SAFEGUARDING AND CHILD PROTECTION POLICY

Audience	All stakeholders – staff, students, trustees, members, parents and carers, work experience placements and visitors
Status / review cycle	Statutory / Annual
Current review	September 2025
Next review	September 2026
Review committee	Board of Trustees
Staff lead	Kate Parsons, Assistant Principal - Student Services and Communications, Designated Safeguarding Lead (DSL)
Trustee lead	Sophie Cook and Liz Gilroy-Scott – Safeguarding and EDI Link Trustees

1. Introduction

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play in safeguarding (Keeping Children Safe in Education (KCSIE) 2025). College staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. In order to fulfil this responsibility, effectively, all professionals should make sure their approach is child centred. This means that they should consider, at all times, what is in the best interests of the child. Furthermore, all staff should maintain an attitude of 'it could happen here' when safeguarding is concerned.

The College staff form part of the wider safeguarding system for children. The College will work with safeguarding partners (local authorities, the police, health services and other services) to promote the welfare of children and protect them from harm (Working Together to Safeguard Children (WTSC), 2023).

Policy statement

Safeguarding is the College's primary responsibility, and all stakeholders are responsible for doing their utmost to keep students safe. The College is fully committed to meeting its obligations under the legislative framework and maintaining a culture of vigilance at all times. Child Protection forms part of the College's safeguarding responsibilities.

Definitions:

<u>Safeguarding</u> and promoting the welfare of children means:

- Providing help and support to meet the needs of children as soon as problems emerge
- Protecting children from maltreatment, whether this is within or outside the home, including online
- Preventing impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

<u>Child Protection</u> is a part of safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

Significant harm covers the four categories of harm applied to children (i.e. physical, sexual, emotional and neglect), but also includes serious financial or material exploitation.

Early Help Assessment means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.

Staff refers to all those working for or on behalf of the College, full or part-time, temporary or permanent, in either a paid or voluntary basis.

Child means any person under the age of 18 (i.e. those who have not yet reached their 18th birthday).

Vulnerable adult means any person who needs to access community care services by reason of mental or other disability or illness; and who is or may be unable to take care of themself, or unable to protect themself against significant harm or exploitation because of mental or other disability or illness.

Aim and objectives

Overarching aim

The College aims to create and maintain a safe environment for all students, staff, volunteers, and visitors, and is committed to working with all partners. We recognise our responsibility towards our students in our care at college. .

Key objectives

- To promote an environment that is safe, where staff and students treat each other with mutual respect and develop good relationships built on trust.
- To provide a systematic means of supporting young people and vulnerable adults known or thought to be at risk of harm.
- To work co-operatively with external agencies such as local authority services and the Police, referring any young person when requested by the young person, or when it is deemed necessary by the College.
- To give all staff and trustees annual awareness training in matters of safeguarding and child protection.
- To ensure all staff are aware of safeguarding risks and/or behaviours that can be associated with factors outside of College and/or can occur between children outside of College.
- To ensure that all staff are inducted into the College Safeguarding and Child Protection Policy and Procedures and, in particular, how to respond to a student who discloses that they are experiencing or at risk of significant harm.
- To ensure that the Esher Sixth Form College Board of Trustees is fully aware of its child protection responsibilities and that a nominated Trustee has oversight of safeguarding and child protection issues.
- To raise student awareness of these matters and make them aware of sources of help through the Personal Development Programme and the activities that support it, including how to disclose a concern.
- To monitor and review the Safeguarding and Child Protection Policy as part of a planned review cycle.
- To fully implement the Recruitment and Selection of Staff Procedures to ensure that all staff are subject to the relevant checks on appointment.
- To maintain and update a Single Central Record on all staff who work at the College.
- To develop structured Safeguarding and Child Protection Procedures which will be followed by all members of the College staff in cases of suspected abuse.

- To ensure that relevant information about a young person or vulnerable adult at risk of harm is shared safely and securely with appropriate staff within the College.

