Safeguarding Children, Young People and Adults at Risk Policy & Procedures (LS01)

TEC Partnership
Training • Education • Careers

Change Control

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v1.1	Revision	February 2014	Safeguarding Committee amendments
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V1.8	Revision	June 2016	Inclusion of Disqualification by association
V1.9	Revision	May 2017	Reflect changes to staffing structure and KCSIE changes
V1.10	Revision	May 2018	Missing from education and staff use of personal devices
V1.11	Revision	September 2018	Reflect changes in KCSIE
V1.12	Revision	August 2019	Reflect changes in Local Authority procedures
V1.13	Revision	December 2019	Reflect changes to staffing structure

V1.14	Update	Feb 2020	Approved at EMT
V1.15	Revision ,	November 2020	changes to KCSIE, Incorporate Covid 19 amendment, Merger with ERC, Changes to staffing
V1.16	Update	September 2021	Reflect changes in KCSIE 2021 Approved with SMT GIFHE Members
V1.17	Reviewed	December 2021	No Changes Since September 2021 update
V1.18	Updated	September 2022	Updated to reflect changes to KCSIE 2022.
V1.19	Reviewed and updated	August 2023	Updated to reflect changes in KCSIE 2023

1   Table of Contents

4

1. Introduction

The TEC Partnership recognises its statutory and moral duty towards safeguarding the welfare of children, young people and adults at risk from any form of abuse whilst attending its childcare facilities or receiving education and training in the college or any other premises where college activity is delivered. The TEC Partnership expects all staff, volunteers and partners to endorse and practice this duty at all times. As a result, the TEC Partnership has a zero tolerance approach to abuse and other harmful behaviour. Safeguarding and promoting the welfare of Children is everyone's responsibility, everyone who comes into contact with children, their families and carers has a role to play in safeguarding. (KCSIE)

Where KCSIE is referenced within the policy, it is to be noted that the policy is referring to the most updated version of the guidance.

2. Purpose

The TEC Partnership is committed to safeguarding and promoting the welfare of all its learners, staff, volunteers, visitors, contractors and partners. Any reference in the policy to a child, young person or student applies to all those aged under 18. The TEC Partnership's legal duty includes the education and training of adults at risk. Any reference in the policy to an adult at risk applies to anyone over the age of 18 who may for a variety of reasons be in need of community services and/or unable to protect him or herself from significant harm or exploitation.

The TEC Partnership has developed procedures in line with, and taking account of, guidance issued by the Department for Education, the Association of Colleges (AoC) and other relevant bodies. The TEC Partnership operates in line with the requirements of the Lincolnshire and Yorkshire Safeguarding Children Partnership, Lincolnshire and Yorkshire Safeguarding Adults Boards the East Riding Safeguarding Children Partnership, East Riding Safeguarding Adults Board, Hull Safeguarding Children Partnership and Hull Safeguarding Adults Partnership Board.

Whilst overall responsibility for safeguarding children, young people and vulnerable adults is vested in the Principal and Chief Executive; the TEC Partnership has named Designated Senior -Lead(s) at both Grimsby and East Riding College sites who are responsible for ensuring institutional compliance to this policy and its procedures. The role and responsibilities and contact details of the DSL can be found in section 4 and Appendix 14.2.

There is a member of the Governing Body with specific responsibility for safeguarding issues There is specialist safeguarding support at each TEC site and a team of trained Safeguarding Officers whose role it is to follow up allegations about safeguarding matters.

3. Scope

This policy applies to all learners and particularly children, young people and adults who may need support and all staff, volunteers, partners and families living and working at the TEC Partnership's centres, other external facilities, in the workplace or distance learning.

In order to help ensure that children, young people and adults at risk are protected from abuse, all complaints, allegations or suspicions will be taken seriously and in accordance with this policy detailed herein.

The TEC Partnership has incorporated child protection into the whole organisational approach to

safeguarding and the term safeguarding is deemed to include child protection in all TEC Partnership policies and procedures.

The legal framework for the role of the TEC Partnership and the governing body is as follows:

1.1. The Education Act (2011)
Requires local authorities and governing bodies of further education institutions to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children, young people and adults at risk. In addition, they should have regard to any guidance issued by the Secretary of State in considering what arrangements they may need to make.

1.2. Keeping Children Safe in Education
Sets out the safeguarding statutory responsibilities of schools and colleges, as well as good practice recommendations in relation to children. This covers the relevant legislation; the responsibilities of Governing Bodies and Principals; safer recruitment practice; recruitment and vetting checks; dealing with allegations of abuse or misconduct against staff; and also checklists, flowcharts and examples.

1.3. Working Together to Safeguard Children (2023)
Provides statutory guidance on the roles and responsibilities of agencies working together to safeguard children/young people. In addition, it sets out the framework for the formation of Local Safeguarding Partner's (formerly LSCB) and details the allegation management process. This includes providing a coordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans. Access is allowed for children's social care from the local authority and, where appropriate, from a placing local authority, for that authority to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment. Safeguarding arrangements take into account the procedures and practice of the local authority as part of the inter-agency safeguarding procedures set up by the Local Safeguarding Partner's (LSP)

1.4. Safeguarding Vulnerable Groups Act (2006)
Introduces a vetting and barring scheme to identify those who are permitted to work with children, young people and adults at risk. Implementation began in Autumn 2008. There will eventually be a single list for children and young people, and an aligned but separate list for adults, replacing the Protection of Children Act (PoCA) list, the Protection of Adults at risk (PoVA) list, List 99 and the Court Disqualification Order scheme. A remodelling review was undertaken following ministers' decision in June 2010. The review that was published in February 2011 and recommended merging the Criminal Records Bureau (CRB) and Independent Safeguarding Authority (ISA) into a new non-departmental public body that could administer a proportionate central vetting service. The new scheme would retain the best features of the vetting and barring service, but would not require registration or monitoring, and would only cover those who have regular or close contact with vulnerable groups, defined as 'regulated activity' in legislation.

The Disclosure and Barring Service (DBS) has been introduced to help employers make safer recruitment decisions and prevent unsuitable people from working with vulnerable groups, including children.

1.5. DfE Statutory Guidance (2014)
Provides guidance on making arrangements to safeguard and promote the welfare of children under section 11 of the Children Act 2004. The guidance plays an important role in embedding this

responsibility in the work of key agencies which have contact with children and young people. It reflects the recognition that protecting children from harm cannot be separated from policies to improve children's lives as a whole.

1.6. Protection of Freedoms Act (2012)
Part 5 - Safeguarding vulnerable groups, criminal records etc
Covers the reduction in scope of the definition of regulated activity, new services provided by the DBS, and disregarding convictions and cautions for consensual gay sex.

1.7. Mental Capacity Act (2005)
Provides a way in which people who may need help to make decisions can get that help from someone who can be trusted to act in their best interests. Mental Capacity under the Act means being able to make your own decisions. The Mental Capacity Act and its Code of Conduct contain a set of rules, procedures and guidance. The Act applies in full to those aged 18 or over, the entire Act except making Power of Attorney or Making a Will applies to 16 and 17 year olds. The Act only applies to those under 16 in very limited circumstances and these would have to be determined by a Court.

This policy should be read in conjunction with the TEC Partnership's **Bullying & Harassment Policy,** ERC's Learner Anti-Bullying Policy, its **Staff Code of Conduct** and **Little Stars Child Protection Policy, Learner disciplinary policy and the online safety policy.**

4. Duties

4.1 The role of the Governing Body
The governing body is committed to ensuring that the TEC Partnership:
- raises awareness of issues relating to safeguarding and promotes the welfare of all learners in the TEC Partnership
- provides a safe environment for children, young people and adults at risk
- identifies those who are suffering or at risk of suffering significant harm and takes appropriate action to ensure they are kept safe
- has procedures for reporting and dealing with allegations of abuse against members of staff and volunteers
- operates safe recruitment procedures
- designates a member of staff with sufficient authority to take lead protection for safeguarding
- remedies any weaknesses and areas for improvement relating to safeguarding that are brought to the attention of the Corporation
- ensure all staff members receive appropriate child protection training which is regularly updated
- Ensure that online safety is a central theme within safeguarding.

4.1.1 Designated Governors
The designated governors are responsible for liaising with the Principals and senior staff member with lead responsibility regarding safeguarding matters including:
- Ensuring that the TEC Partnership has policies and procedures consistent with those of the Local Safeguarding Boards.
- Ensuring that the Corporation reviews the TEC Partnership's Safeguarding policy annually.
- Ensuring that the Corporation is given an annual update on the TEC Partnership's compliance with

the policy. The update should include a report on staff training during the year.

The designated governors are responsible for overseeing the liaison with external agencies in connection with allegations against the Principals or senior staff member with lead responsibility. This will provide information and ensure good communication between the parties but will not involve investigation of any kind.

The designated governors shall receive appropriate training in order to carry out these duties effectively. All governors and trustees are required to undertake safeguarding training at the point of induction to ensure they understand the importance of their strategic role as well as their legislative responsibilities.

4.2.The role of Staff
Staff member with lead responsibility
There is a designated member of staff with lead responsibility at each TEC site for safeguarding issues. The key responsibility of that member of staff is to lead on raising staff awareness across the TEC Partnership concerning all issues relating to safeguarding, and to promote the TEC Partnership as a safe environment for learning and being cared for. They have received the appropriate training as required by the Local Safeguarding Partner's, and will maintain the currency of their knowledge on safeguarding issues.

