

POLICY/PROCEDURE: SAFEGUARDING POLICY & PROCEDURES

Approval required by:	Executive	Y	Governing Body	Y
Senior Lead:	Vice Principal Curriculum and Student Experience			
Responsible Manager:	Head of Safeguarding			
Date approved:	November 2025			
Date to be reviewed:	November 2026			

SCOPE AND PURPOSE

This Safeguarding Policy outlines the commitment of Barnsley College and ITS to promoting the safety and welfare of all learners, staff and visitors. Its purpose is to provide a clear framework for preventing and responding to any concerns related to abuse, neglect, exploitation, or other forms of harm. The policy applies to all staff, supply/agency staff, governors, volunteers, sub-contractors, contractors, work placement providers, employers, partners, visitors, external hire clients and commercial lettings clients to endorse and practice this commitment at all times. It aims to ensure that appropriate procedures are in place to identify concerns early, respond effectively and work collaboratively with external agencies to protect individuals at risk.

The Children Act 1989 and 2004, defines a child as “a person under the age of 18”. This could therefore include:

- Any student up to the age of 18;
- Siblings or other family members of any student;
- Any other persons under the age of 18 participating in Group activities on the College premises

Under the Care Act 2014 safeguarding duties apply to adults (over the age of 18) who:

- have needs for care and support (whether or not the local authority is meeting any of those needs) and;
- is experiencing, or at risk of, abuse or neglect;
- as a result of those care and support needs is unable to protect themselves

PRINCIPLES

The College community has a statutory duty to safeguard its learners.

This College recognises its legal and moral duty to promote the well-being of learners and protect them from harm and respond to safeguarding concerns when they arise.

We believe that every learner has, at all times and in all situations, a right to feel safe and protected from any situation or practice that results in them being physically, or psychologically damaged.

We have a primary responsibility for the care, welfare and safety of the learners in our care, and we will carry out this duty through our teaching and learning, day to day practices, extracurricular activities, pastoral care and extended College activities. In order to achieve this, all members of the College community, in whatever capacity, will at all times act proactively in learner welfare matters especially where there is a possibility that a learner may be at risk of significant harm.

We will enable learners, through tutorial, Relationships, Sex and Health Education (RSHE) and other support activities, to develop the skills they need to stay safe from harm. We will also help them to develop the confidence they need to speak up for themselves and others. We will provide effective support, guidance and care if a learner shares a concern with us. They will cover safeguarding topics such as abuse, neglect, healthy relationships, exploitation, mental health and wider safeguarding concerns.

Learners should be able to:

- recognise and manage risks in different situations;
- judge what kind of physical contact and behaviour is acceptable and what is not acceptable;
- recognise when their personal safety is threatened and when and where to get help.

We will maintain systems that will:

- prevent unsuitable people working with learners;
- promote safe practice and challenge poor and unsafe practice.

The College seeks to adopt an open and accepting attitude towards learners as part of their responsibility for pastoral care. The College hopes that parents/carers and learners feel free to talk about any concerns and will see College as a safe place if there are any difficulties at home and/or extra familial concerns.

Learners' worries and fears will be taken seriously if they seek help from a member of staff. However, staff must not promise confidentiality if concerns are such that referral must be made to the appropriate agencies in order to safeguard the learner's welfare and/or protect them from abuse, exploitation and/or neglect. Learners will be made aware of this legal obligation.

In our College, if there are suspicions that a learner's physical, sexual, mental or emotional well-being is being, or is likely to be, harmed, or that they are being neglected, abused or exploited in any way, appropriate action will be taken. This action will be in accordance with the safeguarding procedures issued by the Safeguarding Children Partnership, if learner is under 18 or Safeguarding Adult Board, if learner is 18 years or over, of the Local Authority area where the learner resides.

As a consequence we:

- assert that the whole College community at Barnsley College and ITS are an integral part of the safeguarding processes;
- accept totally that safeguarding learners is required and is an appropriate function for the whole College community, and wholly compatible with their primary pedagogic responsibilities;
- recognise that safeguarding learners at Barnsley College and ITS is a responsibility of the whole College community;
- will ensure through training and supervision that the whole College community are alert to the possibility that a learner is at risk of or suffering harm, and know how to report concerns or suspicions;
- will designate a senior member of staff (Designated Safeguarding Lead) with knowledge and skills in recognising and acting on safeguarding concerns. They will act as a source of expertise and advice, and are responsible for coordinating action with the college and liaising with other agencies.
- ensure (through the Designated Safeguarding Lead) that all staff receive appropriate training;

- will share our concerns with others who need to know and assist in any referral process;
- will ensure that all members of the College community who have a suspicion that a learner may be suffering or may be at risk of suffering significant harm, refer such concerns immediately to the central Safeguarding Team, who will refer on to Children/Adults Social Care in accordance with the policy and procedures of the Local Safeguarding Children Partnership or Safeguarding Adults Board based in the Local Authority where the learner lives. Should a member of the central Safeguarding Team not be available, the member of staff with the concern will themselves make a referral to Children/Adults Social Care, as appropriate.
- will ensure that all staff are aware of the safeguarding procedures of the Safeguarding Children Partnerships and Safeguarding Adult Boards and, where appropriate, the Local Authority, and act on any advice given by them;
- will reserve the right to refuse admission to any person who may pose a risk to children or adults at risk.
- will ensure that appropriate risk assessments are undertaken before students go on placement, both within and outside the Group, in relation to safeguarding children, and adults with care and support needs. The placement pre-assessment questionnaire will refer to child and adult protection issues, including prevent and the students and employers will be briefed. Safeguarding information and Group contacts will be provided to all employers.
- safeguard the welfare of learners whilst in the College, through positive measures to address bullying, especially where this is aggravated by sexual or racial factors, prejudice or discriminatory based, disability or special educational needs, online or social media bullying;
- will ensure through the recruitment and selection of volunteers, paid employees and subcontracted staff that all people who work in Barnsley College are suitable to work with children and adults who need safeguarding;
- will ensure that entry to programmes which include placements with relevant organisations, and lead to employment within relevant industries, is subject to a satisfactory enhanced Disclosure and Barring Service checks.
- will act swiftly and make appropriate referrals to the Local Authority Designated Officer where an allegation has been made that a member of staff has committed an offence against a learner, harmed a learner, or acted in a way that calls into question their suitability for working with learners.

INHERENT PRINCIPLES OF THIS POLICY in line with Children, Young People and adults safeguarding

Children and Young People safeguarding

Barnsley College recognises its responsibilities and duties under the Working Together to Safeguard Children 2023 and Keeping Children Safe in Education 2025 requirements, which defines safeguarding as:

- ***“providing help and support to meet the needs of children as soon as problems emerge***
- ***protecting children from maltreatment, whether that is within or outside the home, including online***
- ***preventing the impairment of children’s mental and physical health or development***
- ***ensuring that children grow up in circumstances consistent with the provision of safe and effective care***
- ***taking action to enable all children to have the best outcomes.”***

Adult safeguarding

‘Safeguarding means protecting an adult’s right to live in safety, free from abuse and neglect. It is about people and organisations working together to prevent and stop both the risks and experience of abuse or neglect, while at the same time making sure that the adult’s wellbeing is promoted including, where appropriate, having regard to their views, wishes, feelings and beliefs in deciding on any action. This must recognise that adults sometimes have complex interpersonal relationships and may be ambivalent, unclear or unrealistic about their personal circumstances.’

Care and Support Statutory Guidance, Department of Health, updated June 2023

Barnsley College adheres to following the six key principles which underpin adult safeguarding work (Care Act 2014):

- **Empowerment**
- **Prevention**
- **Proportionality**
- **Protection**
- **Partnership**
- **Accountability**

All these principles underpin all safeguarding work in the College with the learner and safeguarding being at forefront of all decision making.

Monitoring

Implementation of the policy will be reviewed through regular updates and an annual report to the Board of Governors. There will also be a link governor for Safeguarding and PREVENT who will provide link governor reports to the board. Any intermediate updates and actions will be shared via termly meetings of the Safeguarding Strategy Group. Ofsted will report on the effectiveness of safeguarding in all inspections under Inspecting Safeguarding in, education and skills settings.

Adherence to this policy will be monitored through the audit process through Barnsley Council, Barnsley Children and Young People Safeguarding Board and Barnsley Adult Safeguarding Board.

Review

Barnsley College will review this policy annually in line with DfE guidance “Keeping Children Safe in Education “and Working Together to Safeguard Children 2023. Alongside national legislation and good practice relating to adults.

Barnsley College will continue to develop and improve processes in line with local safeguarding guidelines relating to both children and adults where these are appropriate to the FE setting

What happens if the Safeguarding Policy is not adhered to?

We will not tolerate behaviour which breaches the Safeguarding Policy and will initiate disciplinary or other action, if circumstances warrant, against those who contravene the guidance contained in it.

EQUALITY AND DIVERSITY

An EQiA is not required for this policy.

LINKED POLICIES AND PROCEDURES

- Acceptable Use of the Internet.
- Behaviour Support Policy.

- Building Occupancy Policy.
- Complaints Policy and Procedure.
- Contractors Policy.
- Data Protection Policy.
- Disciplinary Procedure (Staff).
- Email Policy.
- Grievance Procedure.
- Harassment and Bullying Policy (staff).
- Health and Safety Policy.
- Prevent Policy.
- Recruitment and Selection Policy.
- SEND Policy.
- Subcontracting Policy.
- Tutorial, Induction and RSE Policy.
- Visual Identification Policy.
- Wellbeing Support Policy.
- Whistleblowing Policy.
- Work Experience Policy.

LOCATION AND ACCESS TO THIS POLICY

This policy is available on the College’s intranet, the College website and is provided to all staff members during induction and on an annual basis.

All students are informed of safeguarding processes and information during induction, enrolment and training events.

