TITLE		REF	VERSION
Safeguarding and Child Protection Policy		LS003	11

APPROVAL BODY:		DATE	REVIEW DATE
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LEAD PERSON	Group Director of Student Experience and Safeguarding		
EQIA DATE	24/06/2024	DPIA DATE	24/06/2024

SAFEGUARDING AND CHILD PROTECTION POLICY

Content

1. Policy Statement

Activate Learning's Safeguarding and Child Protection policy has been developed in accordance with the principles established in the Children Act 1989 and 2004, and in line with statutory guidance such as Working Together to Safeguard Children 2023 and Keeping Children Safe in Education 2024.

At Activate Learning we want all students to feel safe, supported and cared for in line with the core values of our Learning Philosophy. Through the implementation of this policy, we strive to create a safeguarding culture which prevents and reduces harm to children and adults at risk and promotes the wellbeing of all students enrolled across our college group including online and apprentices, as well as all employees, volunteers, visitors, and contractors.

2. Commitment Statement

Activate Learning believes everyone has an equal right to live free from abuse and neglect, regardless of age, ability or disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

We recognise that the welfare of our students is paramount in all the work we do and ensure all decisions are made in their best interests. We all have a responsibility to promote the welfare of all children and adults at risk, to keep them safe and to practise in a way that protects them.

We recognise that some children and adults are additionally vulnerable because of the impact of adverse experiences, their level of dependency on others, communication needs or other issues. We believe that working in partnership with children, adults at risk, their parents or carers, multi-agency partners and our communities, is essential in promoting our student's welfare.

3. Purpose

This policy sets out the principles of safeguarding which inform our practice and a co-ordinated approach across the organisation to protect children and adults at risk from harm.

Through this policy Activate Learning aims to:

- Create a safeguarding culture which promotes the welfare of all students. This includes:
    - providing help and support to meet the needs of students as soon as problems emerge;
    - protecting children and adults at risk from maltreatment, whether that is within or outside the home, including online, in the community and on work placement;
    - preventing the impairment of student'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 students to have the best outcomes.
- Reduce risks to the health, safety and wellbeing of students enrolled at Activate Learning, on and offline.
- Inform staff of their responsibilities in relation to safeguarding (including online safety).
- Provide information that enables staff to identify signs of harm to children and adults and the steps they need to take in response to this.
- Outline the training that all staff can expect to receive to enable them to keep children and adults at risk safe.
- Recruit staff who are well suited to working with children and adults at risk.
- Promote safe working practices whilst facilitating effective challenge to practise that may result in harm to young people or adults by enabling students, staff, volunteers, visitors to raise and report concerns.

4. Scope

This policy applies to anyone working in or on behalf of Activate Learning including the colleges, residential accommodation, Activate Apprenticeships, and includes paid or unpaid staff, the Board of Governors, volunteers, contractors, and visitors. They will herein be described as 'staff' for the purposes of this policy.

The principles within this policy apply to all students, regardless of age, location, or method of study with Activate Learning and Activate Apprenticeships.

5. Monitoring

The implementation of this policy is monitored through termly Safeguarding Committee meetings, an annual audit and report to the Board of Governors and Oxfordshire Safeguarding Children Board. Monitoring is supplemented by Activate Learning's Mental Health sub-committee and Online Safety group.

6. Safeguarding Systems

a) Safeguarding Structure and Governance

Activate Learning ensures safeguarding is prioritised at all levels of the organisation and has named leads who oversee the provision of services across the group (see Appendix 3 for named leads). Safeguarding updates and arrangements (including online safety, Prevent, and residential accommodation) are reported on at regular safeguarding committee meetings and as a standing agenda item at Group Executive Team meetings.

b) Reporting and Management of Safeguarding Concerns

If a staff member is concerned that any student is at risk of harm, they must report this to a member of the safeguarding team in line with the Safeguarding – Reporting a Concern Procedure. This also contains guidance regarding how to report safeguarding concerns outside of normal college operating hours.

A person-centred approached is used by the safeguarding team when making decisions or acting in relation to a safeguarding concern. Decisions are made in line with government guidance and locally agreed multi-agency safeguarding protocols.

Members of the safeguarding team receive monthly supervision with a Deputy Designated Safeguarding Lead and internal audits of safeguarding cases are undertaken regularly to ensure consistency with procedures.

c) Multi-Agency Working

In line with statutory guidance Working Together to Safeguard Children 2023 and Care Act 2014, Activate Learning works closely with multi-agency partners such as children and adult's social care, local children and adults safeguarding boards, Prevent panels, police, health, and other services to promote the welfare of children and adults at risk and protect them from harm.