The Designated Senior Lead(s) (DS<u>L</u>) is responsible for
- Overseeing the referral of cases of suspected abuse or allegations
- Giving advice and support to staff on matters relating to safeguarding
- Maintaining a proper record of any safeguarding referral, complaint or concern received
- Ensuring that parents/carers of children, young people and adults at risk are aware of the TEC Partnership's safeguarding policy
- Liaising with agencies as necessary
- Liaising with secondary schools sending students to the TEC Partnership to ensure that appropriate arrangements are made for them
- Ensuring there is liaison with employers and training organisations providing student placements to ensure proper safeguarding arrangements are in place
- Ensuring that all staff receive training about safeguarding matters and the TEC Partnership's procedures
- Providing an annual report to the Corporation
- Reporting any flaws in procedure to the Corporation as soon as possible

In the absence of the Designated Senior Lead, the Deputy Designated Senior Lead (DDSL) will carry out the responsibilities of the Designated Senior Person. In the absence of both of these, the Director of Human Resources or the Principal will carry out their responsibilities.

4.2.2Safeguarding Team
The Safeguarding Team is responsible for:
- Working with the Designated Senior Lead on matters of safeguarding
- Being available to provide advice and support to other staff on issues relating to safeguarding, policy, procedures and record keeping
- Being available to listen to children, young people and vulnerable adults studying at any site across the TEC Partnership.

- Receiving information from any staff, volunteers, children, parents and/or carers who have safeguarding concerns and record it
- Being able to assess information promptly and carefully, clarifying and obtaining more information about the matter as appropriate
- Providing advice and support to staff on issues relating to safeguarding
- Dealing with individual cases, including attending case conferences and review meetings as appropriate
- Knowing how to consult with a statutory safeguarding agency to test out any concerns
- Knowing how to make an appropriate referral to the appropriate statutory protection agency or the police
- Liaising with and supporting Social Workers and other agencies following any referral
- Having received training in safeguarding issues and inter-agency working, as required by the Local Safeguarding Board, and will receive refresher training at least every 2 years
- Recording rigorous reports and/or statements
- Storing all information and recording in a secure manner and in accordance with Data Protection Act 2018

When required, a member of the Designated Safeguarding team will act on-behalf of the Designated Safeguarding Lead.

4.2.3 Designated Safeguarding Team
There is a designated team of staff with safeguarding responsibilities which cover all TEC Partnership sites. The main responsibilities of the team are as follows:
- To promote positive safeguarding procedures and practices so that all our students feel safe
- To provide a level of support to staff which ensures consistency in the implementation of the TEC Partnership's safeguarding procedures (as specified in this policy) including site-specific procedures
- To have a thorough understanding of the Safeguarding Policy
- To act as a key point of referral for students and staff so that the TEC Partnership can respond swiftly and appropriately to all suspicions or allegations of abuse
- To follow up all referrals and disclosures made directly by students or via staff in accordance with the policy, the guidelines and procedures and, as appropriate, to the specific circumstances of the referral. This will involve:
  - Receiving information from, and offering advice to, staff, volunteers, children and young people, adults at risk, parents and carers, employers about concerns relating to vulnerable adult or child protection issues
  - Assessing this information promptly, taking action and referring on to the Intensive Support Team /Deputy Safeguarding Officer/Designated Senior Lead as appropriate
  - Maintaining secure records of this information and ensuring these are stored in local safeguarding files.
- To be trained in safeguarding as required by the Local Safeguarding Partners (LSP formerly LSCB) and receive regular refresher training
- To maintain confidentiality regarding safeguarding cases at all times

Referrals to external support agencies will only be made by members of the designated safeguarding teams.

4.2.4 All staff.
The principals, members of the Corporation, members of the Senior Management Team and all

staff will receive training to familiarise them with safeguarding issues and the TEC Partnership's policy and procedures, with refresher training at least every two years. All staff receive a safeguarding induction as part of their staff induction process before commencing their post. This also covers online safety and appropriate use of IT. All staff who come into contact with children are to read Part 1 and Annex B of Keeping Children Safe in Education along with any updates that take place thereafter. All staff should know what to do if a child tells them he or she is being abused or neglected. For staff that do not have direct contact with children and young people, can now read the condensed version of KCSIE part 1 Annex A.

5. Definitions and Concepts

5.1 Child
Within the context of this policy a "child" is defined as anyone under the age of 18 (the Children Act 1989, Education Act 2002). Further the TEC Partnership's additional duties regarding support, protection and safeguarding also extends to learners within the 14 to 18 age range in addition to infants and young children in its child care provision within Little Stars Day Nursery (see separate policy).

5.2. Adult at Risk
It is recognised within this policy that any adult may be vulnerable or become a victim of abuse. Specifically an "adult at risk" is defined as any person who is 18 years of age or over and has a reduced capacity to give consent to disclosure of abuse allegations or suspicions. As defined by the Law Commission (1995) the TEC Partnership uses the following indicators to identify an adult who is, or may become "at risk" whilst they are registered with the TEC Partnership:-

The individual:
i.   is or may be in need of community care services by reason of mental or other disability, age or illness;
ii.   is or may be unable to take care of himself or herself;
iii. is unable to protect himself or herself against significant harm or serious exploitation

Whilst not definitive, the main categories of people covered by the definition of "adult at risk" include those who:
i.   have a learning disability
ii.   have a physical or sensory impairment
iii. have a mental illness including dementia
iv.   are old and frail
v.   are detained in custody or under a probation order
vi.   are considered vulnerable and who may experience abuse due to problems with alcohol or drugs (or be vulnerable due to other circumstances such as being an asylum seeker)

5.3. Children in Need of Protection and Early Help

Some children and young people are in need because they are suffering or likely to suffer "Significant harm". Where local authorities believe a young person is suffering, or likely to suffer, significant harm, they have a duty to make enquiries to decide whether they should take action to safeguard or promote the welfare of a young person, this can be done through contacting the early help team (Integrated Front Door) to share concerns and ensure the early identification of needs

11

within families. All staff should be aware of their local Early Help process and understand their role in it. Any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs;
- has special educational needs (whether or not 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 care or from home;
- is at risk of modern slavery, trafficking or exploitation;
- is at risk of being radicalised or exploited;
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse;

All staff are trained to recognise the signs and symptoms of the above risks and as a result, will refer to the safeguarding teams, which will lead to immediate action and any necessary referrals into external agencies.

5.4. Children in Need
Children and young people who are defined as being "in need" under Section 17 of the Children Act 1989, are those whose vulnerability is such that they are unlikely to reach or maintain a satisfactory level of health or development, or their health and development will be significantly impaired, without the provision of service(s). A child with a disability is a child in need.

5.5. Care Experienced
The most common reason for children becoming looked after is as a result of abuse and/or neglect. Governing bodies and the TEC Partnership will ensure that staff have the skills, knowledge and understanding necessary to keeping looked after children safe. The appropriate staff will have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They will also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The designated teacher/person for looked after children will have details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

5.6. Significant Harm
The concept of significant harm is the threshold that justifies compulsory intervention into family life in the best interests of the child or young person and gives local authorities a duty to make enquires as to whether to take action (Section 47, Children Act 1989) to safeguard or promote the welfare of a young person who is suffering, or likely to suffer significant harm. The Act also gives powers to the Police to take emergency action to protect a young person from significant harm.

5.7. Abuse
"Abuse" relates to the mistreatment of an individual's human and civil rights by any other person or

persons, and may consist of single or repeated acts. Incidents of abuse can be either to one person or more than one person at a time. Abuse and/or harmful behaviours can be either deliberate or the result of negligence, ignorance, lack of training, knowledge or understanding. Somebody may abuse or neglect an individual by inflicting harm or by failing to prevent harm.

All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely stand-alone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another (KCSIE)

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence (KCSIE)

All staff should be aware that abuse does happen and that where there are any concerns, no matter if they appear low level – they should be reported to the safeguarding team.

Keeping children safe in education - GOV.UK (www.gov.uk)

Within the context of this policy abuse and harmful behaviours are defined through the following main categories:

- **Physical:** this may involve hitting, slapping, pushing, kicking, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, misuse of medication, inflicting inappropriate physical sanctions, or otherwise causing physical harm to a child, young person or vulnerable adult including fabricating the symptoms of, or deliberately causing the individual ill health (DfE 2014, DoH 2000)
- **Emotional/Psychological**: this is the persistent emotional ill-treatment of a child, young person or vulnerable adult such as to cause severe and persistent adverse effects on their emotional development. This may involve the imposition of age or developmentally inappropriate expectations resulting in fear, exploitation or corruption. This may also 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 conveying that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. Threats of harm or abandonment; humiliation; blaming; intimidation; coercion; harassment; verbal abuse, bullying (including cyberbullying) and being prevented from receiving services or support are all forms of emotional abuse (DoH 2000). Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
- **Sexual:** such as rape, sexual assault or sexual acts occurring through force or enticement and which a child, young person or vulnerable adult could not have consented to, or to which they were pressurised into consenting. The activities may involve physical contact, including penetrative (e.g. rape or buggery) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may include non- contact activities such as involving the child, young person or vulnerable adult in looking at, or in the production of, pornographic material, watching sexual activities or encouraging them to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including the

internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. (DoH 2000).

- **Neglect or Acts of Omission:** this includes the persistent failure to meet a child, young person or vulnerable adult's basic physical and/or psycho-social needs, and which are likely to result in a serious impairment of the individual's health or development. This may include failing to provide adequate food, shelter and clothing, or educational services and/or neglect of, or unresponsiveness to, a child, young person or vulnerable adult's basic emotional needs (DoH 2000).

- **Financial or Material:** this may include theft, fraud, and exploitation, pressure in connection with money or material possessions. This may also include loss of jewellery or personal property, loss of money from a wallet or purse (DoH 2000).

- **Discriminatory**: this may include abuse, bullying and harassment based on the individual's age, sex, disability, religion, race or sexual orientation (DoH 2000).