Safeguarding and Child Protection Procedures

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Barnsley College Safeguarding Structure

	Name	Email	Phone Number
Designated Safeguarding Lead (DSL)	Hayley Allsopp – Vice Principal Curriculum and Student Experience	h.allsopp@barnsley.ac.uk	01226 216216
Deputy Designated Safeguarding Lead	Di Wall – Head of Safeguarding	d.wall@barnsley.ac.uk	01226 216185 or 07825 364354
Central Safeguarding Team	Sean McMahon – Senior Safeguarding Officer Steph Smith – Safeguarding Officer (Designated person for CLA/Care Leavers) Safeguarding Administrator	s.mcmahon@barnsley.ac.uk	01226 216753 or 07778 149036 01226 216168 or 07925 037163 01226 216142 or 07768 553998
Director of Human Resources	Craig Leonard	c.leonard@barnsley.ac.uk	01226 216391
Departmental Safeguarding Representatives (DSRs)	Every department has a DSR		Via main switchboard on 01226 216216

Safeguarding Governor	Tracy Johnson		Via main switchboard on 01226 216216
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More information about safeguarding for public, children, young people, adults, parents, carers, College staff and other professionals can be found on:

Barnsley Safeguarding Children Partnership - <https://www.barnsley.gov.uk/services/children-families-and-education/safeguarding-families-in-barnsley/safeguarding-children-in-barnsley/barnsley-safeguarding-children-partnership/>

Barnsley Safeguarding Adults Board - <https://www.barnsley.gov.uk/services/children-families-and-education/safeguarding-families-in-barnsley/safeguarding-adults-in-barnsley/barnsley-safeguarding-adults-board/>

Roles and responsibilities of Governors, College Managers and Staff

The Executive Team is responsible for:

- giving a consistent and high profile lead on all safeguarding issues
- promoting the College's approach to safeguarding inside and outside the institution
- making sure the safeguarding policy and all supporting policies and procedures are understood and followed
- ensuring safeguarding, child and adult protection underpin all relevant policies and procedures
- allocating sufficient resources and time to enable designated staff to discharge their responsibilities, including taking part in strategy discussions and other interagency meetings, and contributing to the assessment of children
- ensuring all staff feel able to raise concerns about poor or unsafe practice
- ensuring a whole College approach is facilitated ensuring the best interests of the learner at all times

The Designated Safeguarding Lead (DSL) for Safeguarding and Prevent will:

- have lead responsibility for child and adult protection, exploitation and wider safeguarding concerns, ensuring standards are met in line with relevant guidance, staff and governors receive adequate training and understand their role and responsibilities in this area
- have lead responsibility for Prevent, ensuring that standards are met in line with relevant guidance, that staff and governors receive adequate training and understand their role and responsibilities in this area
- have lead responsibility for online safety including oversight of IT filtering and monitoring, ensuring that standards are met in line with relevant guidance, that staff and governors receive adequate training and understand their role and responsibilities in this area
- have the status and authority within the College management structure, as a senior member of staff within the leadership team, to carry out the duties of the post. All members of staff - including volunteers - must be made aware of who this person is and what their role is
- chair a termly internal Safeguarding Strategy Group
- produce a strategic level action plan that will be monitored by the Safeguarding Strategy Group
- ensure that appropriate procedures and policies are in place and are followed with regard to learner safeguarding issues

- liaise with the Principal, keeping him/her informed of relevant safeguarding issues, including ongoing section 47 enquiries, police investigations and child protection concerns in cases relating to members of staff
- liaise with the Board of Governors and link Safeguarding/Prevent Governor regarding all matters connected to safeguarding and the role of the DSL, as required and appropriate
- be available for College staff during term time, providing cover arrangements as appropriate, including during out of hours and out of term
- as required and appropriate, refer cases of suspected abuse and neglect into social care, radicalisation concerns into Channel Panel, where a crime has been committed to the police and, where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service. The DSL will also support staff who make such referrals, as required and appropriate
- oversee the work of the central Safeguarding Team
- work and liaise with all staff, acting as a source of support, advice and expertise on all matters of safety, safeguarding and welfare including liaison with the College senior mental health lead, where safeguarding concerns are linked to mental health
- act as a point of contact to liaise and work with all safeguarding partners and wider agencies to consider a learner's holistic needs
- as required and appropriate, liaise with the internal case manager and the local authority designated officer (LADO) for child protection concerns in cases which relate to a member of staff
- promote supportive engagement of parents/carers in safeguarding and promoting the welfare of learners, where families may be facing challenging circumstances
- work with senior managers and wider staff members, taking lead responsibility for promoting the educational outcomes of children who have or have had a social worker and/or have an EHA in place
- ensure safeguarding files are kept up to date, confidential, stored securely, and accessed by those who need to see it. Where a child (under 18) leaves College, including in year transfers, the DSL should ensure the safeguarding file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. In addition, the DSL will consider if it would be appropriate to share any additional information with the new school or college in advance of the child leaving to help them put in place the right support to safeguard the child and enable them to thrive in their new educational setting
- ensure all staff have access to and understand the College's safeguarding and Prevent policies and procedures respectively, which will be reviewed annually, as a minimum, and in line with changes to relevant government legislation and guidance. The DSL will also ensure that staff have access to externally relevant safeguarding policies and procedures.
- ensure the safeguarding policy is publicly available for parents/carers and wider external partners to raise awareness of College's safeguarding arrangements and response
- receive training to provide him/her with the knowledge and skills to carry out the role. This training will be updated at least every two years. The training will include providing a good understanding of the DSL role, how to identify, understand and respond to specific needs that can increase the vulnerability of learners as well as specific harms that can put learners at risk, and the processes, procedure and responsibility of agencies involved in safeguarding learners
- encourage a safeguarding culture which promotes listening to the voice of learners ensuring that their wishes and feelings are considered when putting in place measures to protect, support and safeguard them
- provide support to staff through training, advice, and guidance so they can fulfil their safeguarding responsibilities; ensure accurate, detailed, secure records of all concerns, discussions and decisions are made including any external referrals

- ensure that safeguarding related information is shared within college and with relevant external safeguarding partners, in line with the Data Protection Act 2018 and the UK General Data Protection Regulation
- fulfil any additional responsibilities as set out in statutory guidance which may be amended from time to time
- ensure that each learner, particularly under the age of 18, has two appropriate, emergency next of kin contacts
- ensure that the Local Authority is alerted where a child leaves College and the new college is not known, so that the child's name can be included on the database for children missing education
- attend regular training on how to identify abuse and know when it is appropriate to refer a case, attend any relevant training courses or workshops and then ensure that any new or key messages are passed to other staff, volunteers and governors
- act as a point of contact and have a working knowledge of how Barnsley Safeguarding Children's Partnership and Barnsley Safeguarding Adults' Board operate and the conduct of child and adult protection related meetings. The DSL will also attend and contribute to these when required, enhancing the implementation of any plan to protect and safeguard the learner

The Governing Body is responsible for:

- strategic leadership of the College's safeguarding arrangements
- ensuring a whole College approach is facilitated ensuring the best interest of the learner at all times
- ensuring that sufficient resources are made available to enable the necessary tasks to be carried out properly under inter-agency procedures
- ensuring that the DSL is given sufficient time to carry out his or her duties, including accessing training
- making sure the College complies with requirements to produce and deliver a safeguarding policy
- making sure the safeguarding policy and all supporting policies and procedures are followed
- ensuring an appropriate safer recruitment policy is in place

Designated Safeguarding and Prevent Governor

The Governing Board - via the Clerk - will ensure that the Designated Governor for safeguarding and Prevent is able to carry out his or her duties, including accessing training. The Board - via the Clerk - will also ensure that the designated Governor will complete a safeguarding 'Link Visit' at least twice each year in order to feedback to the Board and confirm that:

- Barnsley College is carrying out its duties to safeguard the welfare of learners
- members of staff and volunteers are aware of current safeguarding policies and procedures and that staff receive training where appropriate; safeguarding is integrated into the College's induction procedures for all new members of staff and volunteers and supply staff
- the College follows the procedures agreed by the relevant Local Safeguarding Children Partnerships and Local Safeguarding Adults Boards respectively and any supplementary guidance issued by the Local Authority
- all staff and volunteers are vetted to ensure that only persons suitable to work with children and vulnerable adults shall work in the College
- where safeguarding concerns about a member of staff are raised, appropriate action is taken in line with Safeguarding Children Partnerships/Adults Board 'Allegations against Staff Procedures' and DfE guidance for dealing with allegations of abuse against teachers

and other staff. In addition the college takes due note of the Further education corporations and sixth-form college corporations: governance guide (July 25)

The Designated Governor will complete a 'Link Visit' report after each visit and provide verbal feedback to the following Board meeting on the outcome of the visit.

Director of Human Resources

Is responsible for human resources policies and procedures that relate to safeguarding in particular with regard to Safer Recruitment guidelines.

The Head of Health & Safety

Is responsible for all Health and Safety policies and procedures that relate to safeguarding.

Head of Estates

Is responsible for estates policies and procedures that relate to safeguarding.

Director of IT

Is responsible for ensuring filtering and monitoring systems are effective and fit for purpose from a safeguarding perspective.

Managers are responsible for:

- putting the safeguarding policy and supporting policies and procedures into practice
- making sure all staff know their responsibilities and receive support and training to carry these out
- following the relevant procedures to manage safeguarding issues raised by staff or students

All staff are responsible for:

- acting in accordance with this policy at all times and taking appropriate action as described in this policy, working with other services as needed
- safeguarding and promoting the welfare of all learners at all times, ensuring early identification and reporting of concerns, preventing concerns from escalating and, providing ongoing help and support
- providing a safe learning environment including building up trusted relationships with learners to facilitate communication
- being aware of the indicators of abuse, neglect, exploitation, and wider safeguarding concerns and, understanding that learners can be at risk of harm online as well as face to face, inside and outside of College, inside and outside of the home, extra familial harms, by people related or known to them or strangers
- identifying learners who may be in need of extra help, who are suffering or likely to suffer significant harm. Staff should be aware that a learner may not feel ready or know how to tell someone that they are being abused, neglected, exploited or in need of wider safeguarding but this should not stop staff from having professional curiosity and speaking to the DSL or central Safeguarding Team if they have concerns
- reassuring learners they are being taken seriously when they disclose a concern and, that they will be supported and kept safe. Staff must ensure that learners are never given the impression that they are creating a problem by reporting any form of abuse, neglect, exploitation, or wider safeguarding concern, nor should the learner ever be made to feel ashamed for making a report
- ensuring that the same duty of care is applied to online learning, as is to face-to-face learning
- dealing with safeguarding issues and being able to recognise potential harm, ensuring they are alert to the signs/indicators of abuse and neglect

- alerting the central Safeguarding Team of any invitations to attend statutory child or adult protection meetings including child protection conferences, core groups, child in need meetings, team around the family meetings, adult safeguarding meetings, looked after child reviews, personal education plan meetings, education, health and care plan meetings. The Team can help staff to adequately prepare for the meeting so that the relevant information is presented in the relevant format. If staff attend the meeting, they must at the earliest convenience and update the learner's record on CPOMS and include any actions and decisions made at the meeting especially those that are pertinent to the College
- populating, in a timely manner, a learner's safeguarding record on CPOMS with safeguarding related information which may include for example, such information as email correspondence, notes of telephone conversations, minutes of meetings and letters
- keeping the central Safeguarding Team up to date with ongoing concerns regarding a learner in need of safeguarding and/or who is working with statutory services such as Social Care. This may include, for example, a dip in attendance, concerning behaviour, a change in presentation
- in the absence of a member of the central Safeguarding Team or a Departmental Safeguarding Representative being available, taking action to safeguard the learner including making referrals to external agencies if appropriate
- raising awareness of this policy with learners and what might happen if they have a concern about a learner
- referring concerns immediately to the central Safeguarding Team with accurate, detailed, timely information about the concern
- never promising a learner that they will not tell anyone about a report of a form of abuse, neglect, exploitation or wider safeguarding concern, as this may ultimately not be in the best interest of the learner. Staff must report all concerns immediately to the central Safeguarding Team
- promoting the College's approach to safeguarding and protecting learners
- understanding their role in relation to the requirement to safeguard and promote the welfare of learners and protect them from harm
- knowing how to support and respond to a learner who discloses abuse or neglect or a wider safeguarding concern

Summary of Key Legal and Government Requirements

Working Together to Safeguard Children (2023)

This guidance outlines how we should all work together to safeguard and promote the welfare of children. ([Working together to safeguard children 2023: statutory guidance \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/111741/working-together-to-safeguard-children-2023-statutory-guidance.pdf)).

