

## Safeguarding and Child Protection

### POLICY STATEMENT

- Oakwood Specialist College recognises our moral and statutory responsibility to safeguard and promote the welfare of all Learners and expects all Team Members to share this.
- We recognise that all children and vulnerable adults, regardless of age, disability, SEND, gender reassignment, race, religion or belief, sex, or sexual orientation have an equal right to protection from all types of harm or abuse.
- We endeavour to provide a safe and welcoming environment where everyone is respected and valued. We are alert to the signs of abuse, neglect and exploitation, and follow our procedures to ensure that Learners receive effective support, protection, and justice. We listen to our Learners and take what they tell us seriously. Learners are aware of the people they can talk to if they have a concern. When there are concerns for a Learner's welfare, we may need to share information and work in partnership with other agencies. This Safeguarding and Child Protection policy underpins and guides our safeguarding procedures and protocols.

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# 1. Principles of Safeguarding & Terminology

## 1.1 Policy Principles

- 1.1.1 It is the responsibility of everyone at Oakwood Specialist College to protect children and adults at risk of abuse or neglect. Team Members should not assume that someone else will take action.
- 1.1.2 Team Members must always act in the interest of the child or adult at risk.
- 1.1.3 Team Members must ensure they read Part 1 of 'Keeping Children Safe in Education 2026'.
- 1.1.4 The General Data Protection Regulation (GDPR) and Data Protection Act 2023 do not prevent, or limit, the sharing of information for the purposes of keeping people safe.
- 1.1.5 Information can be shared without consent to keep an individual at risk safe from neglect or physical, emotional, or mental harm, or if it is protecting their physical, mental, or emotional wellbeing.
- 1.1.6 Where possible, consent should be sought from the individual before information is shared.

## 1.2 Terminology

- 1.2.1 A child is a person who is under 18 years of age.
- 1.2.2 Safeguarding and promoting the welfare of children is defined as:
  - providing help and support to meet the needs of children as soon as problems emerge.
  - protecting children from maltreatment, whether that is within or outside the home, including online.
  - preventing impairment of children's mental and physical health or development.
  - ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
  - promoting the upbringing of children with their birth parents, or otherwise their family network through a kinship care arrangement, whenever possible and where this is in the best interests of the children.
  - taking action to enable all children to have the best outcomes in line with the outcomes set out in the Children's Social Care National Framework.

### (Working Together to Safeguard Children)

- 1.2.3 An adult is a person aged 18 years or over.
- 1.2.4 Safeguarding means protecting an adult's right to live in safety, free from abuse and neglect. Safeguarding duties apply to an adult who:

- has needs for care and support (whether or not the local authority is meeting any of these needs)
- is experiencing, or at risk of, abuse or neglect and as a result of these care and support needs is unable to protect themselves from either the risk of, or the experience of abuse or neglect.

(Department of Health - Care Act 2014 Care and Support Statutory Guidance)

- 1.2.5 Child Protection refers to the processes undertaken to protect children who have been identified as suffering or being at risk of suffering significant harm.
- 1.2.6 Team Members refers to all those working for or on behalf of the College, full time, or part time, temporary or permanent, in either a paid or voluntary capacity.
- 1.2.7 Parents refers to birth parents and other adults who are in a parenting role, for example stepparents, foster carers, and adoptive parents.
- 1.2.8 The Designated Safeguarding Lead (DSL) is the first point of contact for any member of the college Team who has a concern about the safety and wellbeing of a child, young person, or vulnerable adult at risk.
- 1.2.9 A Deputy Designated Safeguarding Lead (DDSL) is the first point of contact in the absence of the DSL to avoid any unnecessary delays in responding to a child/vulnerable adult's needs.
- 1.2.10 Prevent refers to the Government's strategy to prevent young people and vulnerable adults becoming radicalised.
- 1.2.11 The Prevent Single Point of Contact (SPoC) is the person identified in the college as the point of contact for all Prevent related incidents and concerns.
- 1.2.12 Safeguarding Team refers to the team of trained Team Members who support the DSL and DDSLs in safeguarding and child protection across the whole college.
- 1.2.13 The Designated Person for Looked After and Previously Looked After Children is the person who has responsibility for looked after or previously looked after children.

### **1.3 Safeguarding Handbook Guidance**

- 1.3.1 Our college maintains a Safeguarding Guidance Handbook that sits alongside this policy.
- 1.3.2 The handbook provides additional safeguarding guidance, indicators and procedures relating to:
- Categories of abuse and neglect.
  - Child-on-child abuse.
  - Child criminal and sexual exploitation.
  - Domestic abuse.
  - Honour or faith-based abuse.

- Female genital mutilation.
- Children missing education.
- Mental health.
- Online safety, artificial intelligence and cybercrime.
- Vulnerable groups and additional safeguarding risks.

1.3.3 All Team Members are expected to familiarise themselves with this guidance alongside this policy and Keeping Children Safe in Education

1.3.4 Team Members should be aware of the categories of abuse, neglect and exploitation and understand that safeguarding concerns can overlap. Further guidance and indicators are contained within the college Safeguarding Guidance Handbook.

## 2. Roles and Responsibilities

### 2.1 College Safeguarding Leadership

- 2.1.1 The College Principal is the nominated Senior leader with responsibility for Safeguarding. They must ensure that a Designated Safeguarding Lead is appointed for the College and that this individual has the appropriate training, support, and resource to fulfil this role effectively.
- 2.1.2 The College has a Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Leads (DDSL) who are supported by a Safeguarding team. This team are responsible for the monitoring of child protection and safeguarding of Learners within the college. They act as the key people for Team Members to discuss concerns with and liaise with other agencies and professionals.
- 2.1.3 Each campus has a Campus Lead for safeguarding DDSL who is part of the College Safeguarding Team. In addition, safeguarding officers work on each site to promote safeguarding policy and provide additional support and expertise for Team Members. All members of the safeguarding team wear an orange safeguarding lanyard for easy recognition.

