Chesterfield College Group

Ofsted Good Provider

# Safeguarding Policy

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Impact Assessment Status: In preparing the Policy, any potential disproportionate impact it might have upon individuals with protected characteristics, as defined in the Equality Act 2010, have been carefully considered. It is the conclusion of the College Group that the Policy does not adversely impact on individuals with any of the protected characteristics.

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## Aim

The Safeguarding Policy aims to ensure that:

1. The Chesterfield College Group provides a safe environment in which all users can learn, flourish, and progress. This includes apprentices who study and work on courses away from college premises.

2. In identifying all college users – with particular reference to children, young people and vulnerable adults – who are suffering or likely to suffer harm, the college takes appropriate action to ensure they stay safe in college, at home, and in a work-based setting, and ensure that they have the best outcomes.

3. Everyone who comes into contact with children, young people, and vulnerable adults through the college receives checks and training appropriate to their level of role and responsibility.

4. Safeguarding is everyone's responsibility: all staff, governors, volunteers, students, apprentices, employers, and other stakeholders should play their full part in keeping children, young people and vulnerable adults safe.

5. All those listed above should feel confident that they can report all matters of a safeguarding nature to the Safeguarding Team to be dealt with swiftly and securely, and with the safety and wellbeing of the student or apprentice in mind at all times. The Chesterfield College Group strives to embed a culture whereby all staff have a clear understanding of safeguarding and child protection relating to abuse and neglect in all forms, including how to identify, respond, and report concerns. This also includes knowledge of the process for reporting allegations against professionals.

## Scope

This policy and associated operating procedures apply to Chesterfield College, which includes our subsidiary companies: Training Services 2000 Ltd, Learning Unlimited ATA Ltd, Recruit Unlimited Ltd and Chesterfield College Enterprises Ltd.

This policy and its associated procedures apply to all staff, students, apprentices, and other college users, including volunteers, external contractors, remote students, and employers where students or apprentices have work placements.

Throughout the policy, reference is made to 'college users'. This term is used to refer to all students and apprentices, but with particular reference to safeguarding duties in respect of young people under the age of 18 and vulnerable adults.

## Policy Statements

The Chesterfield College Group has a statutory and moral duty to ensure that it safeguards and promotes the welfare of all college users, with particular reference to children, young people and vulnerable adults receiving education and training via the College Group. This document represents

the Chesterfield College Group's commitment to child protection responsibilities, which is underpinned by the Department for Education statutory guidance 'Keeping Children Safe in Education'. The college also undertakes its statutory duty to enable early help for young people and their families and has an established formalised process whereby early help assessments are carried out and executed in line with the legislative framework 'Working Together to Safeguard Children'., which also underpins broader safeguarding practice across the college.

This policy reflects the College Group's commitment to online safety, which forms an intrinsic part of modern day living but can present risks if people are not supported to recognise and develop keep-safe strategies. Risks associated with online activity are deeply rooted within the college's mandatory safeguarding training, with risk factors and indicators identified as reportable safeguarding concerns. Staff are also given guidance on how to conduct themselves professionally online both on behalf of themselves and on behalf of the college via the IT Acceptable Use Policy (INF02) and the Staff Code of Conduct (PHR19)

The college will ensure that online safety activity is informed by the Online Safety Act 2023, which is reflected in the standalone Online Safety Policy (GOV12).

The college provides a safe, non-threatening, inclusive environment in which all college users can operate and learn, where they are treated with respect and dignity, feel safe, are listened to, where account is taken of their wishes and feelings, and positive wellbeing is promoted. This will produce students, apprentices, and staff who are confident, healthy, safe, emotionally resilient, and personally fulfilled. The focus is on minimising the risk of harm to children, young people, and vulnerable adults, which includes recognising child-on-child abuse and responding to this with the same commitment as with any other form of abuse or harassment. Staff will always act in the best interests of students and apprentices when responding to welfare concerns and will maintain an attitude of 'it could happen here' where safeguarding is concerned.

The college's Corporation Board is aware of and takes seriously its role in overseeing the college's arrangements for safeguarding and has a nominated lead safeguarding governor.

