6/2022

***Safeguarding Policy***

|  |  |
| --- | --- |
| Version | 1 |
| Policy Originator Role | Safeguarding |
| Approved by | Board of Governors |
| Reviewed | Annually |
| Reviewed By | John Fillingham |
| Policy Date | March 22 |
| Next Review Date | March 23 |
| Updated | August 2022 |
| Audience | Staff, Management, Assessors, Dedicated Safeguarding Lead, DDSL, Parents, Governors. |

|  |  |  |
| --- | --- | --- |
| **Section** |  |  |
| ***1.*** | ***Introduction / Intent*** | 3. |
| ***2.*** | ***Implementation*** | 4. |
| ***3.*** | ***Monitoring IT Usage*** | 6. |
| ***4.*** | ***Compliance of Safeguarding Policies and Procedures*** | 7. |
| ***5.*** | ***Protection Goals - Measure of Impact*** | 10. |
| ***6.*** | ***Specific Safeguarding Roles and Responsibilities*** | 10. |
| ***7.*** | ***The Designated Safeguarding Lead*** | 11. |
| ***8.*** | ***The Assistant Safeguarding Lead and Deputy S. L.*** | 11. |
| ***9.*** | ***Looked After Children*** | 12. |
| ***10.*** | ***Safeguarding Lead*** | 13. |
| ***11.*** | ***Human Resources DBS Checks SCR*** | 13. |
| ***12.*** | ***Reporting and Raising an Investigation*** | 14. |
| ***13.*** | ***Confidentiality and Information Sharing*** | 15. |
| ***14.*** | ***Learners / Students who are looked after*** | 16. |
| ***15.*** | ***Children missing in Education*** | 16. |
| ***16.*** | ***Learners with Learning Difficulties / Foreign Language*** | 17. |
| ***17.*** | ***Apprentices*** | 17. |
| ***18.*** | ***Safeguarding Information for Learners and Apprentices*** | 18. |
| ***19.*** | ***Staff Training and Induction*** | 18. |
| ***20.*** | ***Safer Recruitment*** | 19. |
| ***21.*** | ***Managing Allegations about a Member of Staff*** | 20. |
| ***22.*** | ***Online Safety*** | 21. |
| ***23*** | **Physical injury, emotional abuse or neglect** | 21. |
| ***24*** | **Sexual abuse** | 21. |
| ***25*** | **Prevention** | 22. |
| ***26*** | **Forced Marriage (FM)** | 23. |
| ***27*** | **Female Genital Mutilation (FGM)** | 24. |
| ***28*** | **Children Sexual Exploitation (CSE)** | 24. |
| ***29*** | **County Lines** | 25. |
| ***30*** | **Domestic Abuse** | 25 |
| ***Appendix 1*** | ***What Do We Mean by Safeguarding and Promoting the Welfare of Children*** | 27. |
| ***Appendix 2*** | ***Keeping Children Safe in Education 2020*** | 28. |
| ***Appendix 3*** | ***The Colleges Safeguarding Responsibilities*** | 31. |
| ***Appendix 4*** | ***The Colleges Safeguarding Team and Contact Details &***  ***Contact Details for Barnet Safeguarding Team / External contacts*** | 33. |

1. ***Introduction – INTENT***

It is important that you feel safe at college, in your personal life and in the community. At the UK College of Business, we are committed to taking action to safeguard and promote the welfare of our students. It is our legal and moral duty as a college to safeguard and protect the welfare of all young people and vulnerable adults.

The purpose of this policy statement is: ~

* To protect Learners/apprentices who receive the UK College of Business’ services from harm.
* To provide staff as well as Learners and their families, with the overarching principles that guide our approach to safeguarding.
* This policy applies to anyone working on behalf of the UK College of Business, including senior managers, paid staff, volunteers, sessional workers, agency staff and students.
* All staff are trained to provide help as soon as possible and will refer any safeguarding concerns to the college’s dedicated safeguarding team.

Text

Description automatically generated

1. ***Promotion of Policy – IMPLEMENTATION***

UKCB will promote and ensure that all the stakeholders are engaged towards the Safeguarding Policy. All the staff will be trained to ensure that they are well versed with the policy and can implement it following the details and sequenced processes contained in the policy. Seminars relating to the policy will be held at regular intervals to update any changes. Students/Apprentices will be invited to participate and contribute their views.

Everyone in UKCB has a responsibility to ensure proper implementation of the policy and to report any real or perceived deviation from our principles, operating guidelines, policy requirements and legal frameworks applicable to this area.

We will train and engage our staff and our apprentices in the principles and the details inside our policy of safeguarding. With a particular focus on the dangers of sexual violence and sexual harassment and PREVENT strategies. These act to prevent activities such as radicalisation of groups and individuals towards extremism both during the recruitment process or provision of learning and all services. This will take place in INDUCTION and on an ongoing basis through monthly review discussions and other ad hoc learning events on the subject to regularly engage learners in the importance of supporting and creating a SAFEGUARDING CULTURE.

For this Policy and associated Code of Practice, the term “staff” will be used to describe those people employed on a contract of employment at the College, as well as those working on consultancy agreements, as contractors and on a voluntary and/ or unpaid basis. The term “student” will be used to describe anyone registered with the College.

The college’s Safeguarding Policy encompasses both child and adult protection and preventative measures that keeps both learners and apprentices safe. This includes early intervention and reporting of abuse and neglect, promoting e-safety, adopting zero tolerance towards bullying of any kind (in person or electronically), preventing radicalisation and extremism whilst prioritising the safety of all members of the college community.

Safeguarding and promoting the welfare of Children and Young Adults is a process, which is: ~

* Protecting children, young people, and vulnerable adults from maltreatment.
* Ensuring that children and young people are growing up in circumstances consistent with the provision of safe and effective care.
* Preventing impairment of children and young people’s mental and physical health or development.
* Taking action to enable all children, young people and vulnerable adults to have the best chances possible in their lives.