Keeping Children Safe in Education (2025)

Provides further guidance as to how colleges should fulfil their duties in respect of safeguarding and promoting the welfare of children in their care. ([Keeping children safe in education 2025](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/111741/keeping-children-safe-in-education-2025.pdf)).

The Care Act 2014' and Care and Support Statutory Guidance

The Care Act 2014 defines the process for assessing an adult's need for care and support and deciding whether a person is eligible for publicly funded care and support.

The Act also, for the first time, sets out a clear legal framework for how local authorities and other parts of the health and care system, including education, should protect adults at risk of abuse and neglect.

The Care and Support statutory guidance provides guidance on how colleges should fulfil their statutory safeguarding duties for adults. ([Care and support statutory guidance - GOV.UK \(www.gov.uk\)](http://www.gov.uk)).

Education Inspection Framework for Further Education and Skills

In the context of inspection, inspectors will check the arrangements a provider has made to meet safeguarding statutory requirements; safeguarding arrangements are required by law to minimise any risk of, and protect young people from, harm and abuse while they are following learning programmes or courses at a learning provider.

Ofsted is required to inspect the extent to which colleges discharge their duties under 'section 175' of the 'Education Act' (2002) and report on these safeguarding outcomes for children and young people with specific reference to:

- the effectiveness to which institutions take reasonable steps to ensure that children and young people are safe
- the effectiveness of institutions in helping to ensure that children and young people feel safe

The Early Help Assessment (EHA)

The EHA is a standardised approach to conducting assessments of children's additional needs and deciding how these should be met. It is used by practitioners across services in England to record concerns about a child. As part of the safeguarding procedures the college may complete an EHA on behalf of a child who is deemed to have welfare needs.

Counter-Terrorism and Security Act 2015

Section 26 of 'the Counter-Terrorism and Security Act 2015' places a duty on certain bodies, including Further and Higher Education establishments, in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". The duty also requires bodies to 'actively promote' the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Female Genital Mutilation Act 2003

Provides the legislation around what FGM is and the laws that relate to it. This Act was amended by the Serious Crime Act 2015 to include mandatory reporting for regulated professionals.

The Human Rights Act 1998

The Human Rights Act 1998 gives an individual legal protection of their human rights, such as right to life and right to education. It sets out a minimum standard of how public bodies, including Further and Higher Education Colleges, should treat individuals. It ensures that public bodies think about how an individual's basic rights are met in the course of fulfilling their duties.

The Mental Capacity Act 2005

The Mental Capacity Act 2005 applies if an individual has a mental health problem and does not have the capacity to make certain decisions which may be in the short term or permanently. It provides a framework to guide professionals in making decisions in the best interest of the individual when they lack capacity temporarily or permanently.

Protection of Freedoms Act 2012

The Protection of Freedoms Act 2012 established the Disclosure and Barring Service (DBS) that carries out functions previously undertaken by the Criminal Records Bureau (CRB) and the Independent Safeguarding Authority (ISA). This includes setting out the type of activity in relation to children and vulnerable adults that is classed as 'regulated activity' and subject to appropriate vetting and monitoring.

The Children Act 2004

The Children Act, 2004 defines statutory leadership roles for the safeguarding of children, the joint planning of children's services and how organisations should safeguard children and promote their welfare.

The Sexual Offences Act 2003

The Sexual Offences Act 2003 defined a range of criminal offences involving the abuse of a position of trust.

The Act's provisions mean that, subject to a number of limited defences (as set out in sections 23 and 24 of the Act), it would be a criminal offence for a person in a position of trust to engage in any sexual activity with a person aged under 18 with whom they have a relationship of trust, irrespective of the age of consent, even if the basis for their relationship is consensual. A relationship of trust exists where a member of staff or volunteer is in a position of power or influence over a student by virtue of the work or nature of the activity being undertaken.

The Education Act 2002

Section 175 of the Education Act 2002 requires governing bodies of an institution within the further education to make arrangements to ensure their functions are carried out with a view to safeguarding and promoting the welfare of children.

The Children Act 1989

The Children Act 1989 outlines the requirement for local authorities to provide services for children and their families, in particular:

- Section 17 of the Act determines that it is the duty of every local authority to safeguard and promote the welfare of children within their area. It is under this section of the legislation that concerns about the welfare of a child will be referred to social care.
- Section 47 of the Act determines the duty of every local authority to investigate where there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm. It is under this section of the legislation that concerns about the abuse or neglect of a child will be referred to social care.

Data Protection Act 2018 and the UK General Data Protection Regulations (GDPR)

The Data Protection Act 2018 and the UK GDPR place duties on colleges and staff to process personal information fairly and lawfully and, keep the information held, safe and secure.

Equality Act 2010 and Public Sector Equality Duty

College must not unlawfully discriminate against learners because of their sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity, or sexual orientation, all of which are known as protected characteristics under this legislation. The Public Sector Equality Duty places a general duty on college to have, in exercise of its functions, due regard to the need to eliminate unlawful discrimination, harassment and victimisation and, any other conduct prohibited under the Equality Act. College must advance equality of opportunity and foster good relations between those who share the protected characteristics and those who do not.

Terminology

- **Child/Children** - includes everyone under the age of 18.
- **Child protection (CP)** - refers to the processes undertaken to protect children who have been identified as suffering or being at risk of suffering significant harm.
- **Early Help** - providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. It is about providing support quickly whenever difficulties emerge to reduce the impact of problems.

- **EIT Service** – Early Intervention Team.
- **TEH** – Targeted Early Help.
- **LADO/Designated Officer** – a post in the local authority, to coordinate and manage allegations against staff.
- **IFD** – Integrated Front Door – the point of contact for enquiries and referrals relating to children and young people made by professionals, families and the public
- **BSCS** – Barnsley Safeguarding Children Partnership.
- **CAMHS** – Child and Adolescent Mental Health Services.
- **Restorative Approach** – using language and skills to reduce conflict and foster relationships in order to help people reach sustainable solutions to problems.
- **DSL** – Designated Safeguarding Leads.
- **DT** – Designated teacher supporting CiC/LAC/CLA.
- **MACE** – Multi Agency Child Exploitation (Sexual or Criminal).
- **ACES** – Adverse Childhood Experiences.
- **LAC/CLA/CIC** – Looked After Child/Child in Care
- **YAC** – Young Adult Carer.

Private Fostering

Private fostering is a private arrangement whereby a child under the age of 16 (under 18 if disabled) is cared for and accommodated by someone who is not their parent, does not have parental responsibility for them or is not a relative in their own home. For a child to be privately fostered, the person caring for and accommodating them must have done so for 28 days or more. If the staff become aware that a learner is being fostered privately, they must notify the central Safeguarding Team immediately, who will notify the Local Authority Fostering Team to ensure that the learner is being safeguarded and, the arrangements are suitable and safe.

Safeguarding Children – in relation to learners under the age of 18 years old, and classed as a child in law, the College has a statutory duty, as set out in the Education Act 2002 and Children Act 2004, to promote and safeguard the welfare of children and have due regard to guidance issued by the Secretary of State at all times. The College adopts the definition used in the statutory guidance for schools and colleges: Keeping Children Safe in Education 2025, issued by the Department for Education (DfE), and in line with the revised ‘Working Together to Safeguard Children 2023’ guidance, which applies to all children and, defines safeguarding and promoting children and young people’s welfare as:

- providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment, whether that is within or outside the home, including online
- preventing the impairment of children’s mental and physical health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes

The above statutory guidance defines child protection as part of safeguarding and promoting welfare. Child protection is the activity undertaken to protect children who are suffering, or are likely to suffer, significant harm including all forms of abuse and neglect, female genital mutilation or other so-called honour based abuse, and extra-familial threats like radicalisation and any kind of child exploitation such as sexual exploitation, criminal exploitation and serious youth violence. Such concerns will be referred into Children’s Social Care and the police if appropriate.

Safeguarding Adults

In relation to learners 18 years and over, and classed as an adult in law, the College has a statutory safeguarding duty, as set out in the Care Act 2014, which must be seen in conjunction with Mental Capacity Act 2005 and the Human Rights Act 1998. The College must have regard to guidance issued by the Secretary of State at all times.

The adult safeguarding duties under the Care Act 2014 apply to an adult, aged 18 or over, who:

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

Whilst these duties have to be met for a referral to Adult Social Care and/or the police, College policy is to safeguard all learners. While a concern may not meet the threshold for such a referral and/or support of these external agencies, the College is committed to the safeguarding and supporting all learners as appropriate.

Attendance Monitoring

To enable safe and effective safeguarding processes, registers of attendance should be completed for each appropriate session; this should be done in a timely fashion (in the first 20 minutes of that session). Where a digital register is not possible (such as remote or outdoor working), a paper record may be used temporarily and uploaded as soon as practicably possible. Recurrent absence, patterns of absence, absence without notification and absence where a learner leaves their learning activity part way through the day, can all be indicators of possible safeguarding issues. Curriculum areas should monitor and follow-up on attendance; concerns should be reported to the central Safeguarding Team.

Learners Potentially at Greater Risk of Harm

Whilst all learners must be safeguarded, staff should recognise that some learners are at potentially greater risk of harm than others, both online and offline. The list below is not exhaustive but highlights some of those learners.

- Looked After Children.
- Previously Looked after Children.
- Learners on a Child Protection Plan.
- Learners on a Child in Need Plan.
- Children in Kinship Care.
- Care Leavers.
- Adopted Children.

Staff should be aware that these learners may need additional services, assistance, protection and consideration.

The central Safeguarding Team in College is the single point of contact for coordinating support for these learners both internally and externally. The central Safeguarding Team will hold a record of these learners including contact details of social workers and any other agencies working with these learners as appropriate. However, all staff are responsible for populating the records of these learners with any discussions, telephone calls, emails and meetings to enable an updated chronology to be maintained.

Staff are expected to work alongside the central Safeguarding team to provide regular and timely updates regarding the progress of these learners through a weekly update referred to as the

vulnerable learner update (VLU). This will allow any issues and/or support needs to be identified early and allow for appropriate action to be taken in response.

For looked after learners, staff are expected to work alongside the Safeguarding Team to attend Personal Education Plan meetings to support their education as well as support with the Looked After Child review meetings.

The Safeguarding team will liaise as necessary with the social worker, external agencies and next of kin, as appropriate regarding any issues of concern affecting the learner.

Learners with Special Educational Needs, Disabilities or Health Issues

Staff should be aware that these learners may face additional safeguarding challenges. Additional barriers can exist when recognising abuse, neglect and exploitation in this group of learners including communication barriers.

Staff must:

- be aware that these learners may not outwardly show any signs of abuse
- further explore possible indicators of abuse such as behaviour, mood and injury without making assumptions that these factors relate to the learner's disability
- seek the voice of the learner at all times and not become disproportionately over-reliant on the voice and views of the parent/carer
- monitor these groups of learners to ensure that they are not being disproportionately impacted by behaviours such as bullying or peer group isolation

These learners will have a support profile in place to guide staff in providing additional support to overcome any barriers.

