Safeguarding Policy for Newham College London

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Safeguarding is at the heart of everything we do. We are committed to providing a safe, supportive and inclusive environment where every young person can learn, thrive and feel protected. Our staff are trained to recognise and respond to safeguarding concerns, and we work closely with families and partner agencies to promote students' wellbeing and safety.

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1. Introduction

1.1 Our College is committed to develop and sustain a strong safeguarding culture which supports us all to safeguard students and create a positive and respectful learning environment in which everyone can flourish.

1.2 This policy relates to both children (anyone up to their 18th birthday), and vulnerable adults. In this policy, we use the term 'young people' or 'young person' to refer to college learners under the age of 18, and 'student' to refer to both young people and vulnerable adults aged 18 or over. Where 'child' is specifically referenced in the statutory guidance, we have continued to use this term.

1.3 This Safeguarding Policy covers all college and agency staff, parents, governors, volunteers and the wider college community. It forms part of the safeguarding arrangements for Newham College and should be read along with our policies for attendance, behaviour, educational visits and the staff code of conduct.

1.4 This policy should be read in conjunction with Keeping Children Safe in Education, (DfE 2026). Keeping children safe in education (HMG 2026) and with reference to the Education Inspection Framework, Ofsted 2023 and further guidance from November 2025. Education inspection framework for September 2025 (HMG 2025). All staff must read, and sign to say they have read Part One of Keeping Children Safe in Education 2026 (KCSiE), together with Annex B of KCSiE 2026

1.5 Sensitivity to language: KCSiE uses 'victim' and 'perpetrator/alleged perpetrator' throughout, with a caveat that such terms may not be helpful to use in front of or directly in addressing, students. Staff training will address this.

Safeguarding is defined in Keeping Children Safe in Education 2026 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

'Children' includes everyone under the age of 18.

2. Statutory framework

2.1 The Education Act 2002 Section 175, places a statutory responsibility on the Governing Body to have policies and procedures in place that safeguard and promote the welfare of college students.

2.2 The development of appropriate procedures and the monitoring of good practice in the London Borough of Newham are the responsibilities of the Newham Safeguarding Children Partnership (NSCP).

2.3 Newham College has a clear set of values and standards, upheld and demonstrated throughout all aspects of college life. These are underpinned by our behaviour policy and pastoral support system, as well as by a planned programme of tutorials (CORE) and reinforced throughout the whole curriculum and by a planned programme of evidence-based RSHE delivered in our regular CORE+ and enrichment programme. Preventative education is most effective in the context of our whole-college approach that prepares students for life in modern Britain and creates a culture of zero tolerance for racism, sexism, misogyny/misandry, homophobia, bi-phobic and sexual violence/harassment.

Our programme is inclusive and developed to be age and stage of development appropriate (especially for our students with SEND).

2.4 All adults working with or on behalf of students have a responsibility to protect them and to provide a safe environment that enables them to learn and achieve their full potential. However, there are identified professionals in college and in the Local Authority who have specific responsibilities under child protection procedures. The names of those in Newham College with these specific responsibilities are shown on the front cover sheet of this policy. All staff in our College are familiar with the Newham Family Help Offer.

3. The Governing Body

3.1 The Governing Body ensures that a strong safeguarding culture is embedded within the college, that our commitment to keep our students safe is explicit and understood by all in the college community and that our practice reflects the College vision and values.

3.2 The Governing Body ensures that all required policies relating to safeguarding are in place and that this policy reflects statutory and local guidance. Safeguarding reports are provided and discussed termly by the Audit and Risk Committee, and the minutes from these meetings are on the agenda of all Governing Body meetings. The Safeguarding policy is reviewed at least annually. This policy was developed from the Newham Borough Council template and amended to reflect a college setting.

3.3 The Governing Body ensures that the policies, procedures, practice and professional development and training in our college are effective and always comply with the statutory requirements. The Governing Body will ensure relevant staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information as provided for in the Data Protection Act 2018 and the GDPR.

3.4 The Governing Body ensures that there is a named Designated Safeguarding Lead and Deputy Safeguarding Lead(s) in place, that they have their safeguarding role explicitly within their job descriptions and are appropriately trained for their role, as set out in Keeping Children Safe in Education. The link governor for safeguarding visits the college regularly for meetings with the DSL and to observe safeguarding first hand. The DSL reports directly to the Governing Body on issues arising from their role that impact on the college.

3.5 The Governing Body checks that safeguarding is included in Behaviour, Online and all related policies including the staff Code of Conduct and is always highlighted in all policies as the overarching responsibility of all staff.