Abuse, be it physical, emotional, sexual or neglect, is a form of maltreatment of a child, young person, or vulnerable adult. An Individual may abuse or neglect a child by inflicting harm, or by failing to prevent harm. Children may be abused in a family home, institutional development or community setting by those known to them or, more rarely, by others through the internet. They can be abused by adults or even another child or a group of children

1. ***Monitoring of IT usage***

On a monthly basis, our IT Specialist conducts monitoring assessments of our systems, hardware, and software to consider and evaluate safeguarding risks through the wide use of IT tools such as: ~

* Microsoft Teams
* Microsoft Office Suite
* WhatsApp
* Emails
* Google Classroom (E Learning Platform)
* Mobile phones

We only permit the use of such tools where a college tutor has membership and oversight of said tools, to act as a first stage monitor of activities. The system is password protected.

1. ***Compliance with Safeguarding Policies and Procedures***

At our weekly learning and teaching committee meetings we discuss and promote the safeguarding principles and review any potential gaps in our support, policies, and awareness of safeguarding issues. Safeguarding is a critical part of our staff and apprentice training, including induction and ongoing monthly reviews, promotion of and increasing knowledge, skills and behaviours and awareness in the safeguarding arena through coaching and other activities listed in staff CPD and ongoing learning sessions for apprentices.

This policy has been developed to address the legal duties set out in the following UK legislation statutory instruments and other key references and Policies: ~

* Working Together to Safeguard Children 2018
* Guidance to safer working practice in Education 2020
* Multi Agency Practice Guidance on Female Genital Mutation 2020
* Mandatory reporting Safer Working Practice in Education Setting 2020
* Inspecting Safeguarding in Early years, Education and Skills Setting 2020
* Information Sharing: Advice for Practitioners Providing Safeguarding services 2018
* Mental Health Behaviour in Schools 2018
* Keeping Children Safe in Education 2021
* Care Act 2014
* Sexual Violence, Sexual Harassment in Schools, and Collages 2018
* Protection of Children and Prevention of Sexual Offences 2009
* Promoting the Education of Looked after Children and Previously Looked after Children: Statutory Guidance for the Local Authority 2018
* Children and Social Work act 2017
* What to do if you think a child is being abused: advice and guidance 2015
* The Children’s Act 2015
* The Progress Report 2009
* Safer Vulnerable Groups Act 2006
* The Children and Young People's Act 2014
* Children’s First Aid 2015
* Victoria Climbie Report
* Statutory Framework for Early Years Foundation Stage 2021
* Safeguarding Services to vulnerable Children, Young People, Parents and Carers 2015
* Child Maltreatment Guidance – when you suspect 2020
* National Institute of Health and Care Excellence 2009
* The Sexual Offences Act 2008
* Education Act 2003
* The safeguarding Measure 2021 (code of practice) Commencement and Transitional Provision Order 2022
* The Child Safeguarding Practice Review and Relevant Agency (England) Regulations 2018

To comply with Safeguarding legislation UKCB will ensure that: ~

* There is a Designated Safeguarding Lead (DSL) who is a member of the college leadership team and a team of Deputy Safeguarding Leads who have received appropriate training and support for this role.
* The Designated Safeguarding Lead role is written into their job description and clarifies the role and responsibilities included.
* There is a nominated Governor responsible for Safeguarding.
* There is a Designated Adviser for Looking After Children. (LAC)
* All staff and volunteers understand their responsibilities and roles in being alert to the signs of abuse and understand how to refer any concerns to the Designated Safeguarding Lead, Assistant Safeguarding Lead, and the Deputy Safeguarding Lead or to Children’s Services or Police if the child is in immediate danger.
* Every member of staff, including temporary, supply and volunteers and governing bodies, know who the Designated Safeguarding Lead is. They will also understand their duties and roles and responsibilities for Safeguarding.
* All staff and volunteers are aware of pastoral care and support available in the college and understand their role in making referrals.
* There is a Whistleblowing policy where staff can raise concerns about unsafe practice, and these concerns will be taken seriously.
* There is a clear and promoted complaints system in place for Learners, Students, apprentices, carers, families and other stakeholders.
* Parents, carers and other stakeholders have an understanding of the responsibilities which the college and staff are responsible for, in respect of Safeguarding, by the setting out of the college’s obligations in the college prospective and website.
* Relevant agencies are notified by prior agreement for unexplained absence for a student who is subject to a Child in Need or Child Protection Plan or Risk of Missing in Education and where there is no contact with the learner, parent or carer / appropriate adult linked to the learner.
* Effective links are developed with all relevant agencies who cooperate, when required, with enquiries regarding all Child in Need, Child Protection Matter. Including attendance of Child Protection Conferences and meetings.
* Learner’s concerns are documented on the UKCB online secure system.
* UKCB and local procedures are followed where any allegation is made against a member of staff or volunteer.
* Safer recruitment practices are always followed and DBS checks are in place. Confidentiality is always applied and information sharing protocols constantly adhered to.

1. ***Protection Goals – Measure of Impact***

The UK College of Business ensures that arrangements are in place to safeguard, protect and promote the welfare of students and staff by:

* Creating and maintaining an environment where all students feel secure, are encouraged to communicate, and are listened to.
* Making sure that all students know which adults in the school they can approach if they have any worries.
* Designated Person flowchart on site so that contact details are always to hand.
* Teaching students to keep themselves safe from all forms of abuse including child sexual exploitation, female genital mutilation, forced marriage, extremism, radicalisation, and peer on peer abuse including sexual violence, sexual harassment, and cyber bullying.
* Appointing senior members of staff from the school leadership team to the roles of Designated and Deputy Safeguarding Leads.