- **Specific Issues and Further Information:** specific advice should also be sought in relation to specific situations including forced marriage, the effects of domestic violence on young people, female genital mutilation, children and young people who sexually abuse or who are exploited and those affected by drug and alcohol abuse in families.

- **Abuse of Trust:** under the Sexual Offenders Act 2003 it is an offence for a person over 18 to have a sexual relationship with a young person under 18 where that person is in a position of trust in respect of that young person, even if the relationship is consensual. This includes teaching and a range of support staff within educational establishments.

- **Radicalisation:** The process by which a person comes to support terrorism and forms of extremism leading to terrorism (Prevent Strategy.Gov.uk)

- **Online Abuse**: any type of abuse that happens on the web, whether through social networks, playing games online or using mobile phones (NSPCC 2015) The college uses an appropriate filter and monitoring system in place, which both learners and staff cohorts are aware of. We have a whole college approach to online safety where learners and staff are regularly updated about processes in place. Where learners have been asked to work from home, they have been provided with advice and guidance around online safety. Refer to Online safety policy.

- Online monitoring and filtering The TEC Partnership supports learners to stay safe online using a system called Smoothwall. This is an internet filtration system that monitors all college devices for content that is deemed unsafe. When an unsafe comment is made, the safeguarding leads will receive an alert which will be dealt with by a member of the learner services teams. Across the partnership there are safeguarding leads who receive the alerts, these are then triaged and dealt with in accordance to the severity. This could be- Conversation with a learner and actions taken Learner is suspended and disciplinary action taken Learner is referred to external agencies for support Referral to the police, dependent on nature and severity of concern logged. As well as using the Smoothwall system, we have in place Palo Alto firewalls that protect against web-based threats and how users interact with online content. Internet access to websites is limited based on such mechanisms as blocking access to sites, based on categories. High-risk categories that are blocked include – Adult, Extremism, Weapons and Questionable - which cover a vast range of websites. User activity is backed up and can be retrieved upon request.

- **Child Sexual Exploitation** (CSE) & Child Criminal Exploitation (CCE): Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of

other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online (KCSIE)

- **Female Genital Mutilation**: FGM is the total or partial removal of the external female genitalia for non-medical reasons (NSPCC) Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police (KCSIE)

- **Honour Based Abuse :** So-called 'honour'-based abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), child marriage, and practices such as breast ironing. Abuse committed in the context of preserving 'honour' often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. (KCSIE)

- **Domestic abuse:** witnessing domestic abuse is child abuse, Teenagers can suffer domestic abuse in their relationships. (NSPCC)

- **Child trafficking**: Is a type of abuse where children are recruited, moved or transported and then exploited, forced to work or sold. (NSPCC)

- **Harmful sexual behaviour:** Children or young people develop sexual behaviours that harm themselves or other. (NSPCC)

- **County Lines** Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. (KCSIE)

- **Child on child abuse** Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting (also known as Youth Produced Sexual Imagery) and initiating/hazing type violence and rituals. (KCSIE)

- **Homelessness** Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. (KCSIE)

- **Sexual violence and sexual harassment between children in schools and colleges** Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. (KCSIE)

- **Up skirting** The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019. 'Upskirting' is where someone takes a picture under a persons clothing (not necessarily a skirt) without their permission and or knowledge, with

15

the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim. (KCSIE)

- **Serious Violence** All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs. (KCSIE)

Reducing the risk of harm to learners
We recognise the risks that our learners face, both in and out of education and in order to support them in recognising risks themselves we have a number of mechanisms in place.

- Tutorial program, covering key topics that raise awareness to risk and how to report concerns.
- Cross college events, focusing on national and global campaigns such as Anti Bullying week.
- Clear reporting procedures and visual displays across all campuses
- Learner induction activities
- Key themed weeks throughout the academic year with guest speakers
- Safeguarding week
- Safer colleges day
- Student council (Staff)
- Learner voice
- Safeguarding training and regular refresher sessions for staff

We have a zero tolerance to child on child abuse and all incidents will be taken seriously and dealt with in line with the severity and impact of the incident. We recognise that peer on peer abuse does happen, and we will take all necessary steps to reduce the risk of harm to our learners. We will liaise with the Local Authorities, police and parents where appropriate. We will ensure that there are full and comprehensive records of every incident and any necessary risk assessments, or site safety plans are completed.

Bullying, sexual harassment, sexual violence and physical violence
We take a zero tolerance approach to any incidents related to bullying, sexual harassment / violence and physical violence. Such matters will be dealt with through our learner disciplinary process . Preventative measures in place to reduce the risks of such incidents occurring are as follows:
Standards of acceptable and expected behaviour are outlined to all learners as part of their induction.
Learners take part in cross college activities, throughout the academic year.
Learners access online and face to face tutorial sessions
Staff training and awareness events
Skilled and trained designated staff for safeguarding

Children who are absent from education
All learners should provide a minimum of 2 emergency contacts, all numbers provided should be

checked as part of their 1-1 meeting. (KCSIE)

Learners who do not attend (or their parents/carers) should be contacted within the first 3 hours if they have not already made contact to inform you that they are ill or going to be absent.

(If a learner is a young carer, has an EHCP or has significant mental health issues, the person dealing with the situation will need to use the emergency contact numbers to establish that the learner is safe) The following steps must also be taken for learners with the above support needs.

If attempts to contact a vulnerable learner are unsuccessful, where possible a home visit will be conducted.

If you have significant concerns for the safety and wellbeing of the learner, you will need to contact Children's services to raise concerns and if no action is taken by them you will need to contact the police.

It is the responsibility of the local authorities to review EHCPs when a learner is no longer attending education, relevant teams across the partnership will work with parents/ carers and the local authority to support a successful return to education.

Each TEC partnership site should follow guidance from its own Local Authority.

You must complete a full log of all action taken and responses received.
Children who are absent from education.

Across the partnership there are teams providing pastoral and front-line safeguarding support. Through this process, we are able to track and monitor concerns around attendance and prolonged periods of absence.

We will work closely with local authorities and the relevant teams that specifically work to prevent young people from becoming NEET.

Mental Health
All staff have an important role to play in supporting the mental health and wellbeing of their pupils. Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation (KCSIE). Staff are well placed to observe day to day behaviour which may suggest a child or young person could be experiencing a mental health problem or be at risk of developing one. They are to follow appropriate processes around early help and intervention.

6.Radicalisation and Acts of Terrorism

6.1 The Counter Terrorism & Security Act (2015) & The Prevent Duty
Prevent is 1 of the 4 elements of CONTEST, the government's counter-terrorism strategy. It aims to stop people becoming terrorists or supporting terrorism.

The Prevent strategy:
- responds to the ideological challenge we face from terrorism and aspects of extremism, and the

17

threat we face from those who promote these views

- provides practical help to prevent people from being drawn into terrorism and ensure they are given appropriate advice and support
- works with a wide range of sectors (including education, criminal justice, faith, charities, online and health) where there are risks of radicalisation that we need to deal with

The strategy covers all forms of terrorism, including far right extremism and some aspects of non-violent extremism.

The Home Office works with local authorities, a wide range of government departments, and community organisations to deliver the Prevent strategy. The police also play a significant role in Prevent, in much the same way as they do when taking a preventative approach to other crimes. The Home Offices uses a range of measures to challenge extremism in the UK, including:

- where necessary, preventing apologists for terrorism and extremism from travelling to this country
- giving guidance to local authorities and institutions to understand the threat from extremism and the statutory powers available to them to challenge extremist speakers
- funding a specialist police unit which works to remove online content that breaches terrorist legislation
- supporting community-based campaigns and activity which can effectively rebut terrorist and extremist propaganda and offer alternative views to our most vulnerable target audiences - in this context they work with a range of civil society organisations
- supporting people who are at risk of being drawn into terrorist activity through the Channel process, which involves several agencies working together to give individuals access to services such as health and education, specialist mentoring and diversionary activities.

This Act places a duty on specified authorities including Further and Higher Education, to have due regard to the need to prevent people from being drawn into terrorism (the Prevent Duty).

The TEC Partnership is committed to supporting vulnerable students through its safeguarding policies and procedures and recognises that this can support the College's contribution to the Prevent duty.

The TEC Partnership is represented at the Multi Agency Prevent Board and TEC partnership as a whole has prevent champions

The TEC Partnership engages positively with, and promotes the value of, the Workshop to Raise awareness of Prevent (WRAP) to ensure all staff have the skills and knowledge to refer any concerns appropriately. Training is available to all staff as part of their induction, and it is revisited during the academic year. We actively promote awareness amongst the students, through tutorial and key themed cross college events throughout the year.

6.2 Contact with external services
Referral for any issue concerning potential radicalisation to extremism should be managed as any other safeguarding referral (see section 7.1), safeguarding staff will then refer any concerning information to prevent@humberside.pnn.police.uk. Staff at ERC should also send the same referral to prevent@eastriding.gov.uk.

6.Management of Processes

6.1Dealing with Disclosure of Abuse and Procedure for Reporting Concerns

A member of staff may suspect that a learner is being abused or is at risk of significant harm. A learner may disclose to a member of staff that s/he is being abused.

In these circumstances the following procedure should be followed.

6.1.1 Significant concerns

If a member of staff has concerns about a learner but does not believe that they are being abused or are at risk of immediate harm, the member of staff should:

- Speak to the learner about the concerns
- (GIFHE) Speak to a member of the Intensive Support Team who will consider and advise whether the TEC Partnership should register the concern.
- (ERC) Speak to a member of the Safeguarding Team who will consider and advise whether the TEC Partnership should register the concern.
- Log the concern on ProMonitor under the relevant safeguarding threshold.