### 2.2 Safeguarding Team

|                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|---------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The Designated Safeguarding Lead (DSL) for Safeguarding and Child Protection is | Andy Baker<br>Email: <a href="mailto:abaker@oakwoodcourt.ac.uk">abaker@oakwoodcourt.ac.uk</a><br>Tel: 07881 766139                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| The Deputy Designated Safeguarding Leads (DDSL) are                             | Sam Fox<br>Email: <a href="mailto:sfox@oakwoodcourt.ac.uk">sfox@oakwoodcourt.ac.uk</a><br>Tel: 07753498532<br><br>Kat Ingle<br>Email: <a href="mailto:kingle@oakwoodcourt.ac.uk">kingle@oakwoodcourt.ac.uk</a><br>Tel: 0330 135 8 172<br><br>Julia McCarthy<br>Email: <a href="mailto:jmcarthy@oakwoodcourt.ac.uk">jmcarthy@oakwoodcourt.ac.uk</a><br>Tel: 07896 496 285<br><br>Kirsty Winfield<br>Email: <a href="mailto:kwinfield@oakwoodcourt.ac.uk">kwinfield@oakwoodcourt.ac.uk</a><br>Tel: 0330 135 8 171<br><br>Alice Parrington<br>Email: <a href="mailto:alice.parrington@oakwoodcourt.ac.uk">alice.parrington@oakwoodcourt.ac.uk</a><br>Tel: 0330 135 8 172<br><br>Rikki Bache<br>Email: <a href="mailto:rbache@oakwoodcourt.ac.uk">rbache@oakwoodcourt.ac.uk</a><br>Tel: 0330 135 8 170 |
| The Single Point of Contact (SPOC) for Prevent is                               | Abbie Heard<br>Email: <a href="mailto:ahheard@plcl.org.uk">ahheard@plcl.org.uk</a><br>Tel: 07741903286                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

|                                                               |                                                                                                                                |
|---------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|
| Head of Safeguarding/Quality                                  | Wanda Green<br>Email: <a href="mailto:wgreen@plcl.org">wgreen@plcl.org</a><br>Tel: 07872601205                                 |
| The Principal is                                              | Esther Williams<br>Email: <a href="mailto:ewilliams@oakwoodcourt.ac.uk">ewilliams@oakwoodcourt.ac.uk</a><br>Tel: 0330 135 8170 |
| The Senior Leader for education at Phoenix learning & Care is | Darren Jackson<br>Email: <a href="mailto:djackson@plcl.org">djackson@plcl.org</a><br>Tel: 07587747868                          |

## 2.3 Safeguarding Culture

2.3.1 Our college is committed to maintaining a strong, open and positive safeguarding culture.

2.3.2 This means:

- Team Members feel confident to raise concerns.
- Concerns are acted upon promptly and appropriately.
- Leaders provide effective safeguarding oversight and challenge.
- Safeguarding is embedded within all aspects of college life.
- Learners know they will be listened to, believed and supported.
- Safeguarding is recognised as everyone's responsibility.
- Learning from safeguarding practice is used to strengthen systems and improve outcomes for Learners.

2.3.3 Our college is committed to maintaining a safe, inclusive and protective environment where safeguarding is embedded throughout all aspects of college life. To support this commitment:

- All Team Members, including agency workers, support teams and volunteers, will read and understand Part One of Keeping Children Safe in Education and receive safeguarding information appropriate to their role at induction.
- The Senior Leadership Team, Designated Safeguarding Leads and Governance and Oversight Team will maintain an appropriate level of safeguarding knowledge and oversight and will undertake safeguarding training relevant to their responsibilities.
- The college will provide a coordinated Family Help offer, contribute to multi-agency safeguarding arrangements and maintain appropriate safeguarding records in accordance with statutory guidance and Phoenix Learning & Care expectations.
- The college will operate robust safer recruitment and vetting procedures to promote the safety and welfare of children.
- All Team Members will receive safeguarding induction, annual safeguarding training and regular safeguarding updates, including online safety
- All Team Members will understand their safeguarding responsibilities, including their role in identifying concerns, implementing support plans and promoting the welfare of children.
- Parents and Carers will have access to safeguarding information, relevant policies and appropriate sources of support and guidance

- Community users and third-party organisations using college premises will be expected to comply with safeguarding requirements and, where appropriate, provide relevant safeguarding information and assurances.

## **2.4 Role of the Designated Safeguarding Lead (DSL)**

2.4.1 The Designated Safeguarding Lead has responsibility for safeguarding and child protection (including online safety). They will ensure that the Deputy Designated Safeguarding Lead (DSL) for each campus has completed the relevant training for each Local Authority, as appropriate. Their role is clearly defined in the DSL job description.

2.4.2 Roles and responsibilities will include:

- Availability – being available during college hours.
- Managing referrals – to e.g., Children’s Social Care, Channel programme, Disclosure and Barring service, the Police and regulatory professional bodies such as the Teachers Regulation Agency
- Working with others – e.g., a point of contact with safeguarding partners, a source of support and advice for Team Members, to promote supportive engagement with Parents and/or Carers and the Senior Leadership Team and Governance and Oversight team.
- Information sharing and managing the child protection files.
- Raising Safeguarding and Child Protection Awareness
- Updating training, knowledge and skills required to carry out the role of DSL.
- Providing support to Team Members
- Holding and sharing information
- Overseeing and acting upon filtering and monitoring reports and checks to these systems.

2.4.3 Their additional responsibilities include providing advice and support to other Team Members on safeguarding and child protection matters, taking part in strategy discussions and inter-agency meetings, and/or supporting other Team Members to do so.

## **2.5 Role of the Deputy Designated Safeguarding Lead (DDSL)**

2.5.1 The Deputy Designated Safeguarding Lead should be trained to the same standard as the Designated Safeguarding Lead and the role should be explicit in their job description. Whilst the activities of the Designated Safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection and adult safeguarding, as set out above, remains with the Designated Safeguarding Lead, this lead responsibility should not be delegated. In the event of the long-term absence of the DSL, a Deputy will assume all of the functions listed in the DSL job description.

## **2.6 Role of the Governance and Oversight Team**

2.6.1 The Governance and Oversight Team are responsible for ensuring that the following duties are followed.

- The College appoints a DSL for Safeguarding who is a member of the College leadership team and who has undertaken training in inter-agency working, in addition to basic safeguarding and child-protection training.
- The DSL role is explicit in the role holder's job description.
- The College has a Safeguarding and Child Protection policy and relevant procedures in place, including a Team Members code of conduct, that is consistent with statutory requirements, reviewed annually and made available publicly on the College's website or by other means.
- Has procedures for dealing with allegations of abuse made against Team Members including allegations made against the Principal or Chair of Governors or another Governor and allegations against other young people.
- Follows safer recruitment procedures that include statutory checks on Team Members suitability to work with children and disqualification by association regulations.
- There is a training strategy that ensures all Team Members, including the Principal, receive information about the College's safeguarding arrangements, Team Members code of conduct and the role of the DSL on induction, and appropriate child protection training, which is regularly updated in line with any statutory requirements.
- The DSL receives child protection and safeguarding refresher training at two-yearly intervals and adult safeguarding refresher training every 3 years
- Ensures that all Team Members, including temporary Team Members and volunteers, are provided with access to the College's Safeguarding and child protection policy, Team Members code of conduct and KCSiE Part 1.
- ensures that the college contributes to family help arrangements and inter agency working and plans.
- considers how Learners may be taught about safeguarding, including radicalisation and digital safety as part of a broad and balanced curriculum.

2.6.2 The Governance and Oversight Team will nominate the Operations Director for Education to be responsible for liaising with the Local Authority and other agencies in the event of an allegation being made against the Principal.

