

## Kensington and Chelsea College

### Safeguarding Policy

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#### Signing off requirements:

Corporation

Exec

HR

Unions

Single Equality Duty Committee (SED)

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It is essential that prompt action is taken on any safeguarding issue. If you have doubts please contact one of the safeguarding managers as detailed in section K

This policy replaces the College Child Protection Policy and Protection of Vulnerable Adults section in the Disability Policy and should be read in conjunction with other policies including:

- Recruitment and selection of staff
- Recruitment and employment of ex-offenders
- Health and Safety
- Complaints
- Disability Equality Scheme
- Equality and Diversity Policy
- Whistleblowing Policy

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## EVERY LEARNER MATTERS

We aim to create a positive environment within which all our students can enjoy their learning and flourish. However we recognise that people who are abused, or witness violence may find it difficult to develop a sense of self-worth. They may feel helpless, humiliated and in some sense blameworthy.

As well as providing a structure for dealing with abuse or maltreatment in the policy and procedures that follow, we strive to support individuals to become well informed and capable of managing their own lives and supporting others. We do this through:

- The content of the curriculum and the way in which it is delivered
- The college ethos which promotes a positive, supportive and secure environment and gives students a sense of being valued
- The student code of conduct and anti-harassment and anti-bullying policy
- Induction which makes clear college expectations of behaviour
- Pastoral support
- Enrichment activities
- Liaison with external agencies such as health and social services

# SAFEGUARDING POLICY

## Statutory Framework

Kensington and Chelsea College aims to meet legislative requirements and good practice in safeguarding. The statutory framework under which we operate includes:

- The Children Act 1989. This provides the legal framework for the protection of children and young people in the UK.
- The Protection of Children Act 1999 requires employers to carry out Disclosure and Barring scheme, before employees are allowed to come into contact with children.
- The Safeguarding Vulnerable Groups Act 2006 sets out the type of activity in relation to children and vulnerable adults for which individuals will be subject to registration with the Independent Safeguarding Authority (ISA). It also establishes the Vetting and Barring Scheme which came into force on 12 October 2009. (Now DBS)
- Keeping Children Safe in Education April 2014 and July 2015

From 2008 Ofsted inspectors make a judgement on procedures for safeguarding learners meeting current government requirements. They comment on policy, procedures, vetting and training as impact on learners dictates.

## A. General Policy Statement

1. Kensington and Chelsea College has a statutory and moral duty to ensure that the College functions with a view to safeguarding and promoting the welfare of children and vulnerable adults receiving education and training at the College. The college works in partnership to ensure the safety of learners and monitors policies and procedures within our partners' organisations.
2. Throughout these policies and procedures, reference is made to "children and young people". This term is used to mean "those under the age of 18". The policy and procedures also cover the Protection of Vulnerable Adults (see appendix I for definitions).
3. The Governing Body is committed to ensuring that the College:
  - 3.1 provides a safe environment for children, young people and vulnerable adults to learn in
  - 3.2 identifies people who are suffering, or likely to suffer, significant harm
  - 3.3 takes appropriate action to see that such children and young people are kept safe.
4. In pursuit of these aims, the Governing Body will approve and annually review policies and procedures with the aim of:

- 4.1 raising awareness of issues relating to the welfare of children and vulnerable adults, including female genital mutilation and the promotion of a safe environment for them within the College
  - 4.2 aiding the identification of children and young people at risk of significant harm, and providing procedures for reporting and dealing with allegations of abuse against members of staff
  - 4.3 the safe recruitment of staff
5. In developing the policies and procedures, the Governing Body will consult with, and take account of, guidance issued by Government departments, Ofsted and other relevant bodies and groups. The procedures have been developed in cooperation with the Local Safeguarding Children Board (LSCB) and Kensington and Chelsea Strategy Group
  6. The College will refer concerns that a child, young person or vulnerable adult might be at risk of significant harm to Social Services, or appropriate agencies including those agreed with the LSCB in the case of young students.
  7. The Governing Body has a nominated Governor with special responsibility for safeguarding issues and s/he will undertake special training.
  8. The Principal and all staff working with children will receive training adequate to familiarise them with safeguarding issues and responsibilities and the College policies and procedures, with refresher training at least every 3 years. There will be a senior member of staff with special responsibility for safeguarding issues (the designated Senior Staff Member with lead responsibility for safeguarding). S/he will be assisted by other members of staff with responsibility for safeguarding issues.
  9. The Governing Body will receive from the designated senior member of staff with lead responsibility for safeguarding an annual report in the Spring Term that reviews how the duties have been discharged.

#### **DEFINITIONS of ABUSE:**

#### **10. The Governing Body recognises the following as definitions of abuse**

##### **10.1 Physical Abuse**

Physical abuse causes harm to a child's or vulnerable adult's person. It may involve hitting, shaking, throwing, poisoning, burning, scalding, drowning or suffocating. It may be done deliberately or recklessly, or be the result of a deliberate failure to prevent injury occurring. It can also occur when a parent or carer feigns the symptoms of, or deliberately causes ill health to a child whom they are looking after. It could be issues relating to Female Genital Mutilation (FGM)

## **10.2 Neglect**

Neglect is the persistent or severe failure to meet a child or young person's basic physical and/or psychological needs, likely to result in serious impairment of the child's health or development. It may involve a failure to provide adequate food, clothing or shelter, failing to protect a child from physical harm or danger, or failure to ensure access to appropriate medical care or treatment. It may also involve neglect of or inadequate response to a child's basic emotional needs.

## **10.3 Sexual Abuse**

Sexual abuse involves a young or vulnerable person being forced or coerced into participating in or watching sexual activity. It is not necessary for the child to be aware that the activity is sexual and the apparent consent of the child is irrelevant. The acts may involve physical contact including penetrative or non-penetrative acts. They may involve non-contact activities such as involving children in looking at or in the production of pornographic material or watching sexual activities or encouraging children to behave in sexually inappropriate ways.

## **10.4 Emotional or Psychological Abuse**

Emotional abuse occurs where there is persistent emotional ill treatment or rejection such as to cause severe and adverse effects on the child's or young person's behaviour and emotional development, resulting in low self-worth. It may involve conveying to children that they are worthless or unloved or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. It may involve causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is present in all forms of abuse.

## **10.5 Institutional Abuse**

The mistreatment of people brought about by poor or inadequate care in formal settings such as residential homes

## **FURTHER DEFINITIONS**

As well as the definitions above, there are circumstances which can be indicative of abuse, or constitute abuse and are in any case, damaging to children. You should be aware of the need to act on concerns about the following.

### **Domestic (Family) Violence**

Domestic or Family Violence adversely affects children, whether or not it is significant enough to warrant action under Child Protection Procedures.

When a member of staff becomes aware that a child may be living in a household where there is emotional, physical or sexual violence, they should attempt to find

out whether the family are receiving help and should consider contacting the referral or advice lines below.