3.6 The Governing Body ensures that the college contributes fully to inter-agency working in line with statutory and local guidance and uses the appropriate referral pathways. It ensures that information is stored and shared appropriately and in accordance with the statutory requirements as set out in the Data Protection Act 2018 and in line with GDPR requirements. Newham College uses the CPOMS system for the purpose of keeping student safeguarding records secure.

3.7 The Governing Body ensures that all Governors, staff members and volunteers undergo appropriate safeguarding and child protection training at least every two years. This training should be regularly updated, at least annually, to provide up to date knowledge.

3.8 The Governing Body ensures that all staff have the knowledge, skills and understanding of students who have an allocated social worker. It recognises the additional vulnerabilities of looked after and previously looked after children and monitors college action with all these children to keep them safe.

3.9 The Governing Body ensures that students are taught to keep themselves safe, including on-line, making sure that appropriate filters and monitoring systems are in place in college. This includes all staff being trained at induction in an understanding of the expectations, applicable to their roles and responsibilities in relation to filtering and monitoring. This responsibility extends to students who are accessing on-line learning. Our students will also be taught how to keep themselves safe through teaching and learning opportunities in CORE and through whole-college practice led by staff as part of the provision of a rich and balanced curriculum.

3.10 The Governing Body and college leadership team are responsible for maintaining robust safer recruitment procedures that help to deter, reject or identify people who may abuse students. It adheres to statutory responsibilities to check adults working with young people and vulnerable adults and has recruitment and selection procedures in place (see the college's 'Safer Recruitment' policy for further information). It also ensures that volunteers are appropriately supervised in college and if a volunteer falls under regulated activity, then an enhanced DBS is obtained with barred lists checks and if not, a written risk assessment is completed.

4. The Designated Safeguarding Lead (and Deputy)

4.1 The Designated Safeguarding Lead (DSL) takes the lead responsibility for managing safeguarding referrals, safeguarding training and raising awareness of all safeguarding policies and procedures. This includes a whole-college staff responsibility to support students affected by child-on-child abuse in all its forms. The Designated Safeguarding lead (DSL) will ensure that everyone in college, including temporary staff, volunteers and contractors are aware of these procedures and that they are accompanied when required.

4.2 The DSL has responsibility for online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring. Safeguarding risks now explicitly include misinformation, disinformation (fake news) and conspiracy theories, in line with KCSIE 2026. The DSL and the Executive Director for IT uses the DfE 'Plan technology for your College' tool to audit filtering and monitoring and follow DfE guidance on Generative AI: product safety expectations. Cybersecurity standards are also adopted to build resilience against cyber threats.

4.3 The Designated Safeguarding Lead (DSL) is a source of advice and support to other staff on all safeguarding matters and makes sure that timely referrals to Newham or any other Borough Multi-Agency Safeguarding Hub (MASH) are made in accordance with current London Child Protection Procedures. The Designated Safeguarding Lead (DSL) works with the local authority, the Channel programme and other agencies as required. If for any reason the Designated Safeguarding Lead (DSL) is unavailable, either the Executive Lead for Safeguarding or one of the Deputy Designated Safeguarding Leads will act in their absence.

4.4 The Designated Safeguarding Lead (DSL) will also be alert to the additional vulnerabilities of students with a social worker, ensuring that staff know who those students are, understand their academic progress and attainment and maintain a culture of high aspirations. The Designated Safeguarding Lead (DSL) will also support staff to identify the challenges that students in this group may face and any additional support and/or adjustments that can make to best support them.

4.5 The DSL will form links with relevant Virtual College Heads to communicate about young people who are Looked After (LAC) or have a child in need (CIN) or child protection plan (CP). The Designated Safeguarding Lead (DSL) will be alert that some students may be experiencing homelessness, and this will require a different level of intervention and support.

4.6 The college maintains robust arrangements to ensure safeguarding responsibilities are fulfilled during any period when the Designated Safeguarding Lead is unavailable.

5. The Principal & CEO

5.1 The Principal & CEO works in accordance with the requirements upon all college staff. In addition, the Principal & CEO ensures that all safeguarding policies and procedures adopted by the Governing Body are followed by all staff.

5.2 The Principal & CEO will ensure that students are taught about safeguarding themselves and their peers as part of the broad and balanced curriculum.

5.3 The Principal & CEO ensures that all students, individually or collectively through our college student voice structure, are encouraged to promote the responsible use of social media and responsibility for their own and others' wellbeing, as an explicit, valued and integral element of a strong college safeguarding culture.

5.4 The Principal & CEO ensures that there is access to members of staff, appropriately trained, to listen, reassure and provide practical support for students.

6. All college staff

6.1 Everyone at Newham College has a responsibility to provide a learning environment in which our students can feel safe to learn, even if circumstances preclude their physical presence.