This includes providing early help, contributing to inter-agency plans or assessments, and providing additional support to children subject to child in need or child protection plans. The safeguarding team also work with the police through Operation Encompass, a scheme for sharing about incidents of domestic abuse where there are children in the household.

d) Safer Recruitment

We are committed to only employing staff who are appropriate to work with children and adults. As such, all hiring managers are required to complete Safer Recruitment training prior to shortlisting, interviewing, and hiring any new staff.

In addition, we complete enhanced DBS (Disclosure and Barring Service) checks on all staff and maintain an accurate single central record of these checks. Appropriate supervision arrangements are made where a DBS has not been received prior to their start date. Two references are sought for all new employees and a reference Risk Assessment is completed if we do not have adequate references prior to starting. Further detail of our safer recruitment procedures is outlined in our Recruitment Policy, as well as our DBS and Safeguarding Procedure.

e) Managing Allegations and 'Low-level' Concerns

Activate Learning takes all allegations against staff seriously and work collaboratively with the relevant services such as social care, police, and the regional Local Authority Designated Officer (LADO) to respond

to allegations against individuals or organisations working in or for Activate Learning sensitively and appropriately, as outlined in our Allegations Against Staff Procedure and Staff Disciplinary Procedure. This includes allegations made against supply staff, contracted staff, and organisations or individuals using our premises.

The DSL (Designated Safeguarding Lead) and HR confidentially record concerns that do not meet the harm threshold but indicate an adult working in or on behalf of Activate Learning may have acted in a way that is inconsistent with the Professional Conduct Policy. Records are reviewed by the DSL and HR so potential patterns of concerning, inappropriate, problematic, or concerning behaviour can be identified and addressed.

f) Staff Training

All Activate Learning staff must complete mandatory Level 1 Safeguarding and Prevent Awareness as part of pre-employment onboarding. Additional Safeguarding Essentials at Activate Learning, Online Safety, Professional Boundaries and Data Protection training is completed as part of all staff induction. All staff are also required to read Part 1 of Keeping Children Safe in Education and Activate Learning's policies and procedures relating to safeguarding as part of their induction. This training is refreshed in line with the relevant departmental advice.

The Safeguarding Team also provide regular safeguarding and child protection updates (including online safety) to staff throughout the year to continue to provide them with relevant skills and knowledge to safeguard students effectively.

All members of the safeguarding team must complete Level 2 and 3 Safeguarding training provided by Safeguarding Children's Boards and keep fully appraised of changes to related legislation and updated guidance through regular Continuous Professional Development.

All staff contribute to creating and maintaining the safeguarding culture at Activate Learning. Everyone who encounters children, adults at risk and their families have a role to play in sharing information to protect them from maltreatment.

We provide staff with training and resources to help identify the signs that a student may be at increased risk of harm, abuse, neglect, or exploitation and encourage all staff to be aware of and report changes in a student's behaviour, appearance, attendance, and disclosures which are of concern. Advice and resources are provided on a range of key safeguarding issues such as: physical, emotional, and sexual abuse; neglect; child-on-child abuse; sexual violence and harassment; so-called honour-based abuse including female genital mutilation and forced marriage; radicalisation; substance misuse; child criminal and sexual exploitation; bullying and discrimination; domestic abuse; and mental health.

All staff are trained in what to do if a student tells them they are being abused, exploited, or neglected, and be able to reassure victims that they will be supported and kept safe.

g) Confidentiality and Information Sharing

Activate Learning recognises that the GDPR and Data Protection Act 2018 do not prevent, or limit, the sharing of information for the purposes of keeping children and adults at risk safe and promoting their welfare. Activate Learning understands that 'safeguarding of children and individuals at risk' is a processing condition that allows practitioners to share special category personal data. This includes allowing practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of student's, in a timely manner.

Activate Learning follow the advice set out in the Department for Education Information Sharing Advice for Practitioners Providing Safeguarding Services for Children, Young People, Parents and Carers 2024 guidance, and Data Protection in Schools 2024 guidance, and if in any doubt staff should speak to the DSL or DDSL for advice.