Staffing and responsibilities

The Student Wellbeing Team comprises seven core staff members and Tutor Team Leaders who all contribute to the leading of operational aspects of safeguarding and student welfare:

1. The Designated Safeguarding Lead (DSL) is the Assistant Principal – Student Services
2. A Deputy Designated Safeguarding Lead (DDSL) is the Director of Safeguarding and EDI
3. A Deputy Designated Safeguarding Lead (DDSL) is the Director of Student Development and Behaviour
4. Two Deputy Designated Safeguarding Leads (DDSL) are appointed from the TTL Team
5. Mental Health Coordinator College Counsellors
6. Tutor Team Leaders

The following roles and responsibilities are summarised from KCSIE 2025:

The Academy Trust should ensure that the College has appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and protect children's welfare. This includes the Safeguarding and Child Protection Policy, the Staff Code of Conduct and dealing with allegations of abuse made against members of staff and volunteers, and that these are updated regularly.

The Safeguarding and EDI Link Trustee will take a leading role within the Academy Trust in supporting Trustees to carry out their responsibilities outlined above.

The Principal will ensure that policies and procedures, adopted by the Academy Trust and particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff.

The Assistant Principal – Student Services and Communications (Designated Safeguarding Lead) takes lead responsibility for safeguarding and child protection within the College.

The Director of Safeguarding & EDI (Deputy Designated Safeguarding Lead) co-ordinates and manages the Student Wellbeing Team and operational aspects of safeguarding and PREVENT. In addition, the Link Trustee for Safeguarding and EDI liaises with the Assistant Principal - Student Services and Director of Safeguarding & EDI on specific aspects, including the response to new legislation and attends the Joint Review of the Safeguarding and EDI SAR.

Further detail about roles and responsibilities are outlined in the Safeguarding & Child Protection Procedures and the Safeguarding and EDI Link Trustee Terms of Reference.

Monitoring and review

- The Safeguarding Link Trustee reports to the Board of Trustees through a standing agenda item.
- Director of Safeguarding & EDI (DDSL), writes a Safeguarding & EDI SAR, and will report to the Assistant Principal - Student Services and Communications about any safeguarding matters that can contribute to the Safeguarding & EDI SAR. Whenever possible, the Link Trustee for safeguarding attends the Safeguarding & EDI SAR review.
- The Student Wellbeing Team, who have specific safeguarding training, meet at least termly on a formal basis which is used to deliver updates, share training and identify areas which require further support.

- The trustees are actively involved in safeguarding and have regular safeguarding training. They review cases where appropriate and have annual oversight of the Safeguarding & EDI, Student Development & Behaviour and Student Services SAR reviews.
- This policy itself is reviewed at least annually as required by changes in government policy, and also according to the review schedule agreed by the Board of Trustees.

2. Child protection

Statutory responsibilities

The Children Act 1989 places a duty on local authorities to take steps to protect children in appropriate circumstances and gives certain powers to the Police so they are able to protect children from abuse. Although Colleges have been separated from local authorities since the Act came into force, the DfE Circular 10/95 point 63 states: "FE and 6th form colleges have a statutory duty to assist social services departments on child protection issues".

In addition, the Criminal Justice and Court Services Act 2000 deals with disclosure and lists those convictions which bar offenders from working with children in 'regulated positions'.

The College will keep up to date with any changes to the Disclosure and Barring Service, and adhere to all guidelines around safe recruitment.

Guidance

KCSIE 2025 maintains a statutory responsibility to keep children safe and to refer concerns to the appropriate authorities. Staff need to be updated annually about College procedures. Staff need to be vetted on recruitment. There must be a Designated Safeguarding Lead.

The KCSIE 2025 guidance provides information on County Lines, Domestic Abuse, Children Missing from Education and Child on Child Abuse, with a particular focus upon sexual violence and sexual harassment. The College will seek at all times to keep up to date with legislative developments and guidance from the DfE, as well as with additional guidance from, for example, Surrey Children Safeguarding Partnership.

Categories of abuse

Abuse and neglect leading to significant harm can involve any one or more of the following:

- **Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children. Harm can include the impact of witnessing ill treatment of others, for example witnessing domestic abuse.
- **Physical abuse**: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

- **Emotional abuse**: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It can include serious bulling (including online), or exploitation or corruption.
- **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.
- **Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

Specific safeguarding issues

All staff will be made aware of safeguarding issues which put students in danger through annual training and termly updates. These areas of focus will include:

- Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)
- Child on Child abuse (including Harmful Sexual Behaviour)
- Female Genital Mutilation
- Mental Health
- Contextual Safeguarding
- Online safety

Further guidance on each of the issues is available on the DfE website, in KCSIE 2025 Annex A and resources on the All Staff MS Team under Student Services. Regular training on safeguarding issues is provided to staff in line with the Safeguarding Training Strategy.