### **Bullying**

Staff should be aware of and act in accordance with the Croydon Anti-Bullying Strategy.

Bullying is not acceptable behaviour. Staff members witnessing a child being bullied or receiving complaints over bullying have a duty to do whatever is within their power to stop the situation, while avoiding putting themselves or the child in danger.

Staff should always discuss instances of bullying with a senior manager. This should occur immediately if the situation is beyond their ability to deal with.<sup>1</sup>

It is important to be aware of the possible use of weapons to covertly, or overtly threaten. All actual or threatened use of weapons or threat of physical force must be reported to the Police.

### **Children Who Go Missing From Care and Home**

The London Child Protection Procedures define a child as 'missing' if their whereabouts are unknown, whatever the circumstances of their disappearance.

Children who go missing place themselves at risk of substance abuse, exploitation and addiction. There is a very high correlation (probably 98%) between children who go missing and those who are sexually exploited.

Missing children should be reported to the Borough Police Missing Persons Unit.

### **Sexual Exploitation**

Sexual exploitation is an increasingly common issue and staff should be aware of the possibility and refer as appropriate.

Sexual exploitation of children and young people under 18 involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive 'something' (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing, and/or another or others performing on them, sexual activities. Child sexual exploitation can occur through the use of technology with or without the child's immediate recognition; for example being persuaded to post sexual images on the internet/mobile phones without immediate payment or gain.

In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability.

If you believe a child is subject to sexual exploitation, you must refer the matter to Children's Social Care Duty Intake Service, via the Contact Centre.

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### **Child Trafficking**

Child trafficking is the recruitment and movement of children for the purpose of exploitation; it is a form of child abuse. Children may be trafficked within the Country, or from abroad. It overlaps with Sexual Exploitation and Private Fostering. Children may be trafficked for:

- Sexual exploitation
- Labour exploitation
- Domestic servitude
- Cannabis cultivation
- Criminal activity
- Benefit fraud
- Forced marriage
- Moving drugs.

### **Private Fostering**

Private Fostering arrangement is one that is made privately between two parties without the involvement of the Local Authority for a child under the age of 16 (18 if disabled). This arrangement would be with someone who is not a parent or close relative, and lasts 28 days or more.

Private Fostering is used as a form of childcare by parents who are not able to take care of their child on a day to day basis, for whatever reason. However, unreported Private Fostering Arrangements can be used in order to exploit children.

The Law requires that the Local Authority should be informed at least six weeks in advance of a Private Fostering arrangement or 48 hours after the arrangement has been made if in an emergency. Social Workers will:  
Check the suitability of the Private Foster Carers through checks and assessment;  
Make regular visits to the child and monitor the standard of care; and ensure that Private Foster Carers and birth families have all the necessary information and advice they require.

### **Forced Marriages**

No faith supports the idea of forcing someone to marry without his or her consent. This should not be confused with arranged marriages between consenting adults.

### **Under-age Marriages**

In England, a young person cannot legally marry or have a sexual relationship until they are 16 years old or more.

### **Female Genital Mutilation**

This is against the law yet we know that for some in our communities it is considered a religious act and a cultural requirement. It is also illegal for someone to arrange for a child to go abroad with the intention of having her circumcised.

### **Ritualistic Abuse**

Some faiths believe that spirits and demons can possess people (including children). What should never be condoned is the use of any physical violence to get rid of the possessing spirit. This is physical abuse and people can be prosecuted even if it was their intention to help the child.

### **Radicalisation / Extremism**

Radicalisation is a process by which an individual or group comes to adopt increasingly extreme political, social, or religious ideals and aspirations that reject or undermine the status quo or reject and/or undermine contemporary ideas and expressions of freedom of choice. The school will work within the advice set out within the **Prevent duty** guidance as issued by the Department for Education in June 2015.

11. Additionally the Governing Body notes and draws to the attention of the College staff the criminal offences that may be committed in connection with the welfare of children, in particular those involving abuse of trust which prohibit staff from engaging in or encouraging sexual activity with students who are under the age of 18 or vulnerable.

Any of these forms of abuse can be either deliberate or the result of ignorance, lack of training, knowledge or understanding. Often, if a person is being abused in one way, they are also being abused in other ways. Some forms of abuse such as theft, fraud and assault are also a crime.

12. Risk Assessment informs the safeguarding policy and plans

## **B. Designated staff with responsibility for safeguarding**

### **1- Senior Staff Member with Lead Responsibility**

The designated senior member of staff with lead responsibility for safeguarding is the Vice Principal. This person has a key duty to take lead responsibility for raising awareness within the staff of issues relating to the welfare of children and young people, as well as vulnerable adults and the promotion of a safe environment for these people learning within the College.

S/he has received training in safeguarding issues and inter-agency working, as required by the LSCB and will receive refresher training at least every 3 years. S/he will keep up to date with developments in safeguarding issues.

The designated Senior Staff Member with Lead Responsibility is responsible for:

- 1.1. Overseeing the referral of cases of suspected abuse or allegations to the relevant investigating agencies as agreed with the LSCB for children and social services for adults
- 1.2. Providing advice and support to other staff on issues relating to safeguarding
- 1.3. Maintaining a proper record of any safeguarding referral, complaint or concern (even where that concern does not lead to a referral)
- 1.4. Ensuring that parents of children and young people within the College are aware of the College's safeguarding policy
- 1.5. Liaising with the LEA and LSCB and other appropriate agencies
- 1.6. Ensure there is adequate liaison with employers and training organisations that receive children, or young people from the College on long term placements to ensure that appropriate safeguards are put in place. In the case of Childcare students this is delegated to the Childcare Placement Officer.
- 1.7. Ensure that all staff receive basic training <sup>2</sup> in safeguarding issues in line with paragraph 8 of the General Policy Statement and are aware of the College safeguarding procedures
- 1.8. Making referrals to the Independent Safeguarding Authority

The Senior Staff Member will provide an annual report to the Governing Body of the College setting out how the College has discharged its duties. S/he is responsible for reporting deficiencies in procedure or policy identified by the LSCB (or others) to the Governing Body at the earliest opportunity.

## **2- Designated Staff Members for Safeguarding <sup>3</sup>**

Other designated members of staff with responsibility for safeguarding issues are:

- Director of Learner Services
- Director of Quality
- Nursery manager (nursery children)
- .

Other staff will be trained every 3 years to provide additional full time support to learners and staff.