Activate Learning recognises the importance of information sharing, both within the college, and with other colleges on transfer including in-year. The school partnership teams work with local education providers to promote the transfer of safeguarding and child protection files from schools to Activate Learning's safeguarding teams and automated systems are in place for the request of such files.

h) Record Keeping and Retention

Maintaining detailed records is an essential part of safeguarding practice. As well as keeping records of concerns, discussions and decisions, Activate Learning records the rationale for any decisions made.

Safeguarding records are stored securely (on CPOMS) and only accessible by staff who need to know the information to keep students safe or maintain the internal systems. Safeguarding records are retained in accordance with the relevant legislation and specific statutory requirements.

7. Safeguarding Arrangements

a) Preventative Education

Activate Learning recognises that it plays a crucial role in providing preventive education to our students, apprentices, guardians, and communities about how to keep themselves and others safe. This is provided in a variety of ways that is tailored to the needs of the student but included in the academic curriculum, personal development tutorials, digital education, student voice activities, and via the enrichment and events programme.

These cover topics such as: online safety, British Values, preventing extremism, 'Speak Up, Speak Out' against sexual violence and harassment, healthy relationships, consent, exploitation, and mental health and wellbeing.

b) Online Safety

Activate Learning prioritises a safe and secure online environment for all members of our community and take all reasonable action to limit exposure to risks whilst learning online, or using college owned devices and IT services, using appropriate filtering, and monitoring systems. Activate Learning regularly reviews their effectiveness in line with the Department for Education's Filtering and Monitoring Standards for Schools and Colleges.

We actively promote digital literacy and competencies providing education and guidance on online safety and harms, with knowledge integrated into the curriculum, staff training, and reinforced through our established policies including Activate Learning's Online Safety Policy, IT Services Acceptable Use Policy, and Student Behaviour Policy.

Activate Learning fosters a collaborative environment by establishing the Online Safety Group, comprising of a diverse range of representatives from our college community. The group plays a vital role in reviewing and continuously enhancing our online safety provisions and initiatives.

c) Prevent and Extremism

Activate Learning is committed to fulfilling its duties under the Counter Terrorism and Security Act 2015 and the 2011 Prevent Strategy by preventing students from being drawn into terrorism through effective education, awareness, and multiagency working. This is underpinned by Activate Learning's Prevent Risk Assessment which is informed by the Prevent Duty Guidance 2023.

The Safeguarding Team are aware of local procedures for making a Prevent referral and complete Home Office training in Prevent Awareness, Prevent Referrals and Channel Awareness.

Whilst external organisations can provide opportunities for varied and useful information, resources and debate, careful consideration and due diligence is applied when assessing the suitability of any external organisation's events or speakers as per our External Speaker Procedure.

d) Personal Risk Assessments

As per the Procedure for Personal Risk Assessments and PEEPs (Personal Emergency Evacuation Plans), the Safeguarding Team will conduct Safeguarding Personal Risk Assessments when it is believed that an Activate Learning student may be a risk to themselves, other students, staff, property, the reputation of the organisation or at risk from others. The decision will be made on a case-by-case basis by members of the Safeguarding Team, and conducted in conjunction with students, parent/carers, external professionals, and

internal staff where appropriate.

e) Student Health and Wellbeing

Activate Learning is committed to its vision of creating and promoting an inclusive learning environment, complying with the Equality Act 2010 and the Children and Families Act 2014. We recognise that students face a variety of difficulties and challenges that may affect their health, wellbeing, or behaviour, and aim to engage our best endeavours to provide additional support and make reasonable adjustments so that barriers are removed to enable academic success, as detailed in our Student Health and Wellbeing Policy. Activate Learning also has a range of services to support the diverse needs of our students such as a counsellor's, wellbeing advisors, contemplation rooms, careers advice, learner engagement activities and student representatives.

However, there may be times when, having considered and exhausted all reasonable options, it is decided that a student cannot meet the expectations of being an Activate Learning learner, as their physical, mental, emotional, or psychological health is having an unacceptably deleterious impact upon themselves and other students, staff, or visitors. In such circumstances faculty staff, alongside the Safeguarding Team may utilise the Fitness to Study/Reside Policy and Procedure.

f) Equality and Inclusion

Activate Learning strives to develop a culture of mutual respect, tolerance, kindness, and acceptance where every person feels safe and free to express who they are, as detailed in Activate Learning's Statement of British Values, Equality and Diversity Policy, and Student Code of Conduct. Incidents of discrimination, bullying, harassment, or victimisation will be dealt with under the Student Behaviour and Disciplinary Procedure and incidents of child-on-child abuse will be dealt with in accordance with the Child-on-Child Abuse Procedure.

g) Prohibited Items and Substance Misuse

Activate Learning upholds a zero-tolerance policy for students who bring in, consume, or attend our learning environments under the influence of illegal substances or alcohol. This is inclusive of all Activate Learning learning environments such as college campuses, work experience or placements, online or virtual spaces, and off-site learning or trips. However, Activate Learning recognises that students misusing substances may be indicative of a wider safeguarding or welfare concern and alongside disciplinary processes, will refer to the safeguarding and student support teams to offer support to students.