Record keeping

An accurate record should be made whenever there is a concern about a child or vulnerable adult in terms of risk of harm or safeguarding. For any new safeguarding concern, staff must use the 'Expression of Concern' on the student's database page which will be submitted to the DSL and DDSLs. Any record should be fully completed upon submission. For students with ongoing concerns relevant new information should be recorded by the appropriate Safeguarding Team member in the secure Welfare area on the database. Safeguarding information provided to the College from external agencies (feeder schools, social services) will be securely stored online or in a locked filing cabinet until such time it can be uploaded to the secure database in the case of paper files.

Managing a disclosure

If a student makes a disclosure that they are at risk of harm, then these steps must be followed:

1. Never promise confidentiality
2. Listen and reassure
3. Do not probe or make accusations
4. Make notes and record the disclosure
5. Refer the disclosure to the DSL or DDSL immediately

Full guidance on how to handle and refer a disclosure are contained in the Safeguarding & Child Protection Procedures.

Maintaining professional boundaries

A relationship of trust exists where a teacher, member of staff or volunteer is in a position of power or influence over a student by virtue of the work or nature of the activity being undertaken. Those in a position of trust must carry the responsibility of ensuring that they do not abuse their position or put themselves in a position where allegations of abuse of trust, whether justified or unfounded, could be made. For further information see the Staff Code of Conduct.

Allegations against staff - Sexual and Physical

Sexual
Any form of sexual relationship between staff and students is expressly forbidden, and expectations are clearly set out in the Staff Code of Conduct.

Physical
In terms of physical abuse, all staff are informed that they must use physical intervention only as a last resort, such as when a student is endangering themself or other students, and at all times minimal force must be used.

If a student makes an allegation of sexual or physical abuse against a member of staff then College Disciplinary Procedures are followed. The Principal will decide whether the member of staff should be suspended on full pay whilst these procedures are undertaken. The Principal will also inform the police and the Local Authority Designated Officer (LADO) of the allegation and co-operate fully with them in any enquiries they may wish to follow. If a concern (including allegations) does not meet the harm threshold (referred to KCSIE 2025 as 'low-level' concern) the guidance in the updated Safeguarding and Child Protection Procedures 2024 must be followed.

Confidential Reporting (Whistleblowing)

The vast majority of people who work with children are well motivated and would never harm a child or young person. However, Esher Sixth Form College promotes a culture that ensures all staff and volunteers are willing and comfortable to voice their concerns if need be. Students cannot be expected to raise concerns in an environment where staff fail to do so. All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues. Full details can be found in the separate Confidential Reporting Policy.

Reporting to the LADO

The College will routinely report to the LADO in any case involving concerns of malpractice, abuse or poor professional practice by:

- a local authority or
- a College employee or
- a volunteer or
- a paid or unpaid carer, relative or friend or
- an employee of a private care agency, or
- an employee of another organisation providing care to the vulnerable adult

Visits and work experience

The College expects that any students on work or volunteering placements that involve working with children or vulnerable adults will be supervised at all times. This expectation is made clear to all institutions accepting Esher Sixth Form College students on placements within the 'Offer of Work or Volunteering Placement' email. This is sent to all placement providers once the placement has been confirmed by the student, provider, parent or carer and work experience coordinator on the Unifrog placements tool. By completing the questionnaire via the Unifrog placement tool, providers confirm they have appropriate risk assessments, liability insurance and supervision in place, in line with the government's expectations for work experience providers. The 'Offer of Work or Volunteering Placement' email states key points of contact for a safeguarding or Prevent-related concern and directs placements to where the 'Safeguarding and Child Protection Policy' can be accessed and read. The 'Details and Agreement Form' requires confirmation from the placement that the 'Safeguarding and Child Protection Policy' and has been read and understood.