1. ***Specific Safeguarding Roles and Responsibilities***

To ensure compliance with the Safeguarding Policy, the college has identified a **Lead Safeguarding, The Deputy Safeguarding Lead.** The role of the Designated Safeguarding Officers is to ensure the college’s responsibilities are being delivered in line with this policy, and to work with Staff and Learners to provide advice, guidance and training and respond to incidents. The Lead Safeguarding Officers will also be accountable for ensuring appropriate keeping of records of any safeguarding incidents and providing reports when requested by relevant internal Committees.

Safeguarding officers and staff who are likely to specifically work with Learners will be subject to Disclosure and Barring Service (DBS) checks and will receive enhanced Child Protection training.

**Yewande Ogunsanya**

**Safeguarding Lead / Lecturer**

[**safeguarding@ukcb.world**](mailto:safeguarding@ukcb.world)

**020 3638 6747**

**(Call or Text) 07944852995**

**Hakan Gokce**

**Deputy Safeguarding / DDSL Consultant**

**Tel: 07585344051**

**Email: hakan.gokce@axiseducationaltrust.org**

**Hania Rahman**

**Deputy Safeguarding Lead / HR & Support Officer**

**recruitment@ukcb.world**

**020 3638 6747**

**(Call or Text) 07856389729**

**Support Officer / Cyber Security Support**

**Lecturer**

**Sourabh Liahri**

[**learningsupport@ukcb.world**](mailto:learningsupport@ukcb.world)

**020 3638 6747**

***All college staff have a fundamental role to play in identifying concerns and ensuring that early help and support is provided for Learners and Apprentices.***

1. ***The Designated Safeguarding Lead***

Safeguarding lead in the college is a member of the senior leadership team. It is their responsibility to ensure that the Safeguarding Practice and Procedures are robust and consistent across the college.

The Designated Safeguarding Lead must provide an annual report on safeguarding to governors and update the board on mandatory training and CPD undertaken by all staff. The Designated Safeguarding Lead must ensure that the college policy and procedures are known and understood. The designated Safeguarding Lead will refer to the Local Authority Designated Officer (LADO) for advice and guidance if required.

1. **The Assistant Safeguarding Lead and the Deputy Safeguarding Lead**

The assistant and Deputy Designated Safeguarding Leads (DDLS) support the Designated Safeguarding Lead in the duties summarised above to ensure that processes are robust and are followed across the college The Head of Student Services plays a key role as Assistant Designated Lead, overseeing and coordinating the work of the DDSL. The assistants are trained DDSL and responsible for oversight at the college working closely together with all other DDSL. The head of apprenticeships is also trained and leads work-based provisions.

The team is responsible for ensuring that referrals are made to Social Services, the Police and any other external agencies in accordance with their Local Children's Services Board (LCSB) procedures.

There are many duties included in this position, such as: ~

* Maintaining contact with local multi agency Safeguarding agencies.
* Providing Safeguarding advice and training to all staff.
* Managing the referrals to Social Services and other external agencies.
* Maintaining correct records of Safeguarding incidents, including the action taken and follow ups until signed off and completed.
* Monitoring the robust system for vulnerable learners and apprentices.

1. ***Looked After Children***

The Children and Schools Work Act 2017, places the responsibility onto the schools and further education colleges to promote the education of both looked after children and children leaving the care system. The college's LACA will work alongside the Local Authority ‘Virtual’ Heads and the advisers to support looked after children and children leaving care.

There are many duties included in this position, such as: ~

* Keeping policies up to date covering national and local establishments in relation to children in care and leaving care.
* Liaising with all agencies to improve the post 16 transition of young people in care and leaving care.
* Ensuring that the Young Person has a Personal Educational Plan (PEP) is in place.
* Acting as an advocate for the young people.
* Monitoring their progress.
* Ensuring that young people are placed on the correct course suiting their academic ability and their Tutors constantly monitor their progress and achievements.

1. ***Safeguarding Lead***

The college has trained Safeguarding Officers and have the responsibility to support staff to identify and manage concerns about the wellbeing and safety of learners and bring this to the attention of the Designated and Assistant Safeguarding Lead. They will also be responsible to ensure that all staff are taught about Safeguarding and Prevent, these can be covered by online safety and through tutorials and covered through the curriculum.

1. ***Human Resources Team***

HR is responsible for the safe recruitment and employment of the staff and voluntary staff for the college. Checks must be completed such as DBS and barred list, as well as mandatory training for all staff as well as induction. All recruitment checks must be completed, and a Single Central Record (SCR) maintained every 6 to 9 months. All documentation is stored securely. UKCB understands the statutory requirement (KCSiE 250) The Safeguarding Lead is responsible to maintain these checks are up to date and all records are stored securely.

Diagram

Description automatically generated

1. ***Procedures for Reporting and Raising an Investigation for a Safeguarding Concern***

All staff are responsible for identifying concerns and ensuring all learners/ students receive the support they need. All staff are aware of what to look for such as any long-term unknown absence from college, disclosures which may be a cause of concern etc.

If a member of staff has a concern about a Learner/ student, they must report it straight away to their manager and or a member of the Safeguarding Team. The concern must be recorded on the UKCB Safeguarding System immediately so the learner can be identified, and all action can be taken, recorded, and monitored.

Once a concern has been identified it must be risk assessed immediately, by the Designated Safeguarding lead or the Assistant SL or a DDSL to determine which further steps need to be taken.

If further advice is required, external agencies will be contacted. The Safeguarding team will follow the steps of the Local Multi Agency Safeguarding Hub (MASH) located at Barnet Council. UKCB works closely with Barnet Council and the local Police.