To support our safeguarding practice, it may be necessary to search students if there are reasonable grounds to believe they are in procession of a banned, prohibited, or illegal item, or items which may be used to harm themselves or others. Searches will be conducted in accordance with our Student Search Policy. In the event police undertake a search of a student on college premises, Activate Learning staff retain a duty of care to the student(s) involved and may act in the role of Appropriate Adult.

Activate Learning recognises that students in possession of certain items may indicate they are at risk of harm such as abuse or exploitation and/or may present a risk to others and in line with the Student Behaviour Policy, will share such concerns with the Safeguarding Team.

h) Use of Physical Contact and Reasonable Force

Activate Learning recognise that appropriate use of physical contact can enhance a learner's experience and contribute to a safe learning environment. Physical contact may include, moving and handling of students, intimate care, or at times, the use of reasonable force as described in the Department for Education guidance 'Use of Reasonable Force in Schools' and Activate Learning's Use of Reasonable Force Procedure. Activate Learning will identify and arrange access to appropriate staff training for those utilising positive physical touch as part of their defined role.

i) Online Learning

Activate Learning has a duty of care to all its students regardless of programme, method, or location of

study, and as such, the same policies and procedures apply to staff and students who engage with us online or remotely, unless otherwise specified. Activate Learning follow national safeguarding guidance when working with students online, such as South West Grid for Learning Safe Remote Learning and the Department for Education's Safeguarding and Remote Education and Providing Remote Education.

j) Remote Learning

Activate Learning ensures due diligence checks are carried out prior to students attending work placements and work experience. Activate Learning engages with employers to ensure they are aware of their responsibilities in relation to safeguarding and provide advice and guidance to students, apprentices, and parents/carers regarding how to keep themselves safe whilst in the workplace and local communities.

k) Use Of College Premises for Non-College Activities

Activate Learning ensures appropriate arrangements are in place to keep children safe when hiring or renting out college facilities and premises to organisations or individuals as per Department for Education guidance Keeping Children Safe in Out-Of-School Settings. Activate Learning seek assurance from providers and confirms they have appropriate safeguarding and child protection policies and procedures in place, and ensure arrangements are in place for the provider to liaise with the college on these matters, as appropriate.

l) Contractors and Visitors

Activate Learning ensures that any contractor, or any employee of the contractor, who is to work at or on behalf of the organisation, has been subject to the appropriate level of DBS check. Under no circumstances is a contractor on whom no checks have been obtained allowed to work unsupervised or engage in regulated activity relating to children.

Activate Learning ensures all visitors and contractors sign in at Reception and read our 'Important Information for Visitors' statement, which details how to report a safeguarding concern and our expectations whilst visiting our premises. Visitors and contractors are appropriately supervised whilst on site (including in residential accommodation).

Activate Learning's External Speaker Procedure ensures careful consideration and due diligence checks are undertaken regarding the suitability of external organisations or individuals invited to speak at or on behalf of Activate Learning.

8. Safeguarding Provisions for Specific Groups of Students

a) 14–16-year-old Students

Activate Learning assumes overarching responsibility for safeguarding 14-to-16-year-old students who are enrolled with Activate Learning as their main educational provider. There is a dedicated leader for the 14-to-16-year-old provision who is responsible for overseeing their pastoral support and collaborates closely with the Safeguarding Team to identify concerns and manage referrals. The provision lead is responsible for collaborating with local authorities and main education providers regarding attendance and pastoral support.

Safeguarding issues relating to students whose primary education provider is not Activate Learning will remain the responsibility of their main provider, however, Activate Learning staff will proactively seek and share information with the primary education provider to facilitate effective communication that reduces the risk of harm.

14-to-16 education takes place all around the college, however there is a designated area for the sole use of education and support for 14-to-16-year-olds at each applicable college campus. This area may be used for other students outside the timetabled/usual hours that the 14-to-16-year-olds attend college.

b) Students who are Cared For, Care Experienced, Young Carers or Young Parents

Activate Learning recognises students who are cared for or are care experienced often have additional

vulnerabilities and are at a higher contextualized risk of harm. We also recognise the significant role young carers and young parents play within their families but appreciate the additional responsibilities this can place on them.