All staff are responsible for populating the records of these learners with any discussions, telephone calls, emails and meetings to enable an updated chronology to be maintained.

Learners who may benefit from Early Help support

Staff should be aware that any learner and their family may benefit from early help, which means providing them support as soon as a problem emerges, at any point in their life. Staff should be aware that some learners may present with multiple and/or overlapping issues. Where a learner and family would benefit from co-ordinated support from more than just College, an inter-agency assessment called an Early Help Assessment will be offered to the learner and family, and with their agreement, will identify the action to be taken and services to be provided. The Early Help Assessment will identify what help the learner and family require to prevent any needs from escalating to the point where statutory intervention may be required.

The Early Help Assessment is undertaken by a lead professional who provides support to the learner and family, acts as an advocate on their behalf and coordinates the delivery of support services. A member of the Safeguarding Team may act as lead professional and undertake an Early Help Assessment and/or be asked to participate in such an assessment.

The central Safeguarding Team are the single point of contact for coordinating support for these learners both internally and externally and where appropriate, will act as lead professional on behalf of the College. Staff are expected to work alongside the central Safeguarding team to provide regular and timely updates regarding the progress of these learners through a weekly update referred to as the vulnerable learner update (VLU). This will allow any issues and/or support needs to be identified early and allow for appropriate action to be taken in response.

Although there is not the same statutory early help offer in safeguarding adults, College staff will adopt the same principles and lead on or work with any early help type approach to working with adult learners.

Staff should be particularly alert to the potential need for early help for a learner who:

- is disabled or has certain health conditions, has specific additional needs and/or special educational needs regardless of whether they have a statutory Education, Health and Care Plan
- is a young carer
- has a mental health need
- is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- is at risk of modern slavery, trafficking sexual or criminal exploitation
- is at risk of being radicalised or exploited
- is in a family circumstance presenting challenges for the learner, such as substance misuse, adult mental health and domestic abuse
- has a parent or carer in custody, or is affected by parental/carers offending
- is misusing substances themselves
- has returned home to their family from care
- is a privately fostered child
- is bereaved
- is at risk of so-called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
- is persistently absent from education, including persistent absences for part of the College day
- is missing education, or persistently absent from college, or not in receipt of full-time education
- is frequently going missing/goes missing from education, home or care
- has experienced multiple suspensions, is at risk of being, or has been permanently excluded from college
- is viewing problematic and/or inappropriate content (for example, linked to violence), or developing inappropriate relationships online

Specific Safeguarding Issues

Whilst specific safeguarding issues are detailed below, this list should not be read as exhaustive. This policy should be read in conjunction with statutory guidance detailed in the introduction to this policy, which contains further detailed and important additional information about specific forms of abuse, neglect, exploitation and wider safeguarding issues.

Prevent

It is important that all learners are protected from the risk of radicalisation and that staff are aware that learners may be susceptible to radicalisation into terrorism. Section 26 of 'the Counter-Terrorism and Security Act 2015' (the Act) places a duty on certain bodies ("specified authorities" listed in Schedule 6 to the Act), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". It is the responsibility of Barnsley College in its capacity as a provider of further and higher education respectively, to have regard to this duty. The duty also requires the College to 'actively promote' the Fundamental British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

For further details see the College's separate Prevent Policy.

Female Genital Mutilation

Female Genital Mutilation (FGM) is illegal in England and Wales under the FGM Act 2003. It is a form of child abuse and violence against women. FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs for non-medical reasons.

Section 5B of the FGM Act 2003 places a **mandatory** reporting duty which requires regulated health and social care professionals and teachers in England and Wales to report personally to the police 'known' cases of FGM in under 18s which they identify in the course of their work, where they either:

- are informed by a girl under 18 that an act of FGM has been carried out on her or
- observe physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth

Complying with the duty does not breach any confidentiality requirement or other restriction on disclosure which might otherwise apply. Failure to report such cases may result in disciplinary action. This duty does not apply in 'at risk' or suspected cases or in cases where the learner is over 18. In such cases, for teachers, the College's normal safeguarding reporting procedures apply. In addition, once a teacher has made a personal report to the police as detailed above for learners under 18, this should be followed with a report into the central Safeguarding Team as per normal safeguarding procedures.

The central Safeguarding Team must make an appropriate referral to Children's Social Care if it is believed that a learner has been subjected to FGM. In these cases, parents will not be informed before seeking advice. For all other College staff, normal safeguarding procedures apply in the reporting of FGM concerns, regardless of the age of the student.

Where there is a risk to life or likelihood of serious harm, the central Safeguarding Team will report the concerns immediately to the police, including dialling 999 if appropriate. Should a member of the central Safeguarding Team not be available, the member of staff with the concern must themselves make a referral to Children/Adults Social Care, as appropriate.

The Home Office guide 'Mandatory Reporting of Female Genital Mutilation – procedural information' provides further information. [Mandatory reporting of female genital mutilation: procedural information - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

Forced Marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some perpetrators use perceived cultural practices as a way to coerce a person into marriage. Colleges can play an important role in safeguarding children from forced marriage.

The minimum marriage age has now been raised from 16 to 18 years old meaning individuals must be aged 18 and over to get married. It is a crime to carry out any conduct whose purpose is to cause a child to marry before their 18th birthday, even if violence, threats or another form of coercion is not used. As with the existing forced marriage legislation, this applies to non-binding, unofficial 'marriages' as well as legal marriages.

Child Sexual Exploitation (CSE), Child Criminal Exploitation (CCE), County Lines and Serious Violence

CSE and CCE are both forms of abuse which occur in person or online and involve a group or individual taking advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual or criminal activity even when the activity appears consensual. It can involve a child being moved for the purpose of exploitation, more commonly referred to as trafficking. Both males and females can be victims, though their experiences may differ.

Exploitation is also an integral part of county lines activity which involves gangs and organised criminal networks in exporting illegal drugs into other areas within the UK. Sometime, criminal networks will take over a vulnerable person's home and use the property to facilitate exploitation or other criminal activity. This practice is known as cuckooing.

With all forms of exploitation, and in particular sexual exploitation, the activity may appear legal or consensual, when in fact coercion, control and/or other forms of abuse have been used.

Staff should be aware of indicators that may highlight that a learner is at risk from or involved with CSE, CCE, county lines or serious and/or gang-related violent crime. Staff should also be aware that adult learners may also be suffering from or at risk of all forms of exploitation and normal safeguarding procedures apply for reporting in any concerns in such cases.

Peer on Peer Abuse (Referred to in Pre-18 Education as 'Child on Child' Abuse)

Staff should be aware that learners are capable of abusing their peers. This is generally referred to as peer on peer abuse. Peer on peer abuse can take place in or out of College, online and/or in person and can include, though not limited to, bullying, cyberbullying; sexual violence and sexual harassment; physical abuse; sharing semi and/or nude images; initiation/hazing type violence and rituals; and upskirting. It can also include abuse in intimate, personal relationships or causing someone to engage in sexual activity without consent. Whilst staff need to be aware of the gendered nature of peer on peer abuse, all peer on peer abuse is unacceptable and will be taken seriously.

The College will not tolerate peer on peer abuse. Every report of peer on peer abuse will be taken seriously and considered on a case by case basis, supported by other agencies, such as Children's Social Care and the police as appropriate.

Staff have an important role to play in preventing and responding where they believe a learner is at risk. Staff must challenge inappropriate behaviour between peers. It is not appropriate to downplay certain behaviours or to ever consider peer-on-peer abuse to be excused as "banter". To do so, can lead to a culture of unacceptable behaviour, an unsafe environment or a culture that normalises abuse which would be in contradiction with this policy and would not encourage learners to come forward to report abuse.

Staff must adopt the attitude of 'this could happen here' and remain vigilant, rather than waiting for a disclosure, recognising that learners may not always make a direct disclosure and information may come from overheard conversations or behavioural changes. Staff must adopt a non-victim blaming approach, reassuring the victims that they are being taken seriously, will be supported and kept safe.

Staff must report such allegations to the central Safeguarding Team who will record the allegations, facilitate the allegations being investigated and record the outcome on the central safeguarding database and relevant learner files.

College will make an immediate risk and needs assessment following the report of peer on peer abuse, including consideration of how to support and protect the victim and alleged perpetrator.

The risk and needs assessment will consider the victim, especially their protection and support, the alleged perpetrator, and all other learners (and, if appropriate adult learners and staff) at College and take any actions appropriate and proportionate to keep them all safe.

The response will be proportionate to the case and support for the victim and alleged perpetrator tailored on a case-by-case basis. Support may be provided by College, external agencies or a combination of both.

The response to manage the report of peer on peer abuse will be proportionate to the case and will include one or a combination of the following options:

- manage internally
- early help support
- refer to social care
- report to the police.

The support for the victim and alleged perpetrator will also be tailored on a case-by-case basis. Support may be provided by College, external agencies or a combination of both.

A whole College proactive approach is adopted to preventing peer on peer abuse and includes:

- mandatory staff training
- student awareness through tutorials
- College zero tolerance stance to peer on peer abuse articulated through policy statement, tutorials and training.

Sexual Violence and Sexual Harassment

Sexual violence and sexual harassment are never acceptable and will not be tolerated, with College adopting a zero-tolerance approach. Sexual violence and sexual harassment can take place in or out of College, online and/or in person, and can include, though not limited to sexual assault, sexual comments, physical behaviour, online sexual harassment and, upskirting which is now a criminal offence.

Staff must adopt the attitude of 'this could happen here' and remain vigilant, rather than waiting for a disclosure, recognising that learners may not always make a direct disclosure and information may come from overheard conversations or behavioural changes. Staff must adopt a non-victim blaming approach, reassuring the victims that they are being taken seriously, will be supported and kept safe.

The College will not tolerate sexual violence and/or harassment perpetrated by a learner towards another learner. Every report of sexual violence or sexual harassment will be taken seriously and considered on a case by case basis, supported by other agencies, such as Children's Social Care and the police as required. Staff must report such allegations to the central Safeguarding Team who will record such allegations and the outcome on the central safeguarding database and relevant learner files.

College will make an immediate risk and needs assessment following the report of sexual violence. The risk assessment will consider the risk posed to all learners, staff and the wider College community and adequate measures will be put in place to protect them and keep them safe. College will consider the need for a risk assessment on a case by case basis for reports of sexual harassment.

The risk and needs assessment will consider the victim, especially their protection and support, the alleged perpetrator, and all other learners (and, if appropriate adult learners and staff) at College and take any actions appropriate and proportionate to keep them all safe.

The response to manage the report of sexual violence or sexual harassment will be proportionate to the case and will include one or a combination of the following options:

- manage internally
- early help support
- refer to social care
- report to the police

The support for the victim and alleged perpetrator will also be tailored on a case-by-case basis. Support may be provided by College, external agencies or a combination of both.

A whole College proactive approach is adopted to preventing learner on learner sexual violence and sexual harassment and includes:

- mandatory staff training
- student awareness through tutorials;
- college zero tolerance stance on learner on learner sexual violence and sexual harassment articulated through policy statement, tutorials and training.