6.2 Staff identify students who may benefit from early help and understand their role and responsibilities within this process. This includes identifying any emerging problems so appropriate support may be provided and, in liaison with the Designated Safeguarding Lead (DSL), report any concerns. All staff members are aware of and follow college processes as set out in this policy and are aware of how to use the portal to make a referral to the Newham MASH when there is a need to do so.

6.3 All staff should be aware that students may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, students may feel embarrassed, humiliated, or threatened. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a student. It is also important that staff determine how best to build trusted relationships with young people that facilitate communication.

6.4 All staff should reassure targeted students that they are being taken seriously and that they will be supported and kept safe. A student should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment.

6.5 We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a member of staff help to protect students. Our safeguarding culture depends upon every member of staff being proactive in recognising opportunities to promote and support the development of these protective factors. This includes the use of appropriate forms of online communication directly from staff to students – Microsoft Teams or email. The use of social media for this purpose is inappropriate and would be regarded as a serious breach of professional boundaries.

6.6 All staff engage with, and support students, in promoting responsible use of social media, safety around the college and responsibility for their own and others' wellbeing, as an integral element of a strong college safeguarding culture.

6.7 All staff should be aware of the indicators of abuse, neglect and exploitation, understanding that students can be at risk of harm inside and outside of the college, inside and outside of home, and online. Exercising professional curiosity and knowing what to look for is vital for the early identification of abuse and neglect.

7. Types of abuse / specific safeguarding issues

7.1 All college staff should be aware that abuse and other specific safeguarding issues are rarely standalone events and cannot be covered by one definition alone. In most cases, multiple issues will overlap. The four main types of abuse referred to in Keeping Children Safe in Education are:

- Physical
- Emotional
- Neglect
- Sexual

7.2 Our college is aware of the signs of abuse, neglect and exploitation so we can identify students in need of help or protection. Within those four main types of abuse there are specific types of abuse to which we are aware and especially alert. These are listed below:

7.3 **Child-on-child abuse** – Our college recognises that child-on child abuse is a safeguarding issue for both the reporting child and the reported child. Appropriate support will be provided to all children involved. Our college may be the only stable, secure and safe place in the lives of young people at risk of, or who have suffered, harm. However, on occasions their behaviour may be challenging and defiant, or they may instead be withdrawn, or display abusive behaviours towards their peers. Child on child abuse can manifest itself in many ways. This may include bullying (including cyber bullying); on-line verbal abuse; gender-based abuse; verbal sexist abuse; unwanted, unthinking or coerced nude or semi-nude image sharing; or sexually harmful behaviour. We do not tolerate any bullying, abuse or harmful behaviour in college and will take swift action to intervene where this occurs.

We recognise that child-on-child abuse is preventable through appropriate education, early identification, intervention and support.

7.4 We use inductions, curriculum and CORE to help students understand what abuse is and we encourage them to tell a member of staff if someone is behaving in a way that makes them feel uncomfortable. Staff are proactive and vigilant in recognising when a student may need to tell a member of staff about what is happening to them, will acknowledge how they feel and support them through the next steps of reporting to MASH, if that is what it takes to keep them safe. Consensual image-sharing between older students of the same age may require a different response as it may not be abusive. However, the students still need to know that, depending on the ages involved it could be illegal, and may not respect someone else's privacy as well as jeopardising their future career opportunities.

7.5 **Sexual violence and harassment -** Sexual violence and harassment can occur between students of any age individually or in groups. Students who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing, and this may adversely affect their educational attainment. Our college takes all victims seriously and they will be offered the appropriate support. Predatory behaviour or a dismissive attitude towards sexual harassment is unacceptable at our college. An example of such harassment is 'Upskirting', which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.

7.6 Our culture of safeguarding ensures that the message that abusive behaviours are unacceptable is explicit through our curriculum, college environment and staff modelling appropriate language and respectful relationships. We do not accept that it is 'just part of growing up' or a joke. Our college manages such incidences in the same way by considering the need to undertake an immediate risk assessment. There may be further steps in our response including referrals to MASH and other specialist interventions.

7.7. **Students with special educational needs and disabilities (SEND) -** Our college understands that students with special educational needs and disabilities (SEND) can face additional safeguarding challenges. Our college recognises that additional barriers can exist when recognising abuse and neglect in this group. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the young person's disability, without further exploration.
- Being more prone to peer group isolation than other young people.
- Young people with SEND and/or protected characteristics are statistically more likely to be identified as targets for bullying or sexual abuse by their peers.
- Students with SEND may have difficulties distinguishing between fact and fiction online and may repeat online content or behaviours without understanding the consequences of doing so.
- Communication barriers that make telling an adult difficult.
- The requirement of personal or intimate care.