Consequently, it is the College's expectation that there will be no need for students to have DBS checks in connection with their placements. If, despite this, the hosting institution insists on a DBS check for a student, it will be the College's responsibility to carry out and pay for this check. The College will monitor the work of the DBS (Disclosure and Barring Service) and respond to new requirements as appropriate. Enhanced Disclosure and Barring Service checks, as additional safeguards, will be made where appropriate.

Vetting of staff

Esher Sixth Form College follows the Government guidelines on safer recruitment included in the most recent guidance KCSIE 2025. These regulations require the College to maintain a Single Central Record, undertake a range of specified checks on our staff and to ensure that relevant supply staff have been properly checked. In addition, the College follows SFCA guidance on personnel matters.

Vetting of events, external speakers, visitors and contractors

The College adopts best practice in dealing with risks to students from adults not employed by the College. Details of this are contained in the Safeguarding and Child Protection Procedures, Safeguarding Guidelines for Contractors, Health and Safety Guidelines for Visitors and Contractors and External Speakers Procedures.

Information Sharing and Confidentiality

Information sharing is vital in identifying and tackling all forms of abuse and neglect. KCSIE 2025 states in paragraph 115, 'As part of meeting a child's needs, it is important for governing bodies and proprietors to recognise the importance of information sharing between practitioners and local agencies.' The College Safeguarding Procedures and Data Protection Policy state the arrangements and processes we have in place for the sharing of information with other Safeguarding Partners as required.

Staff should never promise a student that they will not tell anyone about an allegation, as this may ultimately not be in the best interests of the student. Further guidance on managing confidentiality can be found in the DfE publication *Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers, 2024*. The Data Protection Act 2018 and UKGDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. KCSIE 2025 clearly states in paragraph 119, 'Fears about sharing information must

not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.'

Retention and transfer of Records

It is important that all child protection records are transferred at each stage of a child's education, up until the age of 18, or in some cases, beyond. The responsibility for transfer of records lies with the originating setting, as the receiving setting might not otherwise know that child protection concerns exist. The onus is therefore on the originating setting to facilitate the secure transfer of records, not on the receiving setting to make contact and collect the records. Paper or electronic records containing child protection information must be transferred in the most secure method available to the establishment. Whether files are passed on by hand, by post or electronically, written evidence of this transfer appropriately signed and dated, should be retained by both the originating and receiving setting. After enrolment, the College will also contact each school with a list of students who have transferred to the College as a further way of checking if any concerns exist.

When students transfer from one educational establishment to another (either at the normal transfer stage or as the result of a move where records of child protection/welfare concerns exist) records should be sent to the receiving school as soon as possible and within 5 days of an in-year transfer or within the first 5 days of a new term. Where relevant, the social worker needs to be made aware of this transfer.

Esher Sixth Form College will retain safeguarding and child protection records until an individual is 25. This is usually 6 years after they leave the College. After this point, electronic records will be deleted and physical files will be disposed of securely in confidential waste.

3. Looked After Children, Previously Looked After Children and Care Leavers

The Designated Teacher (usually the Director of Safeguarding & EDI) will act as key contact and adviser for a Looked After Child or a previously Looked After Child during their time at the College. The Designated Teacher will meet on a termly basis with Looked After Children, their social worker and carers to update a Personal Education Plan. The student's attendance is recorded weekly with Welfare Call LAC Ltd. More specific guidance regarding Looked After Children can be found in the Safeguarding Procedures.

4. Child on Child abuse & Online Safety

Child on Child Abuse

The Safeguarding and Child Protection Procedures, Cause for Concern Procedures and Student Code of Conduct outlines the action that will be taken if a student reports that they do not feel safe. For safeguarding issues identified as child on child abuse, the Bullying and Harassment Policy for Students contains an overview of how the College will respond, as well as how the College promotes a respectful and inclusive culture.

When a disclosure of Child on Child harmful sexual behaviour is made, the College's response will need to be in line with guidance outlined in Part 5 of KCSIE 2025. Students are to be reminded regularly of the ways in which they can disclose incidents and access support. This includes:

- Speaking to a DSL or member of the Student Wellbeing Team
- Speaking to their tutor or TTL
- Speaking to any other trusted member of staff

- Emailing safeguarding@esher.ac.uk
- Completing the 'Anonymous Safeguarding Report' form

Sometimes a disclosure will necessitate a referral to the police and/or children's services. Wherever possible this will be done with the student's and parent's or carer's consent.