Harmful Sexual Behaviour (HSB)

College will consider harmful sexual behaviour within the context of its safeguarding policy and wider child and adult protection for the perspective of support and also protection.

In particular in relation to children (learners under the age of 18), harmful sexual behaviour refers to inappropriate, problematic, abusive and violent behaviours, that can occur online, in person or simultaneously, where the behaviour is not developmentally expected. Of particular consideration is the age and stage of development of the children involved, as well as if there are any other aggravating/concerning factors.

College will consider the need for a risk assessment on a case-by-case basis for reports of harmful sexual behaviour. The response will be proportionate to the case and support for the victim and/or alleged perpetrator tailored on a case-by-case basis. Support may be provided by College, external agencies or a combination of both.

The response to manage the report of harmful sexual behaviour will be proportionate to the case and will include one or a combination of the following options:

- manage internally
- early help support
- refer to social care
- report to the police

Sharing of Nudes and Semi-Nudes

Learners will share photos, videos, livestreams via messaging apps, image sharing platforms or posted on social media on a regular basis to connect with friends and families and share life experiences. This can be via social media, gaming platforms, chat apps, forums, sharing between devices which works offline such as Apple's AirDrop service. It can happen publicly online, in 1:1 messaging or via group chats and closed social media accounts. In the main, these images or videos are not nudes, semi-nudes and/or exploitative or intended to be so. However, staff must be aware that when this is not the case, especially when the learner is still a child, they must adopt a non-victim blaming attitude and approach as well as reporting all incidents immediately to the

DSL and/or central Safeguarding Team. In doing so, staff must familiarise themselves with and follow the checklist of what to do and not to do in such circumstances, provided 'Sharing Nudes and Semi-Nudes: How to Respond to an Incident' ([Sharing nudes and semi-nudes: how to respond to an incident \(overview\) \(publishing.service.gov.uk\)](#)).

The guidance uses the term 'sharing nudes and semi-nudes' to mean the sending or posting of nude or semi-nude images, videos, or livestreams by young people under the age of 18 online. It may include more than one child. Alternative definition for nudes and semi-nudes may include indecent imagery, sexting, image based sexual abuse, youth produced sexual imagery or, 'deep fakes' and 'deep nudes' in reference to digitally manipulated and AI-generated nudes and semi-nudes.

The types of incidents which the guidance covers are:

- a person under the age of 18 creates and shares nudes and semi-nudes of themselves with a peer under the age of 18
- a person under the age of 18 shares nudes and semi-nudes created by another person under the age of 18 with a peer under the age of 18
- a person under the age of 18 is in possession of nudes and semi-nudes created by another person under the age of 18

The DSL and central Safeguarding Team will respond to the incident in line with the Government guidance 'Sharing Nudes and Semi-Nudes: Advice for Education Settings Working with Children and Young People' ([Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK \(www.gov.uk\)](#))

The response to manage the incident will be proportionate to the case, in line with legislation and the guidance and, will include one or a combination of the following options:

- manage internally
- early help support
- refer to social care
- report to the police

The support for the victim and/or alleged perpetrator will also be tailored on a case-by-case basis. Support may be provided by College, external agencies or a combination of both.

Upskirting

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 person's clothing (not necessarily a skirt) without their permission and/or knowledge, with 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 can be a victim.

Domestic Abuse

The Domestic Abuse Act 2021 now creates a statutory definition of domestic abuse as;

"Behaviour of a person ("A") towards another person ("B") is "domestic abuse" if— (a) A and B are each aged 16 or over and are personally connected to each other, and (b) the behaviour is abusive".

In summary, the Act emphasises that domestic abuse is not just physical violence or threatening behaviour, but can also be coercive or controlling, emotional, sexual and/or economic abuse. As

part of this definition, children are explicitly recognised as victims if they see, hear or otherwise experience the effects of abuse.

As a result, staff should now be aware that the definition of child abuse has been updated to include harm experienced by the impact of domestic abuse. This includes ill treatment that is not physical as well as the impact of witnessing ill treatment of others. It can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects.

This expands the list of potential threats to young people's safety to include domestic abuse, including controlling or coercive behaviour and the impact this has on children. Reference is made to the fact that the harm may be indirect and non-physical in cases of controlling/coercive behaviour and economic abuse.

Children Missing Education

A learner being absent from College, particularly repeatedly, for prolonged periods and/or with unexplained absences, could be a warning sign of a range of safeguarding issues including abuse, neglect or exploitation. Reasons for absences must be fully explored by staff with the learner and parents/carers, to enable early identification of emerging issues and/or safeguarding related concerns, to then allow for appropriate support and action to be taken.

We will collect, where possible, more than one emergency contact number for each student.

If a child is at risk of being withdrawn from College due to persistent absence, the College Behaviour Support Policy must be followed and contact made with parents/carers to encourage re-engagement. Should it be necessary to withdraw a child from College, parents/carers MUST be informed.

Unsubstantiated, Unfounded, False or Malicious Reports

If a safeguarding report is determined to be unsubstantiated, unfounded, false or malicious, College will first consider if the learner making the allegation has done so as a cry for help, needs other help or may have been abused or harmed in some other way by someone else. If appropriate, a referral to social care will be made.

If a report is determined to be deliberately malicious or invented, the College may decide to follow its own Behaviour Support Policy as a mechanism to respond to such a report.

Online Safety

Staff must recognise that technology is a significant component in many safeguarding and wellbeing issues and, learners can be both victims and perpetrators of online abuse. Often the abuse and wider risks take place concurrently both online and offline.

As College increasingly works online, it is essential that learners are safeguarded from potentially harmful and inappropriate online material and behaviours.

Learners need to be safeguarded from the following areas of risks online:

- content – being exposed to illegal, inappropriate and harmful content, for example misinformation, disinformation (including fake news), conspiracy theories, misogyny, self-harm, suicide, pornography, hate-related content
- contact – being subjected to harmful online interactions, for example individuals targeting children with the intent to groom or exploit them, peer to peer pressure, commercial advertising
- conduct – online behaviour that causes or increases the likelihood of being subjected to harm, for example online bullying, harassment, making, sending, sharing explicit images.

- commerce – risks including online gambling, phishing, financial scams, inappropriate advertising

Some online risks may lead to the learner being harmed and/or becoming involved in illegal activity including, but not limited to, radicalisation, cyberbullying, hate crime, non/consensual sharing of semi-nude and nude images and/or videos, revenge pornography, harassment, cybercrime, selling and distributing illegal drugs.

Staff must be aware that there is an increase in the use of artificial intelligence (AI) technologies, including generative AI which is used to produce new content, such as images and texts. AI has many benefits; however, staff must be aware that on occasions, AI technologies can be used for harm, which will impact on the safety and wellbeing of students. The key safety risks associated with generative AI are sexual grooming, sexual harassment, bullying, sexual extortion, child sexual abuse and/or exploitation material, harmful content, harmful ads and recommendations.

Staff must be aware that the harm could be perpetrated by another learner which may take place whilst in College via their own mobile or smart technology and, using unrestricted access to the internet via their mobile phone network.

As such, leaders and all staff must ensure that appropriate measures are in place and monitored, to protect learners from potential online safeguarding issues (online harms) whilst ensuring that their own online behaviour is not abusive in any way. These measures include:

- induction and tutorial learning which trains learners to understand the potential dangers online alongside appropriate online behaviour including regular and timely updates
- tutorial/RSHE learning activity which ensures that learners understand how to report online safeguarding issues
- training for staff
- Staff and student policy for ‘Acceptable Use of the Internet’ which includes consequences for non-adherence when accessing College systems and WiFi
- Behaviour Support Policy which includes consequences for unacceptable and inappropriate behaviours to capture any online incidents perpetrated by a learner whilst using their own devices and/or accessing the internet via their mobile phone network
- appropriate filters and monitoring of in-College internet access, including the identification of trends and potential issues
- Monitoring any use of AI tools used by staff and learners in any capacity, to prevent access to harmful and inappropriate content as well as its use illegally or to harm a learner

Filtering and Monitoring

College has in place appropriate IT filtering and monitoring systems to safeguard learners in regard to online harm related risks. The intention is to limit the risk of a learner’s exposure to online harms and risks (the 4 Cs) from College’s IT systems as well as supporting College to use generative artificial intelligence safely.

These systems assist in blocking harmful and inappropriate content. These systems are regularly reviewed, at least annually, to ensure they are effective and fit for purpose for the College community, in line with relevant statutory guidance. This review is carried out alongside a wider annual review and risk assessment of College’s approach to online safety including AI, which considers and reflects the risks learners face. If a staff member has a concern linked to IT filtering and monitoring systems, harmful and/or inappropriate content, they must alert the College’s IT department and central Safeguarding Team respectively.

Emotional Health and Wellbeing

Taking a listening and empathetic approach is important when talking to students about their mental health issues. This can sometimes be what is initially needed by the student rather than advice or direction.

Staff are well placed to observe students and identify those who may be experiencing a mental health problem or are at risk of developing one. In particular, staff should be aware that a mental health problem may, in certain cases, indicate that a student has or is still suffering from some form of abuse, exploitation or neglect. Any mental health concern is also a safeguarding concern and should be reported as such so that an appropriate response can be made, on a case by case basis, in support of the student. This may include referrals to services within College as well as external referrals.

If a student presents with a medical emergency then this is actioned immediately, and a Branching Minds or other appropriate referral made if necessary. If individual care plans are required this should be drawn up involving the learner, the parents and relevant health professionals.

Suicide - We recognise that suicide is one of the biggest killers of children and young people in the UK. Sadly, it is always a possibility that a school or college may have to face dealing with a suspected suicide of a young person or staff member. We follow the national guidance document 'Building a Safer School/College' by Papyrus; advice on policy, prevention, postvention etc.

Anonymous Reporting of Staff and/or Student Concerns

College has an anonymous online reporting form, to provide an avenue to report in staff and/or student concerns when an individual wants to share worries or concerns but has a legitimate reason for not disclosing their identity. College still wants to hear from such individuals as it helps us to understand what might be happening in College and work to make our spaces safer and more supportive for everyone.

[Report a Student Safeguarding concern anonymously | Barnsley College](#)

Anonymous reporting is just that, which means we won't know the name of the individual making the report and the staff member or student who is the subject of the report, unless this information is shared at the time of reporting. In addition, College won't be able to contact the individual reporting, to offer advice and support or take any formal action.

However, if the person reporting does want to speak to someone or ask for support, there is space on the form to enter contact information and, in the first instance, a member of staff from the College's Safeguarding Department will establish contact.

Dealing with a Safeguarding Concern

Staff must have an attitude of 'it could happen here' where safeguarding is concerned. Staff must remain vigilant to concerns, exercising professional curiosity, rather than waiting for a disclosure. Staff must recognise that learners may not always make a direct disclosure and information may come from overhearing conversations or observing behaviour changes. Staff must act immediately on any concerns they have and always in the best interests of the learner. Staff must reassure learners that they are being taken seriously, will be supported and kept safe. Staff must never make a learner feel like they are creating a problem when reporting a concern and always adopt a non-victim blaming approach to concerns.