The college is an intrinsic part of the local community and as such has strong relationships with external agencies with the aim of managing and reducing conflict, helping different groups of people to respect and tolerate difference. The college promotes Fundamental British Values and prepares students and apprentices for life in modern Britain, giving students and apprentices the opportunity to mix and learn with, from, and about those from different backgrounds.

The college also ensures that when a student or apprentice undertakes a period of work placement or work-based learning, the environment is safe, and any risk is minimised or removed.

Abuse of Trust

The Sexual Offences Act 2003 and its amendments provide a framework for understanding and preventing abuse of trust in educational settings. It is crucial for staff in these roles to be aware of their responsibilities and the legal obligations that come with their position. The guidance emphasises the importance of maintaining professional boundaries and ensuring that any interactions with students are conducted in a manner that respects their privacy and dignity.

Such staff are considered to be in a 'position of trust', which is a legal term referring to certain roles and settings where an adult has regular and direct contact with children or vulnerable adults, for example teachers, sports coaches, and social workers. It is an offence for people in a 'position of trust' to have a sexual relationship with a child (someone under the age of 18) or vulnerable adult. This applies where the child, or vulnerable adult is in education and the person works in the same establishment as the child or vulnerable adult, even if they do not teach them.

Any member of staff who enters such relationships will be subject to the College's disciplinary procedure, this may constitute gross misconduct, which could lead to summary dismissal and referral to the relevant Safeguarding Authority. Furthermore, in suspected cases of an abuse of a position of trust, the College may report those concerned to the Police.

Staff who develop personal relationships with students over 18 years place themselves at significant risk of allegations of improper behaviour and/or conduct, due to the implicit unequal power imbalance that exists between a College employee and student. Any such relationship must be disclosed to the Assistant Principal People & Culture who will discuss the risk and potential conflict of interest with the Designated Safeguarding Lead. This requirement equally applies to relationships that existed prior to the employment or enrolment and to relationships that develop at College. The College will put in place appropriate arrangements to ensure that the student's learning and assessment is free from bias.

In all cases staff should refer to the Staff Code of Conduct (PHR19), paying particular attention to Appendix 1 Safeguarding Guidance for Maintaining Professional Relationships with Students/Apprentices.

Children and Young People

The college recognises the following summary statements as definitions of abuse in terms of child protection (from 'Keeping Children Safe in Education'):

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 witnessing the 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, 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 verbal abuse, such as persistent criticism, belittling, or name-calling, as well as 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 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 or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or penetration with an object) 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 the 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 care givers), or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Specific Safeguarding Issues in Relation to Children and Young People

There are further specific safeguarding issues that have become critical in safeguarding in relation to children and young people. For example staff should be aware that behaviours linked to alcohol and drug misuse put young people in danger, and should remain vigilant to potential safeguarding concerns linked to unexplained or persistent absences . Issues can manifest themselves via child-on-child abuse, which may include bullying, harassment and violence, cyberbullying, gender-based violence, sexual assaults, and youth-produced sexual imagery. Listed below are further issues that staff should recognise as a safeguarding risk and likely trigger for referral:

- Child abduction and community safety incidents.
- Children involved in court proceedings.
- Children missing from education.
- Children missing from home or care.
- Children with family members in prison.
- Child sexual exploitation.
- Serious violence and criminal exploitation (e.g., county lines).
- Cyber-crime.
- Domestic abuse/relationship abuse.
- Homelessness.
- So-called 'honour-based' violence.
- Female genital mutilation.
- Forced marriage.
- Involvement in gangs.
- Involved in (or at risk of) serious violent crime.
- Sexual violence and sexual harassment between children.
- Modern slavery.
- Hate crime.
- Mental ill-health.
- Private fostering*.
- Radicalisation.
- Consensual and non-consensual sharing of self-generated intimate images including those generated using AI e.g. deepfakes and/or videos**.
- Trafficking.

*A 'privately fostered' child is a child under the age of 16 (18 if disabled) who is cared for and accommodated by someone other than a parent or close relative (i.e., stepparents, grandparents, siblings, or aunts/uncles) for more than 28 days.