These designated staff members:

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<sup>2</sup> From 2013 update on training will be delivered by e-learning to all staff and Governors

<sup>3</sup> See PAGE 23 for current named people

- 2.1 Report to the Senior Staff Member with lead responsibility
- 2.2 Will know how to make an appropriate referral
- 2.3 Will be available to provide advice and support to other staff on issue relating to safeguarding
- 2.4 Have particular responsibility to be available to listen to children and young people or vulnerable adults studying at the College
- 2.5 Will deal with individual cases, including attending case conferences and review meetings as appropriate
- 2.6 Have received training in safeguarding issues and inter-agency working, as required by the LSCB, and will receive refresher training at least every 3 years

### **3- Designated Governor**

The designated member of the Governing Body with responsibility for safeguarding issues can be contacted via the Clerk to the Governing Body.

The designated Governor is responsible for liaising with the Principal and Senior Staff Member with Lead Responsibility over matters regarding safeguarding, including:

- 1.1. ensuring that the College has procedures and policies which are consistent with the LSCB's procedures for young people and Ofsted's general safeguarding requirements
- 1.2. ensuring that the Governing Body considers the College policy on safeguarding each year
- 1.3. ensuring that each year the Governing Body is informed of how the College and its staff have complied with the policy, including but not limited to a report on the training that staff have undertaken
- 1.4. The designated Governor may also be a key link in the liaison between agencies such as the police, social services in connection with allegations against the Principal or the Senior Staff Member with Lead Responsibility. This will not involve undertaking any form of investigation, but will ensure good communication between the parties and the provision of information to assist enquiries.

To assist in these duties, the designated Governor shall receive appropriate training.

## **C. Dealing with Disclosure of Abuse and Procedure for Reporting Concerns**

For children and young people the procedure will be determined primarily by the Local Safeguarding Children Board (LSCB) which establishes the locally agreed inter-agency procedures and will indicate to which agency referrals should be made in the first instance. For adults Social Services should be involved.

If a child or vulnerable person tells a member of staff about possible abuse:

- 1- Listen carefully and stay calm.
- 2- Do not interview the person although if necessary you may seek to clarify using open questions and without putting words into the child's mouth in order to be sure that you understand what the child is telling you.
- 3- Reassure the person that by telling you they have done the right thing.
- 4- Inform the person that you must pass the information on, but that only those who need to know about it will be told. Inform them of to whom you will report the matter.
- 5- Note the main points carefully.
- 6- Make a detailed note of the date, time, place, and what the child said, did and your questions etc.

Staff should not investigate concerns or allegations themselves but should report them immediately to one of the designated people who will make a referral in accordance with LSCB or Social Services guidelines.

Generally staff other than the Designated Senior Staff member or Principal should not make referrals, however if after discussion with the Designated Person a member of staff believes that a referral should be made but the Designated Person does not, he or she may make the referral.

## **D. Reporting and dealing with allegations of abuse against members of staff**

The procedures apply to all staff employed by the College as well as volunteers.

### **1. Introduction**

1.1. In rare instances, staff of education institutions have been found responsible for child abuse. Because of their frequent contact with children and young people, staff may have allegations of child abuse made against them. The College recognises that an allegation of child abuse made against a member of staff may be made for a variety of reasons and that the facts of the allegation may or may not be true. It is

imperative that those dealing with an allegation maintain an open mind and that investigations are thorough and not subject to delay.

- 1.2. The College recognises that the Children Act 1989 states that the welfare of the child is the paramount concern. It is also recognised that hasty or ill-informed decisions in connection with a member of staff can irreparably damage an individual's reputation, confidence and career. Therefore, those dealing with such allegations within the College will do so with sensitivity and will act in a careful, measured way.

## 2. Receiving an Allegation

- 2.1 A member of staff who receives an allegation about another member of staff should follow the guidelines in Part C for dealing with disclosure.
- 2.2 The allegation should be reported immediately to the Principal or in his absence the vice principal, unless the Principal is the person against whom the allegation is made, in which case the report should be made to the Senior Staff Member with Lead Responsibility or the Designated Governor. The Principal (or designated person if the allegation is against the Principal) should:
  - 2.1.1. Obtain written details of the allegation from the person who received it, that are signed and dated. The written details should be countersigned and dated by the Principal (or Vice Principal).
  - 2.1.2. Record information about times, dates, locations and names of potential witnesses.

## 3. Initial Assessment by the Principal (or Vice Principal & Executive Director of Human Resources)

- 1.1. The Principal (or Vice Principal) should make an initial assessment of the allegation, consulting with the Senior Staff member with Lead Responsibility, the Designated Governor and the local social services department or agency as determined by local arrangements as appropriate. **Where the allegation is considered to be either a potential criminal act or indicates that the child has suffered, is suffering or is likely to suffer significant harm, the matter should be reported immediately to the LSCB. In the case of vulnerable adults social services should be informed.**
- 1.2. It is important that the Principal (or Vice Principal) does not investigate the allegation. The initial assessment should be on the basis of the information received and is a decision whether or not the allegation warrants further investigation.
- 1.3. Other potential outcomes are:
  - 1.3.1. The allegation represents inappropriate behaviour or poor

practice by the member of staff and is neither potentially a crime nor a cause of significant harm to the child. The matter should be addressed in accordance with the College's Disciplinary Procedures.

- 1.3.2. The allegation can be shown to be false because the facts alleged could not possibly be true.

#### **4. Enquiries and Investigations**

- 4.1 Safeguarding inquiries by social services or the police are not to be confused with internal disciplinary inquiries by the College. The College may be able to use the outcome of external agency inquiries as part of its own procedures. The safeguarding agencies, including the police, have no power to direct the College to act in a particular way, however, the College should assist the agencies with their enquiries.
- 4.2 The College shall hold in abeyance its own internal enquiries while the formal police or social services investigations proceed; to do otherwise may prejudice the investigation. Any internal enquiries shall conform with the existing staff disciplinary procedures.
- 4.3 If there is an investigation by an external agency, for example the police, the Principal (or Vice Principal) should normally be involved in, and contribute to, the inter-agency strategy discussions. The Principal (or Vice Principal) is responsible for ensuring that the College gives every assistance with the agency's enquiries. S/he will ensure that appropriate confidentiality is maintained in connection with the enquiries, in the interests of the member of staff about whom the allegation is made. The principal (or Vice Principal & Executive Director of Human Resources) shall advise the member of staff that s/he should consult with a representative, for example, a trade union.
- 4.4 The Principal (or Vice Principal & Executive Director of Human Resources) will consult with the police or other investigating agency (e.g. social services), particularly in relation to timing and content of the information to be provided, and shall:
  - 4.4.1 Inform the child/children or parent/carer making the allegation that the investigation is taking place and what the likely process will involve.
  - 4.4.2 Ensure that the parents/carers of the child/children making the allegation have been informed that the allegation has been made and what the likely process will involve.
  - 4.4.3 Inform the member of staff against whom the allegation has been made of the fact that the investigation is taking place and what the likely process will involve.
  - 4.4.4 Inform the Chair of Governors [and/or the designated Governor]

of the allegation and the investigation.