## **2.7 Role of the Principal**

2.7.1 The Principal is ultimately responsible for the safeguarding of children and Adults at Risk at the College. They will uphold this responsibility by:

- ensuring that the safeguarding and child protection policy and procedures are implemented and followed by all Team Members, and that an open and positive culture of safeguarding is promoted.
  - allocate sufficient time, training, support, and resources, including cover arrangements, when necessary, to enable the DSL and Deputies to carry out their roles effectively, including attendance at strategy discussions and other necessary meetings.
  - ensure that all Team Members feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistle blowing procedures.
  - ensure that Learners are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online.
  - liaise with the Designated Safeguarding Lead, Operations Director for Education and People Services, where an allegation is made against a Team Member.
  - ensure that anyone who has harmed or may pose a risk to a child or vulnerable adult is referred to the Disclosure and Barring Service.
- Ensure that procedures for whistleblowing, allegation management and low-level concerns are followed, including liaising with the Local Authority Designated Officer (LADO) and referring anyone who has harmed or may pose a risk to a child to the Disclosure and Barring Service and Teacher's Regulation Agency as appropriate.

## **2.8 Role of all Team Members**

### **2.8.1 Roles and responsibilities will include:**

- Maintaining an attitude of 'it could happen here' where safeguarding is concerned.
- Identifying concerns early, provide help for Learners, promote Learners' welfare, and prevent concerns from escalating.
- Knowing what to do if a Learner tells them they are being abused, exploited, or neglected.
- Being able to reassure victims that they are being taken seriously and that they will be supported and kept safe.
- Recognising and providing strategies to overcome the barriers for Learners when wanting to make a disclosure (verbal or non-verbal)
- Identifying children who may benefit from early help, (providing support as soon as a problem emerges) and the part they play in these support plans.
- Raising any concerns for a Learner following the college safeguarding policies and procedures

- Being aware of local authority referral processes for the campus location.
- Being aware of systems within the college which support safeguarding e.g., safeguarding policy, behaviour policy, code of conduct, CME, online filtering, and monitoring
- Attending regular adult and children's safeguarding and child protection training.

### **3. Recognising and Responding to Safeguarding Concerns**

#### **3.1 Professional Curiosity**

3.1.1 Professional curiosity is an essential component of effective safeguarding practice.

3.1.2 Team Members will:

- Maintain an attitude of professional curiosity where there are concerns regarding a Learner's welfare.
- Consider whether changes in behaviour, attendance, presentation, emotional wellbeing or engagement may indicate a safeguarding concern.
- Seek to understand the lived experience of the Learner and any barriers they may face in seeking help.
- Respectfully explore concerns with the Learner, family and relevant professionals where appropriate.
- Share concerns with the DSL/DDSL without delay where safeguarding concerns are identified.
- Recognise that seemingly low-level concerns may form part of a wider safeguarding picture

3.1.3 Team Members will maintain professional curiosity and remain alert to contextual safeguarding concerns, disguised compliance and factors that may result in the adultification of children.

#### **3.2 Recognising**

3.2.1 Team Members should always maintain an attitude of “It could happen here”. We also recognise that abuse, neglect, exploitation and safeguarding issues are complex and are rarely standalone events that can be covered by one definition or label. Team Members are aware that in most cases multiple issues will overlap one another.

3.2.2 The college recognises a range of safeguarding concerns including, but not limited to:

- Child missing or absent from education.
- Child missing from home or care.
- Child sexual exploitation (CSE).
- Child criminal exploitation (CCE).
- County Lines.
- Bullying and cyberbullying.
- Domestic abuse.
- Substance misuse.
- Fabricated or induced illness.

- Faith-based abuse.
- Female Genital Mutilation (FGM).
- Forced marriage.
- Honour or faith-based abuse.
- Gangs and serious youth violence.
- Gender-based violence and violence against women and girls (VAWG).
- Mental health concerns.
- Private fostering.
- Radicalisation and extremism.
- Child-on-child (Peer-on-Peer) abuse.
- Sexual violence and sexual harassment.
- Upskirting.
- Online abuse and exploitation.
- Artificial intelligence and technology-facilitated abuse.
- Financial exploitation and cybercrime.

3.2.3 Detailed guidance relating to abuse, neglect, safeguarding indicators, exploitation, vulnerable groups and specific safeguarding concerns is contained within the Safeguarding Guidance Handbook. All Team Members are expected to familiarise themselves with this guidance alongside this policy and Part One of Keeping Children Safe in Education.

### **3.3 Responding**

- 3.3.1 Do not promise to keep it a secret.
- 3.3.2 Do not react – try not to show shock, disgust, or disbelief.
- 3.3.3 Listen patiently and closely.
- 3.3.4 Only seek to clarify essentials – what, where, when, who and ensure no leading questions are used and no conclusions made.
- 3.3.5 Do not question the alleged victim about the incident – do not ask leading questions (any further questioning by Team Member could affect the validity of any statement collected by police at a later date)
- 3.3.6 Do not make promises about the future or statements that are incorrect.

### **3.4 Reporting**

- 3.4.1 It is the responsibility of Team Members to report all safeguarding concerns and not to decide whether it is or is not abuse. The need to protect the child or adult at risk overrides any concerns about “false allegations”; even if you think a disclosure or allegation may be untrue you must still report it.
- 3.4.2 Any concerns regarding a child must be reported promptly in accordance with the college's safeguarding policies and procedures. If there is an immediate risk of harm, action should be taken without delay. Failure to follow these procedures may result in disciplinary action.
- 3.4.3 Abuse is usually discovered in three ways:
- The Learner makes a disclosure or allegation to someone that abuse has or may have occurred.
  - Someone sees the abuse occur.
  - Someone identifies signs and symptoms that may indicate abuse.
- 3.4.4 These principles are to be followed in all cases of disclosure or alleged abuse.

### **3.5 Assist**

- 3.5.1 If necessary, ensure the person receives medical treatment.
- 3.5.2 Seek to ensure the person's safety.
- 3.5.3 Where appropriate encourage and allow the individual to take any next steps on their own.
- 3.5.4 Provide appropriate support to the victim's needs and agree a course of action.

### **3.6 Preserve**

- 3.6.1 Do not confront the alleged perpetrator.
- 3.6.2 If the abuse happened recently do not allow any access to any place where the abuse may have occurred.
- 3.6.3 Look after any items given to you – place them in a clean plastic bag.

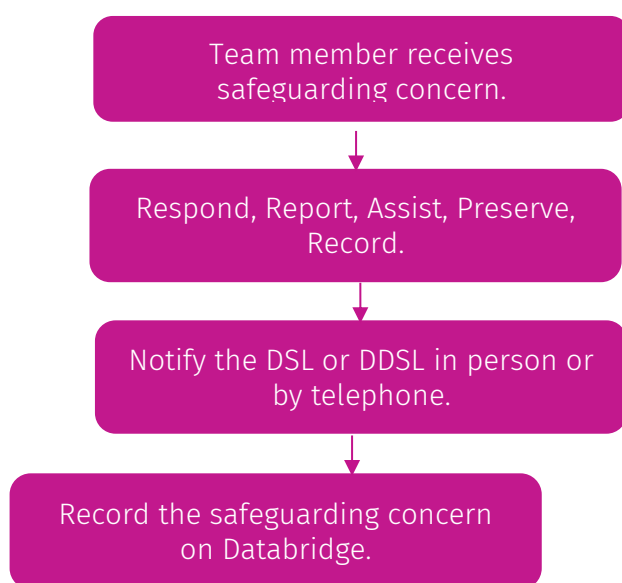
### **3.7 Record**

- 3.7.1 Record what you see and what you are told as soon as possible or during the disclosure if appropriate – include the person's wishes about what action to take.
- 3.7.2 Use the alleged victim's own words.
- 3.7.3 Cross out mistakes do not use correction fluid.
- 3.7.4 All notes should be timed, dated, and signed, with name printed alongside the signature, by the member of Team Member making the notes.
- 3.7.5 All records should then be logged electronically using Databridge.