**"Making, possessing, showing and distributing any imagery of someone under 18 which is 'indecent' is illegal. This includes imagery of yourself if you are under 18. The term 'Child Sexual Abuse Material (CSAM) can also be used to describe indecent images of children". Taken from 'Sharing nudes and semi-nudes: advice for education settings working with children and young people Sct.1.7'.

Staff are trained to be aware of their duty to report all instances of CSAM immediately as a safeguarding concern and not to consciously view, copy, share, or print the imagery. Seizing and confiscating of devices follows appropriate guidance in terms of consent and/or the actions of authorised persons.

Vulnerable Adults

The Department of Health and Social Care's care and support statutory guidance states that safeguarding duties apply to an adult who:

- Has needs for care and support (whether or not the local authority is meeting any of those needs).

- Is experiencing, or is at risk of, abuse or neglect.
- As a result of their care and support needs, is unable to protect themselves from the risk of, or the experience of, abuse or neglect.

The statutory guidance sets out six principles which apply to all sectors and settings, including further education colleges, and should inform how staff work with adults:

1. Empowerment.
2. Prevention.
3. Proportionality.
4. Protection.
5. Partnership.
6. Accountability.

The college recognises the following summary statements as definitions of abuse in terms of vulnerable adults:

Physical abuse

Includes assault, hitting, slapping, pushing, misuse of medication, restraint, or inappropriate physical sanctions.

Domestic violence

Includes psychological, physical, sexual, financial, and emotional abuse, and so-called 'honour' based violence.

Sexual abuse

Includes rape, indecent exposure, sexual harassment, inappropriate looking or touching, sexual teasing or innuendo, sexual photography, subjection to pornography or witnessing sexual acts, sexual assault, and sexual acts to which the adult has not consented or was pressured into consenting.

Psychological abuse

Includes emotional abuse, threats of harm or abandonment, deprivation of contact, humiliation, blaming, controlling, intimidation, coercion, harassment, verbal abuse, cyberbullying, isolation, and unreasonable and unjustified withdrawal of services or supportive networks.

Financial or material abuse

Includes theft, fraud, internet scamming, coercion in relation to an adult's financial affairs or arrangements including in connection with wills, property, inheritance or financial transactions, and the misuse or misappropriation of property, possessions, or benefits.

Modern slavery

Encompasses slavery, human trafficking, forced labour and domestic servitude, and traffickers and slave masters using whatever means they have at their disposal to coerce, deceive, and force individuals into a life of abuse, servitude, and inhumane treatment.

Discriminatory abuse

Includes forms of harassment, slurs, or similar treatment because of race, gender and gender identity, age, disability, sexual orientation, or religion.

Organisational abuse

Includes neglect and poor care practices within an institution or specific care setting such as a hospital or care home, or in relation to care provided in one's own home. This may range from one-off incidents to ongoing ill-treatment. It can be through neglect or poor professional practice as a result of the structure, policies, processes, and practices within an organisation.

Neglect and acts of omission

Includes ignoring medical, emotional, or physical care needs, failure to provide access to appropriate health, care, support, or educational services, and the withholding of the necessities of life, such as medication, adequate nutrition, and heating.

Self-neglect

Covers a wide range of behaviour neglecting to care for one's personal hygiene, health, or surroundings, and includes behaviour such as hoarding. Assessments should be made on a case-by-case basis to inform whether a response is required under safeguarding, which will depend on the adult's ability to protect themselves by controlling their own behaviour, and whether they are unable to do this without external support.

The college recognises that the types of abuse and neglect and the specific safeguarding issues detailed in this section specifically reflect statutory safeguarding duties in relation to children and vulnerable adults. They may not in all cases provide an exhaustive list, and the college are committed to safeguarding all students and apprentices in all circumstances where it is identified that there is a risk to their welfare and/or their safety.

## Safeguarding Contacts and Reporting Safeguarding Concerns

Link Safeguarding Governor

The safeguarding lead governor can be contacted via the Head of Governance on 01246 500500 ext. 1508.

The lead governor is responsible for liaising with the college's Senior Management Team to ensure that:

- The college has procedures and policies which are consistent with statutory guidance setting out arrangements for safeguarding children and vulnerable adults.