Early identification and reporting of concerns is vital to the effective identification, assessment and allocation of appropriate actions, services and referrals. It is not the responsibility of any member of the College community to investigate any suspicions or concerns that a learner is at risk of or is suffering significant harm. The concerns should be reported to the central

Safeguarding Team immediately and should also be recorded on the College's CPOMS system. Staff should provide as much detail as possible about the concern, clarifying the basic facts and including what is known about the learner, any vulnerabilities and wider contextual information especially any known risks or concerns within or outside of the family home. If an alleged crime has been committed, it is necessary to gather the basic facts about the alleged perpetrator (including name, age, address, access to children and adults), but not take any action that might alert the alleged perpetrator.

A safeguarding cause for concern is an action, observation, disclosure or discussion that raises concerns for a staff member about the safety or wellbeing of a learner.

All safeguarding causes for concern must be recorded on the College's CPOMS system with the Safeguarding Team immediately alerted. Staff must include any actions already taken, with any further actions required, to be agreed with the central Safeguarding Team along with the named staff member undertaking the action(s). This may include managing support for the learner internally within College's own support systems and services, early help assessment, referral for voluntary or statutory services. Whilst awaiting the advice and actions from the Safeguarding Team, staff must continue to monitor the situation that has led to report in a cause for concern. If the situation changes in the interim, staff must report in immediately any further details. In addition, if the concern is, or becomes, one of immediate suffering or likely to suffer significant harm, staff must follow the guidance detailed below.

The Safeguarding Team will consider if the concern needs to be passed on to Children's or Adult Social Care for further action, following the procedures of these agencies respectively for making a referral.

If, at any point there is a risk of immediate serious harm to a learner or staff believe that a learner is suffering or likely to suffer significant harm, direct contact must be made with a member of the Safeguarding Team immediately so that prompt, appropriate action and referrals can be made to safeguard the learner. If staff are unable to make contact with a member of the Safeguarding Team, a referral must immediately be made by that member of staff directly to Children's or Adult Social Care, depending on the age of the learner and it must be to the Social Care team in the Local Authority area where the learner resides. In addition, if appropriate, support from the relevant emergency services should be sought (police/ambulance/fire services).

Staff must seek advice and support from the central Safeguarding Team on safeguarding concerns. Staff must not assume that a colleague or another professional will take action or share information that might be critical, in keeping learners safe. Staff should be mindful that early information sharing can be vital for the effective identification, assessment and allocation of appropriate resources when a problem first emerges or where the learner might be known to other services, including social care.

If a learner has a Social Worker, the central safeguarding team will update the social worker with any safeguarding concerns and therefore staff need to ensure that the central safeguarding team are aware of all incidents.

The CPOMS system provides a confidential, secure, electronic safeguarding file for a learner and includes:

- learner information
- details of other agencies the learner may be working with
- whether child protection, child in need, early help assessment or adult safeguarding arrangements are in place

- chronological information including cause for concerns, emails, telephone calls, meeting notes
- information on any siblings and wider family members, if appropriate
- records of cause for concerns including a clear and comprehensive summary of the concern, details of how the concern has been followed up and resolved and, a note of any action taken, decisions reached, the rationale for those decisions and the outcome. This should include instances where referrals were or were not made to another agency such as Children's or Adults Social Care or the Prevent programme (Channel Panel)

In College, the central Safeguarding Team holds the safeguarding records for learners on the CPOMS system, which is locked down separately from the learners' main record, due to the highly confidential nature of a child/adult protection or safeguarding concern. The central Safeguarding Team are responsible for making appropriate records. However, all staff are responsible for populating a learner's safeguarding file. All safeguarding related incidents, discussions, telephone calls, emails and meetings in relation to the learner must be recorded by all staff on CPOMS to enable an up to date chronology to be maintained of the safeguarding concerns regarding the learner and the action taken. Staff must not use ProMonitor, Microsoft Teams or email as a vehicle to communicate and/or share information with the central Safeguarding Team on safeguarding related matters for current learners.

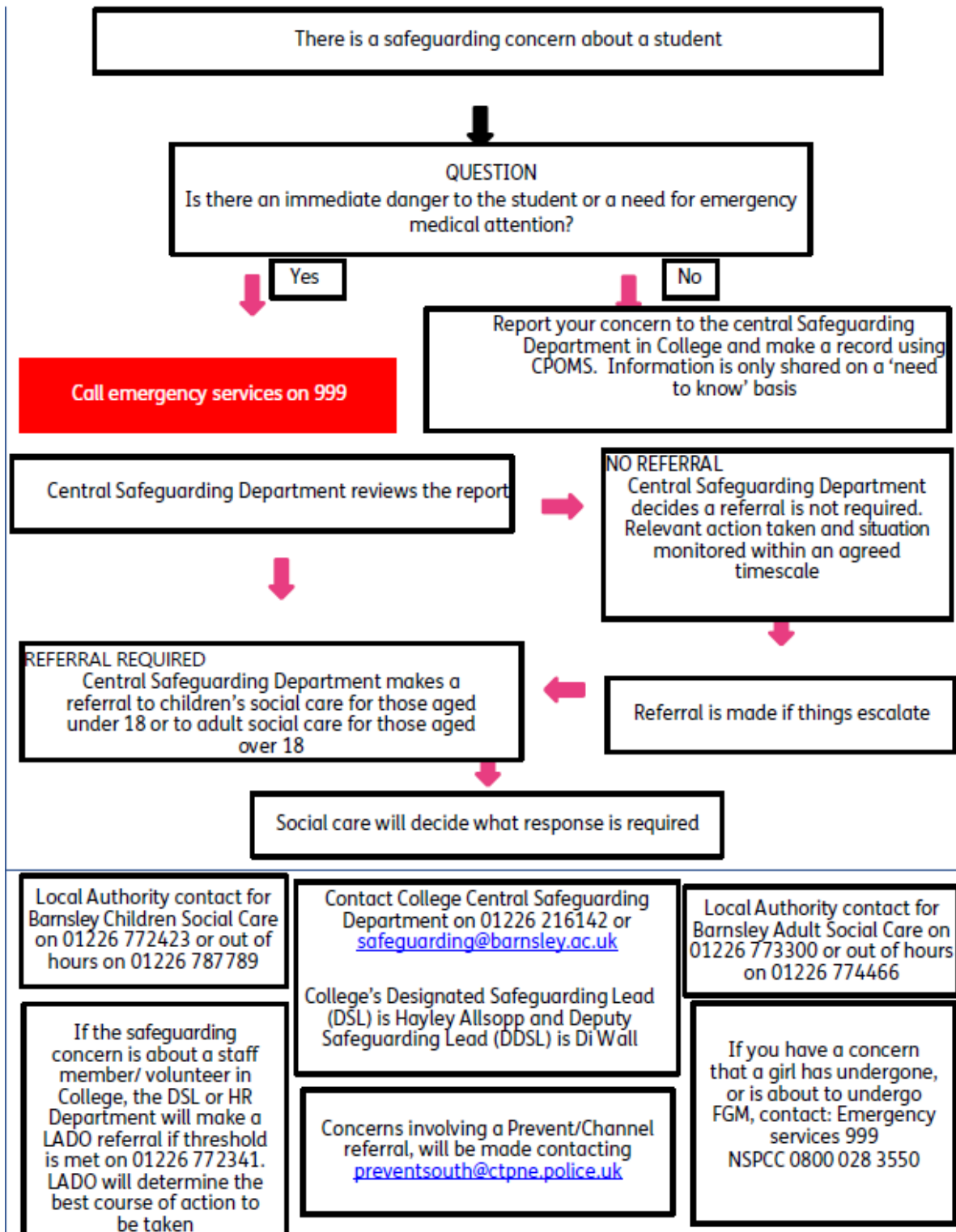
Staff should be aware that records may be shared with others at some stage and in exceptional cases, the possibility that they may become evidence in court proceedings.

As a contingency plan, should staff not be able to access CPOMS at any time to record a safeguarding cause for concern, an electronic copy of the cause for concern form is available for completion on the College intranet or via the central Safeguarding Team office. In such circumstances, the safeguarding cause for concern as well as any updates can be sent via email into the central Safeguarding Team email inbox at safeguarding@barnsley.ac.uk. The Safeguarding Team will then upload this information onto CPOMS.

The DSL will hold at least monthly meetings with the central Safeguarding Team to discuss and review high level safeguarding and behavioural incidents, vulnerable learner updates, at risk students, the DSL will then be able to:

- monitor that the agreed actions have been implemented
- assess the impact of the actions and the progress being made
- agree the next steps
- quality assure the written records
- collate a report for the governing body outlining the level of child and adult protection concerns and work being undertaken
- ensure that clear actions are followed up where there is a child or adult protection plan in place and the outcomes are monitored
- ensure the College is represented at relevant meetings

Dealing with a Safeguarding Disclosure



If you can't contact the Central Safeguarding Department and there is an immediate risk to life, then please call emergency services on 999. For non-urgent concerns, contact the South Yorkshire Police on 101.

If you can't contact the Central Safeguarding Department and the concern is non-immediate, but should the student leave College that day and there is at risk of significant harm from abuse, neglect and/or exploitation, then please call children or adult social care (dependent on student's age) for further advice.

Dealing with a Serious Safeguarding Incident

In the event of a serious safeguarding incident, such as the death of a student, staff must report this into the central Safeguarding Team immediately and without delay. The Designated Safeguarding Lead (DSL) will then ensure immediate notification to the Local Safeguarding Partnership and/or Local Safeguarding Board where the learner lives, as appropriate, and in accordance with their policies, processes and procedures. In addition, College will also report to any other external agencies, where there is a duty to report, as appropriate.

If the College is notified by the Local Safeguarding Partnership, Local Safeguarding Board or any other agency of a serious incident involving a learner, the DSL will ensure the College responds in accordance with relevant external policies, processes and procedures.

In addition, the DSL will convene an urgent internal meeting with relevant College managers to discuss and agree an action plan. The action which will include possible effects on staff, students and the wider College community; and any support needed.

All incidents will be reported internally, as a cause for concern on CPOMS. The College's response, actions and decisions taken as a result of a serious incident will all be recorded on the learner's safeguarding file on CPOMS.

Safeguarding Arrangements for 14-16 Year old Learners

Some learners studying at College are aged between 14-16 years old and will be in the equivalent to Year 11 of secondary school.