### **3.8 In the case of a disclosure:**

- 3.8.1 Report verbally to the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead as soon as possible and definitely within 1 hour if there are safety concerns for the Child or Adult at Risk
- 3.8.2 In the absence of the Designated Safeguarding Lead or a Deputy Designated Safeguarding Lead, report the matter verbally to a College senior manager immediately if you believe the senior manager may need to take some action.
- 3.8.3 Complete a Safeguarding concern event log on Databridge.
- 3.8.4 Record all notes or other record made of the disclosure within the Safeguarding Concern event log on Databridge or ensure this is communicated securely to the designated Safeguarding Lead or a Deputy Designated Safeguarding Lead.

### 3.9 Disclosure flow chart & Safeguarding referrals by campus



- 3.9.1 When a disclosure or allegation of abuse or cause for concern is reported within Oakwood Specialist College, the Designated Safeguarding Lead will:
- Consider if an alert should be made to the appropriate Safeguarding Team or relevant Police Force.
  - Report any concern which could potentially lead to wilful neglect or ill treatment of someone who lacks capacity to the appropriate Safeguarding Team and/or relevant Police Force This includes all concerns regarding care and support need.
  - Be directed by and work with the appropriate Local Authority Safeguarding Team or relevant Police Force to ensure an open and thorough investigation of the disclosure or allegation.
- 3.9.2 The ‘appropriate Local Authority Safeguarding Team’ or ‘relevant Police Force’ is the service responsible for the geographical area in which the alleged or suspected abuse occurred.

Dawlish Campus: Devon and Cornwall Police <https://www.devon-cornwall.police.uk/>

Torpoint Campus: Devon and Cornwall Police <https://www.devon-cornwall.police.uk/>  
 Yate Campus: Avon and Somerset Police <https://www.avonandsomerset.police.uk/>

- 3.9.3 When receiving a concern about a Team Member, and the victim is aged under 18 the DSL should contact the relevant Local Authority Designated Officer (LADO) for that campus or where the risk is located.

**Dawlish campus:**

**Website:** <https://www.devon.gov.uk/educationandfamilies/child-protection/managing-allegations-against-adults-working-with-children/>

**Telephone number:** 01392 384 964

**Email:** [childsc.localauthoritydesignatedofficersecure-mailbox@devon.gov.uk](mailto:childsc.localauthoritydesignatedofficersecure-mailbox@devon.gov.uk)

**Notification form:** <https://services.devon.gov.uk/web/lado/form>

**Torpoint Campus:**

**Website:** <https://www.cornwall.gov.uk/health-and-social-care/childrens-services/child-protection-and-safeguarding/allegations-against-people-who-work-with-children/>

**Telephone number:** 01872 326 536

**Email:** [lado@cornwall.gov.uk](mailto:lado@cornwall.gov.uk)

**Yate Campus:**

**Website:** <http://sites.southglos.gov.uk/safeguarding/children/i-am-a-professional/managing-allegations/>

**Telephone number:** 01454 868 508

**Email:** [lado@southglos.gov.uk](mailto:lado@southglos.gov.uk)

- 3.9.4 When receiving a concern about a child and they have a social worker, the DSL should report the concern to the social worker.
- 3.9.5 When receiving a concern about a child who does not have a social worker, a referral should be made to the safeguarding team within the local authority that the campus is located (or where the alleged abuse is thought to have taken place, should this be a different local authority)

**Dawlish Campus: MASH**

**Website:** <https://www.devon.gov.uk/educationandfamilies/child-protection/>

**Telephone number:** [0345 155 1071](tel:03451551071)

**Out of Hours telephone number:** 0345 6000 388

**Email:** [mashsecure@devon.gov.uk](mailto:mashsecure@devon.gov.uk) **Request for support form:**

<https://devoncountycouncil.outsystemsenterprise.com/MASH/homepage>

**Torpoint Campus: MARU**

**Website:** <https://www.cornwall.gov.uk/health-and-social-care/childrens-services/child-protection-and-safeguarding/>

**Telephone number:** 0300 1231 116

**Out of hours telephone number:** 01208 251 300

**email:** [multiagencyreferralunit@cornwall.gov.uk](mailto:multiagencyreferralunit@cornwall.gov.uk)

**Online Referral Form:**

<https://cornwallmosaicchildportal.cornwall.gov.uk/s4s/FormDetails/FillForm?formId=416>

**Yate Campus:**

Website: <http://sites.southglos.gov.uk/safeguarding/>

**Telephone number:** 01454 866000 **Out of hours telephone number:** 01454 615 165

**Email:** [accessandresponse@southglos.gov.uk](mailto:accessandresponse@southglos.gov.uk)

- 3.9.6 When receiving a concern about an adult and they have a social worker, the DSL should report the concern to the social worker.
- 3.9.7 When receiving a concern about an adult who does not have a social worker, a referral should be made to the safeguarding team within the local authority that the campus is located. (or where the alleged abuse is thought to have taken place, should this be a different local authority)

**Dawlish Campus:**

**Website:** <https://www.devonsafeguardingadultspartnership.org.uk/>

**Telephone number:** 0345 1551 007

**Out of Hours:** 0345 6000 388

**Email:** [csc.caredirect@devon.gov.uk](mailto:csc.caredirect@devon.gov.uk)

**Torpoint Campus:**

Website: <https://www.cornwall.gov.uk/safeguardingadults>

**Telephone number:** 0300 1234 131

Out of Hours telephone number: 01208 251300

**Email:** [accessteam.referral@cornwall.gov.uk](mailto:accessteam.referral@cornwall.gov.uk)

**Yate Campus:**

Website: <http://sites.southglos.gov.uk/safeguarding/adults/>

**Telephone number:** 01454 868007

Out of hours telephone number: 01454 615 165

**Key contacts**

Police – 999 (emergency) / 101 (non-emergency)

Disclosure and Barring Service - 0300 0200 190 - [customerservices@dbi.gsi.gov.uk](mailto:customerservices@dbi.gsi.gov.uk)

