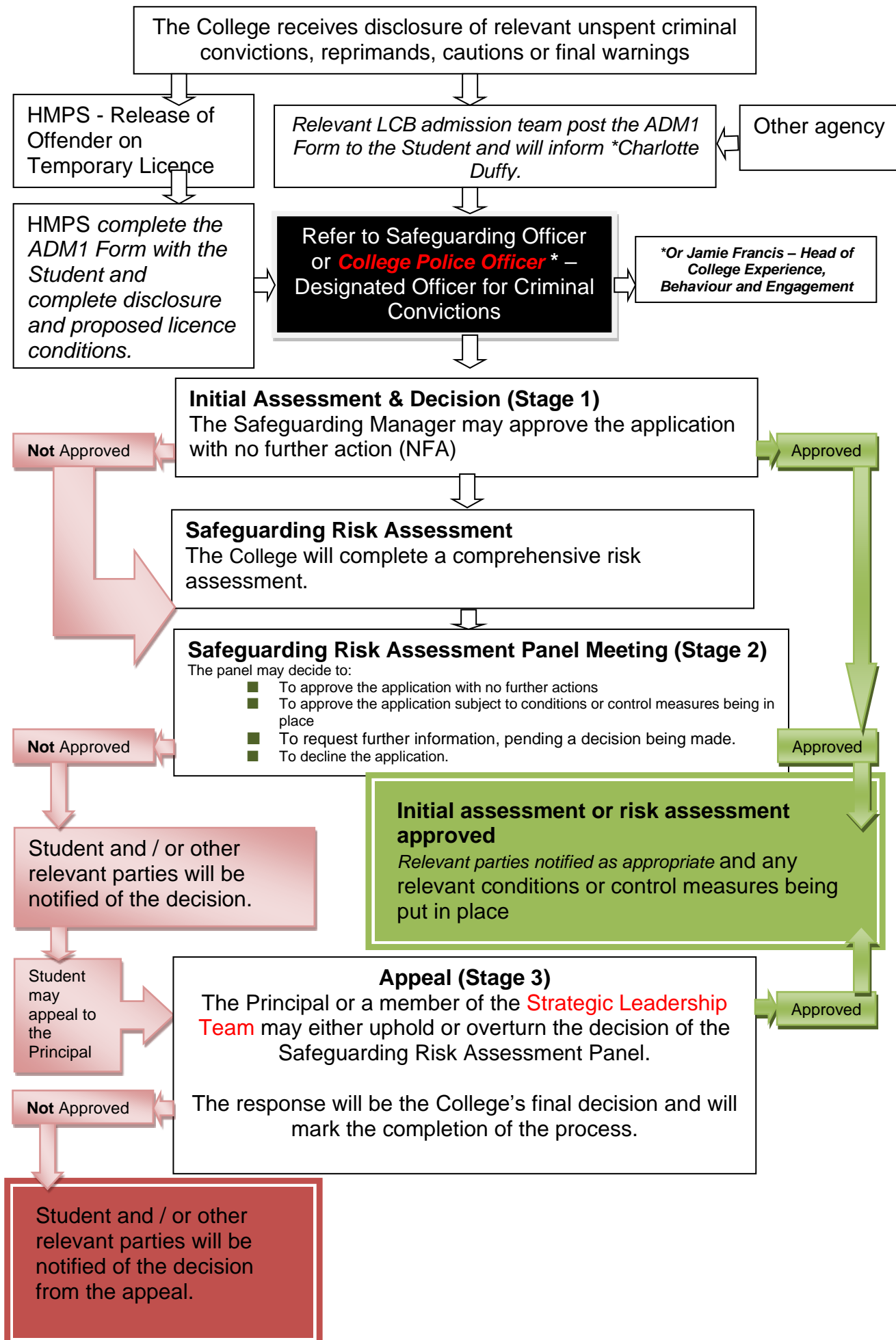
The Panel may make a number of decisions:

- To approve the application with no further actions.
- To approve the application subject to conditions or control measures being in place.
- To request further information, pending a decision being made.
- To decline the application.

4.6 Appeal against the decision of the Student Support and Safety Panel (Stage 3)

Students or applicants who may want to appeal against the decision of the Student Support and Safety Panel, may appeal to a member of the Strategic Leadership Team.

- The student or the applicant must appeal the decision within 10 working days of receiving the decision. The letter must be addressed to: The Principal, Leeds College of Building, North Street, Leeds, LS2 7QT.
- The student or the applicant will have the right to attend the appeal hearing if they wish to. The student must confirm their intention to attend the hearing in their appeal letter.
- The Principal, or a member of the Strategic Leadership Team, may either uphold or overturn the decision of the Student Support and Safety Panel.
- A written response will be made within 10 working days of the appeal hearing. The Principal's or Strategic Leadership Team Member's response will be the College's final decision and mark the completion of the process.
- The student and / or other relevant parties will be notified of the decision from the appeal.



'Spent'?

The *Rehabilitation of Offenders Act 1974* gives people with 'spent' convictions, cautions, reprimands and final warnings the right not to disclose them when applying for most jobs, courses, insurance or other purposes.

Important changes reducing rehabilitation periods under the Act were implemented on 10 March 2014. The table below sets out the time it takes the main current sentences to become 'spent'.

Rehabilitation periods which start from the date of conviction with no buffer period

Sentence/disposal	Rehabilitation period for adults (aged 18 or over at the time of conviction or at the time the disposal is administered)	Rehabilitation period for young people (aged under 18 at the time of conviction, or at the time the disposal is administered)
Absolute discharge	'Spent' immediately	'Spent' immediately
Bind over	At the end of the order	At the end of the order
Compensation order	When paid in full	When paid in full
Conditional caution/ youth conditional caution	3 months or when caution ceases to have effect if earlier	3 months or when caution ceases to have effect if earlier
Conditional discharge order	At the end of the order	At the end of the order
Endorsements (imposed by a court)	5 years	2½ years
Fine	1 year	6 months
Hospital order (with or without restrictions)	When order ceases to have effect	When order ceases to have effect
Referral order	At the end of the order	At the end of the order
Relevant order	When order ceases to have effect	When order ceases to have effect
Reparation order	'Spent' immediately	'Spent' immediately
Simple caution/youth caution	'Spent' immediately	'Spent' immediately

Rehabilitation periods for custodial sentences and community sentences

Community order or youth rehabilitation order	Total length of order plus 1 year	Total length of order plus 6 months
Imprisonment or detention in a young offender institution for 6 months or less	Total length of order (including licence period) plus 2 years	Total length of order (including licence period) plus 18 months
Imprisonment or detention in a young offender institution for over 6 months and up to and including 30 months (2½ years)	Total length of order (including licence period) plus 4 years	Total length of order (including licence period) plus 2 years
Imprisonment or detention in a young offender institution for over 30 months (2½ years) and up to 48 months (4 years)	Total length of order (including licence period) plus 7 years	Total length of order (including licence period) plus 3½ years
Imprisonment or detention in a young offender institution for over 48 months (4 years) or a public protection sentence	Never 'Spent'	Never 'Spent'

A full list of rehabilitation periods for all sentences can be found at: www.nacro.org.uk/roa

Nacro's Resettlement Advice Service
Call 0300 1231 999. Mon-Fri 9am-5pm Email: helpline@nacro.org.uk



changing lives
reducing crime



PREVENT STRATEGY AND PROCEDURES

It's about:

**preventing vulnerable people from becoming radicalised;
active citizenship and learning about values in modern Britain; and
learning to be safer together**

Definitions

- **Radicalisation** is the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
- **An ideology** is a set of beliefs.
- **Safeguarding** is the process of protecting vulnerable people, whether from crime, other forms of abuse or from being drawn into terrorism-related activity.
- **Terrorism** is an action that endangers or causes serious violence, damage or disruption and is intended to influence the government or to intimidate the public and is made with the intention of advancing a political, religious or ideological cause.
- **Vulnerability** describes factors and characteristics associated with being susceptible to radicalisation.
- **Extremism** is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. Calls for the death of British armed forces is also included.