6.1.2 Disclosure of Abuse

If a disclosure is made or abuse is suspected, staff should:

- Listen carefully and stay calm
- Question without pressure to be sure that what is being said is properly understood by the member of staff
- Reassure the individual concerned that s/he has done the right thing
- Explain to the individual who has disclosed that the information must be passed on but only to those who need to know about it. Say who will receive the information
- Note the main points carefully - what the individual said/did, and the questions asked by the member of staff - The students voice must be heard when case notes are completed.
- Make a note of the date, time and place.
- All sites Contact the Intensive Support/ safeguarding Team via the Safeguarding Duty Mobile
-

Staff must not:

- Ask leading questions or put words into the mouth of the disclosing individual
- Investigate concerns/ allegations
- Promise secrecy – All staff are aware of the requirement to maintain an appropriate level of confidentiality.

6.1.3 Reporting to designated staff

Staff should report concerns, suspicions, or disclosures of abuse immediately to the relevant staff using the duty mobile numbers provided.

Scarborough - Scarborough Safeguarding guide - Copy.docx
ERC - East Riding Safeguarding guide - Copy.docx
GIFHE - GIFHE safeguarding guide - Copy.docx

6.1.4 Contact with external services

The designated member of staff (or the Designated Senior Lead) must report the matter to Children's Social Care/ Adult Services or the police by phone immediately, followed up by written confirmation or email within 48 hours. Where a request for service form or an early help assessment is completed and sent via email to Children's social care, staff can expect a response via email within 48 hours.

A written record of the date and time of the report must be made and the document should include the name and position of the person to whom the matter is reported. The telephone contact must be confirmed in writing using the appropriate Local Authority form within 24 hours.

The designated member of staff should note down the detail of the discussion about action to be taken to inform the parents/carers, depending on the circumstances. The process for keeping the TEC Partnership informed of further action should also be discussed.

6.1.5 Contact with the ESFA

Where there is a safeguarding incident the ESFA want to be made aware when an institution is itself the subject of an investigation by the local authority or the police.

In such circumstances, they require the Chair or Chief Executive of the institution (or senior designated safeguarding lead to raise a query using the online enquiry form at https://www.gov.uk/government/organisations/education-and-skills-fundingagency.

6.2 Procedure for managing allegations of abuse against staff

The governing body and the TEC Partnership is required to comply with the detailed Local Safeguarding Children's Partnership Procedure for Managing Allegations against staff. These procedures apply to all staff, whether teaching, administrative, management or support, as well as to volunteers.

6.2.1 Investigations

In rare instances, staff of education institutions have been found responsible for child abuse. Because of their frequent contact with children and young people, staff may have allegations of child abuse made against them. The TEC Partnership recognises that an allegation of child abuse made against a member of staff may be made for a variety of reasons and that the facts of the allegation may or may not be true. It is imperative that those dealing with an allegation maintain an open mind and those investigations are thorough and not subject to delay.

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

6.2.2 Receiving an Allegation

A member of staff who receives an allegation about another member of staff should follow the guidelines for dealing with disclosure. This procedure is followed for all permanent, temporary and supply staff.

20

The allegation should be reported immediately to the Director of Human Resources or Designated / Deputy Senior Lead. If the Principal is the person against whom the allegation is made, the report should be made to the Chairperson of the Corporation. The Designated Senior Lead or the Chairperson of the Corporation, if the allegation is against the principal should:

- Obtain written details of the allegation from the person who received it, that are signed and dated. The written details should be countersigned and dated by the Designated Senior Person/Chairperson of the Corporation.
- Record information about times, dates, locations and names of potential witnesses.

6.2.3 Initial Assessment by the designated person
The Director of Human Resources should make an initial assessment of the allegation, consulting with the Senior Designated Lead or Chairperson of the Corporation and the relevant Local Authority's Children's Services Safeguarding Team as appropriate.

An allegation is information which indicates that a person who works with a child, young person or vulnerable adult has:

- Behaved in a way that has harmed or may have harmed a child or young person.
- Possibly committed a criminal offence against or related to a child or young person.
- Behaved towards a child or young person in a way that indicates s/he is unsuitable to work with children and young people.

It is important that the Director of Human Resources does not investigate the allegation. The initial assessment should be on the basis of the information received and is a decision whether or not the allegation warrants further investigation.

If the assessment of the allegation is that it requires to be investigated, then an investigation will take place in accordance with the TEC Partnership's disciplinary policy. The Local Authority Designated Officer (LADO) will be advised and kept fully informed of progress and outcome.

6.2.4 Enquiries and Investigations
Child protection enquiries by Social Services or the police are not to be confused with internal, disciplinary enquiries by the TEC Partnership. The TEC Partnership may be able to use the outcome of external agency enquiries as part of its own procedures. The child protection agencies, including the police, have no power to direct the TEC Partnership to act in a particular way however, the TEC Partnership should assist the agencies with their enquiries.

The TEC Partnership will instigate its own internal enquiries regardless of any formal police or social services investigations but will ensure that this will not prejudice the investigation. Any internal enquiries shall conform to the existing staff disciplinary procedures.

If there is an investigation by an external agency, for example the police, the Designated Senior Lead and/or Director of Human Resources should normally be involved in, and contribute to, the inter-agency strategy discussions. The Designated Senior Lead is responsible for ensuring that the TEC Partnership gives every assistance with the agency's enquiries.

He/she will ensure that appropriate confidentiality is maintained in connection with the enquiries, in the interests of the member of staff about whom the allegation is made. The Designated Senior Lead (or Director of Human Resources) shall advise the member of staff that he/she should consult with a

representative, for example, a trade union.

The Director of Human Resources will consult with Social Services, the police or the Children's Integrated Services Safeguarding Team, particularly in relation to timing and content of the information to be provided, and shall:

- Inform the learner or parent/carer making the allegation that the investigation is taking place and what the likely process will involve.
- Ensure that the parents/carers of the learner making the allegation have been informed verbally and in writing that the allegation has been made and what the likely process will involve.
- Inform the member of staff against whom the allegation was made of the fact that the investigation is taking place and what the likely process will involve.
- Inform the member of staff making the allegation that the investigation is taking place and what the likely process will involve.
- Inform the Chair of the Corporation and/or the Designated Governor of the allegation and the investigation.

The Director of Human Resources shall keep a written record of the action taken in connection with the allegation.

6.2.5 Suspension
Suspension should not be automatic. In respect of staff, other than the Principal or Senior Post Holders, suspension can only be carried out by the nominated member of the senior management team. In respect of Senior Post Holders, suspension can only be carried out by the Principal or Chairperson (or Vice Chairperson). In respect of the Principal, suspension can only be carried out by the Chairperson (or Vice Chairperson).

Suspension may be considered at any stage of the investigation. It is a neutral, not a disciplinary, act and shall be on full pay. Consideration should be given to alternatives: eg paid leave of absence; agreement to refrain from attending work; change of, or withdrawal from, specified duties.

Suspension should only occur for a good reason. For example:
- Where a learner is at risk.
- Where the allegations are potentially sufficiently serious to justify dismissal on the grounds of gross misconduct.
- Where necessary for the good and efficient conduct of the investigation.

If suspension is being considered, this will be conducted in accordance with the existing TEC Partnership disciplinary procedures.

6.2.6 The Disciplinary Investigation
The disciplinary investigation will be conducted in accordance with the existing TEC Partnership disciplinary procedures.

6.2.7 Allegations without Foundation
False allegations may be indicative of problems of abuse elsewhere. A record should be kept and consideration given to a referral to the Children's Integrated Services Safeguarding Team in order that other agencies may act upon the information.

In consultation with the Designated Senior Lead and/or the Chairperson of the Corporation, the

Principal shall:

- Inform the member of staff against whom the allegation is made orally and in writing that no further disciplinary or child protection action will be taken. Consideration should be given to offering counselling and support in order to rebuild the member of staff's confidence.
- Inform the parents/carers of those involved that the allegation has been made and of the outcome.
- Where the allegation was made by a learner/learner other than the alleged victim, consideration to be given to informing the parents/carers of that learner/learner.
- Prepare a report outlining the allegation and giving reasons for the conclusion that it had no foundation and confirming that the above action had been taken.
- In some circumstances, consider the broader disclosure of details of the outcome of the investigations, for example if the matter is of general importance, has become common knowledge or the subject of general gossip. There is a need to provide accurate details for public information.

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

If a member of staff is dismissed or resigns before the disciplinary process is completed, he/she should be informed about the College's statutory duty to notify the Disclosure and Barring Service.

6.4 Confidentiality
The TEC Partnership will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered. The Education Act 2011 introduced reporting restrictions preventing the publication of any material that may lead to the identification of a teacher who has been accused by, or on behalf of, a learner from the same school or college (where that identification would identify the teacher as the subject of the allegation). The reporting restrictions will apply until the point that the accused person is charged with an offence, or until the Secretary of State or the General Teaching Council for Wales publishes information about an investigation or decision in a disciplinary case arising from the allegation. The reporting restrictions will also cease to apply if the individual to whom the restrictions apply effectively waives their right to anonymity by going public themselves or by giving their written consent for another to do so or if a judge lifts restrictions in response to a request to do so.

6.5 Staff use of personal devices

Safe use and compliance
In terms of our compliance with GDPR, staff have legitimate interest in using a personal device to capture data as it enables us to evidence the work of our learners. If you are using a personal device to film/ take photos of learners, then you must adhere the following points as they are paramount in ensuring the safeguarding of staff and learners. It is important to note that any staff member found to be in breach of the requirements will face disciplinary action under failure to safeguard.
- Your device is password protected.
- Any data must be uploaded to SharePoint within 7 days.