4.4.5 The Principal (or Vice Principal & Executive Director of Human Resources) shall keep a written record of the action taken in connection with the allegation.

## **5. Suspension of Staff**

- 5.1 Suspension should not be automatic. In respect of staff other than the Principal, suspension can only be carried out by a Senior post holder. In respect of the Principal, suspension can only be carried out by the Chair of Governors (or in her/his absence, the Deputy Chair).
- 5.2 Suspension may be considered at any stage of the investigation. It is a neutral, not a disciplinary, act and shall be on full pay. Consideration should be given to alternatives, e.g. paid leave of absence; agreement to refrain from attending work; change of, or withdrawal from, specified duties.
- 5.3 Suspension should only occur for a good reason. For example:
  - 1.1.1. where a child is at risk.
  - 1.1.2. where the allegations are potentially sufficiently serious to justify dismissal on the grounds of gross misconduct.
  - 1.1.3. Where necessary for the good and efficient conduct of the investigation.
- 5.4 If suspension is being considered, the member of staff should be encouraged to seek advice, for example from a trade union.
- 5.5 Prior to making the decision to suspend, the Senior post holder (or Chair/Deputy Chair of Governors) should interview the member of staff. This should occur with the approval of the appropriate agency identified by the LSCB. In particular, if the police are engaged in an investigation the officer in charge of the case should be consulted.
- 5.6 The member of staff should be advised to seek the advice and/or assistance of her/his trade union and should be informed that they have the right to be accompanied by a friend. The member of staff should be informed that an allegation has been made and that consideration is being given to suspension. It should be made clear that the interview is not a formal disciplinary hearing, but solely for raising a serious matter which may lead to suspension and further investigation.
- 5.7 During the interview, the member of staff should be given as much information as possible, in particular the reasons for any proposed suspension, provided that doing

so would not interfere with the investigation into the allegation. The interview is not intended to establish the member of staff's innocence or guilt, but give the opportunity for the member of staff to make representations about possible suspension. The member of staff should be given the opportunity to consider any information given to her/him at the meeting and prepare a response, although that adjournment may be brief.

- 5.8 If the Principal or Senior post holder (or Chair/Deputy Chair of Governors) considers that suspension is necessary, the member of staff shall be informed that s/he is suspended from duty. Written confirmation of the suspension, with reasons, shall be despatched as soon as possible, and ideally within one working day.
- 5.9 Where a member of staff is suspended, the Principal or Senior post holder (or Chair/Deputy Chair of Governors) should address the following issues:
  - 1.1.4. the Chair of Governors should be informed of the suspension in writing.
  - 1.1.5. The Governing Body should receive a report that a member of staff has been suspended pending investigation, the detail given to the Governing Body should be minimal.
  - 1.1.6. Where the Principal has been suspended, the Chair or Deputy *Chair of Governors will need to take action to address the management of the College.*
  - 1.1.7. The parents/carers of the child/children making the allegation *should be informed of the suspension. They should be asked to treat the information as confidential. Consideration should be given to informing the child/children making the allegation of the suspension.*
  - 1.1.8. Senior staff who need to know of the reason for the suspension *should be informed.*
  - 1.1.9. Depending on the nature of the allegation, the Principal should *consider [with the nominated Governor] whether a statement to the students of the College and/or parents/carers should be made, taking due regard of the need to avoid unwelcome publicity.*
  - 1.1.10. The Principal shall consider carefully and review the decisions as to who is informed of the suspension and investigation. The LSCB and external investigation authorities should be consulted.
- 5.10 The suspended member of staff should be given appropriate support during the period of suspension. S/he should also be provided with information on progress and developments in the case at regular intervals.

5.11 The suspension should remain under review in accordance with the College's disciplinary procedures.

## **6. The Disciplinary Investigation**

1.1. The disciplinary investigation should be conducted in accordance with the College's disciplinary procedures.

1.2. The member of staff should be informed of:

1.2.1. the disciplinary charge against her/him.

1.2.2. her/his entitlement to be accompanied or represented by a trade union representative or friend.

1.3. Where the member of staff has been suspended and no disciplinary action is to be taken, the suspension should be lifted immediately and arrangements made for the member of staff to return to work. It may be appropriate to offer counselling.

1.4. The child or children making the allegation and/or their parents/carers should be informed of the outcome of the investigation and proceedings. This should occur prior to the member of staff's return to work (if suspended).

1.5. The Principal (or Vice Principal) should give consideration to what information should be made available to the general population of the College.

## **7. Allegations without Foundation**

6.1. Allegations made without foundation may be indicative of problems of abuse elsewhere. A record should be kept and consideration given to a referral to the local social services department or agency as determined by local arrangements in order that other agencies may act upon the information.

6.2. In consultation with the designated senior member of staff [and/or the designated Governor], the Principal shall:

6.2.1. inform the member of staff against whom the allegation is made, orally and in writing, that no further disciplinary or safeguarding action will be taken.

6.2.2. inform the parents/carers of the alleged victim that the allegation has been made and of the outcome.

6.2.3. where the allegation was made by a child other than the alleged

victim, give consideration to informing the parents/carers of that child.

- 6.2.4. prepare a report outlining the allegation and giving reasons for the conclusion that it had no foundation and confirming that the above action has been taken.

## **8. Records**

- 6.3. It is important that documents relating to an investigation are retained in a secure place, together with a written record of the outcome and, if disciplinary action is taken, details retained on the member of staff's personal and confidential file. Where the allegation is found to be without foundation, a record of the allegation, investigation and outcome should be retained.

## **7. Mandatory referral process**

- 9.1 The College has a duty to refer to the ISA information that it holds about individuals working with children or vulnerable adults in a regulated or controlled activity where it is considered that they have caused harm or pose a risk of harm to children and/or vulnerable adults.
- 9.2 If the College removes someone that it employs, or for whom it is responsible, from a regulated or controlled activity, or if the person leaves while under investigation for allegedly causing harm or posing a risk of harm, it will refer this information to the ISA.

## **8. Monitoring Effectiveness**

- 10.1 Where an allegation has been made against a member of staff, the nominated Governor, together with the senior staff member with lead responsibility should, at the conclusion of the investigation and any disciplinary procedures, consider whether there are any matters arising from it that could lead to the improvement of the College's procedures and/or policies and/or which should be drawn to the attention of the LSCB. Consideration should also be given to the training needs of staff.

## **E. Recruitment and Selection of Staff**

The College carries out its responsibilities in relation to safe recruitment practices as set out in the DfES documents entitled “Safeguarding Children and Safer Recruitment in Education” and “Safer Practice, safer learning”, which covers vulnerable adults. The College’s Recruitment and Selection policies and procedures are being reviewed to ensure that the requirements of the new Vetting and Barring Scheme are incorporated.

A central record of recruitment and vetting checks is maintained by the Human Resources team.