14-16 Year Olds Enrolled at College Full Time

- for any learners who are on the College roll, the established College safeguarding procedures apply. 14-16 learners are based at a campus exclusively used by 14-16 year olds and taught in discrete classes. Where they access provision at other campuses, they should be directly supervised at all times including break and lunchtimes
- absences must be followed up immediately, and contact established with the Education Welfare Service where there are ongoing concerns around attendance
- should a return home arrangement arise (for example, first aid incident, weather), this is achieved following normal College procedures and in liaison with the learner's parent/carer to ensure safe transportation and arrival home of the learner

14-16 Year Olds Enrolled at College While Registered as Electively Home Educated

For learners who attend provision at College while registered as EHE, the parent retains responsibility for their education. The established College safeguarding procedures apply to these learners. Departments where these learners are based should:

- ensure that these learners have adequate supervision including during break time and lunchtime
- ensure that these learners are not educated in the same room, at the same time, as a learner aged 19 or over
- liaise with the parents/carers regarding any issues of attendance. Absences must be followed up immediately to ensure the safety and wellbeing of the learner
- ensure that in instances where a return home arrangement arises (for example, first aid incident, weather), this is achieved, following normal College procedures and in liaison with the learners' parent/carer to ensure safe transportation and arrival home of the learner

14-16 Year Olds on School Roll but Accessing College Provision

14-16 year old learners still on school roll but may be attending College through an arrangement with the school; the school has ultimate responsibility for safeguarding those learners. Therefore,

any safeguarding concerns that arise through College should be reported into the designated safeguarding lead of the school immediately. The school and College will then liaise regarding the most appropriate course of action in order to safeguard the learner. If the designated member of school staff cannot be contacted, and the safeguarding concern is one that requires immediate action, College has a responsibility to act immediately to safeguard the learner and notify the designated member of school staff as soon as is practicably possible. Departments where these learners are based should:

ensure that these learners have adequate supervision including during break time and lunchtime

- ensure that these learners are not educated in the same room, at the same time, as a learner aged 19 or over
- liaise with the school and parents/carers regarding any issues of attendance. Absences must be followed up immediately to ensure the safety and wellbeing of the learner.
- ensure that in instances where a return home arrangement arises (for example, first aid incident, weather), this is achieved, in consultation with the school and, following normal College procedures and in liaison with the learners' parent/carer to ensure safe transportation and arrival home of the learner
- ensure that any behaviour concerns that may result in the learner being temporarily excluded from College provision are discussed with the school before any action is taken, such as them returning home

Children who are Absent from Education – Attendance Monitoring for 14-16 Year Old Learners Enrolled at College Full Time or as an EHE

For relevant College learners, who have a regular pattern of absence, have not returned to College for 10 days after an authorised absence, or are absent from College without authorisation for 20 consecutive school days or more without authorisation, are at risk of becoming children missing in education. Staff should be alert to the fact that children being absent on repeated occasions, for prolonged periods and/or with unexplained absences can act as a warning sign of a range of safeguarding issues including abuse, neglect or exploitation. Reasons for absences must be fully explored by staff with the learner and parents/carers, to enable early identification of emerging issues and/or safeguarding related concerns, to then allow for appropriate support and action to be taken. In such cases, College must work with Children's Social Care where absences may indicate a safeguarding concern, and in line with the Department for Education's statutory guidance 'Working Together to Improve School Attendance', ([Working together to improve school attendance - GOV.UK](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/612222/Working_together_to_improve_school_attendance_-_GOV.UK.pdf)).

In addition, if College has not been able to confirm the location of a learner by following their attendance policy and working with the Education Welfare Service, staff must complete a children missing education referral as soon as possible and no later than the 10th school day of absence.

When College suspects it has a missing learner, from the 1st day of absence up to the 10th college day of absence, College must make all initial enquiries to locate the learner, for example telephone calls, letters, home visits, emails. If College has not been able to confirm the location of the learner by the 11th college day of absence, they must refer to the Local Authority where the child lives by completing the 'Children Missing Education' referral form. If College and the Local Authority have failed, after jointly making reasonable enquiries, to ascertain the learner's whereabouts, and the learner has been absent for a minimum of 20 college days, the Education Welfare Service will advise College as appropriate, which may include removing the learner from College roll. Parents/carers must be contacted if their child is being removed/withdrawn from College roll and local authority notified.

Where 14-16 learners are still on school roll, College staff must notify the relevant school link person. Where the learners are on College roll or are being educated as part of their home

education provision, then the Local Authority must be informed via the College's 14-16 leadership team.

Photographing Learners Under the Age of 18

We will not allow images of learners under the age of 18 to be used on College websites, social media, publicity, or press releases, without express permission to do so from parents/carers. The College cannot however be held accountable for photographs or video footage taken by parents/carers or members of the public at College functions.

On the occasions that the College has a photographer or videographer present at events or for other purposes, we will inform and seek additional parent/carer permissions to use any footage or photographs taken on any media.

Risk Assessments

The College uses risk assessment to inform the planning of safeguarding activities. This may include individual potential/learner risk assessments where the needs or circumstances of the individual dictate that completion of a risk assessment would be beneficial. There may be occasions when the College assesses the risk of an individual as too high for the College to manage the risk at that time. If this is the case, this will be communicated to the individual along with the reason(s). If the individual wishes to appeal the decision, they may do so by following the College's complaints procedure. In some cases, the risk assessment may indicate that it is possible for the learner to be engaged in an online learning programme. Risk assessments are reviewed and updated on a regular basis as needs demands and at least once every year.

Recruitment

In order to ensure that learners are protected whilst at Barnsley College, we will ensure that our staff and volunteers are carefully selected, screened, trained and supervised.

We accept our responsibility and have a recruitment policy that follows the guidance set out in the statutory guidance 'Keeping Children Safe in Education 2025'.

We understand that some people otherwise unsuitable for working with children and adults in need of safeguarding may use volunteering to gain access to children and adults. For this reason, any volunteers in the College, in whatever capacity, will be recruited in line with Recruitment and Selection Policy. The same principals will be applied to the admittance of 'non-staff'; members of staff from partner agencies who work in an unsupervised capacity with learners internal or external to the College premises.

Please refer to the College's Recruitment and Selection Policy for further details.

Induction and Training

All new members of staff will receive induction training, which will give them an overview of the organisation and ensure they know its purpose, values, services and structure, as well as how to identify and report abuse and safeguarding concerns within the appropriate levels of confidentiality.

All new staff (and volunteers) will complete online safeguarding training prior to commencing work at the College. They will be expected to attend a suite of mandatory safeguarding training during induction which includes general safeguarding awareness, FGM, Prevent, Channel, online safety awareness, expectations/roles/responsibilities in relation to filtering and monitoring training. This will enable staff to effectively fulfil their responsibilities in respect of safeguarding learners. Other training will be provided to staff throughout the academic year as appropriate.

Staff will also receive a copy of the Safeguarding Policy on starting their work at the College. As part of the induction programme, it is mandatory for staff to read and familiarise themselves with College's Safeguarding and Prevent related policies and procedures. In addition, staff are expected to read Part 1 of the most recent version of 'Keeping Children Safe in Education' available via:

[Keeping children safe in education 2025](#)

Staff will be directed to the Safeguarding section of the College's intranet, where they can gain access to copies of all the relevant safeguarding related policies and procedures both internal and external.

All staff will attend full refresher training every two years. Annual updates for all staff will be provided through scenario-based training as well as newsletters, emails, and staff meetings that staff are expected to participate in. In addition to this, all staff are expected to re-read this policy and Part 1 of Keeping Children Safe in Education annually and confirm that they have done so. All staff must receive and take responsibility for engaging with safeguarding update. This may take the form of e- bulletins, briefings or meetings with peers from other agencies.

The Designated Safeguarding Lead, Deputy Designated Safeguarding Lead and the College's central Safeguarding Team will update their training annually.

For any staff visiting the College for short periods and staff who are unable to access face to face safeguarding awareness related training that staff are subject to, the College expects them to complete the online training detailed above as a minimum as well as additional training as directed by the College from time to time. In addition, they will be given access to relevant safeguarding related policies, procedures and information and they will be expected to confirm that they have read and understood their role and responsibility. Training and updates can take place via online platforms (such as Microsoft Teams) where in-person delivery may not be possible.

Attendance at College training will also be open to contractors, sub-contractors, volunteers, extended school providers, governors and any other parties that come in to contact with College learners on a regular basis.

Volunteers:

Volunteers undertake the same training as members of staff.

Governors

Governors undertake a rolling programme of training which includes safeguarding. There is a link governor for safeguarding and prevent who undertakes at least bi-annual visits to the central Safeguarding Team as part of their oversight and governance role. The link governor prepares a report to the Board of Governors following the visit. The Board of Governors receive at least an annual report updating them on the current position regarding safeguarding in the college and any external policy and procedural changes. In addition, any high profile safeguarding cases are reported to the Chair of Governors and the link governor.

Conduct of Staff

The College has a duty to ensure that high standards of professional behaviour exist among all staff who come into contact with learners and that all members of staff are clear about what constitutes appropriate behaviour and professional boundaries. This includes both in person and online behaviour.

At all times, members of staff are required to work in a professional way with learners. All staff should be aware of the dangers inherent in:

- working alone with a learner
- physical interventions
- cultural and gender stereotyping
- dealing with sensitive information
- giving to and receiving gifts from learners and parents
- contacting learners through private telephones (including texting), email, social networking websites or messaging facilities
- disclosing personal details inappropriately
- meeting learners and families outside College hours or College duties

There is an additional expectation placed on teachers via the Teachers' Standards whereby teachers are expected to have a clear understanding of the needs of learners and manage behaviour effectively to ensure a good and safe educational environment.

Appropriate training will be provided to staff in relation to the areas listed above.

If any member of staff has reasonable suspicion that a learner is suffering harm and fails to act in accordance with this policy and the relevant Safeguarding Children Partnership and Safeguarding Adults Board procedures, the College will view this as misconduct and take appropriate action.

Allegations made against/concerns raised in relation to staff, Governors, Volunteers, Contractors, Sub-Contractors

There are two levels of allegation/concern that may arise against those working in or on behalf of College in a paid or unpaid capacity:

- allegations that may meet the harms threshold
- allegations/concerns that do not meet the harms threshold – referred to as 'low level concerns'

All concerns, regardless of whether they meet the harms threshold or not, should be reported into the Director of Human Resources, who will then decide on the next steps. All concerns will be recorded in line with relevant statutory guidance. Concerns may arise as a result of face to face and/or online behaviour.

Allegations that May Meet the Harms Threshold

This relates to allegations that might indicate a person would pose a risk of harm if they continue to work in their present position, or in any capacity with children in College.

Paid and Unpaid Staff

Allegations against members of staff, whether paid or unpaid, (including any volunteer, governor, contractor, sub-contractor) must be reported immediately to the Director of Human Resources.

The Director of Human Resources will then decide on the next steps.

If the learner is a child (under 18) and anyone makes an allegation (current or historic) or it is suspected that a member of staff may have:

- behaved in a way that has harmed a child, or may have harmed a child and/or
- possibly committed a criminal offence against or related to a child, and/or
- behaved towards a child or children in a way that indicates s/he may pose a risk of harm to children, and/or

- behaved or may have behaved in a way that indicates that they may not be suitable to work with children

The last bullet point above includes behaviour that may have happened outside of College, but that might make an individual unsuitable to work with children; this is known as transferable risk. Where appropriate, College will undertake an assessment of transferable risk to children.

This must be reported without delay to the Director of Human Resources who will handle such allegations. Basic information about the allegation will be collated and a decision made as to whether it meets the threshold to be reported to the Local Authority Designated Officer (LADO) and if so, contact will be made with the LADO immediately. The LADO will discuss the concerns and offer advice and guidance on how the situation will be managed. The College will not investigate the concerns or enter into discussions with the alleged perpetrator without initial advice and guidance from the LADO.