### **3.10 Making a Referral**

- 3.10.1 Concerns about a child or a disclosure should be immediately raised with the DSL who will help decide whether a referral to children's Local Authority Safeguarding Hub or other support (e.g. Family Help) as appropriate in accordance with The Local Authority Threshold Tool.
- 3.10.2 If college leaders are uncertain about whether a concern raised should be referred to the Local Authority Safeguarding Hub, a consultation will be sought with the Local Authority to seek further support and guidance.
- 3.10.3 If a referral is needed, the DSL should make this rapidly and have the necessary systems in place to enable this to happen. However, anyone can make a referral and if for any reason a Team Members thinks a referral is appropriate and one hasn't been made, they can, and should, consider making a referral themselves.
- 3.10.4 The child (subject to their age and understanding) and the Parents/Carers will be told that a referral is being made, unless to do so would increase the risk to the child.
- 3.10.5 If after a referral the child's situation does not appear to be improving the Designated Safeguarding Lead (or the person that made the referral) should press for re-consideration to ensure their concerns have been addressed, and most importantly the child's situation improves.
- 3.10.6 If a child is in immediate danger or is at risk of harm a referral should be made to children's Local Authority Safeguarding Hub and/or the police immediately. Anybody can make a referral.
- 3.10.7 Where referrals are not made by the DSL, the DSL should be informed as soon as possible.

### **3.11 Family Help and Early Intervention**

- 3.11.1 Our college recognises the importance of early identification and intervention to prevent concerns escalating.
- 3.11.2 The college will:
- 3.11.3 Promote a Family Help approach that enables children and families to access support at the earliest opportunity.
- 3.11.4 Work collaboratively with parents, carers and partner agencies to identify needs and strengths.
- 3.11.5 Contribute to community-based family help and targeted early support where appropriate.
- 3.11.6 Ensure Team Members understand local referral pathways, thresholds and statutory interventions.
- 3.11.7 Provide support to children and families before concerns reach statutory safeguarding thresholds where appropriate

### **3.12 Understanding Support Pathways**

- All Team Members will understand the range of support available to children, adults and families.

- This includes:
- Universal services.
- Community-based help and support.
- Targeted Family Help.
- Child in Need support.
- Child Protection processes.
- Children in Care arrangements.
- Support available for children and adults with SEND and additional vulnerabilities.
- Team Members will understand how concerns escalate through these levels of intervention and how to access support appropriately

### **3.13 Supporting Team Members**

- 3.13.1 We recognise that Team Members working in the college who have become involved with a Learner who has suffered harm or appears to be likely to suffer harm may find the situation stressful and upsetting.
- 3.13.2 We will support such Team Members by providing an opportunity to talk through their anxieties with the DSLs and to seek further support as appropriate.

### **3.14 Professional Challenge and Escalation**

- 3.14.1 The college recognises the importance of professional challenge and escalation in safeguarding children and adults.
- 3.14.2 Where a Team Member believes:
- A safeguarding concern has not been adequately addressed;
  - Appropriate action has not been taken;
  - A Learner remains at risk of harm;
  - A decision places a Learner at ongoing risk; or
  - There is professional disagreement regarding thresholds or intervention;
- 3.14.3 They must escalate their concerns promptly.
- 3.14.4 Team Members will:
- Raise concerns with the DSL/DDSL in the first instance.
  - Escalate concerns to the College Principal or other senior leaders where necessary.
  - Follow local safeguarding partnership escalation procedures where professional disagreements arise.

- Make a direct referral to Children's Social Care or Adult Safeguarding where they believe a Learner remains at risk of significant harm..
- Ensure all escalation activity and decisions are appropriately recorded.
- Our college promotes a culture where respectful professional challenge is encouraged and recognised as good safeguarding practice.

### **3.15 Learners Who Are Particularly Vulnerable**

- 3.15.1 Our college recognises that some Learners are more vulnerable to abuse, neglect and contextual safeguarding concerns and that additional barriers exist when recognising abuse for some Learners. We understand that this increase in risk is due more to societal attitudes and assumptions or child protection/adult safeguarding procedures which fail to acknowledge a Learner's diverse circumstances, rather than the individual Learner's personality, impairment, or circumstances.
- 3.15.2 Some Learners may also find it harder to disclose abuse due to communication barriers, lack of access to a trusted adult or not being aware that what they are experiencing is abuse.
- 3.15.3 Any Learner under 18 may benefit from Family Help. Adult Learners may require Care Act safeguarding referrals, care and support assessments, advocacy, mental capacity assessments or other adult safeguarding interventions.
- 3.15.4 All Team Members should be particularly alert to the potential need for targeted support for a Learner who:
- is disabled and has specific additional needs.
  - has special educational needs (whether they have a statutory education, health, and care plan).
  - is a young Carer.
  - is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups.
  - is frequently missing/goes missing from education, care or from home.
  - is misusing drugs or alcohol themselves.
  - is at risk of modern slavery, trafficking, or exploitation.
  - is in a family circumstance presenting challenges for the Learner, such as substance abuse, adult mental health problems or domestic abuse.
  - has returned home to their family from care.
  - is showing early signs of abuse and/or neglect.
  - is at risk of being radicalised or exploited.
  - is a privately fostered child.
  - has an imprisoned Parent.

- is experiencing mental health, wellbeing difficulties.
- is persistently absent from education (including persistently absent for part of the college day).
- Has experienced multiple suspensions, is at risk of being permanently excluded from college.
- Is at risk of honour and faith based abuse such as FGM or Forced Marriage

### **3.16 Mental Health**

- 3.16.1 The college recognises that mental health concerns can, in some cases, be an indicator that a Learner has experienced, or may be at risk of experiencing, abuse, neglect, exploitation or other safeguarding concerns.
- 3.16.2 Whilst only appropriately qualified professionals can diagnose mental health conditions, all Team Members have an important role in promoting positive wellbeing, identifying concerns and supporting Learners to access help at the earliest opportunity.
- 3.16.3 The college recognises that experiences such as abuse, neglect, trauma, exploitation, bereavement, family difficulties, bullying, domestic abuse and other adverse childhood experiences can have a significant impact on a Learner's emotional wellbeing, mental health, behaviour and ability to learn.
- 3.16.4 Team Members will:
- Promote positive mental health and emotional wellbeing through everyday interactions, relationships and the curriculum.
  - Remain alert to changes in behaviour, mood, presentation, attendance, engagement, relationships or academic progress.
  - Recognise that self-harm, suicidal ideation, eating difficulties, risk-taking behaviour and emotional distress may indicate that additional support is required.
  - Consider whether a mental health concern may be linked to a safeguarding issue and respond accordingly.
  - Share concerns promptly with the DSL/DDSL and record concerns in line with college procedures.
  - Work collaboratively with parents, carers and external agencies where appropriate to support positive outcomes for Learners.
  - Potential indicators of mental health concerns may include, but are not limited to:
    - Significant changes in behaviour, mood or personality.
    - Persistent anxiety, low mood or emotional dysregulation.
    - Social withdrawal or isolation.