All new staff engaged in regulated activity (as defined in the Safeguarding Vulnerable Groups Act) are required to apply for a DBS disclosure.

The College has in place a policy on the recruitment and employment of ex-offenders. If an applicant discloses a criminal record the College carries out a rigorous risk assessment and may, at its discretion, decline to select an individual for employment.

## **F. Internet safety**

1. Students in college sites access the Internet through a filter. For school age students this is a white list – ie only listed sites are allowed. For older students it is a black list – ie listed sites are blocked. FaceBook is blocked for school age students.
2. A summary of college policy on the use of computers is displayed in all computer areas. ICT and libraries staff are trained to take action if they suspect mis-use.

The policy is on the College Intranet Q:\Policies+Procedures\Resources\IT\Acceptable Use of Computers.doc

## **G. Learner Involvement**

1. **Using feedback from learners to review safety and make improvements**

Safeguarding is about the whole college community working together. Student involvement to review what can be done to ensure that learners feel safe as well as be safe is through the following actions:

- 1.1. Tutorial and class discussions
- 1.2. Student representatives on sector boards of studies

- 1.3. Student Council
- 1.4. Enrichment activities
- 1.5. Complaints and compliments system
- 1.6. Course evaluations
- 1.7. Conversations with staff including: college counsellor, youth workers, learning support staff

**2. How learners know what to do if they feel unsafe**

- 1.8. Induction
- 1.9. Student handbooks
- 1.10. Posters / Leaflets
- 1.11. Tutorials
- 1.12. Prevent Training (Radicalisation/Extremism)

## **SAFEGUARDING REPORTING PROCEDURES**

### **H - What to do if you suspect, or are told by a child, or vulnerable adult that they are being abused**

**1. Key principles**

- 1.1. The college has a duty to protect children and vulnerable adults who may be unable to protect themselves, from significant harm or serious exploitation.
- 1.2. Each member of staff has the duty to act promptly on any reports, or suspicions that a vulnerable adult or child is in danger of being, or has been abused by someone.
- 1.3. The first priority should always be to ensure the safety and protection of the child or vulnerable adult.

## **2. Reporting procedure**

If an incident arises that involves a vulnerable adult, your line manager should be informed immediately, or within 4 hours. When you approach the incident, avoid detailed investigation, as it could jeopardise the whole process

### **1.4. Listen –**

- 1.4.1. Assure the person making the complaint that they will be taken seriously
- 1.4.2. Listen to what is being said
- 1.4.3. Stay calm
- 1.4.4. Do not probe for details
- 1.4.5. Empathise, but do not jump to conclusions
- 1.4.6. Do not promise complete confidentiality. Explain that you have a duty to report the concern to your manager
- 1.4.7. Do not attempt to question the alleged abuser

### **1.5. Inform**

- 1.5.1. Your line manager immediately. If for any reason you cannot tell your own manager inform a designated member of staff<sup>4</sup> for safeguarding. Also inform the Principal or Vice Principal. You must do this immediately or within 4 hours
- 1.5.2. The Safeguarding Manager will contact the relevant social services or, community mental health team
- 1.5.3. Tell all the facts that you have been told, or observed. Try not to give your interpretation, but do share your instincts.

### **1.6. Record**

- 1.6.1. Accurately record in writing details of the allegation or the grounds for suspecting abuse. Include the date and time of the incident, the people involved and details of any observed injuries.
  - 1.6.2. Note the appearance and behaviour of the informant and what they have said.
  - 1.6.3. Be prepared to co-operate, as requested, in any activities to do with safeguarding enquiry
-

Safeguarding and College Incident Report forms are available from reception. They must be completed immediately in as much detail as possible to assist the safeguarding manager and investigating officer.

## I. Designated safeguarding manager responsibilities

**As a designated manager, you should:**

- Be suitably qualified to deal with the incident
- Be familiar with the safeguarding legislation and how an investigation should be carried out
- Be aware of local social services procedures and who to contact
- Understand the college safeguarding policy and procedure
- Determine the course of action and having informed the Principal (or if not available the Vice Principal) and then make any necessary referral
- Ensure that relevant documents and materials are recorded

**Summary of Actions:**

- **Deal**            Ensure that the victim of the alleged abuse is safe and any necessary medical treatment is arranged
- **Clarify**        Ensure all facts are clear and consider issues of consent and confidentiality. Ensure that the victim falls within the criteria of Child Protection or PoVA. Decide before proceeding
- **Refer**            Refer to appropriate social services case worker, if and when necessary. Referral should be made within 4 hours of the incident.

You should contact the APEC (Adult Protection Enquiry Co-ordinator). They may be designated staff from Social Services, or a member of staff in a residential home. APEC has responsibility to assist, co-ordinate and monitor all actions by staff at the College

You are responsible to collect and maintain all records of evidences for police or APEC within 24 hours and set up a meeting. A meeting should take place within 24 hours if it is urgent, otherwise, 5 days. A meeting in a room with everyone present is not possible, therefore an alternative must be agreed, such as telephone, call conferencing etc.

**Important things to remember when you are in a scene of incident are:**

- Try not to disturb the scene, clothing of victim unless unavoidable;
- Preserve all containers, documents, locations etc;
- Evidence may be present even if you cannot actually see anything
- If in doubt the police should be asked for advice.

The Principal/ Vice Principal should be told and you should consider who should carry out the investigation into the incident, this should be determined at an inter-agencies meeting. The purpose of the investigation is to outline all facts of the incident and you must take care when questioning a child or vulnerable person. An investigating officer should inform APEC that an investigation is being conducted.

Confidentiality when reporting an incident should be respected. However, if consent could not be made by the child or vulnerable adult and a decision is made to disclose any piece of information, a written record of why and how the information is given must be made.

**J. SAFEGUARDING ENQUIRY FORM – to be filled out by the member of staff to whom a disclosure made**

**User details**

Course tutor			Other agency No. (e.g. crime ref, NHS or social services)	
D.o.B		Gender		Disability
Age		Ethnicity		

Name			
Address			
Post code		Tel No.	

**Alert details**

Date alert received		Time		Received by	
Location			Referral source		
Have the Police been called?			Yes		No

**Nature of event**

Type of abuse:	Physical		Sexual	
	Emotional/psychological		Neglect	
	Exploitation of finance/property		Institutional	

Brief outline of the event

--

**Details of alleged abuser:**

Name		Gender	
Course tutor		Age	
Address			
Relationship to victim			

**Enquiry history**

Has there been a previous incident reported?