Activate Learning is committed to meeting the needs of these students, so they achieve their full potential. To safeguard and promote the educational achievement of these students, the Safeguarding Team has designated persons who are responsible for ensuring that these young people are supported at college through close liaison with faculty staff, parent/carers, and local authorities.

c) Students In Need of Early Help and Protection

Activate Learning recognises that when a child or adult has a social worker, it is an indicator that they may be more vulnerable to harm or facing additional barriers to their overall health and wellbeing.

The Safeguarding Team understand the local criteria and protocols for statutory assessment and intervention in their respective areas and are responsible for undertaking any early help assessments or making referrals to statutory services when a child or adult is in need or is at risk of abuse, harm, or neglect. The Safeguarding Team will work in conjunction with staff to gather information required for statutory assessments completed by social care and will continually liaise with social care professionals regarding students who are supported under the Children Act 1989 or the Care Act 2014.

If, after a referral, the student's situation does not appear to be improving, the Safeguarding Team, with the support of the DDSL's or DSL will consider following local escalation procedures to ensure their concerns have been addressed and, most importantly, that the student's situation improves.

d) Children Who are Absent from Education and Learners Who Go Missing Throughout the College Day

Activate Learning recognises there are many different risk factors associated with unexplained absences or repeated and/or prolonged non-attendance and it is often an early indicator of vulnerability and a range of safeguarding issues.

Faculty staff remain responsible for the overall attendance of students and must try and establish as far as possible the reasons why a student is missing from their study programme in line with our Student Attendance and Absence Management Procedure and Learners Who Go Missing Throughout the College Day Procedure. Additional monitoring and oversights are in place by the Safeguarding Team for the attendance of vulnerable students (such as children in need, has a child protection plan, or is a child who is cared for).

Activate Learning inform the Local Authority when removing a child from roll through use of September Guarantee.

e) Students with Special Educational Needs

Activate Learning recognises students with special educational needs, disabilities, or certain medical or physical health conditions can face additional safeguarding challenges online and offline such as bullying, discrimination, and exploitation. There are also often additional barriers to recognising abuse and neglect in this group of students. The Safeguarding Team liaise with the learning support team in relation to students with education, health and care plans or additional learning needs and Activate Learning provides additional pastoral support for these students.

f) Students with English as an Additional Language and Displaced Students

Activate Learning ensures that for students where English is not their first language, information about safeguarding is provided in an accessible format that promotes full understanding. To prevent additional barriers to recognising or responding to harm, abuse, neglect, or exploitation due to communication differences, Activate Learning will endeavour to arrange translators in student's chosen language when safeguarding concerns have arisen or been identified.

g) Students who identify as LGBTQ+ or Gender Diverse

Activate Learning believes all people have the right to be protected and kept safe from abuse and neglect and recognises that people who identify as LGBTQ+ are often at greater risk of some types of abuse or harm e.g., discrimination, exploitation, online abuse, and mental ill-health.

We create a safe, supportive, and inclusive environment for all students which celebrates diversity and difference and a culture of zero-tolerance for discrimination, bullying and harassment. We work collaboratively with staff and students in the LGBTQ+ community to seek their views and understand their lived experiences at Activate Learning. Activate Learning's Gender Identity Procedure sets out how we support students who are transgender and those with a diverse gender identity and staff refer to the Department for Education's Gender Questioning Children non-statutory guidance for schools and colleges in England.

h) Students Residing in Residential Accommodation

Activate Learning has a dedicated Accommodation team including out of hours wardens employed to support effective safeguarding of students residing in residential accommodation. All Accommodation staff receive level 3 safeguarding training and further CPD (Continuous Professional Development) so that they can effectively respond to safeguarding concerns out of usual business hours. They work collaboratively with the Safeguarding Team to identify any welfare or safety concerns for students who reside in residential accommodation, as per the Residential Student Accommodation Policy.