23

- All data on the personal device must be deleted.
- You must not share any photos / videos with learners or their parents/ carers/siblings from your personal device
- You must not show the photos / videos to learners from your personal device.
- You must not upload any photos / videos to another personal device in your home or a memory stick.
- You must not upload any photos/ videos to your own social media sites.
- Where possible please use a college device.

6.6 GDPR
This guidance has been updated to reflect the General Data Protection Regulation (GDPR) and Data Protection Act 2018, and it supersedes the HM Government Information sharing: guidance for practitioners and managers published in March 2015.

1. Remember that the General Data Protection Regulation (GDPR), Data Protection Act 2018 and human rights law are not barriers to justified information sharing, but provide a framework to ensure that personal information about living individuals is shared appropriately.
2. Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
3. Seek advice from other practitioners, or your information governance lead, if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.
4. Where possible, share information with consent, and where possible, respect the wishes of those who do not consent to having their information shared. Under the GDPR and Data Protection Act 2018 you may share information without consent if, in your judgement, there is a lawful basis to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be clear of the basis upon which you are doing so. Where you do not have consent, be mindful that an individual might not expect information to be shared.
5. Consider safety and well-being: base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.
6. Necessary, proportionate, relevant, adequate, accurate, timely and secure: ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely (see principles).
7. Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/Information_sharing_advice_practitioners_safeguarding_services.pdf

7. Safer Recruitment

7.1 Safer recruitment and selection procedures
The TEC Partnership has in place robust recruitment procedures which ensure that care is taken to protect young or vulnerable learners. The procedures apply to all staff and volunteers within the TEC Partnership, and they are reviewed regularly to take account of following principals:

- The post or role will be clearly defined.
- The key selection criteria for the post or role will be identified.
- Vacancies will be advertised widely in such a way as to ensure a diversity of applicants.
- Requirement of documentary evidence of academic and vocational qualifications.
- Obtaining of professional and character references.
- Verification of previous employment history including the explanation of any gap

The TEC Partnership reserves the right to conduct online searches as part of our due diligence during our recruitment process.

The TEC Partnership no longer accepts a CV as an application, all applicants should ensure that the full application form is completed

7.2 Staff disqualification checks

Statutory Guidance has been issued from the Department for Education on the application of the Childcare (Disqualification) Regulations 2009 and related obligations under the Childcare Act 2006 in schools.

Staff are covered by this legislation if they are employed and / or provide early year's childcare (this covers the age range from birth until 1 September following a child's fifth birthday).

The grounds for disqualification are not only that a person is barred from working with Children (included on the children's barred list) but also include, in summary, that:

- They have been cautioned for, convicted of or charged with certain violent and Sexual criminal offences against children and adults, at home or abroad
- Other orders have been made against them relating to their care of children
- They have had their registration cancelled in relation to childcare or children's Homes or have been disqualified from private fostering
- They are living in the same household where another person who is disqualified Lives.

Disqualification occurs as soon as the above criteria are met, for example, as soon as a caution or conviction occurs, even before the person is formally included on the children's barred list.

8. Teaching Learners about Safeguarding

The Governing Body and the TEC Partnership will teach learners about safeguarding, including online, through teaching and learning opportunities as part of providing a broad and balanced curriculum. This may include covering relevant issues through personal, social health and economic education (PSHE) and/or through sex and relationship education.

9. Dissemination

The Intensive Support Manager or Designated Senior Lead will ensure this policy is known and used appropriately:

- the policy will be reviewed annually
- the procedures and implementation will be updated and reviewed regularly
- the policy will be available publicly and parents will be made aware of the fact that referrals about suspected abuse or neglect may be made and the role of the TEC Partnership
- Link with the local LSP (Formerly LSCB) to make sure staff are aware of training opportunities

and the latest local policies on safeguarding
• Should learners leave the TEC Partnership, if appropriate, their child protection file will be copied for any new school or college as soon as possible but transferred separately from the main learner file

10. Links to other policies

This policy has links to the following policies and procedures which can be found in SharePoint:
• Staff Disciplinary Policy and Procedures
• Anti-bullying Policy
• Equality and Diversity Policy
• Online safety policy
• ICT Policy
• Behaviour Policy

11. Monitoring Compliance with, and the Effectiveness of, Policy Documents

11.1 Process for Monitoring Compliance and Effectiveness of Dealing with Disclosure of Abuse and Procedure for Reporting Concerns

Monthly: The Principal or Vice Principal will receive a report on Safeguarding incidents and reports.
Termly: The College Senior Management Team and Safeguarding Committee will receive a report on Safeguarding incidents and reports.
Annually: The College's Designated Senior Lead and College's Safeguarding Committee will review the Safeguarding policy and a produce a report that will be presented to the Corporation by the Designated Senior Lead

11.2 Process for Monitoring Compliance and Effectiveness of Dealing with Allegations against a member of staff

Where an allegation has been made against a member of staff, the Designated Governor, together with the Designated Senior Lead will, at the conclusion of the investigation and any disciplinary procedures, consider whether there are any matters arising from it that could lead to the improvement of the TEC Partnership's procedures and/or policies and/or which should be drawn to the attention of the Children's Integrated Services Safeguarding Team. Consideration should also be given to the training needs of staff.

11.3 Freedom of Expression (overview)

Responsibility to Promote Freedom of Expression
Section 43 of the Education (No 2) Act 1986, places a positive duty on universities and colleges to take such steps as are reasonably practicable to ensure that freedom of speech within the law is secured for members, learners and employees of the establishment and for visiting speakers.

Freedom of expression is a fundamental right protected under the Human Rights Act 1998 and by Article 10 of the European Convention on Human Rights. It is also protected under the common

26

law.

Academic staff at the Grimsby Institute of Further and Higher Education have freedom within the law to question and test received wisdom, and to put forward new ideas and controversial or unpopular opinions, without placing themselves in jeopardy of losing their jobs or privileges they may have at the provider.

Protection under Article 10 extends to the expression of views that may shock, disturb or offend the deeply-held beliefs of others.

Freedom of expression is protected more strongly in some contexts than others. In particular, a wide degree of tolerance is accorded to political speech and debate during election campaigns.

Admissions

Right to refuse entry

- The TEC Partnership reserves the right to refuse admission to an applicant/learner who has previously been excluded from this or any other educational institution. Persons previously excluded will be interviewed prior to their re-entry into the college.
- The TEC Partnership reserves the right not to admit an individual who previously attended but failed to make sufficient effort towards successfully completing their studies.
- To help reduce the risk of harm or injury to others, applicants are required to inform us if they have any convictions. In cases where convictions are declared on application a Risk Assessment will be completed. Whilst prospective learners will not be automatically excluded, we reserve the right not to admit those applicants that it considers to represent a serious risk to the health, safety and well-being of others.
- The TEC Partnership requires that learners are funded by either; a government body, themselves or another body (for example, an employer) in order that we receive payment for the cost of studying.
- Any applicant who requires safeguarding support needs that are not compatible with that which the TEC Partnership can provide

13. Appendices

Appendix 13.1 – Safeguarding Statement
Appendix 13.2 – Designated Safeguarding Team
Appendix 13.3 – Safeguarding Flowchart
Appendix 13.4 – Protocol for reporting missing learners
Appendix 13.5 – Safeguarding away from the TEC Partnership Premises
Appendix 13.6 – Safeguarding: Home placements
Appendix 13.7 – Safeguarding Guidelines for Workplace and Home Placements
Appendix 13.8 – Safeguarding Declaration
Appendix 13.9 – Additional Expert and Professional Guidance

Appendix 13.1 - Safeguarding Statement

SAFEGUARDING STATEMENT

The TEC Partnership is committed to protecting young people and adults at risk from harm.

As a Safe Organisation:

We ensure that our governing body, all our employees, agency staff and volunteers are aware of their responsibilities to safeguarding children and adults at risk.

We do this by:

- Adopting safer recruitment practices of staff to work with young people and adults at risk.

- Clear expectations of staff about personal conduct and responsibility to promote the well-being of young people and adults at risk at all times.

- Good induction systems and ongoing training/updates for staff on safeguarding young people and adults at risk.

- Ensuring all staff have access to information and guidance on procedures for child protection and protection of adults at risk.

- A team of named staff trained to provide access to specialist advice on child protection and the protection of adults at risk.

- Sound data protection, information sharing and referral procedures.

- The promotion of a culture of safeguarding throughout the college.

- Listening to the concerns of young people and vulnerable adults with an open mind.

- Clear procedures for investigating allegations of harm to young people or adults at risk by persons in positions of trust within the TEC Partnership, including independent advice and referral to the police as necessary.

- Regular reporting of safeguarding incidents to the TEC Partnership Senior Management Team and Governors.

- Clear and accessible complaints procedures where there are concerns to be raised.
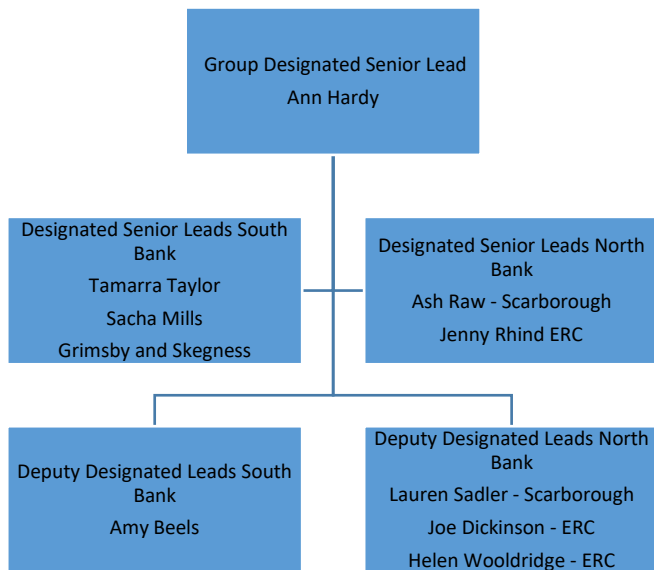
Appendix 13.2 - Designated Safeguarding Team.