1. ***Confidentiality and Information Sharing***

Serious Case Reviews (SCTs) identified that poor or non-existent information sharing, was a repeated factor following the death or serious injury of a child. Therefore, the sharing of information is a fundamental aspect of the college's role when working with young people and vulnerable adults. The decision about how much information is shared, with whom and when, will require carful consideration as this will have a profound impact on the outcome of the child or young person or vulnerable adult at risk or harm.

At UKCB we understand and follow procedures of the General Data Protection Regulation (GDPR), the Data Protection Act 2018, and we adhere to Government advice in Information sharing: Advice for Practitioners Providing Safeguarding Services 2018.

**The GDPR and Data Protection Act 2018 do not prevent or limit the sharing of information for the purposes of keeping children and young people safe.**

At UKCB, if a staff member has any concern at all about the welfare of a learner or Student, they will immediately discuss this with a member of the Safeguarding Team (DSL), (DDSL) or the (ASL) HR or manager and record it on the colleges system.

At UKCB we will ensure that the information staff share is Necessary, Proportionate, Relevant, Adequate, Accurate, Timely and Secure. It is important to make sure the information we share will support the Safeguarding of the child, Young Person or Vulnerable Adult at risk of harm or abuse. We will also, where possible, seek the consent of the learner, student, or their parent / carer if they are under the age of 18yrs, to share the information to external agencies if considered necessary in delivering interventions and support. However, if we feel that such consent may put the child or young person or vulnerable adult at more risk, then we can proceed with no consent.

1. ***Learners who are looked after or leaving care***

At UKCB our Safeguarding Team we recognise that children and young people who are looked after or leaving care, are already our priority as they have vulnerabilities associated with their past so they will have risks to be aware of. A dedicated Looked After Children Adviser (DLACA) is responsible to ensure that these learners are identified and supported in college and liaise with local authorities regularly. All tutors must understand their needs so they can progress in education and have the support to achieve.

1. ***Children Missing in Education***

UKCB is dedicated to ensuring that all Learners / Students are entitled to full time education regardless of their circumstances, which is suitable for their age, aptitude, ability, and any special educational needs they may have. The college has a duty to make sure all learners / students have a valid reason for being absent from education. If a Child or Young Person goes missing or runs away, they can potentially be at risk of harm or abuse e.g. Sexual Exploitation, Radicalisation, Involvement in Gangs. If a Child or Young Person is absent or goes missing form their programme, the Safeguarding Team will intervene and liaise with all external agencies, to help identify the risk of abuse and neglect which may include sexual abuse or exploitation and help prevent them going missing in the future.

Here at UKCB for learners where English is not their first language, we ensure that information on Safeguarding and Prevent is provided and accessible in a visual format to promote their full understanding.

1. ***Learners with learning difficulties/ Foreign Language***

UKCB understands that Learners / students with learning disabilities have their own vulnerabilities, difficulties and safeguarding challenges. The college will ensure learners with learning vulnerabilities, other difficulties or disabilities and their parents/carers are made fully aware of the Safeguarding procedures the college have in place, during their transition, at the point of application, enrolment, and induction. All information is adapted and delivered to make it accessible and meets every need of the Learner / student. The Safeguarding Lead and the Deputy Safeguarding lead will work together to ensure the learner/student has additional training put into place for their individual needs.

Here at UKCB we understand that for learners where English is not their first language, we ensure that information on Safeguarding and Prevent is provided and accessible in a visual format to promote their full understanding. We provide additional information and support for international learners, where they can access an emergency out-of-hours Safeguarding contact and details of external agencies that learners can approach in the event of a difficulty or concern.

1. ***Apprentices***

All learners on work-based programmes receive an induction, which includes raising awareness of UKCBs commitment towards Safeguarding and preventing Radicalisation and Extremism. The head of Apprenticeships is a trained DDSL for apprentices and work-based learning and part of the UKCB Safeguarding Team and ensures that practice and all procedures are followed across the organisation. All Tutors / Assessors discuss the Apprentices understanding of Safeguarding, Prevent Extremism and Radicalisation and Safe Working Practice at each review. There is the opportunity for all to discuss any concerns there may be and to check the procedures put in place and who they may contact.

**Prior to work-related activities commencing, UKCB will carry out the following check: ~**

* Pre-placement Health and Safety checks of employer’s premises and Insurance.
* Employers are made aware of the relevant College policies.
* DBS checks are required and assessed, and relevant processes undertaken as required.

1. ***Safeguarding information for Learners and Apprentices***

There are many ways UKCB advises learners and apprentices about our Safeguarding procedures and who to contact:

* The college handbook.
* The enrollment processes.
* Presentations on Safeguarding meaning, process to report.
* Monthly Reviews.
* Student Services.
* Tutors/ Assessors.
* UKCB website.

1. ***Staff Training and Induction***

All staff, Governors, and temporary staff must complete mandatory Safeguarding training at the beginning of each academic year and/or as part of their induction, to ensure that they are aware of their Safeguarding responsibilities in the college and ensure they understand all policies and procedures in place.

The training process includes how to recognise abuse and how to report suspected abuse by following this process: ~

* All staff are required to demonstrate that they have read and understood the updates to the annual guidance pt1. Keeping Children Safe in education.
* All Safeguarding staff must complete Level 3 training with an accredited external provider or local authority and refresh every 2 years.
* All staff involved in recruitment should receive Safer Recruitment training.
* All training is recorded on staff training records.

1. ***Safer Recruitment***

The Governing Body of the college ensures that there are effective systems in place to recruit new members of staff, agency staff and any volunteers, as this is one of the most important aspects of Safeguarding children. Safer Recruitment is not only about vetting people before they start but is also to ensure staff code of conduct is strong enough to identify inappropriate behaviour in appointing staff within the college.