7.8 **Students with Medical Conditions -** The college recognises that students with medical conditions may face additional safeguarding vulnerabilities. Staff will remain alert to concerns relating to medication, unmanaged health conditions, allergies, attendance issues linked to medical needs and any indicators that a student's medical needs are not being appropriately met.

Where concerns about a student's health needs are also safeguarding concerns, these will be managed in accordance with this safeguarding policy and appropriate referrals made where necessary. The college will work in partnership with parents, carers and health professionals to support students with medical needs and ensure their welfare and safety.

7.9 **Children absent from and missing from education (CME) or Children Missing Out of Education (CMO) and homelessness** - All young people, regardless of their age, ability, aptitude, and any special education need they may have, are entitled to a full-time education. Our college recognises that a young person missing education is a potential indicator of abuse or neglect and will follow the college procedures for unauthorised absence and for young people missing education. Parent/carers should always inform us of the reason for any absence by emailing absences@newham.ac.uk or calling the college main phone number.

7.10 We will follow the college established procedures for unauthorised absence as per the attendance policy. It is also recognised that, when not in college, young people may be vulnerable to or exposed to other risks, so we work with parents and other partners to keep young people in college whenever possible. Where absence is not explained, further investigation could follow. This could involve parent/carer meetings, disciplinary processes, or Fitness to Study. As part of our safeguarding role, we ask parents and carers to provide a minimum of two contact details, and we will regularly ask parents and carers to ensure that they are kept up to date. Where young people are already known to Children's Social Care and need a social worker, being absent from education may increase known safeguarding risks within the family or in the community. As a result, we supply additional information on attendance for these students when requested.

7.11 **Contextual Safeguarding and Exploitation -** Contextual Safeguarding is an approach to understanding, and responding to, young people's experiences of significant harm and risk beyond their families. It recognises that the relationships that young people form in their neighbourhoods, colleges and online can feature violence and abuse. Parents and carers may have little influence over these contexts, and young people's experiences of extra-familial abuse can undermine parent-child relationships. Contextual abuse takes different forms and students can be vulnerable to multiple harms including but not limited to sexual exploitation, criminal exploitation and serious youth violence. If we are concerned a student is being exploited in an extra-familiar context, we will consult or refer to the MASH, from where they are likely to be referred to the LBNIIP (London Borough of Newham Intelligence and Information Partnership)

7.12 A significant contextual safeguarding factor in Newham is gangs and youth violence, and this section provides additional policy elements to respond to this risk to our students. There are several indicators, which may signal that a student is at risk from, or involved with serious violent crime. These may include increased absence, a change in friendships, or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change of attitude or well-being or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that a student has been approached by, or is involved with, individuals associated with criminal networks or gangs.

7.13 **Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) including County Lines -** Both Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) are forms of abuse that occur where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a young person into sexual or criminal activity. This power imbalance can also be due to a range of factors including age, gender, sexual identity, cognitive ability, physical strength, status and access to economic or other resources.

7.14 In some cases, the abuse will be in exchange for something the young person needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. Abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve enforcement or enticement-based methods of compliance and may or may not be accompanied by violence or threats of violence. Young people can be exploited even when the activity appears consensual.

7.15 Criminal exploitation of young people is a geographically widespread form of harm that is a typical feature of County Lines criminal activity; drug networks or gangs grooming and exploiting children and young people to carry drugs, weapons and money for them. Key to identifying potential involvement may be 'missing episodes' when the young person may have been trafficked for the purpose of transporting drugs, weapons or money. Our college will consider a referral using the Newham pathways or a direct referral using the National Referral Mechanism for human trafficking.

7.16 **Honour Base Abuse -** Honour-Based Abuse (HBA) encompasses abuse committed to protect or preserving "honour". It often involves a wider network of family or community pressure and can involve multiple perpetrators. This includes Female Genital Mutilation (FGM), forced marriage and such practices such as breast ironing.

7.17 **Female Genital Mutilation (FGM) -** Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to female genital organs. It is illegal in the UK and is a form of abuse. If a teacher in the course of their work discovers that an act of FGM appears to have been carried out on a girl under the age of 18, staff must report this to the police. The DSL will advise/support staff in this position and work with appropriate colleagues and agencies to support the student and liaise with the family. The Newham Attendance Service has produced guidance on FGM for staff dealing with families who announce that they are going abroad.