DESIGNATED SAFEGUARDING GOVERNOR FOR THE GROUP
Heather Pepper

DIRECTOR OF HUMAN RESOURCES

Key Roles

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                    ┌─────────────────────────────┐
                    │ Group Designated Senior Lead │
                    │         Ann Hardy            │
                    └─────────────────────────────┘
         ┌───────────────────────────────┬─────────────────────────────┐
┌────────────────────────────┐  ┌─────────────────────────────┐
│ Designated Senior Leads     │  │ Designated Senior Leads      │
│ South Bank                  │  │ North Bank                   │
│ Tamarra Taylor              │  │ Ash Raw - Scarborough        │
│ Sacha Mills                 │  │ Jenny Rhind ERC              │
│ Grimsby and Skegness        │  │                              │
└────────────────────────────┘  └─────────────────────────────┘
┌────────────────────────────┐  ┌─────────────────────────────┐
│ Deputy Designated Leads     │  │ Deputy Designated Leads      │
│ South Bank                  │  │ North Bank                   │
│ Amy Beels                   │  │ Lauren Sadler - Scarborough  │
│                             │  │ Joe Dickinson - ERC          │
│                             │  │ Helen Wooldridge - ERC       │
└────────────────────────────┘  └─────────────────────────────┘
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GIFHE SAFEGUARDING ROLES
DSL
Principal / CEO

DSL
Executive Director of Learner Services
Group Head of Safeguarding
DDSL
Intensive Support Officer

SAFEGUARDING OFFICERS
Success Coaches

GIFHE Safeguarding Guide

The safeguarding team are your first point of contact on

07920860241 They are available on a Monday-Thursday from 8.30am until 5pm and a Friday from 8.30am until 4.30pm.

Lilly Hackett (Intensive Support Officer): 07795452752 is also available for TAG learners, Monday to Friday from 8.30am until 3.30pm

Email safeguarding@grimsby.ac.uk

SCARBOROUGH SAFEGUARDING ROLES

DSL
Student Services Manager
Deputy DSL
Lead Success Coach
SAFEGUARDING OFFICERS
Success Coaches

Scarborough TEC Safeguarding Guide

The safeguarding team are your first point of contact when you have a concern about a learner.

The safeguarding team consists of – Success coach team – Lead success coach and Head of learner Services – Ashleigh Raw

.

They are available on Monday-Thursday from 8.30am until 5pm and Friday from 8.30am until 4.30pm.

Contact details

Number: 07795612116

Email Address: safeguarding@scarboroughtec.ac.uk

EAST RIDING COLLEGE SAFEGUARDING ROLES

DSL
Student services manager
DDSL
Intensive support officer
DDSL
Vice Principal

Safeguarding Officers
Learner Coaches

East Riding Safeguarding Guide.

The safeguarding team are your first point of contact when you have a concern about a learner.

The safeguarding team consists of – Learner Coach Team – Intensive Support Officer and Student Support Manager – Jenny Rhind.

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They are available Monday-Thursday from 8.30am until 5pm and Friday from 8.30am until 4.00pm.

Contact details

Safeguarding Lead Number: 07776962796 or 'Crisis Line ERC' on Teams

Beverley Duty Number: 07917 074689

Bridlington Duty Number: 07769 242878

Email Address: safeguarding@eastridingcollege.ac.uk

Appendix 13.3 – Flowchart for dealing with Concerns, suspicions or disclosures of harm or abuse

Third party makes an allegation/disclosure of an incident***; Young Person makes an allegation/disclosure of an incident***; Observation of a young person leads to suspicion of abuse***

RECEIVE – actively listen to the young person or adult at risk, do not ask leading questions

RESPOND – reassure the young person or adult at risk that they will be helped and supported. Do not promise confidentiality

REACT – inform a designated person immediately of your concerns;

RECORD – exact words, names, dates, times, your observations, your actions, it is essential to keep all rough notes

SUPPORT – the designated person will discuss the concern and provide advice and support to staff and help ensure that

Designated person will consult appropriate agency(ies) and act accordingly. Further advice (or referral) must be via the SC/DSC from the Local Safeguarding Partner's or Adult Social Care

Designated person will record events, actions and details of reports made and ensure safe and confidential storage of information. SC/DSC will liaise with Children's Social Care/Police and other agencies as appropriate and keep relevant staff informed of any developments. The TEC Partnership Safeguarding Officer will report monthly to DSP all cases, referrals and outcomes via a Safeguarding Report.

Appendix 13.4 - Protocol for reporting missing learners GIFHE & STEC

Rationale:
This protocol is designed to provide an effective response in the event of a learner going missing.

This is an essential part of our responsibility to:
• Safeguard learners
• Ensure that there are no barriers to punctuality and attendance

Definition of Missing:

> "Anyone whose whereabouts is unknown whatever the circumstances of disappearances they will be considered missing until located, and their wellbeing established" *(Ref: The association of chief police officers (ACPO)).*

When discovering a missing learner:

Inform the Duty Manager
Duty Manager should:
• Find learner contact details and contact directly if possible – locate learner and arrange safe return to the TEC Partnership or home. To liaise with the Intensive Support Team to identify any possible safeguarding concerns and ensure appropriate contact is made.

If this is not possible (if no contact can be made), the manager should:
• Contact the Course Tutor, support worker if relevant, and to inform the Intensive Support Team to ensure a coordinated consistent approach
• Ascertain when the learner was last seen (keep a note of any witness statements including names and course details)
• Ascertain what course the learner is on and the timetable for that day
• Establish if anyone knows where the learner intended to go
• Alert Security – request searches of relevant areas
• Contact the parent/carer as appropriate (there should not be a long gap – parents/carers do not want to hear that their son/daughter has been missing for several hours) and give the facts:
• When the learner was last seen
• How we discovered he/she was missing
• What we have done to date

If there is cause for concern and in consultation with the parent/carer:
• Report to police or relevant authority (collect and record incident number)
• Ask the parent/carer to stay in touch if they hear anything
• Maintain contact with parent/carer until the learner is found (parents/carers need to know that we are doing everything in our power to find the learner).
• Report incident to the Intensive Support Team

Appendix 13.4 - Protocol for reporting missing learners ERC

Rationale:
This protocol is designed to provide an effective response in the event of a vulnerable learner going missing.

This is an essential part of our responsibility to:
- Safeguard learners
- Ensure that there are no barriers to punctuality and attendance

Definition of Missing:

> "Anyone whose whereabouts is unknown whatever the circumstances of disappearances they will be considered missing until located, and their wellbeing established" *(Ref: The association of chief police officers (ACPO)).*

When made aware of a missing vulnerable learner:

Tutor
- Attempt to make contact with the vulnerable learner to find out where they are and request that they return to site
- If contact cannot be made and there is cause for concern regarding the learners wellbeing or safety this should be referred to a member of the safeguarding team for advice and guidance

Safeguarding Team
- Where there are concerns, the duty manager and available support staff should search the site, liaising with the SHE Manager for access to CCTV if appropriate, to determine if the learner has left site
- Ascertain when the learner was last seen (keep a note of any witness statements including names and course details)
- Ascertain what course the learner is on and the timetable for that day
- Establish if anyone knows where the learner intended to go
- Contact the parent/carer as appropriate (there should not be a long gap – parents/carers do not want to hear that their son/daughter has been missing for several hours) and give the facts:
- When the learner was last seen
- How we discovered he/she was missing
- What we have done to date

If there is cause for concern and in consultation with the parent/carer:
- Report to police or relevant authority (collect and record incident number)
- Ask the parent/carer to stay in touch if they hear anything
- Maintain contact with parent/carer until the learner is found (parents/carers need to know that we are doing everything in our power to find the learner).
- Log details on ProMonitor
- Inform the Safeguarding Lead

14 –16 learners (Partnership provision)
Should there be a situation which arises for a learner on site aged between 14-16, then the school or service to which that young person is on roll should be contacted and mutual working processes will be arranged, with the school or service taking the lead. All actions taken should be recorded and filed in line with the above processes. At ERC the 14-16 Co-ordinator should be contacted to arrange school contact and referrals and to agree any investigation arrangements.

Investigation / report records:
Identifying why a learner has gone missing can be a key part of reducing the likelihood of it happening again and safeguarding that learner. The learner needs to be spoken to about their actions and rationale and any risks they were exposed to. This conversation may reveal the need for ongoing additional support.

- When the situation has been resolved the Duty Manager should:
  - Carry out a full investigation supported by the Intensive Support Team
  - Establish why the situation occurred
  - Report the learner as 'vulnerable' to the Success Coach team
  - Work with the course tutor and parent/carer/learner support team if appropriate to establish a safe system of supervision in the future
  - Provide a written report for the learner file (be aware of confidentiality and data protection). Records on learner to be held centrally within the Intensive Support Team
  - Ensure that the incident is recorded in the Duty Manager Incident file including any statements/evidence collected during the investigation.
  - Ensure that a letter is written to the parent/carer, to confirm any new arrangements, including responsibilities to be assumed by external parties.

Information Sharing
If there is a concern about a learner's safety or well-being it may be necessary to share information with other agencies. Their safety and well-being of the child must be the primary considerations when making such a decision.