A **system of threat** level has been created which represents the likelihood of an attack in the near future. The five levels are:

- **Critical** - an attack is expected imminently
- **Severe** – an attack is highly likely
- **Substantial** – an attack is a strong possibility
- **Moderate** – an attack is possible but not likely
- **Low** – an attack is unlikely

1.0 Introduction

- 1.1 The Counter Terrorism and Security Act [2015] introduces a General Duty on Colleges in the FE Sector to have due regard, in the exercise of its functions, to the need to prevent people from being drawn into terrorism.
- 1.2 The UK faces a very real and ongoing threat from violent extremism. A small minority of individuals continue to present false arguments and reasoning that seek to justify attacks on innocent civilians and the Government is taking tough measures to prevent extremist voices and messages reaching those who are most vulnerable to these radical views. Early intervention to prevent individuals being drawn into extremist activity is crucial in order to safeguard them from the risks of being involved in such activity.
- 1.3 There is an important role for further education institutions, in helping prevent people being drawn into terrorism, which includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. It is a condition of funding that all further education providers must comply with relevant legislation and any statutory responsibilities associated with the delivery of education and safeguarding of students.

2.0 Prevent

- 2.1 The Prevent strategy, published by the government in 2011, is part of the Governments overall counter-terrorism strategy, CONTEST (**COUNTER TERRORIST STRATEGY**). The CONTEST strategy has 4 key strands of work that have a different role to play in tackling the threat from extremism:
 - **Pursue** – to stop terrorist attacks;
 - **Prepare** – where an attack cannot be stopped, to mitigate its impact;
 - **Protect** – to strengthen the overall protection against terrorist attacks;
 - **Prevent** – to stop people becoming terrorists or supporting terrorism.
- 2.2 The aim of the Prevent strategy is to reduce the threat to the UK from terrorism by stopping people becoming terrorists or supporting terrorism. In the Act this has simply been expressed as “prevent people from being drawn into terrorism”.

The Prevent strategy has three specific strategic objectives:

- Respond to the ideological challenge of terrorism and the threat we face from those who promote it;
- Prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support; and
- Work with sectors and institutions where there are risks of radicalisation that we need to address.

3.0 Vulnerability factors

- 3.1 The College will ensure that all staff are familiar with the factors that might contribute towards an individual becoming radicalised. The list below is not an exhaustive list and the presence of any of these factors does not necessarily mean that he/she will be involved in extremist activity. However, a combination of many of these factors may increase the vulnerability to extremist activity.
 - Feelings of grievance and injustice
 - Feeling under threat

- A need for identity, meaning and belonging
- A desire for status
- A desire for excitement and adventure
- A need to dominate and control others
- Susceptibility to indoctrination
- A desire for political or moral change
- Opportunistic involvement
- Family or friend's involvement in extremism
- Being at a transitional time of life
- Being influenced or controlled by a group
- Relevant mental health issues
- Over-identification with a group or ideology
- 'Them and Us' thinking
- Dehumanisation of the enemy
- Attitudes that justify offending
- Harmful means to an end
- Harmful objectives

4.0 Leadership

4.1 Governors and the College Management Team will work effectively to understand the risk of radicalisation and actively implement the College's Prevent Strategy and legal duty in the Counter Terrorism and Security Act [2015]. The College will specifically:

- Develop a 'Prevent' Strategy under the umbrella of the College's Safeguarding Policy & Procedures
- Ensure that the College engages with sub-contractors, so they understand their responsibilities under the 'Prevent' Duty
- Understand the risk of radicalisation
- Ensure Governors, Managers and staff understand the risk and build capabilities to deal with any issues
- Communicate and promote the importance of the duty
- Ensure that staff implement the duty effectively within the College.

4.2 Rob Holmes: Assistant Principal – Quality & Student Experience is the Senior Lead for Safeguarding and Prevent. He will have senior management responsibility and oversight for the implementation of the Prevent Strategy.

4.3 Jamie Francis: Head of College Experience, Behaviour and Engagement – Designated Safeguarding Lead for the College, with responsibility of managing the safeguarding department.

4.4 Charlotte Duffy: Student Safeguarding Manager – Deputy Designated Safeguarding Lead, with responsibility for managing College safeguarding officers and point of contact for prevent.

5.0 Local Partnerships and Information Sharing

5.1 The College will take a multi-agency approach to protect people who are at the risk of radicalisation, cause for concern or counter terrorism activity. To do this, the College will work in partnership with schools, colleges, BIS regional higher and further education Prevent co-ordinators, the Local Authority Prevent Co-ordinator, Children's Social Work Services, the Police and the Channel Programme.

5.2 The College will have an information sharing protocol for work with the Police and other law enforcement agencies. This will include mechanisms to consider Section 29(3) Requests.

5.3 The College will also work with the following persons or organisations to manage any cases where concerns have been raised:

Name and address of contact	Contact number	Email
Nadeem Siddique Prevent Co-ordinator, Leeds City Council	0113 2476830 07712215005	nadeem.siddique@leeds.gov.uk
Counter Terrorism Unit	Department Direct Line: 0113 3954140	

6.0 Risk assessment

6.1 The College will carry out a risk assessment to assess when, where and how students or staff may be at risk of being drawn into terrorism. The College will use a RAG rated system which will flag up those areas needing action. The action plan will be developed to eliminate or control the risks safely. Some of the specific criteria the College will use to self-assess the level of risk will include:

- The safety and welfare of students and staff
- The physical management of the College buildings and site security
- Incident Management
- Online safety and College IT facilities and protocols
- Suitable policy, procedures and monitoring arrangements for prayer and faith facilities
- Procedures for events held by staff, students or visitors,
- Relationships with external bodies and community groups who may use premises or work in partnership with the institution.

7.0 Action Planning

7.1 To ensure the effective implementation of the Prevent Duty, the College will develop an action plan to include the following themes:

- Strategy & Procedures
- Leadership
- Marketing & Publicity
- Curriculum
- Sharing information
- Partnerships
- Risk Assessment
- Staff Training
- Property & Premises Security (inc. incident management)
- Welfare & Pastoral Support
- Recruitment
- IT Systems and Facilities (including Wifi and personal devices)
- Monitoring & Compliance

8.0 Staff Training

8.1 To ensure that staff implement the duty effectively within the College. Governors, Senior Leaders, Managers and Staff [including 3rd party providers of service on behalf of the College] will be appropriately briefed / trained to ensure that they understand their individual responsibilities under the 'Prevent' Duty. The College will ensure:

- Governors are briefed on their responsibilities
- Strategic Leadership Team and College Management Team are briefed on their responsibilities
- All staff receive appropriate WRAP training
- All new staff receive appropriate training through Induction
- Curriculum staff will receive training on how to embed the 'Prevent Duty' within the Curriculum
- All staff will receive training to be able to appropriately challenge terrorist / extremism ideology.
- Estates & Security staff will receive training on specific threats to the security of College premises.