7.18. **Forced marriage -** A forced marriage is one that is entered into without the full consent of one or both parties. It is where violence, threats or other forms of coercion is used and is a crime. Our staff understand how to report concerns where this may be an issue. Since February 2023, it has also been a crime to carry out any conduct whose purpose is to cause a young person to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages.'
https://www.gov.uk/government/publications/forced-marriage-resource-pack

7.19 **Prevention of radicalisation -** Students can be vulnerable to extremist ideology and radicalisation. Protecting students from this risk is similar to protecting them from other forms of harm and abuse. The Counter-Terrorism and Security Act (HMG, 2015) Section 26 places a duty on colleges in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the PREVENT duty. It requires colleges to:

- teach a broad and balanced curriculum which promotes spiritual, moral, cultural, mental and physical development of students.
- prepare them for the opportunities, responsibilities and experiences of life and promote community cohesion.
- be safe spaces in which young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas.
- be mindful of their existing duties to forbid political indoctrination and secure a balanced presentation of political issues.

7.20 CHANNEL is a national programme which focuses on providing support at an early stage to people identified as vulnerable to radicalisation and being drawn into terrorism. All staff understand how to identify those who may benefit from this support and are aware of relevant agencies to contact where an individual demonstrates indicators of concern, as well as how to make a referral using the Newham referral pathways**.** We use the National Crime Agency's CEOP Education Programme to inform and support work in college.

7.21. **Mental Health and Wellbeing -** Mental health problems can, in some cases, be an indicator that a student has suffered or is at risk of suffering abuse, neglect or exploitation. All staff are aware that mental health can in some cases be an indicator that a student has or is suffering from or at risk or abuse. Staff should observe students day-to-day and identify those whose behaviour suggests they may be experiencing a mental health issue. Where mental health concerns are raised, these are triaged to determine whether a safeguarding concern is also present. If the concern is also a safeguarding concern, immediate action will be taken following this policy, and the senior Mental Health Lead and Safeguarding Manager will be informed.

7.22 Our college works to protect the emotional wellbeing and resilience of all students as well as provide specific support for those with additional needs. We understand that there are risk factors which increase a student's vulnerability and protective factors that can promote or strengthen resiliency. The more risk factors present in a young person's life, the more protective factors or supportive interventions are required to promote further growth and resilience. It is recognised that some young people in our college may be suffering from mental ill-health and are at risk of self-harm or suicide but may present

in college as making good progress and achieving well. It is therefore vital that we work in partnership with parents and carers to support the mental health and well-being of our students. It is equally important that parent/carers share any concerns about the well-being of their young person with college, so that appropriate support and interventions can be identified and implemented in partnership.

7.23 Where there are concerns that a young person may be self- harming, it will be taken seriously as this may indicate an increased risk of suicide either intentionally or by accident. If a student discloses self-harm or found to be self-harming the Designated Safeguarding Lead (DSL) or Mental Health Lead will take the time to establish any underlying concerns. The student will be supported to access services using the appropriate Newham referral pathways.

7.24 **Domestic Abuse -** The Domestic Abuse Act 2021 introduced the first ever statutory definition of domestic abuse, as *"any incident or pattern of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 and over who are, or have been intimate partners or family members regardless of gender or sexuality. The abuse can encompass but is not limited to psychological; physical, sexual; financial and emotional, coercive or controlling behaviour".*

7.25 All young people can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on young people. In some cases, a young person may blame themselves for the abuse or may have had to leave the family home as a result.

7.26 Young people can also experience domestic abuse within their own intimate relationships. This form of child-on-child abuse is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16).

7.27 The Domestic Abuse Act 2021 recognised that where there is Domestic Abuse in a family, young people in the family will always be affected. The longer the violence continues, the greater the risk of significant and enduring harm, which they may carry with them into their adult life and relationships. Domestic Abuse can also affect young people in their personal relationships as well as in the context of home life.

7.28 Staff will follow the procedures outlined in this policy if concerns of Domestic Abuse arise. The college will vigilantly monitor the welfare of young people living in domestic abuse households, offer support to them and contribute to any Multi-Agency Risk Assessment Conference (MARAC) safety plan as required. Operation Encompass operates in London Borough of Newham, and Newham College will use the information shared to ensure that our young people are supported and kept safe.

7.29 Young Carers - The college recognises that young people up to the age of 24 with caring responsibilities may face additional challenges affecting their attendance, emotional wellbeing, behaviour, progress and educational outcomes. Staff will remain alert to indicators that a young person may have caring responsibilities and will ensure that appropriate support, referrals and reasonable adjustments are considered. Where identified, the college will work collaboratively with families and partner agencies to ensure young carers receive timely support and assistance.