- Changes in eating or sleeping patterns.
- Loss of interest in activities previously enjoyed.
- Self-harm or discussion of self-harm.
- Expressions of hopelessness, suicidal thoughts or plans.
- Unexplained physical symptoms.
- Deterioration in attendance, engagement or educational progress.

3.16.5 Where there are immediate concerns regarding a Learner's safety arising from their mental health, including significant self-harm, suicidal ideation or where a Learner is believed to be at immediate risk of serious harm, Team Members must take immediate action. Team Members must not wait for advice before acting.

3.16.6 Emergency services should be contacted via 999 where there is an immediate risk to life, or NHS 111 where urgent mental health support is required. The Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Lead (DDSL) must be informed without delay.

3.16.7 The college will ensure that mental health concerns are responded to in a person-centred, trauma-informed and therapeutic manner and that support is proportionate to the Learner's needs, risks, strengths and lived experiences

### **3.17 Learners Questioning Their Gender**

3.17.1 The college recognises that Learners who are questioning their gender may require additional support and may experience increased vulnerability to bullying, discrimination, social isolation, emotional distress and mental health difficulties.

3.17.2 The college will respond to individual circumstances in a respectful and safeguarding-focused manner, taking account of safeguarding responsibilities, statutory guidance, equality duties and the rights, welfare and best interests of all Learners.

3.17.3 The college will:

- Listen to and support Learners in a respectful and sensitive manner.
- Take all reasonable steps to prevent bullying, harassment and discrimination.
- Involve parents and carers in decision-making wherever age appropriate and safe to do so.
- Take a careful and considered approach to requests relating to social transition.
- Ensure that any decisions are informed by safeguarding considerations, risk assessment and the welfare of all Learners affected.
- Maintain appropriate records of decisions, actions taken and the rationale for those decisions.
- Seek advice from relevant professionals and agencies where appropriate.

- Review arrangements regularly to ensure they remain appropriate and continue to meet the needs of the Learner.

3.17.4 The college will not initiate social transition. Any request for support relating to social transition will be considered on an individual basis, in accordance with statutory guidance, safeguarding responsibilities and parental involvement where appropriate.

### **3.18 Single-Sex Facilities and Activities**

3.18.1 The college recognises its responsibilities to safeguard all Learners and to provide safe, suitable and dignified facilities for Learners.

3.18.2 The college will:

- Maintain appropriate safeguarding arrangements in relation to toilets, changing facilities, showers and residential accommodation where applicable.
- Consider the safety, privacy, dignity and wellbeing of all Learners when making decisions regarding access to facilities.
- Undertake and document risk assessments where alternative arrangements are required.
- Keep arrangements under review and amend them where necessary to ensure ongoing safety and suitability.
- Consider requests relating to participation in activities, including sport, on an individual basis and in accordance with safeguarding responsibilities, statutory guidance and the welfare of all Learners.

3.18.3 Further operational guidance specifically relating to children who are questioning their gender, social transition, single-sex facilities, sport and risk assessment processes is contained within the Safeguarding Guidance Handbook.

### **3.19 Safeguarding Through the Curriculum**

3.19.1 The college recognises that safeguarding is achieved not only through responsive practice but also through prevention, education and empowerment.

3.19.2 Safeguarding education is embedded throughout the curriculum and wider college experience.

3.19.3 Learners will be supported, in an age and stage appropriate manner, to develop knowledge, resilience and skills relating to:

- Healthy and respectful relationships.
- Consent and personal boundaries.
- Child-on-child (Peer-on-Peer) abuse.
- Online safety and the responsible use of technology.
- Exploitation, abuse and grooming.

- Mental health and emotional wellbeing.
- Personal safety within the community.
- Extremism and radicalisation.
- Artificial intelligence, misinformation and online harms.
- Identifying trusted adults and seeking help when worried.
- The college will promote a culture where Learners feel safe to discuss concerns, ask questions and access support.

### **3.20 Child-on-Child/Peer on Peer Abuse Prevention**

3.20.1 The college recognises that child-on-child and peer-on- peer abuse is preventable and should be addressed through a whole-college safeguarding approach.

3.20.2 The college will:

- Promote a culture of respect, kindness, inclusion and safety.
- Challenge sexism, racism, misogyny, misandry, homophobia, biphobia and discriminatory behaviour.
- Recognise harmful behaviour may exist on a continuum from inappropriate behaviour to abusive behaviour.
- Provide timely, evidence-informed intervention and support.
- Recognise that safeguarding support may be required for both the victim and the alleged perpetrator.
- Promote preventative education and healthy relationships.
- Reinforce that child-on-child abuse will never be dismissed as banter, part of growing up, or harmless behaviour.
- Ensure that there is a child-on-child risk assessment/safety plan in place

### **3.21 Online Safety, Artificial Intelligence and Emerging Technologies**

3.21.1 The college recognises that online risks generally fall into four categories:

- Content – exposure to harmful, inappropriate, illegal or misleading material.
- Contact – harmful interactions with adults or peers.
- Conduct – unsafe, abusive or risky online behaviour.
- Commerce – risks relating to financial exploitation, scams, gambling and commercial influences

3.21.2 The college recognises that emerging technologies create additional safeguarding risks. (See Online Safety and Acceptable Use of Technology Policies)

### 3.21.3 The college will:

- Educate Learners about online harms including AI-generated content, misinformation and manipulated media.
- Promote awareness of deepfakes and AI-generated images.
- Support Learners to understand the risks associated with sharing images and content online.
- Educate Learners about harmful online influencers and online exploitation.
- Raise awareness of cybercrime, financial exploitation and online scams.
- Ensure Team Members understand emerging technological safeguarding risks.
- Review safeguarding arrangements to respond to technological developments and emerging risks.

3.21.4 Incidents involving youth-produced sexual imagery (nudes or semi-nudes) will be treated as safeguarding concerns. Team Members must not view, copy, print or share images and must report concerns immediately to the DSL/DDSL. Such incidents will be managed in accordance with statutory guidance and safeguarding procedure.

## 3.22 Filtering and Monitoring

The college will ensure that:

- Appropriate filtering and monitoring systems are in place.
- Filtering and monitoring arrangements are reviewed at least annually.
- Reviews are undertaken by relevant leaders with DSL involvement.
- Checks are conducted across all internet-connected devices and relevant locations.
- Records of filtering and monitoring reviews are maintained.

## 3.23 Serious Violence and Weapons

3.23.1 The college recognises that serious violence and weapon carrying present significant safeguarding risks.

3.23.2 Where concerns arise regarding serious violence, weapon carrying or threats of violence:

- Team Members must immediately report concerns to the DSL/DDSL.
- The college will assess risks to the individual Learner and others.
- The college will consider wider contextual safeguarding concerns and risk factors.
- Appropriate safety and support plans will be implemented where required.

- Relevant agencies will be involved where appropriate.
- Concerns, actions and outcomes will be appropriately recorded.
- The college recognises that Learners involved in serious violence may themselves be vulnerable and require safeguarding support.

### **3.24 Young Carers**

3.24.1 The college recognises that young carers may experience additional vulnerabilities that impact attendance, wellbeing, learning and development.