Activate Learning review the effectiveness of the residential provision against the Further Education Residential Accommodation: National Minimum Standards and monitor this through the Safeguarding Committee, with oversight from the Safeguarding Link Governor.

i) Students with Criminal Convictions

Activate Learning is committed to the fair treatment of all and aims to safely include students with criminal convictions or pending criminal investigations, and support their rehabilitation through education and learning, whilst remaining committed to our robust culture of safeguarding as per Activate Learning's Student Criminal Convictions Procedure and Admissions Policy.

j) Adults at Risk

Activate Learning is aware that some adult students may need support to keep them safe from abuse and harm. The Care Act 2014 informs us of the safeguarding duties which apply to an adult who is over 18 years of age, who: has needs for care and support (whether or not the local authority is meeting any of those needs); and is experiencing, or at risk of, abuse or neglect; and as a result of those care and support needs is unable to protect themselves from either the risk of, or the experience of abuse or neglect. Thus, all adult students who meet the above criteria may be defined as an Adult at Risk.

In circumstances where there is concern that this adult may be at risk of or experiencing significant harm, advice and a referral may be made by the Safeguarding Team to the local safeguarding adult board or adult social care for further advice, support, or action.

k) Students Requiring Mental Health Support

Activate Learning recognises the significant role we play in supporting the mental health and wellbeing of our students and reflect this commitment in our Mental Health Matters Here Strategy. Progress against the associated action plan is overseen by the Mental Health Lead and Mental Health Sub-Committee and reported on to the Group Executive and Governing Body through the Safeguarding Committee.

We recognise that mental health problems can, in some cases, be an indicator that a student has suffered or is at risk of suffering abuse, neglect or exploitation, and have clear provisions in place for identifying and supporting students with possible mental health problems, including routes to escalate and refer for specialist support.

9. Whistleblowing

All staff should feel able to raise concerns about poor or unsafe practice and potential failures in the

organisations safeguarding provision and know that such concerns will be taken seriously by the senior leadership team. Staff should follow the Safeguarding – Reporting a Concern Procedure to escalate concerns of a safeguarding nature and should also refer to the Whistleblowing Procedure.

Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, other whistleblowing channels are open to them e.g., the NSPCC (National Society for the Prevention of Cruelty to Children) Whistleblowing Advice Line (0800 028 0285 / help@nspcc.org.uk)

10. Review

This policy is to be fully reviewed on an annual basis by the Group Designated Safeguarding Lead (DSL), Safeguarding Committee and Senior Leadership team to ensure that it remains current and is informed by best practice and up to date legislative guidance.

11. References

This policy statement should be read in conjunction with the following policy, procedures, and guidance:

Legislation and Guidance:
Care Act 2014
Children Act 1989 and 2004
Children and Families Act 2014
Counter Terrorism and Security Act 2015
Department for Education Filtering and Monitoring Standards for Schools and Colleges
Department for Education Use of Reasonable Force in Schools
Department for Education Safeguarding and Remote Education
Department for Education Providing Remote Education
Department for Education Information Sharing: Advice for Practitioners Safeguarding Services to Children, Young People, Parents and Carers
Department for Education Data Protection in Schools 2024
Equality Act 2010
Further Education Residential Accommodation: National Minimum Standards
GDPR and Data Protection Act 2018
Gender Questioning Children Non-statutory guidance for schools and colleges in England
Keeping Children Safe in Education 2024
Prevent Strategy 2011
Prevent Duty Guidance 2023
South West Grid for Learning Safe Remote Learning
Working Together to Safeguard Children 2023

Activate Learning Policies and Procedures:
Admissions Policy
Allegations Against Staff Procedure
Child-on-Child Abuse Policy
DBS and Safeguarding Procedure
Equality and Diversity Policy
External Speaker Procedure
Fitness to Study/Reside Policy
Fitness to Study/Reside Procedure
IT Services Acceptable Use Policy
Online Safety Policy
Learners Who Go Missing Throughout the College Day Procedure
Prevent Risk Assessment
Procedure for Personal Risk Assessments and PEEPs
Professional Conduct Policy
Recruitment Policy
Safeguarding – Reporting a Concern Procedure
Staff Disciplinary Procedure
Statement of British Values

Student Attendance and Absence Management Procedure
Student Behaviour and Disciplinary Procedure
Student Behaviour Policy
Student Code of Conduct
Student Criminal Convictions Procedure
Student Health and Wellbeing Policy
Student Search Policy
Use of Reasonable Force Procedure

Appendix 1 - Safeguarding Roles and Responsibilities

All staff have a fundamental role to play in keeping children and adults at risk safe. At Activate Learning we will all work together to keep children and adults at risk safe by:

- Valuing, listening to and respecting them in line with our core values.
- Appointing a nominated Designated Safeguarding Lead, a Deputy Lead, and a Safeguarding Link Governor.
- Adopting child protection and safeguarding best practice through our policies, procedures, and code of conduct for staff and students.
- Providing effective management for staff and volunteers through supervision, support, training, and quality assurance measures so that all staff and volunteers know about and follow our policies, procedures, and behaviour codes confidently and competently.
- Recruiting and selecting staff and volunteers safely, ensuring all necessary checks are made.
- Recording, storing, and using information professionally and securely, in line with data protection legislation and guidance.
- Sharing information about safeguarding and good practice with children and their families via leaflets, posters, group work and one-to-one discussions.
- Providing regular updates on emerging risks to staff so that we can proactively reduce harm to children and adults at risk.
- Making sure that children, adults at risk, and their families know where to go for help, using our safeguarding and child protection procedures to share concerns and relevant information with agencies who need to know, and involving children, adults, parents, families, and carers appropriately.
- Using our procedures to manage any allegations against staff and those using our premises appropriately, including working with LADO (Local Authority Designated Officer) when required.
- Creating and maintaining an inclusive environment and ensuring that we have a policy and procedure to help us deal effectively with any bullying, harassment or discrimination that does arise.
- Ensuring that we have effective feedback, complaints, and whistleblowing measures in place.
- Ensuring that we provide a safe physical environment for our students, staff, and visitors, by applying health and safety measures in accordance with the law and regulatory guidance.
- Promote equality and diversity to prevent discrimination.
- Promote British Values throughout the curriculum.
- Ensure that risk assessments are completed for students requiring them such as PEEPs and PRAs (Personal Risk Assessments)
- Ensure that intimate care plans and support plans are produced with students for those requiring additional support.
- Raise awareness of safeguarding issues to aid the identification of students at risk of harm so that appropriate action/ referrals can be made.

Contractors and Volunteers

- Contribute to creating a safe learning environment for all.
- Be aware of and follow the organisation's safeguarding policies and procedures; they recognise, respond, and report any concerns that may be raised about the safety and welfare of a young person or vulnerable adults.

All staff

- Complete appropriate safeguarding and child protection training and receive regular safeguarding updates.
- Treat disclosures and concerns confidentially, sharing information only with those who need to know it.
- Contribute to creating a safe learning environment for all.
- Are aware of and follow the organisation's safeguarding and child protection policies and procedures; they recognise, respond to, and report any concerns that may be raised about the safety and welfare of a learner and any misconduct of other staff members.
- Are aware of behaviour policies, staff behaviour policies, safeguarding response to children who go missing from education and role of the designated safeguarding lead (including the identity of the DSL and any Deputies).
- Read Part 1 of Keeping Children Safe in Education.

Faculty staff

In addition to all staff points:

- Ensure that the learning environment is safe, and that Safeguarding is embedded within teaching practice to educate students on staying safe, building resilience, and developing critical thinking skills.
- Promote British values and Prevent, challenging extreme views and ideologies.
- Ensure that support/care plans, PRAs and PEEPs are in place for all students requiring them.
- Attend relevant training for students who require specialist intervention for their care needs such as intimate care, gastronomy, emergency medication etc.
- Ensure that students are aware of how to report concerns and access support.

Designated Safeguarding Advisers

- Complete Level 3 Designated Lead Safeguarding and Prevent training.
- Respond to Safeguarding concerns within the agreed timescales and conduct assessments to determine the level of risk, raise concerns with the Deputy and Group Designated Safeguarding Leads.
- Inform the Local Authority and other partner organisations of any concerns.
- Advise on updates on legislation and Local Authority compliance.
- Report to the Deputy Designated Safeguarding Leads on any cases which are of concern.

Deputy Designated Safeguarding Leads

- Have a responsibility at an operational level within the organisation, ensuring specialist safeguarding staff are supported and directed in their duties.
- Report any concerns requiring LADO involvement to the relevant LADO and inform the Designated Safeguarding Lead.
- Will always be available during college open hours or arrange suitable cover when this is not possible.
- Oversees the provision of resources and training for all staff.
- Has a responsibility at an operational level within the organisation, ensuring specialist safeguarding training is delivered to all staff requiring it.
- Staff are supported and directed in their duties.

Group Designated Safeguarding Lead

- Acts in an advisory capacity for the group, keeping members of the group up to date with changes in legislation and best practice including issues relating to child protection, online safety, and the Prevent Duty.
- Acts as the main contact for outside agencies and the most senior 'go to' person in the organisation, delegating these responsibilities to the DDSL as appropriate.
- Will always be available during college open hours or arrange suitable cover when this is not possible.
- Oversees the provision of resources and training for all staff.