7.30 Young People Who Are Questioning Their Gender - The college recognises that some young people may question their gender and may experience additional vulnerabilities including bullying, discrimination, social isolation and emotional distress. The college will respond to requests for support on an individual basis, with safeguarding and the best interests of the young person at the centre of decision-making. The Designated Safeguarding Lead will be involved in assessing safeguarding implications and determining appropriate support arrangements. Parents and carers will normally be involved in discussions and decisions regarding support for a young person who is questioning their gender unless doing so would place the child at risk of significant harm. The college will comply with safeguarding legislation, equality legislation, human rights legislation and current statutory guidance when determining support arrangements.

7.31 Prejudice-Based Harm and Discriminatory Abuse - The college recognises that prejudice-based harm, including racism, faith-based prejudice, misogyny, misandry and other forms of discriminatory behaviour, can adversely affect a student's welfare, wellbeing, mental health, attendance, attainment and sense of safety. All staff understand that prejudice-based incidents may constitute safeguarding concerns and should be considered within safeguarding processes where appropriate. Any concerns regarding discriminatory abuse will be reported to the Designated Safeguarding Lead and managed in accordance with safeguarding, behaviour and anti-bullying procedures. The college promotes an inclusive culture where all forms of prejudice are challenged and addressed in a timely and proportionate manner. Early identification and action to prevent misogyny can minimise the risk of harmful sexual behaviour and the college operates a zero-tolerance approach. The college recognises and educates students that misogyny is increasingly prevalent online and often linked to harmful sexual behaviour amongst young people.

7.32 Artificial Intelligence and Emerging Technologies - The college recognises the rapidly evolving nature of online harms and emerging technologies. Staff will remain alert to risks associated with generative artificial intelligence, including:

- AI-generated nude and semi-nude imagery
- Deepfakes and manipulated images
- Misinformation and disinformation
- Online grooming facilitated through AI applications
- Financially motivated sexual extortion (FMSE)
- Online fraud, scams and phishing
- Online gambling and financial exploitation
- Use of young people's photos on college websites which can be manipulated by bad actors

Any concerns will be treated as safeguarding concerns and managed in accordance with College safeguarding procedures.

7.33 **Safeguarding and mobile phones** - Where there is an urgent safeguarding concern and an imminent risk of harm to the student or others, a member of the College Leadership Team (CLT) may request the student's consent to view relevant content on their mobile phone, including recent social media communications, in order to help safeguard those involved and prevent further escalation or criminal activity. Such requests will only be made where considered necessary and proportionate to the safeguarding concern. This procedure forms part of the College's approach to contextual safeguarding, including concerns relating to gangs, youth violence, exploitation, and other risks to student welfare.

7.34 There should be at least two staff members present for this, at least one of whom should be a Designated Safeguarding Lead or Deputy. The student should be clear on the reasons why this request has been made and provide written consent. The phone should be flat on the table so everyone can view the images. A commentary should be given to the student as to why a particular message has been chosen to view, and the student should consent to each message. The staff member should be sensitive to the risk of observing any indecent images and should take care to listen to the student and not proceed to open messages that the student explains are private. A summary of the content that has been viewed should be included as a confidential comment on CPOMS with all members of staff who have viewed the device, confirming this is an accurate record.

8. Procedures

8.1 All staff members have a duty to identify and respond to suspected and actual abuse or disclosures of harm. Any member of staff, volunteer or visitor to our college who receives a disclosure or allegation of abuse, or suspects that abuse may have occurred must report it immediately to a member of the Safeguarding Team. This includes concerns about a student at risk of radicalisation or extremism. All action is taken in accordance with the following guidance:

- Newham Safeguarding Children Partnership guidelines – Pan-London Child Protection Procedures
- Keeping Children Safe in Education (DfE, 2026)
- Working Together to Safeguard Children (DfE, 2026)
- PREVENT Duty - Counterterrorism and Security Act (HMG, 2015)

8.2 Where a young person is suffering or is likely to suffer from harm, they will be referred to the Newham or relevant boroughs Multi-Agency Safeguarding Hub through the MASH Portal, immediately. Time-sensitive referrals may be telephoned first in case the young person needs to be kept in college, pending a Section 47 Strategy meeting. Less urgent concerns or requests for support will also be referred via the relevant boroughs MASH Portal for consideration of Early Help support as appropriate. We will call police to the college directly if the risk is assessed as acute and immediate. Where the disclosure relates to a vulnerable adult, a referral will be made to adult social care.

8.3 Before calling police to the college, the DSL and senior staff will reflect upon the proportionality of this response, being aware of the student's rights under the Equalities Act and Human Rights Act and if necessary, identifying and addressing concerns such as adultification if it is suspected of being present in staff decision making processes thus far. Best practice for staff considering police intervention to be necessary is to consult the DSL and/or member of SLT about the reason to involve the police. A student under 18 will not be taken offsite to a police station without an appropriate adult being informed, this is normally their parent or carer but may be the emergency contact if over 18.