9.0 Welfare and Pastoral Support

9.1 The College will provide support to individuals to prevent them from becoming radicalised. Where concerns have been raised about an individual, the College will complete a holistic needs assessment and ensure that sufficient pastoral care and support is available for all students. The College's Safeguarding Officers Team will have responsibility for assessing and co-ordinating the support for students. Holistic assessments of needs will consider:

- Physical, mental health & wellbeing
- Spiritual, moral, cultural, mental and physical development
- Feelings
- Attitudes arising from experiences of life
- How you see yourself
- Friends and family
- Living skills
- Skills and Abilities
- Education / Work
- Successes and achievements
- Hopes and aspirations for the future
- Network of support (personal, family and professional)
- Money matters
- Living at home
- Neighbourhood

9.2 The existing support and welfare services for students include:

- Free and confidential counselling service for learners and staff
- Multi-faith chaplaincy support [on request]
- Personal Advisors
- Designated safeguarding officers (children, young people and vulnerable adults)
- Tutor support
- Learning Mentors
- Specific support services for looked-after children (LAC)
- Information, advice and guidance (IAG)
- Money and Finance advice
- Signposting and referral relationships with external providers from statutory, voluntary and community sectors.

10.0 Fundamental British Values - PREPARING FOR LIFE IN MODERN BRITAIN

10.1 The College is committed to promoting fundamental British values through the curriculum and more widely through the tutorial programme. The College will develop curriculum materials which promote human rights, British values, staying safe and encourage active citizenship through the curriculum to help prepare and support students for life in modern Britain and support them to become safer citizens (in the context of preventing radicalisation to extremist ideology). The fundamental British values are:

- **Democracy**
- **Respect for the rule of law**
- **Individual liberty**
- **Mutual respect and tolerance of those with different faiths and beliefs.**

In addition to British Values, values concerning rights and limitations to freedom of speech and right to life will also be promoted to students and staff.

- Human Rights Act [1998] – [Right to life and freedom of speech]

Students will understand their own rights and the rights of others and learn to respect the rule of English civil and criminal law. Students will be encouraged to acquire respect for democracy and democratic processes, including respect for the basis on which the law is made and applied in England. Following the programme, students will gain:

- An understanding of how citizens can influence decision making through the democratic process
- An appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety
- An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence
- An understanding that the freedom to choose and hold other faiths and beliefs is protected in law
- An acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour
- An understanding of the importance of identifying and combating discrimination as outlined in the Equality Act [2010] and Human Rights [1998].

11.0 Referral Procedures (please see 'Referral Pathway' on Page 7)

11.1 Staff will refer a cause for concern through existing safeguarding mechanisms. .

11.2 The Safeguarding Manager will initially assess the risks and discuss the referral with the Designated Safeguarding Lead or Senior Lead for Safeguarding (and the Principal if there is immediate risk to the public or a person).

11.3 The Safeguarding Manager will work with the student and other relevant agencies to address any issues of concern.

11.4 The Safeguarding Manager, Designated Safeguarding Lead and the Senior Lead for Safeguarding may in some circumstances take the decision to report suspicious activities or concerns about an individual to the Confidential Anti-terrorist Hotline: **0800 789 321**, if the threat is immediate call: 999.



FREEDOM OF EXPRESSION AND EXTERNAL SPEAKER REQUEST POLICY AND PROCEDURES

(INC. FUND RASING ACTIVITIES)

Part A: General procedures for all external speakers

Part B: Procedures for speakers delivering content relating to religious, spiritual or political belief.

Part C: Community Groups, Charities and Fundraising and Extremist Literature

Introduction

Leeds College of Building is committed to creating an environment where everyone is treated with dignity and respect and where diversity is valued. Open debate is central to the culture of academic freedom, critical thought and the development of student ideas and understanding. This is protected by an act of parliament relating to freedom of speech and academic freedom at the College.

Freedom of expression and speech are basic human rights to be protected and are protected by law. The Policy does not seek to limit the number or types of speakers that can engage in activity with students or staff at the College but seeks to provide a clear process to support freedom of speech and freedom from harm.

Where there is potential for these two rights to come into conflict in relation to controversial speakers, the College is committed to reaching a sound, evidenced judgement about the organisation or person in question and that allows the College to meet its various legal obligations.

The Counter Terrorism and Security Act 2015 and the Prevent Duty describes the College's responsibility for preventing extremism: 'there is an important role for further education institutions in helping prevent people from being drawn into terrorism, which includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views that terrorists exploit...'.

Scope:

This policy will allow for any College student, the College Student Union or a member of staff to request approval for a visitor to attend an event at the College.

Terms and definitions

- **External Speaker** is used to describe an individual or organisation who is not a student or member of College staff
- **Presentation** for the purpose of this document should be read to include all talks, debates, workshops and speeches.
- **Radicalisation** is the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
- **An ideology** is a set of beliefs.
- **Safeguarding** is the process of protecting vulnerable people, whether from crime, other forms of abuse or from being drawn into terrorism-related activity.
- **Terrorism** is an action that endangers or causes serious violence, damage or disruption and is intended to influence the government or to intimidate the public and is made with the intention of advancing a political, religious or ideological cause.
- **Vulnerability** describes factors and characteristics associated with being susceptible to radicalisation.
- **Extremism** is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. Calls for the death of British armed forces are also included.

Part A: General procedures for all external speakers / events

1. The College's Strategic Leadership Team reserves the right to cancel or prohibit any event with an external speaker if these procedures are not followed or if the relevant health, safety and security criteria cannot be met. The College reserves the right to deny a platform to racist and fascist individuals and groups promoting or inciting hatred.
2. Curriculum Managers, College Leadership Team or Assistant Principals or will have authority to approve a request for an event to take place or for a visiting speaker.
3. All speakers will be made aware of their responsibility to abide by legislation and College policies, including that:
 - They must not incite hatred, violence, or call for the breaking of the law.
 - They are not permitted to encourage, glorify or promote any acts of terrorism including individuals, groups or organisations that support such acts.
 - They must not spread hatred and intolerance in the community and thus aid in disrupting social and community harmony.
 - Within a framework of positive debate and challenge seek to avoid insulting other faiths or groups.
 - They are not permitted to raise or gather funds for any external organisations or cause without express permission in writing from the College.
4. An External Speaker Request Form (**EPR1 form**) should be completed at least 2 weeks prior to the event taking place. A Curriculum Manager, College Leadership Team or Assistant Principals should complete section 2 of the **EPR1 form**. The external speaker request form requires event organisers to provide:
 - Expected number of attendees
 - Confirm whether the event will be a member only, invitation only, or open to the general public
 - Confirm any external speakers' affiliations (specifically where political or religious)
 - Declaration of any knowledge of controversy attracted by the speaker or the topic in the past
 - Confirmation if the event and speaker are likely to attract media interest – if so why?
 - Confirmation of website details (where relevant) providing further information on the speaker.
5. If the speaker will be delivering any content (in part or in whole) relating to discussion or debate concerning religion, faith, belief, political affiliation and/or the speaker or subject or organisation is known to cause controversy, or is associated with a group that is known to cause controversy, the Curriculum Manager, College Leadership Team or Assistant Principals must refer this to the Safeguarding Manager to carry out checks under **Part B**.
6. Speakers who are authorised to attend the College will be made aware of their responsibilities through e-mail or in writing and they need to confirm that they have read and agreed to the policy (*Part A: Paragraph 3*).