If the learner is an adult (18+) with care and support needs and an allegation (current or historic) is made or it is suspected that a member of staff may have:

- behaved in a way that has harmed or may have harmed an adult with care and support needs
- possibly committed a criminal offence against or related to an adult with care and support needs
- behaved towards an adult with care and support needs in a way that indicates s/he is unsuitable to work with adults with care and support needs
- behaved in a way that has harmed children or may have harmed children which means their ability to provide a service to adults with care and support needs must be reviewed;
- may be subject to abuse themselves and this may mean their ability to provide a service to adults with care and support needs must be reviewed
- behaved in a way which questions their ability to provide a service to an adult with care and support needs which must be reviewed e.g. conviction for grievous bodily harm against an adult who does not have care and support needs

In the case of such allegations against staff the adult safeguarding guidance refers to staff as People in a Position of Trust (PiPoT). Such allegations must be reported without delay to the Director of Human Resources, who will handle such allegations in line with the Barnsley Safeguarding Adults Board 'Protocol for Responding to Concerns about a Person in a Position of Trust'.

This protocol must be followed in all cases by the College when it becomes aware of a concern where information (whether current or historic) is identified in connection with:

- the PiPoT's own work / voluntary activity with Adults and / or Children
- the PiPoT's life outside work i.e. concerning adults with care and support needs in the family or social circle
- the PiPoT's life outside work i.e. concerning risks to children, whether the individual's own children or other children

Children - whilst the PiPoT protocol is concerned with potential harm to adults with care and support needs, if the allegation is such that there is a concern that the person may also pose a risk to children, then Children's Services and/or LADO must be informed as appropriate.

Staff, Volunteers and Visitors not Employed by the College Including Supply/Agency Teachers & Staff, Sub/Contracted Staff, Visitors, Partners, Commercial Lettings Clients and Private Hire Clients

In some circumstances, College will have to consider an allegation against an individual not directly employed by us, where our disciplinary procedures do not fully apply, for example, supply teachers provided by an employment agency, contracted staff, commercial lettings clients. Whilst College is not the employer in these instances, we should still ensure allegations are dealt with appropriately. In no circumstances should College decide to cease to use an individual due to safeguarding concerns, without finding out the facts and, where appropriate, liaising with the Local Authority Designated Officer (LADO) to determine a suitable outcome. All concerns must be reported without delay to the Director of Human Resources who will handle such allegations. Basic information about the allegation will be collated and a decision made as to whether it meets the threshold to be reported to the Local Authority Designated Officer (LADO) and if so, contact will be made with the LADO immediately. The LADO will discuss the concerns and offer advice and guidance on how the situation will be managed. The College will not investigate the concerns or enter into discussions with the alleged perpetrator without initial advice and guidance from the LADO.

Concerns That Do Not Meet the Harm Threshold – Low Level Concerns

College adopts and promotes a whole college approach to safeguarding which includes an open and transparent culture whereby any concern in relation to an individual working in or on behalf of College will be dealt with promptly, proportionately and appropriately. This will enable early identification of any concerning behaviour, minimise the risk of abuse, and ensure clarity about professional boundaries in accordance with the values and ethos of working in or on behalf of college.

A 'low level concern' does not mean that it is insignificant, it just means that it does not meet the harms threshold. A low level concern is any concern, that an individual working in or on behalf of College may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to LADO

It can be any concern, including linked to online behaviours, no matter how small, including a nagging doubt or sense of unease.

Allegations or concerns against members of staff, whether paid or unpaid, employed by the College or not (including any volunteer, governor, contractor, sub-contractor, partners, commercial lettings or private hire clients) must be reported immediately to the Director of Human Resources. The Director of Human Resources will then decide on the next steps.

Examples include but are not limited to:

- being over friendly with learners and/or having favourites
- taking photographs of learners on personal mobile phones
- engaging with a learner on a one-to-one basis in a secluded area behind a closed door
- using inappropriate sexualised, intimidating or offensive language

Any low level concerns raised in regards to non-College employees or volunteers, will be directed to the relevant point of contact in the organisation that they represent or other relevant body, as appropriate.

Central Safeguarding Team Out of Hours and Holiday Cover Arrangements

All and any safeguarding concerns should be reported to the central Safeguarding Team throughout the academic year. In a case where a learner may be in imminent danger outside of regular working/College hours, the police, Social Care or NSPCC should be contacted using the links specified below. All cause for concerns must still be recorded on CPOMS to ensure that the central Safeguarding Team is then able to follow up on safeguarding concerns during normal college hours.

Safeguarding cover arrangements are in place for holiday periods when College buildings are open. Staff should use the main office contact details for the Safeguarding Team of 01226 216142 or safeguarding@barnsley.ac.uk. College's main reception staff also have details of the safeguarding cover arrangements during such times should staff require any assistance with regard to this.

For urgent issues, safeguarding cover arrangements will be in place with the support of the Whole College Duty Manager, Designated Safeguarding Lead, Deputy Designated Safeguarding Lead and the central Safeguarding Team.

However, as detailed above, if staff are unable to make contact via the safeguarding cover arrangements, a referral must immediately be made by that member of staff directly to Children's or Adult Social Care, depending on the age of the learner and it must be to the Social Care team in the Local Authority area where the learner resides. For children resident in Barnsley, the contact details are 01226 772423 and for adults resident in Barnsley, contact details are 01226 773300.

In addition, if appropriate, support from the relevant emergency services should be sought (police/ambulance/fire services);

For concerns about personal safety and risk to life, contact the police 999 (emergency) or 101 (non-emergency).

For concerns regarding health and wellbeing, contact the learner's out of hours doctors or call the NHS Direct on 111.

For out of hours Social Care support for children (under 18), contact the out of hours service on 01226 787789 and for adults contact 01226 774466. If the learner lives outside of the Barnsley area, contact the out of hours Social Care service from the area where they live.

For safeguarding concerns relating to learners under the age of 18, staff can also contact the NSPCC on 0808 800 5000 or help@nspcc.org.uk

- to the College tutorial teams
- at any stage of a learner's course as promoted during induction
- to the safeguarding inbox
- via learner voice meetings
- at drop-in sessions and walk-in at the Health & Wellbeing Centre
- an open approach to discussing issues with staff, either online via a College communication platform, or in person

Guidance for Staff Should there be a Partial or Whole College Closure

Staff should continue to adhere to this policy during periods of partial or whole College closures, the main difference being that contact with learners and key staff will transfer to telephone, email and/or online contact, as appropriate.

Our safeguarding principles in accordance with 'Keeping Children Safe in Education' (KCSIE) 2025, will always remain the same:

- Safeguarding remains everyone's responsibility
- Staff and anyone else working for or on behalf of College must continue to follow College's safeguarding policies and related procedures
- The safety, welfare and best interests of all our learners always comes first. Our safeguarding responsibilities continue to encompass children, young people and adults at risk and in need of safeguarding
- If anyone has a safeguarding concern about any learner they should continue to act and act immediately, in line with our established safeguarding policies and procedures.
- A DSL or deputy DSL is available as well as the central Safeguarding Team as detailed in this policy
- Unsuitable people are not allowed to enter our workforce and/or gain access to children and/or adults with care and support needs
- Learners should continue to be protected when they are online and/or working remotely in some other way
- All staff and volunteers will have access to the DSL (or deputy) and members of the central Safeguarding Team on a daily basis, and can contact them via phone, email or through Microsoft Teams. Additional safeguarding support for staff is provided through the Departmental Safeguarding Representative(s) based in every department across College who act as a source of advice, guidance and support for raising and managing safeguarding concerns
- Out of hours and holiday cover arrangements are as detailed in this policy

Confidentiality and Sharing Information

The College, and all members of staff at the College, will ensure that all data about learners is handled in accordance with the requirements of the law and any national and local guidance.

Any member of staff who has access to sensitive information about a learner or the learner's family must take all reasonable steps to ensure that such information is only disclosed to those people who need to know when there is a legal duty to share information.

Regardless of the duty of confidentiality, working within the remit of our safeguarding duties, if any member of staff has reason to believe that a learner may be suffering harm, or be at risk of harm, their duty is to forward this information without delay to the central Safeguarding Team.

We will raise awareness of our safeguarding responsibilities with parents and carers. We will also, if appropriate, share concerns about the welfare of a learner with a parent or carer. The College is committed to working with parents and carers positively, openly and honestly. We will share with parents or carers any concerns we have about their child, in line with our safeguarding duties, unless doing so may place the child at risk of harm.

In accordance with the requirements of "Working Together to Safeguard Children (2023)" and 'The Care Act Statutory Guidance (2014)' and GDPR, we will share information about safeguarding concerns with other relevant agencies on a need to know basis. In addition, other relevant agencies may contact us for information that we hold in relation to a learner. Any requests around learner details or information in relation to a safeguarding concern should be referred

immediately to the central Safeguarding Team so that a prompt decision can be made about what information can and will be shared.

Staff must recognise the need to comply with relevant legislation and guidance in relation to data protection, confidentiality and information sharing.

College will share information within the statutory and legal powers granted to share, hold and use information for the purposes of identifying and tackling any form of abuse, neglect, exploitation or wider safeguarding concern as well as promoting a child's welfare, including in relation their educational outcomes. College will share information as early as possible to assist in identifying, assessing and responding to risks or concerns about the safety and welfare of a learner, and sharing with practitioners and local agencies as relevant and appropriate. Where an at risk child (under 18) transfers to a different education provider, the DSL will ensure their child protection file is transferred to the new school or College as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term to allow the new school or college to have support in place for when the child arrives. In addition, the DSL will consider if it is appropriate to share any information in advance of the child leaving, that would allow the new school or college to continue supporting the child or put the right support in place prior to their arrival.

Retention of Safeguarding Records

Child protection and safeguarding records will be kept until the child is 25 (which is seven years after they have reached school leaving age) unless there are exceptional statutory, regulatory, legal or security circumstances that would require the records to be kept for longer periods.

Adult protection and safeguarding records will be kept for 6 years plus current, otherwise known as 6 years + 1 unless there are exceptional statutory, regulatory, legal or security circumstances that would require the records to be kept for longer periods.

Subcontracting

The College is committed to ensuring that all students in our subcontracted provision are safeguarded. Subcontracting staff must follow College's safeguarding, Prevent and related policies and procedures. Through due diligence, quality audits and unannounced visits we gather evidence to provide assurance and intervene if necessary.

Where the College contracts its services to outside providers, we will ensure that these providers have received the appropriate training in safeguarding and Prevent and have relevant policies and procedures in place. We will ensure there are arrangements in place to link with the College on such matters. Such considerations will be made explicit in any contract or service level agreement with the provider.

Please see the subcontracting policy for more detailed information.

Contracting

All contractors require an enhanced DBS check and cannot work unsupervised at all if checks are not carried out.

The College is responsible for determining the appropriate level of supervision.

Colleges should always check the identity of contractors and their staff on arrival at the college. Contractors are on the College's Single Central Register.