- The Corporation Board reviews and agrees the college policy on safeguarding, including their commitment to child protection, annually.
- Termly updates are received via the College Safeguarding Committee meeting, with any pertinent issues shared with the full Corporation Board via formal lead governor feedback mechanisms.
- Challenging managers on issues relating to safeguarding.
- Overseeing the liaison between agencies such as the Police and social care, as defined by the Local Safeguarding Children's Partnership, in connection with allegations against the Principal or the nominated senior staff member. This will not involve undertaking any form of investigation but will ensure good communication between the parties and provide information to assist enquiries.

Designated Safeguarding Lead

The college's Designated Safeguarding Lead is the Assistant Principal Student Experience and Wellbeing. They have responsibility for strategic activity, supporting the safeguarding lead governor to achieve the actions set out above, and for directly supporting the Deputy Designated Safeguarding Lead to achieve the actions set out below, including strategic development and implementation of organisational safeguarding arrangements in line with policies and statutory guidance. They are responsible along with the Assistant Principal People and Culture for directly managing any cases of allegations against professionals.

Deputy Designated Safeguarding Lead

The college's Deputy Designated Safeguarding Lead is the Safeguarding and Wellbeing Manager. They have responsibility for first response to operational safeguarding concerns through a dedicated team of Safeguarding Officers.

The Designated Safeguarding Lead and Deputy Designated Safeguarding Lead are responsible for the following in relation to safeguarding across the College Group:

- Overseeing the referral of cases of suspected abuse or other allegations to relevant agencies.
- Providing advice and support to other staff on issues relating to child protection and safeguarding.
- Maintaining a formal record of any child protection referral, allegation, disclosure, or concern (even where that concern does not lead to an external referral), including a chronology of actions and interventions.
- Ensuring that relevant and up-to-date safeguarding information is available for all students, apprentices, parents, carers, employers, and other stakeholders via the college website.
- Liaising with the relevant Local Authority, Police, and Prevent teams along with other appropriate agencies and professionals.
- Liaising with secondary schools where students are making the transition into college provision, for appropriate transition information to be shared and any required support arrangements to be established.

- Supporting colleagues to liaise with employers and training organisations that receive young people from the college on placements, to ensure that appropriate safeguards are put in place.
- Ongoing development and delivery of mandatory safeguarding training to include child protection, risks associated with radicalisation and extremism, along with other specific safeguarding issues. This includes guidance on how to report concerns in line with the college's Safeguarding Procedures.

Safeguarding Reporting

All college staff should report safeguarding concerns in line with the associated safeguarding procedures.

Non-urgent concerns can be reported by those not employed by the college by emailing ccsafe@chesterfield.ac.uk or, in more urgent cases, calling 01246 500688.

Referrals will be picked up promptly by Safeguarding Officers under the direction of the Deputy Designated Safeguarding Lead during normal college opening hours.

Out-of-Hours Contacts

Any safeguarding concerns when the college is closed, should be directed to the Local Authority out of hours social care number:

Derbyshire Out of Hours telephone contact: 01629 532600 (child and adult safeguarding).

For any concerns relating to a child (under 18) outside of Derbyshire, the following link can be used to look up contact details via a postcode search: https://www.gov.uk/report-child-abuse-to-local-council

Where a student or apprentice is at immediate risk of harm or in need of protection the Police should be contacted immediately on 999 for an emergency or 101 for a non-emergency. Further information and signposting can be found on the college website.

## Implementation

The college will ensure that:

1. All new employees of the college, including apprentices, will be subject to an Enhanced Disclosure via the Disclosure and Barring Service (DBS) and will complete an annual DBS declaration thereafter. The Disclosure Code of Practice detailed within the Recruitment and Selection Policy (PHR13) will be followed at all times by the People and Culture Team in terms of Safer Recruitment practices.

2. All new staff complete mandatory safeguarding and Prevent training through the formal induction process to establish their own roles and responsibilities and to become aware of the policies and procedures as set out in this and related documents. Staff are made aware of

extremism and processes of radicalisation, including how to recognise concerning behaviours and ideologies considered to be extreme, and the responses required in terms of the usual safeguarding reporting procedures.