Part B: Procedures for speakers delivering content relating to religious, spiritual or political belief

Speakers who will be delivering any content (in part or in whole) relating to discussion or debate concerning religion, faith, belief, political affiliation or if the speaker and their organisation is known to cause controversy, or is associated with a group that is known to cause controversy, the procedures outlined below should be followed:

1. A member of the College Strategic Leadership Team (*this must not include the Principal, who will be available for any appeal*) will have authority to approve or deny requests under **Part B**. The Principal will only consider an appeal where a group or individual in question disagrees with the decision made by the member of the Strategic Leadership Team.
2. All requests must be passed to the Safeguarding Manager. He/she (or their nominee) will carry out the appropriate checks and present the findings and any recommendations to a member of the College Strategic Leadership Team.
3. In making recommendations the Safeguarding Manager will assess risk on the following basis:
 - The potential for any decision to limit freedom of speech as per the Human Rights Act [1998]
 - The potential for the event to cause the College to be in breach of its Equality, Inclusion and Human Rights Policy
 - The potential for the event to cause the College to fail in its wider legal duties
 - The potential for the event to cause reputational risk to the College
 - The potential for the speaker's presence on campus to cause fear or alarm to members of the student / staff body
 - The potential for the speaker's presence on campus to give rise to a breach of peace.
4. The Safeguarding Manager may make one of the following recommendations, on the basis of the risks presented:
 - To not permit the event with the external speaker to go ahead
 - To fully permit the event with the external speaker to go ahead unrestricted
 - To permit the event with the external speaker to go ahead on the basis of regulatory steps designed to reduce risk.
5. Regulatory steps designed to reduce risk may include:
 - Requiring that the event be filmed
 - Requiring that the event be observed by a College representative
 - Requiring that an event promoting a particular view includes an opportunity to debate or challenge that view
 - Requiring that a copy of any speech to be delivered by the speaker be submitted to the College for approval.
6. The decision to approve or deny requests under **Part B** will be communicated to the requester in writing, prior to the event.
7. Where a group or individual in question disagrees with the decision made by the member of the Strategic Leadership Team, they shall have the right to appeal which will be considered by the Principal.

Part C

Community Groups, Charities and Fundraising

1. Collecting on behalf of a Charity

Collecting money for local, national or international charities should always be seen as a positive.

Any staff wishing to organise a collection for a charity should always first discuss this with their line manager. It is the line manager's responsibility to make sure the charity is registered with the Charity Commission and does not have potential links to extremist groups.

Where the charity is not registered with the Charity Commission or there might be potential links to extremist groups the line manager should contact the Safeguarding Manager

The College will seek to work with community groups to support the learning and enrichment of our student body and will actively seek to work in partnership. Where there is a concern raised about a community group and their involvement in any aspect of College life, this will be investigated accordingly.

2. Extremist Literature

It is the duty of all staff to follow the Safeguarding Procedure and report incidents where they believe a child or vulnerable adult / adult might be at risk of potential harm (for example if they are vulnerable or susceptible to being groomed into an extremist agenda).

Extremist Literature in the form of leaflets or pamphlets can be the first step in grooming a young person into extremism. It is the duty of all staff to be vigilant to any literature they find on College premises that might be trying to engage young people in extremism. All literature found should immediately be reported to one of the College's Safeguarding Officers via the normal procedure for reporting concerns.

Where an authorised visitor, unauthorised visitor or student is seen to be handing out extremist literature this should immediately be reported to Campus Security who will first contact a member of the Strategic Leadership Team and then deal with the issue.

Where a person or group is in the vicinity of the College but not on the College campus and handing out extremist literature then Campus Security should be contacted who will contact a member of the Strategic Leadership Team before dealing with the issue.

External Speaker Request Form (EPR1 Form)



This form must be submitted at least 2 weeks prior to your event taking place. You must not confirm anything with your guest speaker until this form has been authorised by a Curriculum Manager, College Leadership Team or a member of the Strategic Leadership Team.

It is important that you complete all of the sections on this form. If you are unsure about information for any of the sections please check with your line manager.

Name of organiser / group							
Contact Email							
Contact Telephone Number							
Title of proposed event							
Has there been any controversy attracted by the speaker or topic in the past?							
<i>(It will not necessarily mean that your event will be cancelled but the information is important for our risk assessment)</i>							
Event details							
Date of event							
Expected number of attendees							
Will the event be:		Members of a group only	<input type="checkbox"/>	Invitation only	<input type="checkbox"/>		
		Open to the general public	<input type="checkbox"/>	ticket only	<input type="checkbox"/>		
Please provide a short description of the event							
Does any of the content include any subject matter relating to:		Religion and belief, spiritual belief	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Political, sensitive or controversial	Yes <input type="checkbox"/>	No <input type="checkbox"/>
(if yes, please pass this form to the Equality, Inclusion and Safeguarding Manager):							
Information about your guest speaker							
Name of Guest Speaker							
Speaker's organisation and other affiliations (including address)							
Please provide weblinks to information about the speaker or their organisation							
Has the speaker attended an event at the College before? If so please provide details (when, the topic etc.)				Yes <input type="checkbox"/>	No <input type="checkbox"/>		
Have they spoken at other establishments?				Yes <input type="checkbox"/>	No <input type="checkbox"/>		

If the answer to the above question is yes, has there been any incidents of protest, public order issues, illegal activities, significant media interest or has the right to speak been refused?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Please give notable details about the event including whether there are any known security threats, likely public order difficulties, any media interest, risk of protest, or risk of illegal or controversial actions by the speaker?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Do you feel there are any circumstances which give rise to any possible concern about potential disturbance, or that it is likely that the meeting will attract unauthorised attendance by the public or any section thereof, or that it may be picketed?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Have the resources to be used in the event been received and has the content been checked as being suitable and in line with the College Policy?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Will they be accompanied by anyone? If yes, please provide their details.		

You have a responsibility to ensure that your event takes place in a safe space and everyone must abide by College policy in order to maintain a productive and safe environment for debate and discussion. If attendees violate these safe space principles they will be asked to leave the event. Please sign declaring that you have read and understood all of the points above

Name: _____ Signed: _____

Job Title: _____ Date: _____

For official use by persons who have authority to approve a request for an event to take place or for a visiting speaker

On the basis of the risks presented I have taken an informed judgement to:

<input type="checkbox"/>	not permit the event with the external speaker to go ahead
<input type="checkbox"/>	fully permit the event with the external speaker to go ahead unrestricted
<input type="checkbox"/>	permit the event with the external speaker to go ahead on the basis of regulatory steps designed to reduce risk

Authorised by (Name): _____ Signed: _____

Job Title: _____ Date: _____



Safeguarding Supervision Policy (New Policy)

This guidance has been adapted from 'Making a Difference' – Supervision Framework: Policy, Procedure and Guidance June 2020) Leeds.

Introduction

In 2011 the Education Service were involved in a learning lessons review. The learning lessons review recommended the development and implementation of a supervision guidance and accountability framework for use in colleges and clusters. The aim of this framework is to provide clear guidance for the supervision of staff in education settings who have direct contact with children, young people and their families and networks, and are directly responsible for safeguarding and child protection work.

This guidance document provides a framework for senior leaders and governors to understand the requirements and processes of supervision, which all educational settings in Leeds should have due regard to. This guidance document sets out how staff with designated responsibility for safeguarding and child protection work can expect to be supervised.