Sharing of information must be in line with the confidentiality, data protection and human rights legislation and guidance. Information shared will need to be carefully recorded. In most circumstances consent from a parent/carer/learner would need to be gained to share information; however, there are some circumstances in which sharing information without consent will be normally justified. These are:

- When there is evidence or reasonable cause to believe that a child is suffering, or is at risk of suffering significant harm; or
- When there is evidence or reasonable cause to believe that an adult is suffering, or is at risk of suffering, serious harm; or
- To prevent, detect or to support the prosecution of serious crime.

The police response
Where a missing person report is made, the police have an obligation to take action, within their powers, to safeguard the rights of individuals who may be at risk. Those under 18 will not be considered 'low risk'. Where a missing person has been identified as high or medium risk, positive action becomes an obligation at every stage of the missing person investigation.

Useful Contacts:

If you believe, a learner is at immediate risk this should be reported immediately to the police service; for emergencies ring 999

GIFHE

Integrated Front Door including MASH (Option 2)	01472 326292
Children missing from Education:	01472 326291
North East Lincolnshire Children's Services	01472 325555

Scarborough

Police - Protecting Vulnerable Persons' Unit	0845 6060247
Children's Social Care	01609 536993

Lincolnshire

Police: For emergencies use 999 or for urgent/immediate reporting	101
Lincolnshire Children's Services	01522 782111
Social Services Lincoln	01522 554444

East Riding

East Riding SAPH   Tel. 01482 395500 or secure mail safeguardingchildrenshub@eastriding.gov.uk

Hull

Hull Safeguarding Children Partnership Tel. 01482 379090 hscp@hullcc.gov.uk

Appendix 13.5 – Safeguarding away from the TEC Partnership Premises

Introduction
Any learner under the age of 18 is considered, in the eyes of the law, as a child and is protected by the child protection laws and guidance (Working Together to Safeguard Children 2018).

Incidents of child abuse do happen and any child aged between the ages of 0 and 18 must be considered as vulnerable to abuse whether this is in the home, in school or college, in the work place or in some other place.

Child abuse can take many forms but it is categorised under 4 main themes:
- Physical abuse
- Sexual abuse
- Emotional abuse
- Neglect

It is important that children and young people are protected from any form of harm.

Guidance
Schools and Colleges organising work placements and other activities must ensure that policies and procedures are in place to protect children and young people from harm, focusing greatest emphasis on settings in which children may be most at risk, for example where children will be placed for long periods in one to one situations with an adult.

These can be considered where the placement is as follows:
- for more than one day a week
- for longer than one term per academic year
- aimed at those children who may be vulnerable eg: those who are aged under 16 or have special needs
- where the workplace supervisor or colleague will have substantial unsupervised access to the child, because of the nature of the business
- long-term extended work placements must include arrangements for DBS Disclosures for example when Young Apprentices are in a placement.

It is essential that the key supervisor of the learner, if not under the direct responsibility of a member of the TEC Partnership staff, is aware of their responsibilities with respect to child protection and the procedures in place to ensure the safety of the learner.

Appendix 13.6 - Safeguarding: Home Placements

To ensure safeguards are in place to protect young people from harm and in line with Government guidance April 2014, the following procedures must be adhered to:

1. Staff who arrange host families for learners of the TEC Partnership must have received training in safeguarding with details of the training held on file.

2. Host families taking responsibility for a young person within their home must be asked to endorse the safeguarding procedure of the TEC Partnership by signing of published guidelines

3. Failure to endorse this documentation will disqualify the host family from working with the TEC Partnership at this time.

4. Any person whose normal duties will include **regularly** caring for, looking after or supervising a young person must be vetted and subject to the necessary checks to ensure they are not disqualified from working with children and young people. **This will include the main signatory in the agreement to become a host family** for international students.

   If this person is already in possession of a valid DBS Certificate it must be seen and a copy kept on file with the published guidelines by the TEC Partnership. Failure to complete DBS documentation if asked will disqualify the host family from working with the TEC Partnership at that time.

   The TEC Partnership should arrange and pay for the DBS check for the home supervisor where the supervisor would not normally hold a DBS Certificate.

5. Standard guidelines will be provided to any host family regarding actions to be taken and by who as a result of any child protection issues reported prior, during or after the placement.

6. Children in a host family must be given clear advice about who to contact if they are worried or uncomfortable about their surroundings or suffer abuse.

Appendix 13.7 - Safeguarding Guidelines for Workplace and Home Placements.

Schools and Colleges organising work placements and host homes must ensure that policies and procedures are in place to protect children and young people from harm.

It is essential that the key supervisor of the learner is aware of the procedures in place to ensure the safety of the young person.

Introduction

Any young person under the age of 18 is considered, in the eyes of the law, as a child and is protected by the child protection laws and guidelines (Working Together to Safeguard Children 2018).

Incidents of child abuse are not common BUT any child aged between the ages of 0 and 18 must be considered as vulnerable to abuse whether this is in the home, in school or College, in the work place or in some other place.

Child abuse can take many forms but it is categorised under 4 main themes:
- Physical abuse
- Sexual abuse
- Emotional abuse
- Neglect

It is important that young people are protected from harm.

Procedure

1. All complaints, allegations or suspicions of abuse must be taken seriously.
2. If an allegation is made that a learner has been abused or if there is a suspicion that a student has been abused this should be reported to the student's college supervising member of staff immediately. If the learner's college supervisor is not available, please contact one of the college's designated safeguarding coordinators immediately.
3. Promises of confidentiality should not be given as the matter may develop in such a way that these cannot be honoured.
4. If the complainant is the learner, questions should be kept to the minimum necessary to understand what is being alleged and leading questions should be avoided. The use of leading questions can cause problems for the subsequent investigation and any following court proceedings.
5. A full record shall be made as soon as possible of the nature of the allegation and any other relevant information including:
   - the date
   - the time
   - the place where the alleged abuse happened
   - your name and the names of other present
   - the name of the complainant and, where different, the name of the student who has allegedly been abused
   - the nature of the alleged abuse
   - a description of any injuries observed
   - the account which has been given of the allegation that should be signed and dated by the person completing the report

Please note: Some learners with learning disabilities may need different treatment to others e.g. in the way their physical/mental condition might mask possible abuse.

Apprentices

- Apprentice employers sign and agree to safeguarding policies and procedures within the Apprenticeship Training Services Agreement (ATSA) specifically noted in section 13 and Schedule 4 of the agreement which provides hyperlinks to TEC Partnership Safeguarding and Prevent policies. Additional information agreed to within the Commitment Statement and Apprenticeship Agreement which outlines statutory and advisory safeguarding and duty of care responsibilities.
- · Apprentice Employers receive additional information (at GIFHE an Employer Handbook and Employer Toolkit) relating to safeguarding responsibilities, key contacts and TEC Partnership policies.
- · Work Based Trainers/tutors include a safeguarding discussion on induction, enrolment and as part of workplace and on campus reviews with apprentices.
- · Apprentices will receive information relating to safe practice in the workplace and safeguarding contact details.

- When dealing with a disclosure, ensure the information is referred to the Intensive Support Team on: 07920 860241 (GIFHE) or to a member of the Safeguarding Team on 01262 455258 (ERC)
- Work placements will sign and return the safeguarding declaration to the college. At ERC this is incorporated into the contract which is signed by the employer.

Appendix 13.8: Safeguarding Declaration

WORK PLACEMENT HEALTH, SAFETY AND WELFARE RECORD
To be complete in full by an appropriate representative of the company/organisation.

Company/Organisation Name:		Number of employees:	
Workplace Address:		Main contact (Name and Tel No)	
		Health and Safety contact – name:	
Nature of business:			

1	Insurance Details	YES(√) NO(x)	Comments
a	Is the Employers' Liability insurance policy current and as appropriate to the business' undertaking? **(Minimum cover £5 million)**		Insurers Name: Policy Number: Expiry Date:
b	Is the Public Liability insurance policy current and as appropriate to the business' undertaking?		Insurers Name: Policy Number: Expiry Date:
c	Is there any other insurance in place as required for the business' undertaking e.g vehicle insurance?		Insurance for: Insurers name: Policy number: Expiry date:
2	**Health and Safety Policy**	YES(√) NO(x)	Comments
a	Does the company have access to competent Health and Safety advice and assistance?		
b	Is there a current Health and Safety policy in place and is this communicated to all employees? (written if you employ 5 or more employees)		
c	Does the policy include arrangements for the health and safety of young persons and vulnerable adults?		
3	**Risk Assessment and Control**	YES(√) NO(x)	Comments
a	Have suitable and sufficient risk assessments been completed and are they effectively communicated to all employees? (written if you employ 5 or more employees)		
b	Do you currently employ under 18 year olds and are suitable young person's risk assessments in place? (If "No" please confirm in the comments box that existing risk assessments will be amended or specific risk assessments completed)		
c	Has covid-19 been considered in your risk assessments? Are appropriate controls in place and is the current relevant Government guidance implemented and adhered to?		

4	Accidents, Incidents and First Aid	YES(√) NO(x)	Comments
a	Have adequate arrangements for first aid equipment been made?		
b	Have arrangements for first aiders and/or appointed persons been made?		
c	Are accidents and first aid treatment appropriately recorded?		
5	Information, Instruction and Supervision	YES(√) NO(x)	Comments
a	Is an initial induction given to all employees?		
b	Does the induction include fire, emergency procedures and accident reporting?		
c	Are employees adequately supervised?		
6	Personal Protective Equipment and Clothing	YES(√) NO(x)	Comments
a	Is PPE/C provided, free of charge, to all employees?		
7	Fire and Emergencies	YES(√) NO(x)	Comments
a	Has a suitable and sufficient fire risk assessment been carried out?		
b	Are adequate arrangements in place for dealing with fires and other emergencies? e.g. fire notices, fire doors and exits, fire log book etc.		
c	Date of last firefighting equipment check:		
8	Safeguarding	YES(√) NO(x)	Comments
a	Have safeguarding issues been considered and appropriate actions implemented to safeguard young people and vulnerable adults?		Named Person:

The Employer or their representative – Please sign to agree that the above information is an accurate portrayal of policies, procedures and arrangements within your company/organisation.