Safeguarding Committee

- Represents Group Leadership Team, Faculty, Human Resources, Information Technology, Student Support, Health and Safety, Activate Apprenticeships, Learning Support and ensures that sound arrangements for Safeguarding are in place across all these service areas.
- Steers developments; monitors and reports on compliance and impact.

Group Executive Safeguarding Lead

- Complete Designated Lead Safeguarding training.
- Has organisational responsibility for ensuring Activate Learning meets its duties under Safeguarding and Prevent.

Safeguarding Link Governor

- Advises and guides the organisation on Safeguarding and Prevent issues.
- Provides oversight, support and challenge to the Executive team to improve quality of provision.

- Ensures appropriate policies and procedures are in place for action to be taken in a timely manner to safeguard and promote learner's welfare.
- Represents, reports to and provides assurance to the Corporation, as appropriate.

Appendix 2 – References and Definitions

Adult at risk: An adult at risk is any person who is aged 18 years or over and at risk of or experiencing abuse or neglect because of their needs for care and or support.

Child Protection: The protection of children from violence, exploitation, abuse, and neglect.

Designated person: A member of staff who has responsibility for receiving and handling safeguarding, and child protection concerns and has been trained to perform the role to an appropriate level.

Duty of care: This is the duty which rests upon an individual to ensure that all reasonable steps are taken to ensure the safety of a student involved in any activity, or interaction for which that individual is responsible. Any person in charge of, or working with students in any capacity, is considered both legally and morally to owe them a duty of care.

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

Early help: Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from coordinated early help, an early help inter-agency assessment should be arranged.

Any child may benefit from early help, but all staff should be particularly alert to the potential need for early help for a child who:

- is disabled or has certain health conditions and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health, and Care plan)
- has a mental health need
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- is frequently missing/goes missing from education, home, or care
- has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit.
- is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
- is at risk of being radicalised or exploited
- has a parent or carer in custody, or is affected by parental offending
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing alcohol and other drugs themselves
- is at risk of so-called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
- is a privately fostered child.

Safeguarding: Protecting children from maltreatment, 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 and taking action to enable all children to have the best outcomes. Safeguarding is also about being initiative-taking and putting measures in place in advance of any contact with students to ensure that students are going to be kept safe.

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. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear, or experience its effects. 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.

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

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of their school or college's policy and procedures for dealing with it.

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. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing, and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE): Both CCE and CSE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in criminal or sexual activity. It may involve an exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CCE and CSE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

Child on Child abuse: Is most likely to include, but may not be limited to:

-   bullying (including cyberbullying, prejudice-based and discriminatory bullying)
-   abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
-   physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens, and/or encourages physical abuse)
-   sexual violence such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens, and/or encourages sexual violence)
-   sexual harassment such as sexual comments, remarks, jokes, and online sexual harassment, which may be standalone or part of a broader pattern of abuse
-   causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
-   consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
-   Upskirting which typically involves taking a picture under a person's clothing without their
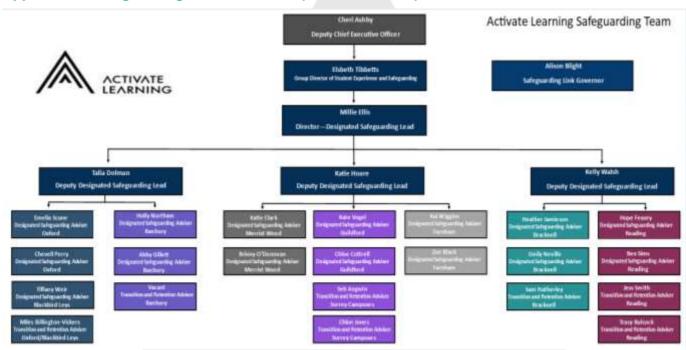
permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Serious violence: children are at risk from or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a notable change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

Female Genital Mutilation: (FGM) is a procedure where the female genitals are deliberately cut, injured, or changed, but there is no medical reason for this to be done. It is also known as female circumcision or cutting, and by other terms, such as Sunna, gudniin, halalays, Tahur, Megrez and khitan, among others.

Mental Health: a person's condition regarding their psychological and emotional well-being.

Appendix 3: Safeguarding Team Structure (as of June 2024)