This guidance document has been developed within the context of the following standards and guidance:

[Keeping children safe in education 2023](#)

[Ofsted: Inspecting safeguarding in early years, education and skills settings \(2019\)](#)

[The statutory framework for the early years foundation stage 2017](#)

[Working together to safeguard children and young people 2018](#)

The Children and Families Trust Board and Leeds Safeguarding Children Partnership: [Supervision: Policy and Guidance – Minimum standards for the supervision of staff and volunteers working with children, young people and families](#);

[Leeds Practice Framework](#)

Supervision is a fundamental task that senior designated safeguarding leads should undertake to support the development of their staff's skills and practices in the safeguarding of children in their care, in keeping with the College's safeguarding and child protection policy.

"Effective practitioner supervision can play a critical role in ensuring a clear focus on child welfare. Supervision should support practitioners to reflect critically on the impact of their decisions on the child and their family" Working Together to Safeguard Children (2018).

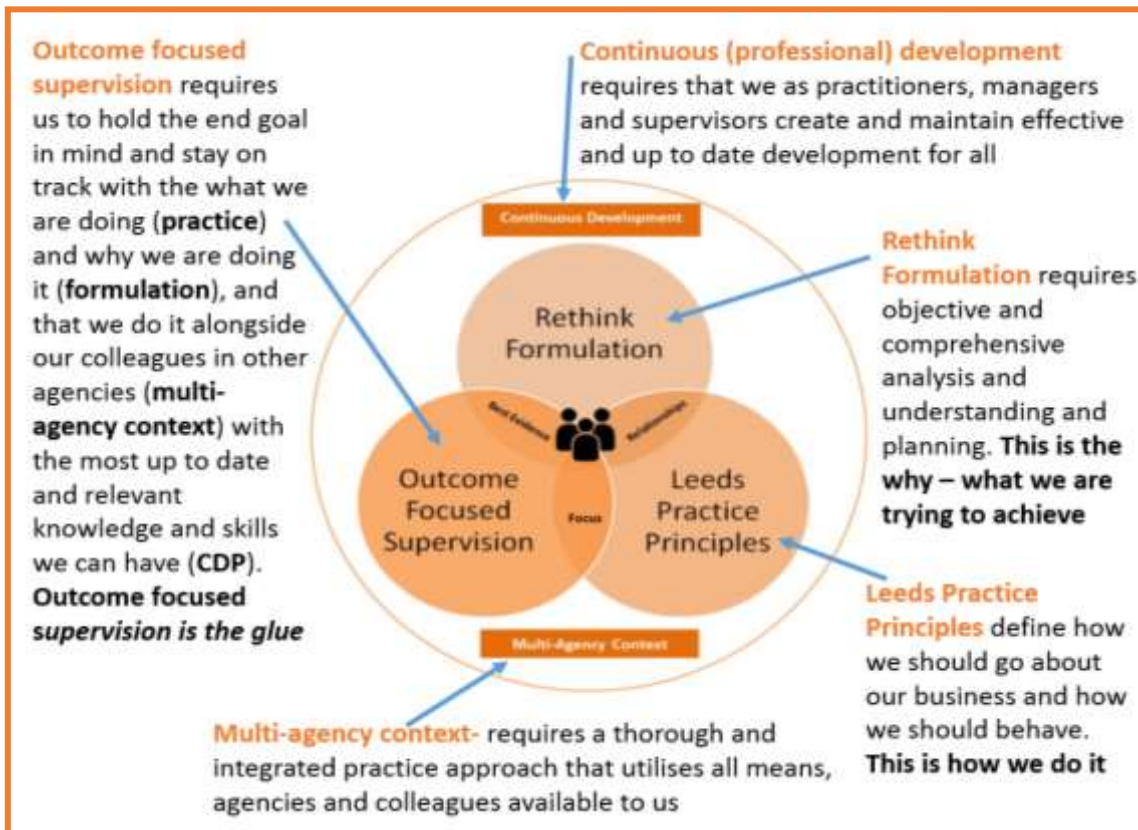
Keeping Children Safe in Education (2023) states the need for designated safeguarding leads to: "*be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters*".

Staff supervision is a key line of enquiry in the Ofsted framework which references the signs of successful safeguarding arrangements: "*Staff and other adults receive regular supervision and support if they are working directly and regularly with children and learners whose safety and welfare are at risk*". (Inspecting safeguarding in early years, education and skills settings 2019).

2. Leeds Practice Model

With regard to supervision in a context of working directly with children, young people and families, the Leeds Practice Model provides professionals with structure and support to achieve purposeful and quality practice. Further details about the Leeds Practice Model can be obtained from

<https://www.leeds.gov.uk/docs/Leeds%20Practice%20Model.pdf>



Supervision is a regular one to one meeting between the supervisor and supervisee in order to meet organisational, professional and personal objectives.

Supervision does not simply occur in a 1:1 session. It occurs in the context of a supervisory relationship and to be effective this has to be based on trust so that a safe space is created in which uncertainty, ambiguity, mistakes, assumptions, confusion, challenge, wellbeing, success and achievement can all be explored.

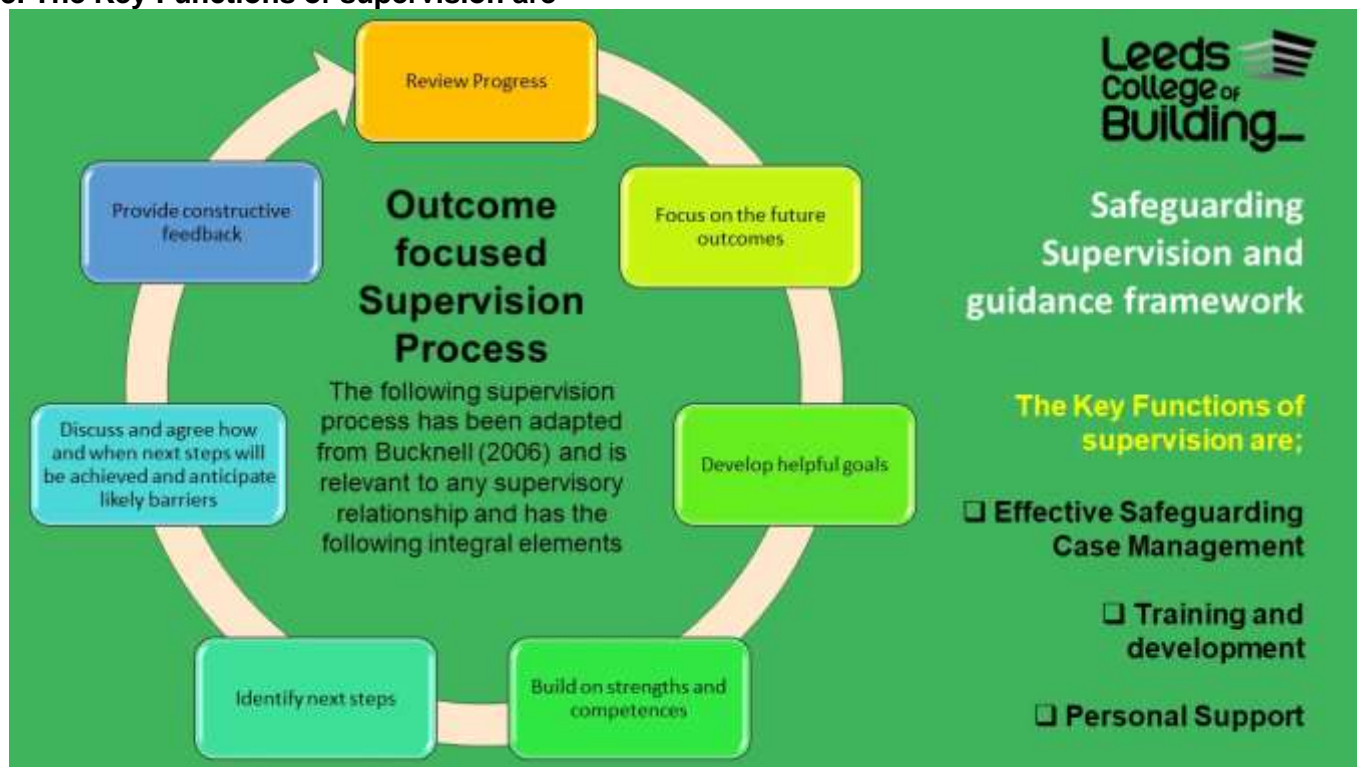
It is therefore critical that over time this relationship develops so that when things are at their most complex and vulnerable, which is often outside of formal supervision, the supervisor and supervisee are able to communicate.