8.4 In the event that a young person is interviewed on site by police, the DSL or member of staff from the safeguarding team will act in loco parentis at that interview to provide support to the student if under 18. Parents/carers will be informed directly that the police have been called to the college in connection with their young person, subject to the safeguarding guidelines below. A suitably trained Appropriate Adult must be present if the young person is subsequently arrested and/or taken to a police station and the DSL will ensure that arrangements for such support are in place before the young person leaves the college premises. Students may be subject to a search by police on college premises if deemed appropriate. Any such search should be with an Appropriate Adult in attendance to the search.

8.5 Wherever possible, the college will share safeguarding concerns, or an intention to refer a young person to the MASH with parents or carers. However, we will not do so where it is felt that to do so could place the young person at greater risk of harm or impede a criminal investigation.

On occasions, it may be necessary to seek advice from the MASH or the Police in making decisions about when it is appropriate to share information with parents or carers.

8.6 If a member of staff continues to have concerns about a young person and feels the situation is not being addressed or does not appear to be improving, the staff member concerned should press for re-consideration of the case with the Designated Safeguarding Lead (DSL) who will escalate the concern as appropriate. If, for any reason, the Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Lead is not available, this should not delay appropriate action being taken. Safeguarding contact details are displayed in the college to ensure that all staff members have unfettered access to safeguarding support, should it be required. Any individual member of staff may refer to the Newham or relevant boroughs MASH where there is suspected or actual risk of harm to a student. All staff should be aware of how to access the portal. If a student resides outside Newham, the DSL will be aware of the need to refer to the MASH in their LA. If unsure, always refer to the Newham MASH who will forward to appropriate areas.

8.7 Sometimes social workers and police will want to see a young person on the day of referral to ensure that they are safe to go home. In such cases, they will ask to keep the young person in college until the visit has taken place. This is because it can take time to organise the visit with an available social worker and/or police officer, sometimes families will be asked to wait at college before a young person is released to them, and they may be asked not to see their young person during this time. This can be stressful and uncomfortable for both colleges and families and sometimes all are kept at college until late in the evening. College should prepare families for the length of time this process can take and treat them with compassion and understanding and make every attempt to facilitate this difficult process.

8.8 Colleges do not have powers to prevent a young person from leaving their college when a parent arrives. As such, if a parent refuses to comply with the request for their young person to remain in college until a professional can speak to them, we will inform the parent that we will be alerting emergency services and then inform the social worker and police immediately. This may involve dialling 999 in circumstances where imminent concerns are noted.

8.9 Any young person may benefit from early help, but all college staff should be particularly alert to the potential need for early help for a young person who:

- has a disability or has certain health conditions and has specific additional needs
- has special educational needs (whether they have a statutory Education, Health and Care plan or not)
- has a mental health need
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- goes missing from education, home or care,
- has experienced multiple suspensions or is at risk of being permanently excluded.
- is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
- is at risk of being radicalised or exploited
- has a parent or carer in custody, or is affected by parental offending
- is in a family circumstance presenting challenges, such as drug and alcohol misuse adult mental health issues and domestic abuse
- is misusing alcohol and other drugs themselves
- is at risk of so-called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
- is a privately fostered young person

The expectation is for College staff to use a range of universal services in conjunction with the DSL to provide as much support as possible to prevent threshold for children's social care from being met. As a college we understand that prevention and early support are key to preventing escalation and protecting the wellbeing of young people.

8.10 A member of staff must never guarantee confidentiality to anyone about a safeguarding concern (including parents / carers or students) or promise to keep a secret. In accordance with statutory requirements, where there is a child protection concern, this must be reported to the Designated Safeguarding Lead (DSL) or Deputy and may require further referral and subsequent investigation by appropriate authorities. Information on individual safeguarding cases may be shared by the Designated Safeguarding Lead (DSL) or Deputy with other relevant staff members. This will be on a 'need to know' basis only and where it is in the student's best interests to do so.

9. Training

9.1 When new staff, agency staff, contractors, volunteers or regular visitors join our college they are informed of the safeguarding arrangements in place, the name of the Designated Safeguarding Lead (DSL) and Deputies and how to share concerns with them.

9.2 The Designated Safeguarding Lead (DSL) and Deputies undertake safeguarding training appropriate to the role every two years as a minimum. The Principal & CEO, all staff members and governors receive appropriate safeguarding training that is updated yearly and through continuing updates via meetings and email notifications. In addition, all staff members receive safeguarding training every two years, that is updated annually. Records of any child protection training undertaken is kept for all staff and governors. The college ensures that the Designated Safeguarding Lead (DSL) and Deputy also undertake training in inter-agency working and other matters as appropriate. All agency staff must complete the college safeguarding induction programme before starting work in the college. Positive Handling and de-escalation practice is also delivered to relevant colleagues across the college.