It is worth noting that harmful sexual behaviour exists on a spectrum, and all members of staff and students have a role to play in creating and maintaining a culture that does not tolerate even low-level behaviour that could be considered Child on Child abuse (e.g. sexist name calling) and challenging behaviour of this nature.

Online Safety

The breadth of issues classified within online safety is continually evolving, but there are four broad areas of risk:

1. Content: being exposed to illegal, inappropriate or harmful content. (For example, pornography, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, extremism, misinformation, disinformation and conspiracy theories).
2. Contact: being subjected to harmful online interaction with other users (For example, peer pressure, grooming)
3. Conduct: online behaviour that increases the likelihood of, or causes, harm. (For example, making, sending or receiving explicit images, whether consensual or non-consensual and online bullying).
4. Commerce: risks such as online gambling, inappropriate advertising, phishing or financial scams.

- The 'E-Safety Overview' is a headline document that provides key information about how we can keep students safe when online, including how we make use of filtering (Control D and Microsoft Defender) and monitoring (Smoothwall) software. This document is reviewed annually in line with a meeting between the DSL and Director of IT to review the College's filtering and monitoring systems.
- Students are always reminded to adhere to Student Code of Conduct, making particular reference to the IT Code of Conduct.
- With Microsoft Teams or other communication platforms, students and staff should be respectful of other users in the language that they use and in their onscreen behaviour.
- In addition to the internal support and guidance, please also refer to these external sources:

  o Internet matters - for support for parents and carers to keep their children safe online
  o London Grid for Learning - for support for parents and carers to keep their children safe online
  o Net-aware - for support for parents and carers from the NSPCC
  o Parent info - for support for parents and carers to keep their children safe online
  o Thinkuknow – for advice from the National Crime Agency to stay safe online
  o UK Safer Internet Centre - advice for parents and carers
  o Childline - for support
  o Report Remove: Remove a nude image shared online | Childline
  o CEOP - for advice on making a report about online abuse

5. Searching, Confiscation, Restraint, an appropriate adult & Health and Safety

Searching, Confiscation and Restraint

The 'Searching, Confiscation and Restraint Procedures' are written in response to Department for Education advice entitled 'Use of reasonable force' (2013) and 'Searching, screening and confiscation' (2022). The College will exercise the powers within the procedures if it has clear evidence that this is necessary. Accordingly, the 'Searching, Confiscation

and Restraint Procedures' sets out the procedures that will be followed if there is a belief that college staff need to search, confiscate or examine items, and if prohibited items are found, the process for the confiscation and disposal of items. The procedures for reasonable force or restraint, if so required, are also present.

An appropriate adult

If there are any ongoing enquiries about a student regarding a social services or police investigation at College, the DSL or another member of the safeguarding team will ensure that an appropriate adult is present to provide support. More specific guidance can be found in the Searching, Confiscation and Restraint Procedures.

Health and safety

This specific form of safeguarding overlaps with the Health and Safety Policy. For clarity, pure health and safety risks that are not related to what is generally understood to be safeguarding (as defined in Section 1) these risks are addressed through the College Health and Safety Policy, rather than in this document.

6. Fitness to Study & Reasonable Adjustment

Esher Sixth Form College is an educational institution for full time students. It has included in its mission statement the commitment to tailoring its education to individual needs and promoting inclusivity and tolerance. This philosophy underpins how we strive to make 'reasonable adjustment' and provide 'best endeavour' for any student. In doing so we fully comply with the Equality Act 2010 and the Children and Families Act 2014 and our Public Sector Equality duties.

It is important, however, to be clear about what is reasonable in an educational setting and the limits to the individual support that can be provided within a sixth form college, as outlined in our Fitness to Study & Reasonable Adjustment Procedures. Our staff provide outstanding care for all students, but there will be times when a student's physical or mental health are so affected that they are no longer able, despite support from the College and externally, to maintain reasonable academic progress.