There are different types of supervision, e.g. informal and formal. This framework specifically addresses 'formal supervision'. Informal supervision is often on-going in most effective teams as staff seek advice and help in situations that they deal with on an on-going basis. This is good practice but should NOT replace a formal supervision session.

Significant issues discussed through informal supervision should be recorded appropriately by the caseworker / designated safeguarding officer and revisited at the formal session.

Supervision is a partnership between the supervisee, the supervisor and the setting. Ideally, supervision should always be carried out by the named senior designated leader / officer for child protection in the College, or the identified appropriately trained lead for cluster staff.

3. The Key Functions of supervision are



Effective Safeguarding Case Management

- Ensure that safeguarding children, performance and practice is competent, accountable and soundly based on research and practice knowledge.
- Ensure that safeguarding children practice is consistent with the Leeds Safeguarding Children's Partnership Procedures and the West Yorkshire Consortium Procedures and organisational procedures.
- Ensure that practitioners fully understand their roles and responsibilities, and the scope of their professional discretion and authority.
- To provide reflective space to analyse ongoing work and specific incidents, to assess risk and need and to provide an important check and balance on decision making and planning.

Training and Development

- Ensure that professional development needs with respect to safeguarding practice are considered and supported.

Personal Support

- To provide reflective space for the supervisee to discuss and work through the personal impact of their role and responsibilities. This should include support to address the emotional impact of the work where required.

Good supervision involves a balance between all three elements, not always within one session, but certainly over the entire supervision process.

4. Supervision Contract / Agreement

A supervision agreement between the supervisee and the supervisor should clearly outline the responsibilities and expectations of both parties. When the Supervision Contract / Agreement has been agreed, it should be signed by both the supervisor and the supervisee. A copy of the contract should be retained by the supervisor. The supervisee should be given a copy. The agreement is essential and will form part of the supervision records. It should be reviewed annually.

5. The Supervision Process

The College supervision process has been adapted from Bucknell (2006) and is relevant to any supervisory relationship.

6. Roles and Responsibility

The Supervisor is responsible for:

- Sharing the responsibility for making the supervisory relationship work
- Ensuring confidentiality, subject to service user and staff safety
- Creating an effective, sensitive and supportive supervision
- Providing suitable time and location
- Agree the timescales within which supervision takes place
- Eliminating interruptions
- Maintaining accurate and clear records
- Ensuring that the supervision contract has been agreed and reviewed annually
- Ensuring the College's professional standards are met
- Ensuring that where a change in line management occurs, a handover process is arranged between all parties concerned
- Ensuring that issues relating to diversity are addressed constructively and positively and provide opportunity for staff to raise issues about their experience and diversity.

The supervisee is responsible for:

- Sharing the responsibility for making the supervisory relationship work
- Attending regularly and on time, participating actively and bringing their agenda
- Accepting the mandate to be supervised and being accountable for any actions
- Preparing appropriately for supervision sessions
- Ensuring the recording of supervision is reflective of the particular meeting
- Ensure that the contract has been agreed and reviewed annually
- Actively participating in an effective sensitive and supportive supervision
- Aiming to meet the College's professional standards.

It is the Safeguarding Manager's responsibility to ensure that an effective supervisory relationship exists and for the majority of people the supervisor and the line manager will be the same person. Where that relationship is not effective it should be brought to the attention of the supervisor, and if necessary, the line manager of the supervisor.

The supervision partnership will:	And will not:
Be confidential, subject to the safety of service users or staff whistle blowing	Break confidentiality
Be a continuous process	Be a one-off event
Encourage and involve you	Undermine staff
Be structured and focused	Be 'small talk and cosy chat'

Be planned and private	Be rushed or interrupted
Be a two-way process	Be one sided
Recognise good performance and personal achievements	Avoid challenge where this is needed
Help staff to be clear about their roles and responsibilities	Confuse staff
Focus on individual needs	Focus on the supervisor's needs
Be motivating	Feel negative or demoralising
Address professional development	Ignore the right and need for development
Anticipate, acknowledge, discuss and manage the emotional impact of the work	Ignore the way staff feel, avoid discussion about the emotional impact of the work
Deal with situations sensitively and clearly	Ignore or fail to support staff

7. One to One supervision

Senior designated leads are responsible for ensuring all staff, with designated responsibility for safeguarding and child protection work, have access to regular one to one safeguarding supervision, which covers the key functions of supervision as referenced in point 3 of this guidance.

8. Group supervision

Group supervision may be used to complement 1:1 supervision.

Group supervision supports staff to expand on their knowledge, skills and experiences. The group should establish ground rules and a working agreement at the start and clarify and agree the boundaries of confidentiality.

In some cases it may be necessary or appropriate to conduct a group supervision session, where there may be several staff involved in direct work with a specific child / family. There are many benefits to be gained from group supervision including problem solving, peer group learning and giving and receiving strong feedback within a supportive setting.

Within a group supervision process, the roles and responsibilities of the supervisor and supervisees should be the same with the following added principles:

- The group should clarify and agree the boundaries of confidentiality
- Formal records / minutes should be kept of group supervision and any actions agreed for individual children should be clearly recorded in the student file with a cross reference to the group supervision record.

9. Practical considerations for supervision

The following are all essential practical considerations for quality supervision practice:

- Supervision meetings / discussions are recorded and records are shared between supervisor and supervisee within agreed timescales
- There are planned sessions that take place regularly – at least 4-6 weekly
- It takes place in locations that support confidential and productive discussions

- It links to appraisal and any required professional standards
- Quality Assurance of supervision informs service development
- Self-care is an essential component of effective supervision and self-care
- plans can be developed, reviewed and adapted throughout the
- supervisory relationship.

10. Recording

Recording should follow the principles that:

- The contract is the initial record of agreement between both parties
- All supervision sessions must be recorded by the Supervisor
- Records of supervision should be signed off and dated by the supervisor and supervisee. All records of supervision are confidential and should be stored securely by the supervisor. They will be subject to inspection and audit.
- Records should ensure case management decisions of individual cases through supervision are recorded on the individual CYP and family records held by the organisation, handwritten records must be legible.

11. Confidentiality and Access

Supervision is a private but not a confidential process. This means that the records are the property of the College, not the individual. From time-to-time supervisors will need to discuss the content of supervision sessions with others, e.g. their own line manager, this should always be with the knowledge of the supervisee.

Access to supervision records should be controlled and all paper records should be locked away so that others who do not have a legitimate right to see the records cannot access them. Equally, access to any electronic files must be accessible only by the Supervisor and their line management.