--

**SAFEGUARDING ENQUIRY FORM - To be filled in by designated manager**

**Information gathering – Stage 1**

APEC notified Yes?  Date  No?  Reason:

Conducted by:

**Strategy meeting / discussion – Stage 2**

Date

Agencies involved:

Decision:

**Record all key events, people involved and actions arising out of the enquiry**

Meeting type	Date	Attendee	Key action / Outcome	Other comments	Agencies informed

**Closure of enquiry**

Date closed		Outcome	
Signed by:  (Principal or Vice Principal)			



## L - External emergency contacts (Royal Borough of Kensington and Chelsea)

These organisations can also provide general advice

<b>Central Social Services</b>		<b>020 7361 3013</b>
<b>Older people</b>	<b>North</b> Area Office W.I.A.C. 140 Ladbroke Grove, London, W10 5ND	<b>020 7598 4444</b>
	<b>Central</b> Area Office Kensington Town Hall Hornton Street, London, W8 7NX	<b>020 7361 2563</b>
	<b>South</b> Area Office Chelsea Old Town Hall Kings Road, London, SW3 5EE	<b>020 7352 8101</b>
<b>Physical Disabilities</b>	Westway Information and Aid Centre 140 Ladbroke Grove London, W2 1NY	<b>020 7598 4442</b>
<b>Learning Disabilities</b>	Kensington Town Hall Hornton Street, London, W8 7NX	<b>020 7361 2137</b>
<b>Sensory Disabilities</b>	Kensington Town Hall Hornton Street, London, W8 7NX	<b>020 7361 2137</b>
<b>HIV/AIDS</b>		<b>020 7361 3013</b>
<b>Community Mental Health Teams (CMHT)</b>	CMHT A, B, C Pall Mall Health Centre	<b>020 8206 6900</b>
	Courtfield	<b>020 7598 4555</b>
	South	<b>020 7349 6500</b>
<b>Substance Misuse</b>	Westway Information and Aid Centre 140 Ladbroke Grove London, W2 1NY	<b>020 7938 8270</b>
<b>Joint Homelessness Team</b>	282 Earls Court Road, London, W5 9AS	<b>020 7598 4990</b>
<b>Out of hours emergency duty team</b>		<b>020 7373 2227</b>

Referrals should go to the home Borough – see Referrals council websites.

## **M. Liaison with external agencies and confidentiality**

The college welcomes inter-agency working to support the welfare of students. External agencies involved in the protection of young people or vulnerable adults should approach the college through the senior manager for safeguarding so that there is a central record and protocols for information sharing are followed. If staff are approached by a social worker, or other care professional about one of their students they should inform the college senior manager. We need to check that they represent a recognised organisation. Sometimes staff are then invited to attend a case conference to identify how the student can best be supported to successfully complete their studies. Strict confidentiality must be maintained.

## **Definitions of vulnerable adult**

*(taken from the Vetting and Barring Scheme Guidance issue by HM Government in October 2009)*

A vulnerable adult is defined by the Safeguarding Vulnerable Groups Act 2006 as a person who is aged 18 years or over and who:

- is living in residential accommodation, such as a care home or a residential special school
- is living in sheltered housing
- is receiving domiciliary care in their own home
- is receiving any form of healthcare
- is detained in lawful custody (in a prison, remand centre, young offender institution, secure training centre or attendance centre, or under the powers of the Immigration and Asylum Act 1999)
- is under the supervision of the probation services
- is receiving a welfare service defined as the provision of support, assistance or advice by any person, the purpose of which is to develop an individual's capacity to live independently in accommodation or support their capacity to do so
- is receiving a service or participating in an activity for people who have particular needs because of their age or who have any form of disability
- is an expectant or nursing mother living in residential care, or
- is receiving direct payments from a local authority or health and social care trust in lieu of social care services.

## **CHILD PROTECTION POLICY AND PROCEDURE (College Nursery)**

In the College Crèche, we will create an environment in which children are safe from abuse of any type and in which any suspicion of abuse is promptly and appropriately responded to.

In order to achieve this:-

- 1- Interviews and checks are made by the police on all staff paid and voluntary.
- 2- Seek and supply training that all adults involved in the Crèche are trained in the safeguarding field.
- 3- The layout of the Crèche will permit constant supervision at all times.

### **1. Physical Abuse**

Action will be taken under this heading if staff have reason to believe that there has been a physical injury to a child, including deliberate poisoning, where there is definite knowledge, or reasonable suspicion that the injury was inflicted or knowingly not prevented.

#### **1.1. Procedure:-**

- 1.1.1. Any sign of a mark/injury to a child when they come in to the Crèche will be recorded.
- 1.1.2. The incident will be discussed with the parent/carer.
- 1.1.3. Such discussion will be recorded and the parent/carer will have access to such records.
- 1.1.4. If there appears to be any queries regarding the injury, the Safeguarding Unit in the Local Authority will be notified.

### **2. Sexual Abuse**

Action will be taken under this heading if the staff team have witnessed occasions where a child indicated sexual activity through words, play, drawing an excessive pre-occupation with sexual matters or had an inappropriate knowledge of adult sexual behaviour.

#### **1.2. Procedure:-**

- 1.1.1. The observed instances will be reported to the Crèche Manager.
- 1.1.2. The matter will be referred to the Local Authority.
- 1.1.3. Student/Volunteers will not be left alone with individual children.

### **3. Emotional Abuse**

Action will be taken under this heading if the staff team have reason to believe that there is severe, adverse effect on the behaviour and emotional development of a child caused by persistent or severe ill treatment or rejection.

#### **1.1. Procedure:-**

- 1.1.1. The concern will be discussed with the parent/carer.
- 1.1.2. Such discussion will be recorded and the parent/carer will have access to such records.
- 1.1.3. If there appears to be any question regarding the circumstances, the matter will be referred to the Local Authority.

### **4. Neglect**

Action will be taken under this heading if the staff team have reason to believe that there has been persistent or severe neglect of a child (for example, by exposure to any kind of danger, including cold and starvation) which results in serious impairment of the child's health or development, including failure to thrive.

#### **1.2. Procedure:-**

- 1.2.1. The concern will be discussed with the parent/carer.
- 1.2.2. Such discussion will be recorded and the parent/carer will have access to such records.
- 1.2.3. If there appears to be any queries regarding the circumstances, the Local Authority will be notified.

#### **1.3. Record Keeping**

- 1.3.1. Ensure an accurate record of your observations and any relevant conversation with parent/carers are logged. Record objectively the child's appearance and any words spoken by him/her, this should be dated and signed.
- 1.3.2. These records will be kept safe and locked in the office at all times.

#### **1.4. It aims to:-**

- 1.4.1. Ensure that children are never placed at risk while in the charge of the Crèche staff.

1.4.2. Ensure that confidentiality is maintained at all times.

1.4.3. Ensure that all staff are familiar with Safeguarding issues and procedures.

1.4.4. Regularly review and update this policy.

If an allegation is made against a member of staff, OFSTED and the Local Authority Safeguarding Unit will be informed and the College Staff disciplinary procedure will be followed.