Here at UKCB we are committed to promoting a culture of Safer Recruitment and this includes adopting recruitment procedures which help deter, identify, and reject people who may have a background in hurting or harming children and vulnerable adults. At least one of our staff in HR and in the interview panel, has completed the ‘Safer Recruitment’ training. We check DBS records, identify if staff have the right to work in the UK and if they require any overseas Police checks, called a ‘Certificate of Good Conduct’.

The Governing body will assure that all appropriate suitability checks have been undertaken and that the college maintains a Single Central Record (SCR) which details the range of checks which have been carried out on all staff. This is also reviewed so it is accurate.

This will also include any qualifications tutors and Assessors will need to teach and that any statutory induction courses have been successfully completed.

1. ***Managing Allegations against Members of Staff***

The process we will follow if there was to be an allocation be made against a member of staff e.g.: ~

* Possibly committed a criminal offence against or related to a child or vulnerable adult.
* Behaved in a way that has harmed a child or vulnerable adult.
* Behaved towards a child or vulnerable adult in a way that may indicate they are unsuitable to work with a child or vulnerable adult.

The following procedures must be followed: ~

* Staff members who have received the allegation or have the concern, must immediately inform the DSL Director of HR or the DDSL.
* The DSL, Director of HR or DDSL will discuss immediately, on the same working day as the allegation, the content of the allegation, with the Local Authority Designated Officer (LADO) before taking any further action.
* LADO will advise on the process required to manage the allegation, the DSL and Director of HR or DDSL will take the appropriate steps necessary to ensure the safety of the child or vulnerable adult in question.

1. ***Online Safety***

UKCB understands the ‘Duty of Care’ we have for all Young Children and Vulnerable adults, so we have a safe online system in place as well as policies for the use of Mobile Phones and this is a high priority.

All staff are aware of: ~

* The importance of safe online practices in the learning environment and educating the young people and vulnerable adults.
* Online safety is part of the Induction process and within the Learner Handbook. This also includes keeping safe online and never freely handing out their numbers or location to strangers.
* This is also included in our Safeguarding Presentation Teaching.
* Material found will be reported to the local police and the Child Exploitation & Online Protection Centre.
* These concerns will be logged onto our Safeguarding Policy System.

#### 23 - Physical injury, emotional abuse or neglect

1. The DSL will contact Children**’**s Social Care Services. If there has been a deliberate injury or where there are concerns about the child**’**s safety, the child**’**s parents should not be contacted before first consulting with social services.
2. Where emergency medical attention is necessary it will be sought immediately. The DSL should inform the doctor of any suspicion of abuse.
3. If a referral is being made without the parent**’**s knowledge and non-urgent medical treatment is required, social services should be informed. Otherwise, speak to the parent and suggest medical attention should be sought for the child.
4. If a pupil is thought to be at immediate risk because of parental violence, intoxication, substance abuse, mental illness or threats to remove the child during the Centre day, for example, urgent Police intervention should be requested.
5. If a pupil is known to be or become a victim of FGM (Female Genital Mutilation) or there are signs that a pupil may be victim of forced marriage, the DSL should be consulted, whom will contact the Social Services and the police if necessary.
6. If a pupil shows signs of radicalisation and seems to be attracted to extremism the DSL should be consulted, who will contact the Local Prevent team or refer to the Channel programme if necessary.

#### 24 - Sexual abuse

1. The DSL will contact Children**’**s Social Care Services or Police Child Protection Team.
2. The DSL will not speak to the parents.
3. Under no circumstances should the DSL or any other member of the Centre, attempt to carry out any investigation into the allegations or suspicions of sexual abuse.

The role of the DSL is to collect the exact details of the allegations or suspicion and to provide this information to the child protection agencies.

Refer to Appendix 1 for specific safeguarding issues that include: a child missing from education, a child missing from home or care, child sexual exploitation (CSE), bullying including cyberbullying, domestic violence, drugs, fabricated or induced illness, faith abuse, female genital mutilation (FGM), forced marriage, gangs and youth violence, gender based violence, mental health, private fostering, preventing radicalisation, sexting, teenage relationship abuse, trafficking.

Note: staff must be alert to signs of FGM, CSE, forced marriage, faith abuse and radicalisation and discuss their concerns with the DSL as soon as possible.

#### 25 - Prevention

The Centre will adopt an open and accepting attitude towards children as part of its responsibility for pastoral care. Staff should work to ensure that children and parents will feel free to talk about any concerns and will see Centre as a safe place when there are difficulties. Children's worries and fears will be taken seriously and children are encouraged to seek help from members of staff.

Our Centre will therefore:

1. Establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to.
2. Ensure that children know that there are adults in the Centre whom they can approach if they are worried or are in difficulty.
3. Include in the curriculum activities and opportunities for PSHCE which equip children with the skills they need to stay safe from abuse and to know to whom they can turn for help.
4. Ensure every effort is made to establish effective working relationships with parents and colleagues from other agencies.
5. Operate safe recruitment procedures and make sure that all appropriate checks are carried out on new staff and volunteers who will work with children, including references and Disclosure and Barring Service (DBS; DBS website: [www.homeoffice.gov.uk/agencies-public-bodies/dbs).](http://www.homeoffice.gov.uk/agencies-public-bodies/dbs))
6. Ensure those responsible for recruitment e.g. Proprietor/Centre Manager have successfully completed the recommended Safer Recruitment training and that other members of staff, if involved in leading on recruitment, have successfully completed the training.
7. Ensure that all staff and volunteers are aware of the need to maintain appropriate and professional boundaries in their relationships with pupils and parents and follow the codes of conduct in the Guidance Safe Working Practice for the Protection of Children and Staff in Education Settings, September 2009.