3.24.2 The college will:

- Seek to identify young carers where possible.
- Consider the impact of caring responsibilities on the Learner's lived experience.
- Provide appropriate support and signposting.
- Work collaboratively with families and external agencies where appropriate.
- Promote positive educational, wellbeing and safeguarding outcomes for young carers.

### **3.25 Honour-Based Abuse, Faith-Based Abuse and Forced Marriage**

3.25.1 The college recognises Honour-Based Abuse, Faith-Based Abuse and Forced Marriage as serious forms of abuse and safeguarding concerns.

3.25.2 Team Members must remain alert to indicators of these forms of abuse and report concerns immediately to the DSL/DDSL.

3.25.3 The college recognises the One Chance Rule and understands there may only be one opportunity to identify risk and intervene to safeguard a Learner. Delays in responding to concerns are unacceptable.

3.25.4 Parents or carers will not normally be informed prior to seeking safeguarding advice where concerns relate to Honour-Based Abuse, Faith-Based Abuse or Forced Marriage, as doing so may increase the risk to the child.

3.25.5 Detailed guidance is contained within the college Safeguarding Guidance Handbook.

### **3.26 Female Genital Mutilation (FGM)**

3.26.1 The college recognises Female Genital Mutilation (FGM) as a form of child abuse and violence against women and girls.

3.26.2 Team Members must report concerns regarding FGM immediately to the DSL/DDSL.

3.26.3 Teachers are reminded of their statutory duty to report known cases of FGM involving children under 18 directly to the Police in accordance with current legislation.

3.26.4 The college recognises that concerns relating to FGM require immediate action and must never be delayed. Further guidance is contained within the college Safeguarding Guidance Handbook.

**3.27 One Chance Rule**

- 3.27.1 The college recognises the One Chance Rule and understands there may only be one opportunity to safeguard a child at risk of these forms of abuse. Delays in responding to concerns are unacceptable.

**3.28 Prevent Duty and Radicalisation**

- 3.28.1 The college recognises that protecting children from radicalisation forms part of its wider safeguarding responsibilities. Concerns that a child may be vulnerable to radicalisation or extremism will be managed in line with safeguarding procedures and referrals to external agencies, including Channel, will be considered where appropriate.

**3.29 Operation Encompass**

- 3.29.1 The college participates in Operation Encompass and will respond appropriately to information provided by the Police regarding domestic abuse incidents which may affect a Learner's safety, wellbeing or ability to engage in learning.

**3.30 Private Fostering**

- 3.30.1 Concerns regarding private fostering arrangements must be reported to the DSL/DDSL. The college will ensure that appropriate notifications are made to Children's Services in accordance with statutory requirements.

## 4. Allegations against Team Members

- 4.1.1 All Team Members should take care not to place themselves in a vulnerable position with a Learner. It is always advisable for interviews or work with individual Learners to be conducted in view of other Team Members. Guidance about conduct and safe practice, including safe use of mobile phones by Team Members and volunteers will be given at induction.
- 4.1.2 Suspension of the member of the team, excluding the Principal, against whom an allegation has been made, needs careful consideration, and the Principal will seek the advice of the LADO (if the Learner is aged under 18), the Operations Director for Education and People Services in making this decision.
- 4.1.3 Team Members, Parents/Carers and the Governance and Oversight Team are reminded that publication of material that may lead to the identification of a Team Member who is the subject of an allegation is prohibited by law. Publication includes verbal conversations or writing including content placed on social media sites.

### 4.2 Procedure for Senior Manager / DSL with Safeguarding Responsibilities in the case of an allegation or concern about the behaviour of a Team Member

- 4.2.1 Allegations Management Procedures must take place where an allegation or concern is made against a Team Member, Visitor or Volunteer, stating that they have:
- behaved in a way that has harmed a Learner or may have harmed a Learner.
  - possibly committed a criminal offence against or related to a Learner.
  - behaved towards a Learner or Learners in a way that indicates that person will pose a risk of harm if they work regularly or closely with children or Adults at Risk, and/or.
  - behaved or may have behaved in a way that indicates that they may not be suitable to work with children or Adults at Risk
- 4.2.2 Regardless of where the alleged abuse took place; the Allegations Management Procedures must be implemented. Note: No investigation should take place until feedback has been received from the LADO/Safeguarding. If it is decided by the Local Authority Designated Officer (LADO) or Adult Safeguarding Team that a Strategy Meeting is to be called, the college should not carry out an investigation until the Strategy Meeting has taken place.
- 4.2.3 Where LADO states that the allegation does not meet their threshold, internal investigation procedures must be followed. This may include a full internal investigation or a safeguarding reflective review dependent on the severity of the allegation and evidence.
- 4.2.4 The DSL will notify the Principal, or if the complaint is against the Principal, the Operations Director (Education) must be contacted immediately.
- 4.2.5 If a serious criminal offence is suspected, the police should be informed.
- 4.2.6 A written record must be completed.
- 4.2.7 The Local Authority Designated Office (LADO) and/or Adult Safeguarding Team must be informed

4.2.8 The advice given by the LADO or Adult Safeguarding Team must be followed, and the LADO/Adult Safeguarding Team will decide if the allegation meets the criteria for a strategy meeting based on whether the member of the team has:

- Behaved in a way that has harmed or may have harmed a Learner.
- Possibly committed a criminal offence against or related to a Learner.
- behaved towards a Learner or Learners in a way that indicates that person will pose a risk of harm if they work regularly or closely with children or Adults at Risk, and/or.
- behaved or may have behaved in a way that indicates that they may not be suitable to work with children or Adults at Risk

4.2.9 Where an allegation is made against another person that is not a Team Member, volunteer, or contractor at the College, but who the college has reason to believe is a person who works or is a volunteer with children or Adults at Risk then the college will inform the LADO or Adult Safeguarding Team.

### **4.3 Disciplinary Procedure in the event of an Allegation**

4.3.1 The Principal will take advice from the LADO or Adult Safeguarding Team, however, where there is reasonable suspicion that the allegation is serious and the outcome of an investigation could result in the action being gross misconduct, the College will consider suspending the Team Member in accordance with its disciplinary procedures.

4.3.2 Team member suspension is not in itself a disciplinary action and will be used for the following reasons:

- To protect the Learner or others from possible further abuse.
- To allow a full investigation without the danger of influence by the Team Member.
- To protect the Team Member from further allegations.

4.3.3 Where a Team Member is not suspended, a non-suspension risk assessment will be completed.

4.3.4 Oakwood Specialist College recognises that this can be a very uncomfortable experience for the Team Member involved and will seek to support that Team Member either through the People Services department, Employee Assistance programme (EAP) or if appropriate an external agency.

4.3.5 Team Members are reminded that a Team Member who is suspended is not guilty of anything at that stage, neither should they discuss the issues with others in the Organisation. This should be respected and Team Members returning from suspension should be supported and treated professionally.