3. Safeguarding is a regular agenda item in management and departmental team meetings, to enable an ongoing dialogue around safeguarding and related procedures, policies, and practices.

4. The Principal, Corporation Board, and all staff working with or on behalf of the college, including volunteers and external contractors who have regular contact with students and apprentices, have access to information and training appropriate to their role to familiarise themselves with safeguarding issues, outline their responsibilities, and equip them with the understanding of how to report concerns in line with the college's Safeguarding Policy. All staff undertake some form of refresher training annually as appropriate to their role, which is informed by annual updates to the Keeping Children Safe in Education statutory guidance, with completion recorded and monitored.

5. The college works with local education providers in line with local authority guidance on the transfer of records in relation to child protection and safeguarding to fully support the successful and safe transition of students and apprentices with safeguarding support needs moving in or out of college provision. This is supported by the development of a service level agreement between the college and schools to enable efficient processes that are compliant with Data Protection legislation.

6. The college reviews and adheres to relevant guidelines relating to the retention and storage of child protection records as set out by the NSPCC.

7. When arranging learning in the workplace for young people, the employer is made fully aware of their duties in terms of safeguarding, and students and apprentices are given guidance prior to their work placement on keeping safe and how to access college support if required whilst on placement.

8. There are procedures in place to identify and support all college users, particularly vulnerable groups of young people: Care Experienced young people, young carers, young people on the Child Protection Register or identified as a Child in Need, and students and apprentices with special educational needs and disabilities (SEND).

9. Where school pupils are engaging in college activity such as taster days, informal agreements are in place to report any safeguarding concerns back to their school in line with their existing safeguarding policies and procedures.

10. In instances where the college is providing education for children of compulsory school age, the college will work collaboratively with parents/carers and the appropriate local authority as required, to fully support and safeguard those children.

11. All staff are responsible for recognising and reporting safeguarding concerns within their day-to-day practice. In addition, an 'open classroom' concept where learning walks are

commonplace enables effective support and monitoring of early help and safeguarding arrangements.

12. Information technologies are used to guarantee that policies and procedures are accessible to all college users.

13. Acceptable Use policies are in place in relation to access to ICT, whereby all internet usage accessed via the college server is proactively monitored to detect any material promoting terrorism, posing a risk of radicalisation, or posing any other safeguarding risks to staff or students/apprentices. Risk categories are flagged in a timely manner to the Safeguarding Team via an automatically generated report, with appropriate action taken in line with the Safeguarding Procedures and, where appropriate, the Tackling Extremism and Radicalisation Policy (GOV06).

14. All students and apprentices who self-declare a criminal conviction or have a positive disclosure on a DBS check made in preparation for work placement will receive a support interview to discuss the implications on their future learning. If deemed necessary in relation to this type of disclosure or any other type of risk posed by a student or apprentice, a Risk Assessment Panel is convened to make recommendations regarding their admission to or continuation with the college in a learning context, or suitability for work placement. Additional risk assessment meetings are convened involving the Safeguarding Team, Health and Safety Team, Security Team and any other relevant staff as required if a serious safeguarding or Health and Safety issue or concern arises.

15. The Safeguarding Team will respond to any concerns related to fitness to study as per the college's Fitness to Study Guidance (GOV13), which provides a framework to assess and respond to any risks posed by a student or apprentice to their own or others health, safety, or wellbeing. This includes where a student or apprentice's health and wellbeing appears to be deteriorating and negatively impacted upon by their studies, where there is a risk of negatively affecting the teaching, learning, and experience of others within the college community, or the day-to-day activities of the college, work placement provider, or apprenticeship employer are negatively affected.

16. All students and apprentices, all staff, including Corporation Board members and volunteers, and all visitors should display their official college ID card on the relevant coloured lanyard at all times, so that students, apprentices, and visitors feel safe and are able to recognise appropriate professionals that can offer support on behalf of the college. All staff have a duty to challenge non-compliance so that unauthorised people on site can be identified and dealt with accordingly.