#### Specific safeguarding issues

of which staff should be aware are: a child missing from education, a child missing from home or care, child sexual exploitation (CSE), bullying including cyberbullying, domestic violence, drugs, fabricated or induced illness, faith abuse, female genital mutilation (FGM), forced marriage, gangs and youth violence, gender based violence, mental health, private fostering, preventing radicalisation, sexting, teenage relationship abuse, trafficking.

#### 26 - Forced Marriage (FM)

This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Whistle-blowing may come from younger siblings.

Other indicators may be detected by changes in adolescent behaviours. Never attempt to intervene directly as a Centre or through a third party. Always call either the Contact Centre or the Forced Marriage Unit 020 7008 0151.

#### 27- Female Genital Mutilation (FGM)

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM.

What is FGM?

It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

4 types of procedure:

Type 1 Clitoridectomy **–** partial/total removal of clitoris

Type 2 Excision **–** partial/total removal of clitoris and labia minora

Type 3 Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia

Type 4 all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

Why is it carried out?

Belief that:

* FGM brings status/respect to the girl **–** social acceptance for marriage
* Preserves a girl**’**s virginity
* Part of being a woman / rite of passage
* Upholds family honour
* Cleanses and purifies the girl
* Gives a sense of belonging to the community
* Fulfils a religious requirement
* Perpetuates a custom/tradition
* Helps girls be clean / hygienic
* Is cosmetically desirable
* Mistakenly believed to make childbirth easier Is FGM legal?

FGM is internationally recognised as a violation of human rights of girls and women. It is illegal in most countries including the UK.

Circumstances and occurrences that may point to FGM happening are:

* Child talking about getting ready for a special ceremony
* Family taking a long trip abroad
* Child**’**s family being from one of the **‘**at risk**’** communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
* Knowledge that the child**’**s sibling has undergone FGM
* Child talks about going abroad to be **‘**cut**’** or to prepare for marriage Signs that may indicate a child has undergone FGM:
* Prolonged absence from Centre and other activities
* Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
* Bladder or menstrual problems
* Finding it difficult to sit still and looking uncomfortable
* Complaining about pain between the legs
* Mentioning something somebody did to them that they are not allowed to talk about
* Secretive behaviour, including isolating themselves from the group
* Reluctance to take part in physical activity
* Repeated urinal tract infection
* Disclosure

#### The ‘One Chance’ rule

As with Forced Marriage there is the **‘**One Chance**’** rule. It is essential that settings

/Centres/colleges take action without delay and call the Contact centre.

#### 28 - Children Sexual Exploitation (CSE)

In assessing whether a child or young person is a victim of sexual exploitation, or at risk of becoming a victim, careful consideration should be given to the issue of consent. It is important to bear in mind that:

* + a child under the age of 13 is not legally capable of consenting to sex (it is statutory rape) or any other type of sexual touching;
  + sexual activity with a child under 16 is also an offence;
  + it is an offence for a person to have a sexual relationship with a 16 or 17 year old if they hold a position of trust or authority in relation to them;
  + where sexual activity with a 16 or 17 year old does not result in an offence being committed, it may still result in harm, or the likelihood of harm being suffered;

ƒ non consensual sex is rape whatever the age of the victim; **andƒ** if the victim is incapacitated through drink or drugs, or the victim or his or her family has been subject to violence or the threat of it, they cannot be considered to have given true consent and therefore offences may have been committed;

* + Child sexual exploitation doesn't always involve physical contact and can happen online or through the use of mobile phones.

Child sexual exploitation is therefore potentially a child protection issue for all children under the age of 18 years and not just those in a specific age group.

Where CSE is suspected, the DSL should discuss concerns with the LADO who will decide whether to proceed to a referral and assessment.

#### 29 - County Lines

Further information on child criminal exploitation: county lines Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to W/Handbook/Pastoral Sept 2019 identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. Like other forms of abuse and exploitation, county lines exploitation:

* can affect any child or young person (male or female) under the age of 18 years;
* can affect any vulnerable adult over the age of 18 years;
* can still be exploitation even if the activity appears consensual;
* can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
* can be perpetrated by individuals or groups, males or females, and young people or adults; and
* is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

#### 30 - Domestic Abuse

Domestic abuse represents one quarter of all violent crime. How does it affect children?

Children can be traumatised by seeing and hearing violence and abuse. They may also be directly targeted by the abuser or take on a protective role and get caught in the middle. In the long term this can lead to mental health issues such as depression, self- harm and anxiety.

What are the signs to look out for?

Children affected by domestic abuse reflect their distress in a variety of ways. They may change their usual behaviour and become withdrawn, tired, start to wet the bed and have behavioural difficulties. They may not want to leave their house or may become reluctant to return. Others will excel, using their time in your care as a way to escape from their home life. None of these signs are exclusive to domestic abuse so when you are considering changes in behaviours and concerns about a child, think about whether domestic abuse may be a factor.

What should I do if I suspect a family is affected by domestic abuse?

To talk through your concerns call the Barnet Domestic Violence and Violence against Women and Girl**’**s Co-ordinator, North London Business Park (NLBP), Oakleigh Road South, London N11 1NP, Tel: 020 8359 5625, Email: [DV&VAWGCoordinator@Barnet.gov.](mailto:DV%26VAWGCoordinator@Barnet.gov)

#### Signs

Details of understanding and identifying abuse and neglect can be found on pages 5 **–** 10 of the HM Gov non-statutory advice for practitioners **‘**What to do if you**’**re worried a child is being abused**’** (March 2015).

[www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-](http://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-) abused-2

Further information can be found in DfE Statutory Guidance **‘**Keeping Children Safe in Education.