Supervisees should be aware, however, that other than themselves and their supervisor, others will, from time to time, access records, these might include:

- Senior Managers (for quality assurance purposes)
- Investigating Officers (e.g. for disciplinary purposes)
- Inspectors (e.g. Ofsted)

12. Difficulties Resolution

It is important that supervisees take action to ensure they are receiving quality supervision and having their development needs identified and met. If it becomes apparent at any point that a supervisee is not receiving supervision to the standard required, they should, in the first instance have a conversation with their supervisor clarifying the difficulties which they feel have arisen.

The initial supervision contract should agree how to resolve any difficulties / issues where the supervisor or the supervisee are unable to find solutions. This could involve seeking an independent third-party opinion from the Education Safeguarding Team (0113 3789685 or estconsultation@leeds.gov.uk).

It is absolutely essential that all parties understand that however difficult it is, any member of staff who feels that the quality of supervision is not meeting the needs of themselves or other stakeholders in the process must raise it through line management.

13. Quality Assurance

There is a critical link between good quality regular supervision and good outcomes for service users:

- Supervision files will be subject to inspection and audit which may include checking files to ensure that supervision is taking place.
- Individual settings will identify their own quality assurance arrangements, which could include independent audits, and periodic checks by the designated safeguarding governor.

14. Training in Supervision

In Leeds, the Local Authority recognises the importance of equipping senior leaders with delegated designated safeguarding responsibility in educational settings with the skills, knowledge and understanding they require to provide safeguarding supervision for staff directly responsible for managing safeguarding and child protection matters.

Each senior designated safeguarding lead should access the one day Safeguarding Supervision skills training tailored for education staff which is available through Leeds for Learning and delivered by the Education Safeguarding Team. Refresher training is not a requirement for education staff unless recommended by their manager. The training offer from the Education Safeguarding Team can be accessed via www.leedsforlearning.co.uk.

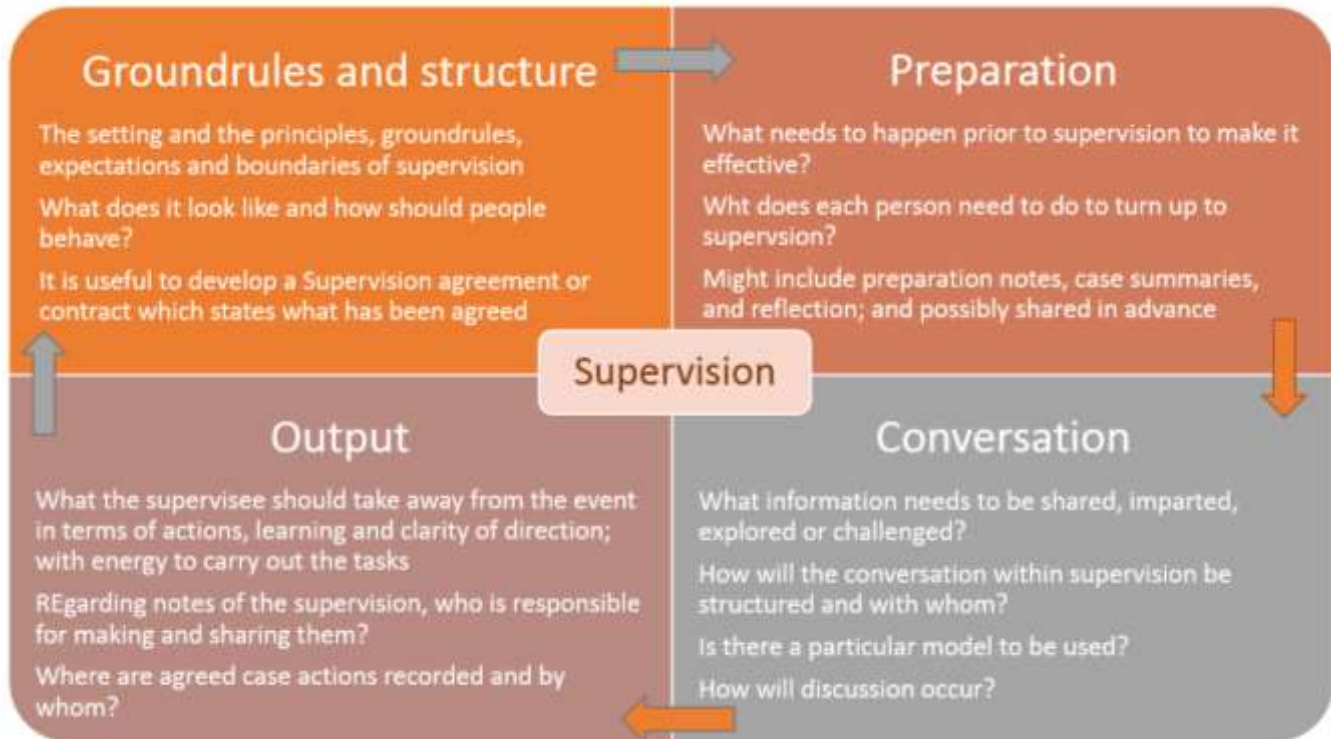
Supervision Agreement / Contract

This Supervision Agreement is between:

Name of supervisee:

Name of supervisor:

Supervision Preparation Tool



The completed Supervision Preparation Tool has been discussed and the conversation has identified the following:

Ground rules and structure

The setting and the principles, ground rules, expectations and boundaries of supervision

What does it look like and how should people behave e.g. frequency, where, who will be there, prioritising attendance, phones off, arrive on time, do not disturb sign on the door etc.

Preparation

What needs to happen prior to supervision to make it effective?

What does each person need to do to turn up to supervision?

Might include preparation notes and / or case summaries which are shared in advance.

Might include: reflection on key points of learning or strengths or struggles and being mentally prepared:

Conversation

What information needs to be shared, imparted, explored or challenged in supervision?

How will the conversation be structured? Is there a particular model of supervision to be used? How will discussion occur?

Output

What the supervisee should take away from the event in terms of actions, learning and clarity of direction with energy to carry out the tasks. Who is responsible for taking notes and sharing them? Where are agreed case actions recorded and by whom?

Agreement:

Signatures

Supervisee:

Supervisor:

Appendix 4 Children's Services Sample Supervision record

PART A

NB: This pro-forma can be altered to reflect individual and organisational needs and be adapted to the setting.

Name of Supervisee _____ Name of Supervisor: _____

Date _____

Discussion Agenda Point	Points of reference / Actions Agreed
1. Details of holidays, sickness absence, training undertaken since last supervision	
2. Review of agreed action points from the last meeting / matters arising.	
3. Cases discussed: Complete Part B for individual case discussions and actions agreed.	List Names of Cases Discussed:
Team / general issues impacting safeguarding practice.	
Professional Development: <i>any training needs identified?</i>	
Wellbeing / Self Care	
AOB	
Date of next meeting	
Name & Signature of Supervisor	
Name & Signature of Supervisee	

My self-care plan

To achieve a healthy work life balance, I will:

Barriers to maintaining self-care	
What are the barriers to maintaining self-care strategies?	
How will I address these barriers and remind myself to practice self-care?	
Negative coping strategies I would like to use less or not at all	
What I will do instead	

Sharing my self-care plan with others

The people I will share this plan with are:	
---	--

Review of my self-care plan

The next date I will review this plan is:	
---	--

Safeguarding legislation and guidance document

2.1 This policy is based on the Department for Education's statutory guidance, [Keeping Children Safe in Education \(KCSIE\) 2023](#) and [Working Together to Safeguard Children \(WTTSC 2018\)](#) and the [Governance Handbook](#). We comply with this guidance and the procedures set out by the Leeds Safeguarding Children Partnership (LSCP).