Name ....Signature………………………Position…..............................Date: …...............

Please return to the TEC Partnership within two working weeks.

Partnership Representative:

In signing this document, I confirm that I have;

- reviewed the information recorded in this document,
- undertaken the additional checks (where necessary) through Annex A(1) (Agreed Discussion form),
- inducted the learner to the work placement process, giving them all the relevant information,
- reviewed the details recorded by the learner on Annex D (Medical/Emergency Contact) and where necessary, completed Annex C (Additional Needs Risk Assessment for Work Placement),
- communicated all relevant information to the placement provider (employer).

And in doing so, confirm that the placement is suitable to achieve the intended outcomes and is to the best of my knowledge a safe and suitable placement.

Name ....Signature………………………………….......................Date: ....

Appendix 13.9: Additional Expert and Professional Guidance

Further expert and professional guidance and practical support on specific safeguarding issues can be accessed via the www.gov.uk website as follows:

- child sexual exploitation (CSE)
- child criminal exploitation (CCE)
- bullying including cyberbullying
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM)
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- mental health
- private fostering
- radicalisation
- sexting
- teenage relationship abuse
- trafficking
- county lines
- peer on peer abuse
- missing from education

In addition to the above, information can be found on the NSPCC website www.nspcc.org.uk

Local Safeguarding Partners Guidance

North East Lincolnshire:
www.safernel.co.uk/nelsafeguarding-children-partnership

North Lincolnshire:
http://www.northlincscmars.co.uk/

Lincolnshire:
https://www.lincolnshire.gov.uk/lscb

North Yorkshire:
http://www.safeguardingchildren.co.uk/

East Riding:
http://www.erscb.org.uk

Kingston Upon Hull:
http://www.hull.gov.uk/children-and-families/safeguarding-and-welfare

If a member of the Safeguarding team cannot be contacted (for example out of college hours) NSPCC, Childline or the local Safeguarding team in your area provide a safeguarding advice and support

TEC Partnership Safeguarding Children, Young People and Adults at Risk Policy
service.

NSPCC 24 hours 7 days per week – Telephone: 0808 800 5000
www.nspcc.org.uk

Child line 24 hours 7 days per week – Telephone: 0800 1111
www.childline.org.uk

Other Local Authorities

Bath and North East Somerset
Bath Family Team – Telephone: 01225 396312 North East Somerset Family Team – Telephone: 01225 396313

Banes
Emergency out of Hours Duty team – Telephone: 01454 615165

Barnsley
Out of hours – Telephone: 0844 9841800

Barking & Dagenham
Telephone: 020 8227 3811
Out of hours – Telephone: 020 8594 8356

Barnet
Telephone: 020 8359 4066
Out of hours – Telephone: 020 8359 2000

Bexley
Telephone: 01322 356 302
Out of hours – Telephone: 020 8303 7777

Birmingham
Daytime – Telephone: 0121 3039515
Out of Hours – Telephone: 0121 4754806 or 01214649001

Bolton Council
Emergency Duty Team - 6:00pm to 8.45am and Weekends – Telephone: 01204 337777

Brent
Telephone: 020 8937 4300
Out of hours – Telephone: 020 8863 5250

Bradford
Out of hours - Telephone: 01274 431010

Bristol
Bristol Emergency Duty Team – Telephone: 01454 615165

Bromley
Telephone: 020 8461 7373/7379/7404 /7309
Out of hours – Telephone: 020 8464 4848

Calderdale
Out of hours – Telephone: 0845 1111137

Cornwall
Cornwall Single Referral Unit – Telephone: 0300 1231116
Cornwall out of hour's service – Telephone: 01208 251300

Camden
Telephone: 020 7974 6666
Telephone: (north of the borough) 020 7974 6600/1125

Croydon
24 hour service – Telephone: 020 8726 6400

Derbyshire
Call Derbyshire Contact - Telephone: 08456058058 (available 24 hours)

Devon
Devon Children and Young Person's Referral via the Multi-Agency Safeguarding Hub (MASH) –
Telephone: 0345 155 1071
Devon Children's Services Emergency/out of hours –
Telephone: 0845 6000 388

Doncaster
Out of hours – Telephone: 01302 737796

Ealing
Telephone: 020 8825 8000
Out of hours – Telephone: 020 8825 8000

Enfield
Telephone: 020 8379 2507
Out of hours – Telephone: 020 8379 1000

Gloucestershire
Gloucestershire Children and Young Person's Referral team – Telephone: 01452 426565
Gloucestershire Children's Services Emergency/out of hours – Telephone: 01452 614194

Greenwich
Telephone: 020 8921 3172
Out of hours – Telephone: 020 8854 8888

Hackney & City
Hackney First Response Team, Children's Social Care
Telephone: 020 8356 5500
Out of hours – Telephone: 020 8356 2346/2710

Hammersmith and Fulham
Telephone: 020 8753 5392
Out of hours – Telephone: 020 8748 8588

Haringey
Telephone: 020 8489 4592/5652/5762
Out of hours – Telephone: 020 8348 3148

Harrow
Telephone: 020 8901 2690
Out of hours – Telephone: 020 8424 0999

Havering
Telephone: 01708 433 222
Out of hours – Telephone: 01708 433 999

Hillingdon
Telephone: 01895 250 102
Out of hours – Telephone: 01895 250 111

Hounslow
Telephone: 020 8583 3456
Telephone: (for Isleworth, Heston, Central Hounslow, Brentford and Chiswick) 020 8583 6673
Out of hours – Telephone: 020 8583 2222

Islington
Telephone: 020 7527 7400
Out of hours – Telephone: 020 7226 0992

Kensington and Chelsea
Telephone: 020 7361 3013
Out of hours – Telephone: 020 7373 3227

Kingston Upon-Thames
Telephone: 020 8547 5004
Out of hours – Telephone: 020 8770 5000

Kirklees
Out of hours – Telephone: 01924 326489

Lambeth
Telephone: 020 7926 6508
Out of hours – Telephone: 020 7926 1000

Lancashire
Adult Social Care Services – Telephone: 0845 053 0028
Lancashire Police – Telephone: 0845 125354
Referrals – Telephone: 0845 053 0009

Leeds
Out of hours – Telephone: 0113 2409536

Liverpool Council
Adults – Telephone: 0151 2333800
Children – Telephone: 0151 2333700
Emergency Merseyside police – Telephone: 0151 709 6010

Lincolnshire
Lincolnshire Contact - Telephone: 01522782333 (available 24 hours)

Lewisham
Telephone: 020 8314 6660
Out of hours – Telephone: 020 8314 6000

Merton
Telephone: 020 8545 4226/4227
Out of hours – Telephone: 020 8770 5000

Manchester Council
Manchester Contact Centre – Telephone: 0161 234 5001 (24 hour service)

Newcastle Council
Social Care Direct - (8 am - 6 pm) Telephone: 0191 278 8377
Outside of these hours call – Telephone: 0191 232 8520

Newham
Telephone: 020 8430 2000
Out of hours – Telephone: 020 8552 9587

North Yorkshire
Children's Services 01609 780780
Out of hours –Telephone: 0845 0349417

Nottingham
Nottinghamshire Contact - Telephone: 0300456 4546 (available 24 hours)

Plymouth
Plymouth Children's Services, Advice and Assessment Service – Telephone: 01752 308600
Plymouth Out of Hours Service – Telephone: 01752 346984

Redbridge
Telephone: 020 8708 3885
Out of hours – Telephone: 020 8553 582**Richmond**
Telephone: 020 8891 7969
Out of hours – Telephone: 020 8744 2442

Tower Hamlets
Telephone: 020 7364 5606/5601
Out of hours – Telephone: 020 7364 4079

Rotherham
Out of hours – Telephone: 01709 364689

Sheffield
Sheffield Contact - Telephone: 01142734846 (available 24 hours)

Somerset
Somerset Children's Services, Advice and Assessment Service – Telephone: 01275 888266
Somerset Out of Hours Service – Telephone: 01454 615165

Southwark
Telephone: 020 7525 1921
Out of hours – Telephone: 020 7525 5000

Sutton
Telephone: 020 8770 4343
Out of hours – Telephone: 020 8770 5000

Swindon
Swindon Children and Families referral team – Telephone: 01793 466903
Swindon out of Hours emergency duty service – Telephone: 01793 436699

Torbay
Torbay Children's Services, Referral and Assessment Team – Telephone: 01803 208100 Torbay Out of Hours Emergency Duty Team – Telephone: 01803 524519

Wakefield
Out of hours – Telephone: 0845 8503503

Waltham Forest
Telephone: 020 8496 2317
Out of hours – Telephone: 020 8496 3000

Wandsworth
Telephone: 020 8871 6622
Out of hours – Telephone: 020 8871 6000

Westminster - Telephone: 020 7641 4000
Out of hours – Telephone: 020 7641 6000

Wiltshire
Wiltshire Referral and Assessment Team – Telephone: 01380 733 567
Wiltshire Out of Hours Emergency Duty Service – Telephone: 0845 607 0888

Wales
For out of Hours Safeguarding Issues: Conwy – Telephone: 01492 515777
Cardiff – Telephone: 029 20788570 Newport – Telephone: 08003284432 Swansea – Telephone: 01792 775501