7. Prevent

Statutory responsibility

All colleges have a duty under the Counter-Terrorism and Security Act 2015 to have 'due regard to the need to prevent people from being drawn into terrorism'.

Guidance

The *Prevent Duty Guidance: for further education institutions in England and Wales* from HM Government outlines how to interpret the legal duty on colleges and two key 'Preventing radicalisation' issues outlined are:

- **Extremism** is the vocal or active opposition to our fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs.

- **Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Key aims

Under the legal duty, Esher Sixth Form College will aim to comply with the following expectations:

- Assess risk of radicalisation in the local area and/or at Esher Sixth Form College
- Reduce permissive environments through student education and robust procedures for vetting external speakers
- Develop a risk assessment and action plan to reduce this risk
- Train staff to recognise radicalisation and extremism
- Work in partnership with other partners
- Establish referral mechanisms and refer people to Channel
- Maintain records and reports to show compliance
- Have appropriate IT policies in place

Further detail on how each expectation will be complied with is provided in the separate Safeguarding & Child Protection Procedures. In addition, the 'British Values - Position Paper' published on the All Staff MS Team outlines strategies that we undertake to promote 'British Values' at Esher Sixth Form College

8. Raising awareness

Staff and trustee training

Esher Sixth Form College will ensure that:

- The DSL and DDSLs will receive training in inter-agency procedures to provide the knowledge and skills needed to fulfil their responsibilities and will undertake refresher training at 2 yearly intervals.
- All new members of staff and Trustees are asked to confirm they have read the College's Safeguarding and Child Protection Policy and Safeguarding and Child Protection Procedures during their induction into the College and all staff and Trustees will undertake suitable refresher training annually.
- Safer recruitment training is completed by identified senior staff and the Director of HR.

Student Wellbeing and Education

The College is committed to ensuring that all students are kept safe. Among the procedures and methods used to meet this commitment (and not otherwise detailed in this policy) are the following:

- Student Induction ensures that all students are aware of Safeguarding, Prevent, ID Cards, Student Code of Conduct, Cause for Concern Procedures and IT Policies.
- The Personal Development Programme includes activities which ensure students think about their personal safety.
- College Displays and information on the student MS Teams sites directing students to key internal and external support and advice available, including College Counsellors.
- Students are encouraged to disclose any difficulties (e.g mental or physical health, difficult family circumstances) so that appropriate support can be put in place.

- The College proactively gathers information about the wellbeing of students and by requesting any safeguarding or child protection files from schools.

9. The Human Rights Act (HRA), the Equality Act, the Public Sector Equality Duty (PSED)

The College will act and ensure policies and procedures are in accordance with the conventions set out in the HRA.

In the context of safeguarding, being subjected to harassment, violence and or abuse, including that of a sexual nature, may breach any or all of these rights, depending on the nature of the conduct and the circumstances.

According to the Equality Act, schools and colleges must not unlawfully discriminate against pupils because of their sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity, or sexual orientation (protected characteristics). In the context of safeguarding, the College will support students with regard to particular protected characteristics and also be aware and vigilant of the implicit biases in systems and spaces that those with protected characteristics may face.

In accordance with the PSED, the College will ensure specific consideration is given to the equality implications of decisions and policies. Staff are aware of disproportionate vulnerabilities and the greater risk of harm to certain students.

10. Other documentation associated with this policy

- Safeguarding and Child Protection Procedures
- Student Services SAR
- Safeguarding & EDI SAR
- EDI Policy
- Bullying and Harassment Policy for Students
- Recruitment and Selection of Staff Procedures
- Safeguarding Guidelines for Contractors
- Health and Safety Policy
- Site Procedures
- The Student Code of Conduct
- Confidential Reporting Policy
- Cause for Concern Procedures
- Single Central Record Introduction 2022
- External Speakers Procedures
- Staff Code of Conduct
- Terms of Reference – Safeguarding and EDI Link Trustee
- IT Policy (various)
- Safeguarding File Transfer Procedures
- Staff Disciplinary Procedure
- Searching, Confiscation and Restraint Procedures
- E-Safety Overview
- Information for Visitors and Contractors
- PREVENT Risk Assessment and Action Plan
- Safeguarding Training Strategy and Overview