[www.gov.uk/government/publications/keeping-children-safe-in-education--2](http://www.gov.uk/government/publications/keeping-children-safe-in-education--2)

***Appendix 1 What do we mean by safeguarding and promoting the welfare of children?***

* 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.
* Taking action to enable all children to have the best outcomes.

***Safeguarding is not just about protecting children and young people from deliberate harm***.

It also relates to the broader aspects of care and education including:

* Learners’ health and safety and emotional well-being, and their mental and physical health or development.
* Meeting the needs of learners with special educational needs and/or disabilities.
* The use of reasonable force.
* Meeting the needs of learners with medical conditions.
* Providing first aid.
* Educational visits and off- site education.
* Intimate care and emotional wellbeing.
* On-line safety and associated issues.
* Appropriate arrangements to ensure college security, considering the local context.
* Keeping learners safe from risks, harm, and exploitation: KCSIE 2020 Annex A.

***Safeguarding can involve a range of potential issues such as:***

* Neglect, physical abuse, sexual abuse, and emotional abuse.
* Contextualised abuse.
* Bullying, including online bullying (by text message, on social networking sites, and prejudice-based bullying.
* Peer on Peer abuse.
* Racist, disability- based, homophobic, bi-phobic, or transphobic abuse.
* Gender based violence/violence against women and girls.
* Extremist behaviour and/or radicalisation.
* Child sexual exploitation, human trafficking, modern slavery, or exploitation.
* The impact of new technologies, including ‘sexting’ and accessing pornography.
* Child on Child Sexual Violence and Sexual Harassment (defined in KCSiE 2020 Part Five pages 69 to 77).
* Issues which may be specific to a local area or population, for example gang activity, knife crime, youth violence, criminal child exploitation (CCE) and County Lines.
* Family circumstances which present challenges for the student, such as drug and alcohol misuse, adult mental health issues.
* Risk of or from serious violence and violent crime (KCSiE 2020 paragraphs 31 & 32).
* Issues affecting students including domestic abuse and violence, female genital mutilation and honour-based abuse and forced marriage.
* ‘Upskirting’- The Voyeurism (Offences) Act, which is commonly known as Upskirting Act, came into force on 12th April 2019. Upskirting is a criminal offence and reportable by all staff (KCSiE 2020, Annex A page 94)

***Appendix 2. Keeping Children Safe in Education (KCSiE) September 2020***

KCSiE 2020 sets out what colleges should and must do to safeguard children and young people. The guidance in KCSiE 2020 has been further strengthened to make clear the roles and responsibilities of all staff but particularly those with Designated Safeguarding Lead (DSL) responsibilities and Governing bodies.

The Designated Safeguarding Lead has a responsibility to ensure members of the Senior Leadership Team, staff and governors read and understand the content of DfE KCSiE2020, and ensure the college’s safeguarding arrangements are compliant with all statutory requirements. It reinforces that all staff must read and understand KCSiE 2020 Part One Annex A, which contains important additional information about specific forms of abuse and safeguarding issues and be conversant with Part Five Child on Child Sexual Violence and Sexual Harassment.

DfE KCSiE Part Two: The Management of Safeguarding: Governing bodies and proprietors should ensure there are appropriate policies and procedures in place for appropriate action to be taken in a timely manner to safeguard and promote children’s welfare.

This includes individual schools and colleges having an effective Child Protection Policy. The Child Protection Policy should describe procedures which are in accordance with government guidance and refer to locally agreed multi-agency safeguarding arrangements put in place by the three safeguarding partners. It should be updated annually (as a minimum) and be available publicly either via the school or college website or by other means. (KCSiE 2020 paragraphs 62 and 63).

Safeguarding and promoting the welfare of children covers more than child protection. The requirements for the College are for policies and procedures that cover arrangements not just for meeting the welfare and safeguarding needs of children, but also the needs of adults at risk and young people, as well as ensuring appropriate practices for staff recruitment and selection and providing a safe and secure environment in which to study. Schools and colleges and their staff form part of the wider safeguarding system for children. This system is described in statutory guidance Working Together to Safeguard Children 2020.

In September 2020 the revised Keeping Children Safe in Education came into force. The DfE KCSiE makes changes in three circumstances. The legislation to reflect the mandatory Relationship Education, Relationship and Sex Education and Health Education from September 2020 included helpful additional information that will support schools and colleges protect children e.g., mental health, domestic abuse, child criminal and sexual exploitation and county lines. Important clarifications which will help schools, colleges and alternative education providers better understand the KCSiE 2020 guidance.

***Key changes to KCSiE 2020: a table of changes is included at Annex H of KCSiE***

* Greater emphasis on mental health
* Greater emphasis on children with a social worker
* Keeping children safe online includes when online at home
* Inclusion of ‘transferable risk’ in relation to allegations
* Inclusion of ‘safeguarding concern’ as well as allegation
* Reference to colleges leading on investigations into supply staff
* Terminology change: Honour based abuse
* Terminology change: Peer on peer or child on child abuse
* Changes to reflect the confirmation of the guidance issued by the Department for Education (DfE 2019) about Relationships Education, Relationships and Sex Education (RSE) and Health Education including flexibility in the discharge of their duties.