# SAFEGUARDING POLICY

## 1. Principles

- 1.1. Everyone has the right to live, work and develop in safety, free from fear, harm and oppression.
- 1.2. Responsibility is shared by young people, young adults, adults, staff, voluntary agencies, visitors and the outside community, for the safety and wellbeing for those living and working in the establishments.
- 1.3. All those living and working in the establishments must ensure good practice is recognised and shared.

## 2. Commitment

The college and the secure sites are committed to non-violence. We all aspire to creating a safe, non-threatening and decent environment for all who live, work and visit. We want to create an environment which will enable learners to fully access the opportunities on offer.

## 3. Communication

Good communication is the core of this policy and its effective implementation. Sharing of information is vital for effective risk management.

Guidance for staff:

1. Communicate with others in a manner which is appropriate.
2. Encourage an open exchange of views and information.
3. Minimise any constraints to communication.
4. Maintain the environment in a way which encourages meaningful interaction.
5. Minimise actions or words that trigger abusive or aggressive behaviour.
6. Take appropriate action to prevent triggers occurring.
7. Protect potential victims.
8. Liaise appropriately with all relevant agencies.
9. Report and record all unacceptable behaviour.
10. Recognise early signs of conflict and make appropriate referrals. Information should be acted upon in a sensitive way.

## 4. Definition of violence

“Any incident, in which a person is abused, threatened or assaulted. This includes an explicit or implicit challenge to their safety, well-being or health.

The resulting harm may be physical, emotional or psychological”.

## **5. A Safe Culture:**

1. Respect one another as individuals.
2. Racist, sexist, inappropriate and homophobic language will not be tolerated.
3. Accept people's differences and learn to co-exist.
4. Provide care and support appropriate to the needs of the individual.
5. Bullying will not be tolerated.
6. To manage difficult situations in a professional and calm way.
7. Staff will not discriminate against any individual or groups of individuals because of gender, racial group, sexual orientation, disability, religion, age, or any other factor.
8. Tackle unacceptable behaviour or address concerns as soon as they arise.

All staff will be required to report any incidents of violence, intimidation, bullying or any other inappropriate unacceptable behaviour immediately. All the relevant documentation must be completed and any necessary action taken.

**We aim to create an environment where positive behaviour is encouraged and rewarded. Where staff consistently achieve high professional standards in which harm is not only less likely to occur, but one in which harm does not occur. All staff must be aware of their responsibility.**

## ADVICE TO STAFF ON SAFE WORKING

- Take care giving one-to-one support to a student in a closed room.
- Be aware of behaviour that could be construed as bullying or banter.
- Be aware that touching can be construed as assault even when comforting a distressed student.
- Beware of a student developing an infatuation and seek advice immediately.
- Ensure that you have clear boundaries concerning social contact with students including e-mails and 'facebook'.
- Do not give, or receive gifts other than inexpensive end of course thank you presents.
- Do not make unaccompanied home visits to students
- Seek advice on photography and recordings. All published images must have a signed release form.
- Follow college health and safety regulations on administering first aid or dealing with a classroom incident.
- If you think that a colleague is behaving in a way that could leave them at risk of allegations of inappropriate behaviour, point this out to them.

If you are in doubt about any situation you find yourself in, make a written note of the key facts and speak to your manager. Refer to the **"Working with Students and Boundaries" guidelines**

## SAFEGUARDING – QUICK REFERENCE GUIDE

*What staff should do in the case of a serious incident that has allegedly occurred in college, or at home and the young person, or vulnerable adult is thought to be at risk of significant harm.*

Action by whom	Comments	Action by when
<p>Reassure the young person that they will be listened to, do not promise confidentiality.</p> <p>Clarify basic information:</p> <ul style="list-style-type: none"> <li>▪ What if anything has happened?</li> <li>▪ When did it happen?</li> <li>▪ Who was involved?</li> <li>▪ Where did it happen?</li> </ul> <p>Make no judgements</p>	<p>Although it is Family Services' responsibility to carry out the investigation, they will need to have some basic information on which to make a judgement about seriousness and urgency.</p>	<p>Immediately</p>
<p>Refer to the Senior Manager for Safeguarding. Wendy Charles-Martin, or the Principal, Elaine McMahon, If they are not available, contact one of the other designated staff</p>	<p>Both senior staff have mobile phones but as a last resort contact the home borough protection team.</p>	<p>Immediately</p>
<p>If the KCC senior person (or other designated staff member) considers the person is at risk of significant harm s/he will refer to Family Services in the home borough.</p>	<p>You usually require parental agreement to share information about a child in need with Family Services (SSD). However you do not need their permission to make a referral. If you are unsure how to proceed, for example if you are worried about a child in need, but the parent does not agree to a referral you can discuss whether the specific facts of this case justify a referral with a designated person. You can also consult with other agencies, including SSD, without necessarily naming the child. It may also be appropriate to share limited information with another agency in order to clarify whether you need to share more detailed information with them.</p>	<p>The same day</p>
<p>The KCC senior manager will agree with the recipient of the referral at Family Services what the parents in the case of younger adults) will be told, when and by whom.</p>	<p>With a child who may also be at risk of significant harm, you should usually inform the parent (s) that you are/have made a referral. You do not need their permission to do so. Parents are not told immediately if the referral concerns suspected sexual abuse, or where alerting the parent would place the child at risk of harm.</p>	
<p>The KCC senior manager will make a written referral to Family Services</p>	<p>The referrer is responsible for continuing to contact Family Services (SSD) until they confirm receipt of your written referral.</p>	<p>Within 48 hours</p>
<p>The social worker or team manager acknowledges receipt of the referral and decides on the next course of action</p>	<p>If the social worker/team manager thinks no further action is needed they should tell the referrer their reasons for this. NB keeping the referrer informed needs to be balanced against not compromising an ongoing investigation, nor sharing confidential information (especially where the referrer is a member of the public).</p>	
<p>The process is now managed by the external agency but staff may be required to give evidence</p>		

In the absence of a Senior Safeguarding Manager, where there is an incident with a student and staff feel it's serious enough to involve the police, but not an immediate emergency that warrants phoning 999, staff could contact the local police on 101 to seek advice and guidance.