2.2 This policy is also based on the following legislation and guidance:

Section 175 of the [Education Act 2002](#), which places a duty on colleges and local authorities to safeguard and promote the welfare of students.

[The College Staffing \(England\) Regulations 2009](#), which set out what must be recorded on the single central record and the requirement for at least one person on a College interview / appointment panel to be trained in safer recruitment techniques.

Part 3 of the schedule to the [Education \(Independent College Standards\) Regulations 2014](#), which places a duty on academies and independent Colleges to safeguard and promote the welfare of students at the College.

Part 1 of the schedule to the [Non-Maintained Special Colleges \(England\) Regulations 2015](#), which places a duty on non-maintained special Colleges to safeguard and promote the welfare of students at the College.

[The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children.

Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18.

[Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM.

[The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children.

Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children.

Statutory [Guidance on the Prevent duty](#), which explains colleges' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism.

Guidance for safer working practice for those working with children and young people in education settings (GSWP) (Safer Recruitment Consortium May 2019).

[Guidance for safer working practice for those working with children and young people in education settings \(Safer Recruitment Consortium Addendum April 2020\)](#)

[Sexual violence and sexual harassment between children in Colleges and colleges \(DfE 2021\)](#)

[Sharing nudes and semi-nudes: advice for education settings working with children and young people \(Department for Digital, Culture, Media & Sport and UK Council for Internet Safety 2020\)](#)

[Safeguarding and remote education during coronavirus \(COVID-19\) \(DfE, 2021b\)](#)

[Children Missing Education – Statutory guidance for local authorities \(DfE September 2016\)](#)

[When to call the police – Guidance for Colleges and colleges \(NPCC – 2020\)](#)

Education and Training (Welfare of Children) Act 2021

<https://www.legislation.gov.uk/ukpga/2021/16/contents/enacted>

Colleges are under a statutory duty to co-operate with the published LSCP arrangements. This policy conforms to locally agreed inter-agency procedures [LSCP - Local protocols for Leeds practitioners \(leedsscp.org.uk\)](#) and has been ratified by the LSCP Education Reference Group. It is available to all interested parties on our website and on request from the main College office. It must be read in conjunction with other relevant policies and procedures and KCSiE (DfE 2021).

The [Childcare \(Disqualification\) Regulations 2018](#) and [Childcare Act 2006](#), which set out who is disqualified from working with children.

This policy also meets requirements relating to safeguarding and welfare in the [Statutory framework for the Early Years Foundation Stage. \(DfE 2021\)](#).

This policy also complies with our funding agreement and articles of association.

Appendix 6: Definitions and indicators of abuse

Reference: Working Together to Safeguard Children (DfE 2018). See also KCSiE Part one and Annex A.

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

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- Protect a child from physical and emotional harm or danger;
- Ensure adequate supervision (including the use of inadequate care-givers)
- Ensure access to appropriate medical care or treatment

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

Examples which may indicate neglect (it is not designed to be used as a checklist):

- Hunger
- Tiredness or listlessness
- Child dirty or unkempt
- Poorly or inappropriately clad for the weather
- Poor school attendance or often late for school
- Poor concentration
- Affection or attention seeking behaviour
- Untreated illnesses/injuries
- Pallid complexion
- Stealing or scavenging compulsively
- Failure to achieve developmental milestones, for example growth, weight
- Failure to develop intellectually or socially
- Neurotic behaviour

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

Examples which may indicate physical abuse (not to be used as a checklist):

- Patterns of bruising; inconsistent account of how bruising or injuries occurred
- Finger, hand or nail marks, black eyes
- Bite marks
- Round burn marks, burns and scalds
- Lacerations
- Fractures
- Bald patches
- Symptoms of drug or alcohol intoxication or poisoning
- Unaccountable covering of limbs, even in hot weather
- Fear of going home or parents being contacted
- Fear of medical help
- Fear of changing for PE
- Inexplicable fear of adults or over-compliance
- Violence or aggression towards others including bullying
- Isolation from peers

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

Examples which may indicate sexual abuse (it is not designed to be used as a checklist):

- Sexually explicit play or behaviour or age-inappropriate knowledge
- Anal or vaginal discharge, soreness or scratching
- Reluctance to go home
- Inability to concentrate, tiredness
- Refusal to communicate.
- Thrush, Persistent complaints of stomach disorders or pains
- Eating disorders, for example anorexia nervosa and bulimia
- Attention seeking behaviour, self-mutilation, substance abuse
- Aggressive behaviour including sexual harassment or molestation
- Unusually compliant
- Regressive behaviour, Enuresis, soiling
- Frequent or open masturbation, touching others inappropriately
- Depression, withdrawal, isolation from peer group
- Reluctance to undress for PE or swimming
- Bruises, scratches in genital area

Emotional abuse: Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child in participating in normal social interaction. It may also 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

Examples which may indicate emotional abuse (it is not designed to be used as a checklist):

- Over-reaction to mistakes, continual self-deprecation
- Delayed physical, mental, emotional development
- Sudden speech or sensory disorders
- Inappropriate emotional responses, fantasies
- Neurotic behaviour: rocking, banging head, regression, tics and twitches
- Self-harming, drug or solvent abuse
- Fear of parents being contacted
- Running away / Going missing
- Compulsive stealing
- Masturbation, Appetite disorders - anorexia nervosa, bulimia
- Soiling, smearing faeces, enuresis

N.B.: Some situations where children stop communication suddenly (known as "traumatic mutism") may indicate maltreatment.

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.

Reference: Child Sexual Exploitation. *Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation* (DfE 2017)

Psychological abuse - including emotional abuse, threats of harm or abandonment, deprivation of contact, humiliation, blaming, controlling, intimidation, coercion, harassment, verbal abuse, isolation or unreasonable and unjustified withdrawal of services or supportive networks.

Modern Slavery

- Illegal Exploitation of people for personal/ commercial gain. Victims trapped in servitude they were deceived or coerced into.
- Criminal Exploitation pick pocketing, shoplifting, drug trafficking
- Domestic Servitude forced to work in private houses with restricted freedoms, long hours, no pay
- Forced labour long hours, no pay, poor conditions, verbal and physical threats
- Sexual Exploitation prostitution and child abuse
- Other forms:
 - Organ removal, forced begging, forced marriage and illegal adoption

Financial or material abuse - including theft, fraud, exploitation, coercion in relation to an adult's financial affairs or arrangements, including in connection with wills, property, inheritance or financial transactions, or the misuse or misappropriation of property, possessions or benefits.

Neglect and acts of omission - including ignoring medical or physical care needs, failure to provide access to appropriate health, care and support or educational services, the withholding of the necessities of life, such as medication, adequate nutrition and heating.

Self - Neglect - this covers a wide range of behaviour neglecting to care for one's personal hygiene, health or surrounding and includes behaviour such as hoarding. It is important to consider capacity when self-neglect is suspected. Also consider how it may impact on other family members and whether this gives rise to a safeguarding concern.

Domestic Violence / Abuse

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn

- Threatens/frightens an individual
- Shoves or pushes an individual
- Makes an individual fear for their physical safety
- Puts an individual fear for their physical safety

- Puts an individual down, or attempts to undermine their self-esteem
- Controls an individual, for example by stopping them seeing friends and family
- Is jealous and possessive, such as being suspicious of friendships and conversations

Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse.

Discriminatory abuse - including discrimination on grounds of race, gender and gender identity, disability, sexual orientation, religion, and other forms of harassment, slurs or similar treatment.

Organisational abuse - including neglect and poor care practice within an institution or specific care setting like a hospital or care home, e.g. this may range from isolated incidents to continuing ill-treatment