***Appendix 3. The college’s safeguarding responsibilities***

As a general principle, the college has a statutory responsibility to:

* At all times and seek to create a safe environment for the entire college community. This includes using appropriate filters and monitoring systems to ensure maximum levels of online safety.
* Acknowledge that abuse may take many forms, for example, physical, sexual, financial, and material, emotional, neglect, ‘Missing’, sexual exploitation, human trafficking, female genital mutilation, forced marriage, hate crime, radicalisation, extremism, and risk to self and/or others.
* Operate the policy to encompass children, young people, vulnerable adults and adults who may be temporarily vulnerable.
* Comply with statutory safeguarding legislation including the Prevent duty.
* Work with external agencies the Local Children’s Safeguarding Partnership and the Local Authority Designated Officer (LADO), whilst always placing the welfare of the individual at the centre of any action taken.
* Comply with the regulations and guidance provided on the vetting of staff, including temporary staff and volunteers to minimise the risk of recruiting unsuitable people as laid out in the guidance from the Independent Safeguarding Authority and ‘Keeping Children Safe in Education’ September 2020.
* Ensure that any safeguarding concern is swiftly referred as appropriate, non emergency referrals to be communicated to partner agencies within one working day of disclosure.
* Comply with ‘safer recruitment’ procedures and undertake Disclosure and Barring Checks (DBS), to ensure that all employees and workers under terms of engagement are suitable to work at the college.
* Develop and implement procedures for identifying, reporting cases or suspected cases of abuse and make appropriate referrals to the Disclosure and Barring Service.
* Ensure employers and other partners are aware of the safeguarding and Prevent duties and receive timely information and support to promote these duties to apprentices and learners in the workplace.
* Educate and support learners in staying safe and being healthy, including study programme learners, apprentices, and work-based learners.
* Ensure that any child, young person or individual with additional needs going missing either from education, home, or care home, particularly if repeated, is reported to the appropriate authority. All relevant staff are asked to complete registers and follow up unauthorised absences following the college’s Attendance, Punctuality and Absence Management Policy.
* Learners who are absent, abscond or go missing during the college day can be vulnerable and at potential risk. Staff will follow the college’s procedures for dealing with learners who are absent/ go missing, particularly on repeated occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of them going missing in future.
* Consult with learners in developing safeguarding policies and procedures.
* Encourage an atmosphere in which learners find trained staff approachable to enable communication of any problems which may be affecting their lives.
* Provide opportunities for learners in need of additional support to identify themselves through the process of applications and enrolment. Learners with identified support needs will be monitored through Additional Learning Support (ALS).
* Provide appropriate mandatory training and development in accordance with the requirements of the staff development programme and induction, raising awareness of all staff and governors of the need to safeguard children, young people, and vulnerable adults and of their responsibilities in identifying and reporting possible cases of abuse.
* Provide environments where everyone feels valued, safe, and respected where individuals are encouraged to talk and are listened to. This will be achieved by the regular promotion of the college values and embedding these together with British values across every area of college activity.

***Appendix 4. The college’s safeguarding team and contact details.***

***Name Role Contact***

|  |  |  |
| --- | --- | --- |
| **Yewande Ogunsanya** | *Safeguarding Lead DSL / Lecturer* | *Tel:* **07944852995**  *Email:safeguarding@ukcb.world* |
| *Hania Regman* | *DDSL HR and Support Officer* | *Tel: 07856389729*  *recruitment@ukcb.world* |
| *Raj Sourabh Lahiri* | *Lecturer / Learning Support / Cyber Security* | *Tel: 07843 534908*  *Email:student support@ukcb.world* |
| *Hakan Gokce* | *DDSL / Consultant* | *Tel: 07585344051*  *Email:* [*hakan.gokce@axiseducationaltrust*](mailto:hakan.gokce@axiseducationaltrust)*.org* |
| *Joshua Rogers* | *Digital Community Manager / Student Support* | *Tel: 07474 675872*  *Email: josh@ukcb.world* |
| *External* |  |  |
| *Multi-Agency Safeguarding Hub Barnet Council* | *The Mash Team* | *Tel: 0208 359 4066 Out of Hours: 0208 359 2000.* |
| *Barnet Council* | *LADO (Allegations against staff)* | *T*el: 0208 359 4066 Out of Hours: 0208 359 2000 |
| Barnet Police | *In case of Emergency* | *999* |

**Useful references and organisations**

* + - London Safeguarding Children Board [www.londonscb.gov.uk](http://www.londonscb.gov.uk/)
    - **‘**What to do if you**’**re worried a child is being abused.**’** Published by DFES 04320- 2006
    - National Society for the Protection of Children [www.nspcc.org.uk](http://www.nspcc.org.uk/)
    - Kidscape [www.kidscape.org.uk](http://www.kidscape.org.uk/)
    - Stonewall [www.stonewall.org.uk](http://www.stonewall.org.uk/)
    - The Safe Network [www.safenetwork.org.uk](http://www.safenetwork.org.uk/)
    - Child Line 0800 11 11 [www.childline.org.uk](http://www.childline.org.uk/)
    - Guidance for Safer Working Practice for Adults who work with Children and Young People in
    - Education Settings. March 2009
    - Barnado**’**s [www.barnados.org.uk](http://www.barnados.org.uk/)
    - [www.horsesmouth.co.uk](http://www.horsesmouth.co.uk/) Mentoring site where users can give and receive confidential advice.
    - <http://www.thehideout.org.uk/>

Below is a selection of useful teaching resources on domestic abuse/violence for Centres

* + - **‘**Is this Love?**’** Lesson plans and guidance for Centres
    - <http://www.devon.gov.uk/adva-education-pack.pdf>
    - Respect Training Resources for primary and secondary Centres **–** developed in Scotland but an excellent resource for use in all Centres. [www.zerotolerance.org.uk](http://www.zerotolerance.org.uk/)
    - **‘**Stop Hitting Mum**’ –** Children talk about domestic violence (2003) Mullender A, et al Young Voice.
    - **‘**Hitting and Hurting **–** Living in a Violent Family**’** Pickering, F (2000) The Children**’**s Society.
    - **‘**Child protection and domestic violence**’** Mullender A, Dobbonair T (2000) Venture Press.
    - The Woman who Walked Into Doors, Roddy Doyle, Random House (1997).
    - Children**’**s Perspectives on Domestic Violence, Mullender A, Hague G, and Regan L (2002), Sage