Where staff have a concern about the welfare of a young person or vulnerable adult e.g. neglect, withdrawn behaviour etc. that is not a matter of significant risk, this should be discussed with a designated member of staff and a brief report made to the Vice Principal. It will be kept on a central secure record

### Trained Staff Responsible for Dealing with Reported Incidents and Senior Concerns about Safeguarding Young Adults and Vulnerable Adults

Designated College Governor	Mary Curnock Cook	Contact via the Clerk to the Governing Body: Jon Allen. <a href="mailto:jonallen777@me.com">jonallen777@me.com</a>
CEO & Principal Senior Staff Member with Lead Responsibility	Elaine McMahon	<a href="mailto:e.mcmahon@kcc.ac.uk">e.mcmahon@kcc.ac.uk</a> 020 7573 4239
Senior Designated Staff Member with Lead Responsibility	Wendy Charles-Martin Director of Learner Services	<a href="mailto:w.charles-martin@kcc.ac.uk">w.charles-martin@kcc.ac.uk</a> Tel: 020 7573 5374
Designated Staff	Nusrat Khan Nursery Manager	<a href="mailto:n.khan@kcc.ac.uk">n.khan@kcc.ac.uk</a> Tel: 020 7573 5347
	Vicky Frimpong Head of Students Experience	<a href="mailto:v.frimpong@kcc.ac.uk">v.frimpong@kcc.ac.uk</a> 020 7573 5397
Additional Designated	Kerianne Wilson IAG Worker	<a href="mailto:k.wilson@kcc.ac.uk">k.wilson@kcc.ac.uk</a> 020 7573 1517
	Corey Simms Youth Worker	<a href="mailto:c.simms@kcc.ac.uk">c.simms@kcc.ac.uk</a> 020 7573 5319

# PREVENT Procedure: Detecting and Preventing Radicalisation & Extremism

This Procedure is part of the College's Safeguarding Policy. The PREVENT Procedure is here to support staff and students to identify those that may be at risk of radicalisation and extremism and the support that can be offered.



PREVENT is part of the Home Office and the Police counter-terrorism strategy and aims to stop people from becoming terrorists or supporting terrorism by working with individuals and communities to address

issues before they become a criminal matter to stop people moving from extremism into terrorist-related activity.

## **Context**

Young people in the UK are potentially vulnerable to engagement with extremist ideologies or to targeting by extremist organisations. Colleges, and other organisations that interact with young people, should be aware of these risks and be familiar with the support networks and processes in place to protect vulnerable individuals from becoming radicalised or drawn into terrorism.

## **The College Safeguarding Procedure**

The College has developed internal support mechanisms and referral procedure. This procedure outlines who staff and students should contact with any concerns about fellow staff or students. The College's Student Services Team has developed links with external agencies that can provide training and support in this area. If, once internal processes are completed, it is considered that additional external support or referral is required this can be arranged via the Safeguarding Team or Human Resources. External support will normally involve an individual being asked to voluntarily receive tailored support from relevant external individuals or organisations.

## **Definition of Radicalisation**

The Institute of Strategic Dialogue defines radicalisation as “the process through which an individual changes from passiveness or activism to become more revolutionary, militant or extremist, especially where there is intent towards, or support for, violence.” Driving factors behind radicalisation can include:

- Lack of integration and/or polarisation
- Identity crises and/or isolation
- Political and/or democratic disenfranchisement
- Discrimination
- Foreign policy and/or international crises or disputes
- Political movements
- Ideologies and/or faiths

## **Who are we safeguarding?**



There is no stereotype for people who hold extremist views. Vulnerability, isolation and personal grievances added to strong political, religious or social views, can result in a person searching for a cause. People can become vulnerable for many reasons including:

- Low self-esteem
- Guilt
- Loss
- Isolation
- Family breakdown
- Fear
- Lack of purpose
- Anger
- Peer pressure

We are by no means suggesting that one or all of these characteristics or circumstances will drive someone to terrorism. But they often lead to a sense of injustice – be that on a personal or more far reaching scale. Their vulnerabilities or susceptibilities are then exploited towards crime or terrorism by people who have their own agenda.

There is no typical gender, age, religion or background that extremists will target but they use a sense of “Duty” (belonging to a specific group), “Status” (need for reputation) and “Spiritual Rewards” (test of faith) as a way of drawing them in.

This raises the question of what will those signs of radicalisation look like: They will look a lot like troubling behaviour:

Emotional – angry, mood swings, new found arrogance

Verbal – expressing opinions that are at odds with generally shared values

Physical – appearance (tattoos), change in routine

## **What to do if you believe someone to be at risk of radicalisation**

The College will adopt the ethos of “Notice, Check, Share” where there are concerns that an individual may be vulnerable.

**Notice – Recognition of any changes in behaviour or appearance similar to those outlined above**

**Check – Speak with someone you trust like a tutor and see what they recommend but trust your instinct if you are still concerned**

**Share – Speak to one of the named contacts to report your concerns. Remember trust your instinct**

- A. If you are a student and concerned about another student, please “Check” with your tutor in the first instance and “Share” with the Safeguarding Team in Student Services
- B. If you are a student and are concerned about a member of staff, or a person who is not a member of the College e.g. guest speakers, please “Check” with the Safeguarding Team in Student Services and “Share” with the Head of Student Services or the Head of Human Resources
- C. If you are a member of staff and are concerned about a student, please “Check” and “Share” with the Safeguarding Team in Student Services
- D. If you are a member of staff and are concerned about another member of staff please “Check” with your Line Manager and “Share” with the Head of Human Resources
- E. If you are a member of staff and are concerned about a person who is not a member of the College, e.g. guest speaker, please “Check” and “Share” with the Head of Student Services

## **Responsibility for contacting PREVENT**

Any of the following people are responsible for making decisions to contact Channel or the Counter-Terrorism Team at Metropolitan Police if serious concerns are raised about a student or staff:

- Director Learner Services (Safeguarding)
- Director of Quality
- Deputy Principal
- Executive Director of Human Resources



TOGETHER WE CAN PREVENT TERRORISM  
CALL 101

*NB: As outlined in Keeping Children Safe in Education (July 2015), anyone has the right to refer to Social Care regarding any concerns for an individual. The College gives this right with regards to extremism and anyone can report a concern to Channel or Metropolitan Police via 101. Where this does occur please inform the Safeguarding Team with regards to a student or member of the public who visits the College and the Executive Director of Human Resources with regards to a member of staff.*

# KCC Missing Student Procedure

LLDD/SEND student does not arrive at College,  
not returned from break or has left the College

ALS staff allow up to 30 minutes if they  
are late and then contact student

ALS staff contact student's parents/Carers if  
not able to speak to student

Tutors/ Administrator to contact student's via phone,  
etrackr txt or REMIND, if ALS not able to speak to  
student

If no response from student or parent/carer: contact  
Safeguarding Officer immediately

**Step 1**  
Safeguarding  
Officer coordinate  
search - Alert and  
ask if student has  
been seen by other  
staff or students

**Step 2**  
Print student  
photo and ask  
security to look  
around college  
for student  
(If not found)

**Step 3**  
Safeguarding  
officer contact  
parent/carer to  
decide who will  
inform police

**Step 4**  
Safeguarding  
Officer/  
Parent Carer  
call police  
(999) to  
notify missing

**Step 5**  
Safeguarding  
Officer,  
continue to  
liaise with  
police and  
parent/carer  
on progress

All incidents of missing students must be logged by the  
Safeguarding Officer on the CFC safeguarding log