17. The Designated Safeguarding Lead and Deputy Designated Safeguarding Lead are appropriately trained to respond to reported safeguarding and child protection concerns and have a working knowledge of appropriate referral pathways, such as local authority social care teams, Early Help referral routes, Prevent Teams, and the Channel Panel.

18. A preventative education programme is in place across college provision through the Empower Personal Development Curriculum, where students and apprentices can access

information and activities which enable them to build resilience, develop coping strategies, and raise general awareness to help reduce risk factors and enable them to make more informed choices.

## Communication Flow

1. The policy and procedures are approved through a tiered process by the Senior Management Team, the Safeguarding Committee, and the Corporation Board. The Corporation has nominated a lead safeguarding governor who represents the Corporation on the Safeguarding Committee and provides support and challenge to college management. The Corporation also receives strategic safeguarding updates through formal board reports at every Corporation meeting, along with any relevant updates from the lead safeguarding governor.

2. The policy and procedures are communicated to all staff through staff induction, the staff intranet, safeguarding briefings, meetings, and a variety of training resources.

3. The college has a nominated Designated Safeguarding Lead who is responsible for policy, training, and strategic management of safeguarding arrangements, and a Deputy Designated Safeguarding Lead who directs a team of Safeguarding Officers to deal with day-to-day reporting and offer direct safeguarding intervention as required.

4. The Principal convenes termly Safeguarding Committee meetings, where safeguarding referral, practice, contextual risk, emerging themes, and areas for development are discussed and monitored.

5. The Designated Safeguarding Lead and Deputy Designated Safeguarding Lead complete the annual Derbyshire County Council S175 Safeguarding Audit alongside an annual Prevent Duty Risk Assessment and Audit to maintain up-to-date practice in line with legislation, associated guidelines, and the relevant local risk profile. Appropriate action plans are compiled, and progress is monitored by the Safeguarding Committee.

6. The views of staff, students and apprentices are regularly sought regarding their safety at college or in the workplace, through surveys and discussion activity.

7. ID cards and lanyards are provided to all staff, students, apprentices, and visitors, with clear guidance around the mandatory wearing of lanyards embedded within staff and student codes of conduct.

8. College prospectuses and job adverts have a clear statement reflecting the importance that the college places on safeguarding, and Safer Recruitment practices are always followed by the People and Culture Team. This includes the delivery of Safer Recruitment training to managers.

9. Safeguarding information, literature, and awareness raising resources are shared with staff, students, apprentices, and other stakeholders as appropriate through a variety of means across the organisation, including via the college website and staff intranet pages.

10. Students and apprentices are taught about safeguarding risk, including online safety and child-on-child sexual abuse and harassment, through induction and the Empower Personal Development Curriculum.

11. Employers are provided with relevant information in relation to safeguarding risk and the risk of radicalisation in line with the Prevent Duty at the point of sign-up, with regular discussions taking place during work-based visits to enable risks to be understood, recognised, and reported as appropriate. Employers are also signposted to the Safeguarding Policy Family and are expected to work within the policy framework in relation to any college apprentices.

12. All students and apprentices are actively encouraged to report any safeguarding, health, and welfare issues through a planned and promoted self-referral process during induction activity.

13. The Safeguarding Team continually establish and maintain positive collaborative working practices with external organisations, enabling effective communication and appropriate information sharing to ensure that support is offered as early as possible and safeguarding risk to students and apprentices is minimised.

## Monitoring

The policy and procedures are reviewed annually by the Designated Safeguarding Lead in line with the Keeping Children Safe in Education statutory guidance, and the policy is approved by the Senior Management Team, the Safeguarding Committee, and the Corporation Board.

An annual audit of safeguarding provision (local authority S175 Safeguarding Audit) is completed, and the government Prevent Duty self-assessment tool for further education is embedded into practice in relation to strategic monitoring.

Termly reports are submitted to the Safeguarding Committee, which includes the Senior Management Team and the lead safeguarding governor, where safeguarding data and practice is reviewed, analysed and challenged as appropriate to maintain a cross-college approach to commitment, currency, and compliance.

The college has an established process for the audit of the Single Central Record, which includes checking completion of the required Disclosure and Barring Service checks.

