

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 2026
Next review	September 2027
Review committee	Strategy and Policy Committee
Staff lead	Kate Parsons, Assistant Principal - Student Services and Communications, Designated Safeguarding Lead (DSL)
Trustee lead	Liz Gilroy-Scott – Safeguarding and EDI Link Trustee

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) 2026). 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), 2026).

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:

Safeguarding 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

Child Protection 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 and Family Help mean providing support as soon as problems emerge. This may include universal or community-based early help and, where additional or more complex needs are identified, targeted support through Family Help. 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 themselves, or unable to protect themselves 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 Tutorial 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 recruitment and selection of staff processes to ensure that all staff are subject to the relevant checks on appointment (further detail can be found in the College's Single Central Record Guidance) .
- 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 and Communications
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
6. College Counsellors
7. Tutor Team Leaders

The following roles and responsibilities are summarised from KCSIE 2026:

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 Communications 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 is 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

Under section 175 of the Education Act 2002, as amended, the Academy Trust must make arrangements to ensure that its functions relating to the conduct of the College are exercised with a view to safeguarding and promoting the welfare of children receiving education or training at the College.

In determining and implementing these arrangements, the Trust and the College will have regard to statutory guidance issued by the Secretary of State, including *Keeping Children Safe in Education 2026* and *Working Together to Safeguard Children 2026*. The College will cooperate with local safeguarding partners, local authority children's social care, the police, health services and other relevant agencies, including by sharing information and making or supporting referrals where necessary.

The Trust and the College will comply with applicable safer-recruitment legislation and Part Three of *Keeping Children Safe in Education 2026*. This includes undertaking the required pre-appointment and ongoing suitability checks, maintaining an accurate Single Central Record and making referrals to the Disclosure and Barring Service where the statutory referral criteria are met.

Guidance

The College has statutory safeguarding responsibilities to keep children safe and refer concerns to the appropriate authorities, and must have regard to KCSIE 2026. 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 2026 guidance provides information on a range of issues, including County Lines, Domestic Abuse, Children Missing from Education, Gender, Online Safety 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 Safeguarding Children 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. Children may also cause harm to other family members. 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 that causes severe and adverse effects on their emotional development. It may include verbal abuse, persistent criticism, belittling or name-calling; silencing or making fun of a child; inappropriate expectations; overprotection or isolation; witnessing the ill-treatment of others; serious bullying, including cyberbullying; or exploitation or corruption..
- **Sexual abuse:** forcing or enticing a child to take part in sexual activities, whether or not the child understands what is happening. It may involve physical contact, including penetrative or non-penetrative acts, or non-contact activity such as involving children in sexual images, watching sexual activity, encouraging sexually inappropriate behaviour or grooming. Sexual abuse may occur online, be facilitated by technology and be perpetrated by adults or other children.
- **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 often overlap and put students in danger, through annual training and termly updates. These areas of focus will include, but are not limited to:

- 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 2026 and resources on the All Staff MS Team under INSET and Staff Meeting Minutes. 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 DDSs. 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.

Safeguarding concerns or allegations about staff, supply teachers, trainee teachers, volunteers and contractors

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 themselves or other students, and at all times minimal force must be used.

Any safeguarding concern or allegation about a member of staff, supply teacher, trainee teacher, volunteer or contractor will be managed in accordance with Part Four of KCSIE 2026 and the College's Safeguarding and Child Protection Procedures. Concerns that may meet the harm threshold will be considered with the Local Authority Designated Officer (LADO). Concerns that do not meet the harm threshold will be managed under the College's low-level concerns arrangements. Suspension will not be automatic and will be considered on a case-by-case basis.

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.

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' has been read and understood.

DBS checks will not normally be required solely because a student is undertaking a work-experience or volunteering placement. However, where a student aged 16 or over will undertake activities involving children or adults in circumstances that may constitute regulated activity, the College and placement provider will assess whether the role is legally eligible for an appropriate DBS check. A check will only be requested where it is lawful and proportionate to do so. Responsibility for obtaining and funding any required check will be agreed between the College and the placement provider before the placement begins.

The College will not require a placement provider to obtain an enhanced DBS check with children's barred-list information for an adult solely because that person supervises a College student aged 16 or 17 on work experience. The provider must nevertheless nominate a suitable supervisor and have appropriate safeguarding, risk-assessment and reporting arrangements in place.

The College will keep its arrangements under review and respond to changes in legislation, DBS eligibility requirements and statutory guidance.

Vetting of staff

Esher Sixth Form College follows the Government guidelines on safer recruitment included in the most recent guidance KCSIE 2026. This guidance requires 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 2026 states in paragraph 139, '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.

The College will also comply, where applicable, with the information-sharing duty and information standards introduced by section 4 of the Children's Wellbeing and Schools Act 2026 and any associated statutory guidance

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 2026 clearly states in paragraph 146, '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, Behaviour and Engagement Policy 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 2026. 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 five 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, or generative AI applications that simulate such interaction. (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, including those generated with AI, whether consensual or non-consensual and online bullying).
 4. Commerce: risks such as online gambling, inappropriate advertising, phishing or financial scams.
 5. Culture: being influenced by, or normalising harmful online subcultures or ideologies
- The Online Safety Annex is part of the Safeguarding and Child Protection Procedures that provides key information about how we can keep students safe when online, including how we make use of filtering and monitoring 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:
 - Internet matters - for support for parents and carers to keep their children safe online
 - London Grid for Learning - for support for parents and carers to keep their children safe online
 - Net-aware - for support for parents and carers from the NSPCC
 - Parent info - for support for parents and carers to keep their children safe online
 - Thinkuknow – for advice from the National Crime Agency to stay safe online
 - UK Safer Internet Centre - advice for parents and carers

- Childline - for support
- [Report Remove: Remove a nude image shared online | Childline](#)
- 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' (2026) 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 DDSs 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 made aware of 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.
- All staff, including those who do not work directly with children, will be provided with and required to read Part One of KCSIE 2026. Appropriate arrangements will be in place to help staff understand and discharge the responsibilities set out in Part One.
- 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 Tutorial 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
- Single Central Record Guidance (2025)
- Safeguarding Guidelines for Contractors
- Health and Safety Policy
- Site Procedures
- The Student Code of Conduct
- Confidential Reporting Policy
- Behaviour and Engagement Policy

- External Speakers Procedures
- Staff Code of Conduct
- Terms of Reference – Safeguarding and EDI Link Trustee
- IT Policy (various)
- Staff Disciplinary Procedure
- Searching, Confiscation and Restraint Procedures
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- Information for Visitors and Contractors
- Prevent Risk Assessment and Action Plan

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