4.3.6 The College has a statutory duty to refer the individual to the Disclosure and Barring Service where it withdraws permission for an individual to engage in regulated activity, or would have done so had that individual not resigned, retired, been made redundant or been transferred to a position which is not regulated activity because they think that the individual has engaged in relevant conduct, satisfied the Harm Test or received a caution or conviction for a relevant offence.

4.3.7 The Director of Operations (Education) will be responsible for ensuring the College meets this duty.

#### **4.4 Referrals to External Agencies and Professional Bodies**

4.4.1 The college recognises its statutory responsibilities regarding referrals to external agencies and professional regulatory bodies.

4.4.2 Where appropriate, the college will refer safeguarding allegations to the Local Authority Designated Officer (LADO), make referrals to the Disclosure and Barring Service (DBS) where legal thresholds are met, and consider referrals to the Teaching Regulation Agency (TRA) in cases involving teaching professionals where misconduct may meet the threshold for prohibition consideration.

4.4.3 Such referrals will be made in accordance with statutory guidance and legal requirements.

#### **4.5 Team Members with responsibility for Allegations Management**

- Designated Safeguarding Lead
- College Principal
- Operations Director (Education)
- People Director

## **5. Safeguarding Procedures**

### **5.1 Safer Recruitment**

- 5.1.1 The College complies with the requirements of Keeping Children Safe in Education by carrying out the required checks and verifying the applicant's identity, qualifications and work history.
- 5.1.2 The college will undertake appropriate safeguarding and vetting checks for Team Members, agency workers, contractors, trainees and volunteers in accordance with statutory guidance and the requirements relating to regulated activity. (See Recruitment and Selection Policy)
- 5.1.3 The College's Recruitment procedures set out the process in full. At least one member of each recruitment panel will have attended safer recruitment training.
- 5.1.4 All relevant Team Members are made aware of the disqualification by association legislation and their obligations to disclose relevant information to the College.
- 5.1.5 The College obtains written confirmation from supply agencies or third-party organisations that agency Team Members or other individuals who may work in the college have been appropriately checked.
- 5.1.6 The College maintains a single central record of recruitment checks undertaken for all Team Members including volunteers. The Governance and Oversight Team will undergo checks commensurate with their work in the College, their contact with Learners and the supervision provided to them. Under no circumstances must a visitor who has not been appropriately checked be left unsupervised.
- 5.1.7 The College checks the identity of all contractors working on site and requests DBS with barred list checks where required by statutory guidance.

### **5.2 Security**

- 5.2.1 All visitors to the College, including contractors, are asked to sign in and are given a coloured lanyard, which confirms they have permission to be on site. Parents or Carers who are simply delivering or collecting their young person from reception or college car parks do not need to sign in, unless they are going into buildings.
- 5.2.2 All visitors are expected to observe the College's safeguarding and health and safety regulations and will be made aware of the College's safeguarding statement and information on arrival. Copies are in all receptions.

### **5.3 Physical Intervention**

- 5.3.1 We acknowledge that Team Members must only ever use physical intervention as a last resort, when a Learner is endangering themselves or others, and that at all times it must be the minimal force necessary to prevent injury to themselves or another person.
- 5.3.2 Such events should be recorded and signed by a witness.
- 5.3.3 Team Members who are likely to need to use physical intervention will be appropriately trained.

### **5.4 Confidentiality, Sharing Information and GDPR**

- 5.4.1 All Team Members will understand that safeguarding and child protection warrant a high level of confidentiality, not only out of respect for the Learner and Team Members involved, but also to ensure that information being released into the public domain does not compromise evidence.
- 5.4.2 Safeguarding records will be clear, factual and distinguish between observed concerns, professional opinion and historic information.
- 5.4.3 Team Members should be proactive in sharing information as early as possible to help identify, assess, and respond to risks or concerns about the safety and welfare of Learners, whether this is when problems are first emerging, or where a Learner is already known to local authority social care.
- 5.4.4 Team Members should only discuss concerns with the DSL, DDSLs, Principal, or Operations Director (Education) (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.
- 5.4.5 Child protection information will be stored and handled in line with the Data Protection Act 2023 and HM Government Information Sharing and Advice for practitioners providing safeguarding services to children, young people, Parents and Carers, July 2018.
- 5.4.6 At the point a Learner formally transfers to a new setting, their safeguarding file will be transferred securely in line with GDPR expectations as soon as possible but within 5 working days.
- 5.4.7 When a Learner moves to another educational setting, the college will ensure safeguarding information is shared appropriately. The college will:
- Share information that is necessary, relevant and proportionate.
  - Ensure information is clearly presented and appropriately contextualised.
  - Support effective safeguarding risk assessment and management.
  - Consider information that may be relevant to the safety of the Learner or others.
  - Transfer safeguarding records securely and promptly.
  - Facilitate professional discussion between DSLs where safeguarding concerns exist
- 5.4.8 Information sharing is guided by the following principles:
- necessary and proportionate
  - relevant
  - adequate
  - accurate
  - timely
  - secure

- 5.4.9 The UK Data Protection Act 2023 is supplementary to the General Data Protection Regulation 2016 (the GDPR). Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children and vulnerable adults. Oakwood Specialist College will ensure that images of Learners used within publications, publicity and on the website has written parental and Learner consent prior to any images being taken and used. This consent will be obtained in line with the college's annual data collection process.

## **5.5 Whistleblowing**

- 5.5.1 We recognise that Learners cannot be expected to raise concerns in an environment where Team Members fail to do so.
- 5.5.2 All Team Members should be aware of their duty to raise concerns, where they exist, about the management of child protection and safeguarding, which may include the attitude or actions of colleagues, poor or unsafe practice and potential failures in the College's safeguarding arrangements. If it becomes necessary to consult outside the College, they should speak in the first instance, to the relevant Safeguarding board for the campus following the Whistleblowing Policy.
- 5.5.3 The NSPCC whistleblowing helpline is available for Team Members who do not feel able to raise concerns regarding child protection failures internally. Team Members can call: 0800 028 0285 line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)
- 5.5.4 Whistleblowing re the Principal should be made to the Operations Director (Education) whose contact details are readily available to Team Members.

## **5.6 Mental Capacity, Decision Making and Deprivation of Liberty**

- 5.6.1 The college will adhere and promote the governing principles of the Mental Capacity Act 2005 as follows:
- Every adult has the right to make his or her own decision and must be presumed to have capacity unless it is proved otherwise.
  - People should be supported as much as possible to make a decision before anyone concludes that they cannot make their own decision.
  - People have the right to make what others may regard as an unwise decision.
  - Anything done for or on behalf of a person who lacks mental capacity to make a specific decision at a particular time must be done in their best interests.
  - Anything done for, or on behalf of people without capacity should be the least restrictive of their basic rights and freedoms – the least restrictive option.

## **5.7 Work Experience:**

- 5.7.1 The College follows the necessary processes to safeguard Learners when they are undertaking work experience/voluntary work, which is in accordance with the statutory guidance: Keeping Children Safe in Education.