## Associated Information and Guidance

The policy is underpinned by associated legislation and guidance as listed below:

- Protection of Freedoms Act 2012: https://www.legislation.gov.uk/ukpga/2012/9/contents/enacted

- Safeguarding Vulnerable Groups Act 2006: https://www.legislation.gov.uk/ukpga/2006/47/contents

- Disclosure and Barring Service: https://www.gov.uk/government/organisations/disclosure-and-barring-service

- Working Together to Safeguard Children statutory guidance: https://www.gov.uk/government/publications/working-together-to-safeguard-children--2

- Keeping Children Safe in Education statutory guidance: https://www.gov.uk/government/publications/keeping-children-safe-in-education--2

- Equality Act 2010: https://www.legislation.gov.uk/ukpga/2010/15/contents

- Data Protection Act 2018: https://www.legislation.gov.uk/ukpga/2018/12/contents/enacted

- Guidance for Safer Working Practice for those working with Children and Young People in Education Settings: https://www.virtual-college.co.uk/guidance-for-safer-working-practice-2022.pdf

- What to do if you're worried a child is being abused: https://assets.publishing.service.gov.uk/media/5a80597640f0b62302692fa1/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf

- Information Sharing Advice for Safeguarding Practitioners: https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice

- Prevent Duty Guidance for England and Wales: https://www.gov.uk/government/publications/prevent-duty-guidance

- The Prevent Duty: Safeguarding Learners Vulnerable to Radicalisation: https://www.gov.uk/government/publications/the-prevent-duty-safeguarding-learners-vulnerable-to-radicalisation

- Sharing Nudes and Semi-Nudes: Advice for Education Settings Working with Children and Young People: https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people#sec1-7

- Care and Support Statutory Guidance issued under the Care Act 2014 (Chapter 14: Safeguarding): https://www.gov.uk/government/publications/care-act-statutory-guidance/care-and-support-statutory-guidance

- NSPCC Child Protection Records Retention and Storage Guidance: https://learning.nspcc.org.uk/research-resources/briefings/child-protection-records-retention-storage-guidance

- Sexual Offences Act 2003 Sexual Offences Act 2003

The following localised processes, guidance and policies are adopted as good practice within the college and, where relevant, in terms of Derbyshire children and young people. The relevant local

authority referral process will always be followed when dealing with safeguarding concerns in relation to students and apprentices from other areas:

- Derby and Derbyshire Safeguarding Children Partnership Policies, Procedures and Guidance: https://www.ddscp.org.uk/staff-and-volunteers/policies-and-procedures/

- Safer Derbyshire Domestic Abuse Guidance for Schools: https://www.saferderbyshire.gov.uk/what-we-do/domestic-abuse/domestic-violence-guidance/domestic-abuse-guidance-for-schools.aspx

- Derbyshire County Council Allegations Against Professionals Guidance: https://schoolsnet.derbyshire.gov.uk/keeping-children-safe-in-education/safeguarding-policies-guidance-and-protocols/allegations-against-professionals.aspx

- Derbyshire County Council Children Missing from Education Guidance: https://schoolsnet.derbyshire.gov.uk/keeping-children-safe-in-education/children-missing-from-education/children-missing-from-education.aspx

## Related Chesterfield College Group Policies and Documents

- Visitor Policy (CSE05)
- Equality, Diversity and Inclusion Policy (GOV03)
- Tackling Extremism and Radicalisation Policy (GOV06)
- Anti-Bullying Policy (GOV07)
- Health and Safety Policy (GOV08)
- Whistleblowing Policy (GOV10)
- Special Educational Needs and Disabilities Policy (GOV11)
- Online Safety Policy (GOV12)
- Fitness to Study Guidance (GOV13)
- Information Security Policy (INF01)
- IT Acceptable Use Policy (INF02)
- Data Protection Policy (INF03)
- Attendance Management Policy (INF07)
- Recruitment and Selection Policy (PHR13)
- Staff Code of Conduct (PHR19)
- Staff Disciplinary Policy (PHR20)
- Student and Apprentice Disciplinary Policy (TLA03)
- Work Experience and Industry Placement Procedures (TLA12)