10. Records and information sharing

10.1 Where there are concerns about the safety of a student, the sharing of information in a timely and effective manner between organisations can reduce the risk of harm. College staff must have due regard for the Data Protection Act 2018 and UK GDPR and the Data (Use and Access) Act 2025. Our college is confident of the processing conditions that allow us to store and share information for safeguarding purposes. This allows us to share information without consent, if it is not possible to gain consent or if to gain consent would place a student at risk. Well-kept records are essential to good safeguarding practice. Our college is clear about the need to record any concern held, the status of such records and when these records should be shared with other agencies. The college recognises that timely and appropriate information sharing is essential to safeguarding and promoting the welfare of students. Information will be shared proportionately, securely and in accordance with data protection legislation. Staff should be confident that data protection legislation does not prevent the sharing of information where this is necessary to safeguard children and promote their welfare. Fears about sharing information must never prevent appropriate safeguarding action from being taken. Where safeguarding records are transferred, the Designated Safeguarding Lead will ensure that a summary of current safeguarding concerns, risks, support needs and protective factors accompanies the child protection file where appropriate.

10.2 Any member of staff receiving a disclosure of abuse or noticing signs or indicators of abuse, will record it as soon as possible on CPOMS, the college's safeguarding system, noting what was said or seen, using a body map to record if appropriate, with the date, time and location. All records will be dated and will include the action taken and the rationale for said action. This is then presented to the Designated Safeguarding Lead (DSL) or Deputy, who will decide on the appropriate action and record it accordingly. All concerns, discussions, decisions and reasons for decisions should be recorded on CPOMS.

10.3 Any records related to safeguarding are kept in an individual CPOMS record for that student, separate to the student file on EBS or eTrackr. All safeguarding records are stored securely and confidentially and will be retained for 25 years after the student's date of birth, or until they transfer to another college or educational setting.

10.4 Where a young person transfers from our college to another educational setting, their safeguarding records will be transferred electronically through CPOMS to the new educational setting or forwarded with notice given to the receiving DSL when requested. Forwarded files will be marked 'Confidential' and for the attention of the receiving Designated Safeguarding Lead (DSL) who will need to provide a receipt, which is recommended to be an email. If paper files are sent, they will be securely sealed and sent, under arrangements for immediate return if delivery to the receiving DSL/Head Teacher is not possible. A receipt is expected. In addition to the safeguarding file, the DSL should also consider if it would be appropriate to share any additional information with the new college in advance of a young person leaving to help them put in place the right support to safeguard this young person and to help them thrive.

10.5 Transferring settings do not need to keep copies of safeguarding files, but if they do, they must be kept in accordance with data retention (and for the shortest practical time). In cases where there may be ongoing involvement from transferring settings, for example if any siblings still attend your setting, DSLs may wish to take copies of chronologies. If a young person who is subject of a Child Protection plan leaves the setting and we are unaware of the name of the young person's new education placement, the young person's key worker from Early Help or Children's Social Care will be contacted to discuss how records should be transferred. Where a young person joins our college, we will request all safeguarding records from the previous educational setting. If none are received within the statutory time, we will renew the request and report this to the Newham Education Safeguarding Officer.

11. Inter-agency working

11.1 Newham College will be pro-active and prioritise inter-agency working to contribute to safeguarding students. It is the responsibility of the Designated Safeguarding Lead (DSL) to ensure that the college is represented at, and a report is submitted to any Child Protection conference or core group meeting for young people on the college roll or previously known to them. Where possible and appropriate, any report will be shared in advance with the parent(s) and/or carer(s). Whoever represents the college will be fully briefed on any issues or concerns the college has and will be prepared to contribute to the discussions and planning at the meeting(s).

11.2 If a young person is subject to a Child Protection or a Child in Need plan, the Designated Safeguarding Lead (DSL) will ensure the young person is monitored regarding their college attendance, mental health and emotional well-being, academic progress, welfare and presentation. The Designated Safeguarding Lead (DSL) will ensure the college prioritises attendance at core group meetings and provide appropriate information to contribute to the plan at these meetings. Any concerns about the child protection plan and/or the young person's welfare will be discussed and recorded at the core group meeting, unless waiting for the next meeting would place the young person at further risk of significant harm. In this case the Designated Safeguarding Lead (DSL) will inform the young person's key worker immediately and then record that they have done so and the actions agreed.

11.3 When we become aware that a young person who is being, or is going to be, privately fostered our college has a duty under Section 10 of the Children Act 2004 to inform the Local Authority to ensure the appropriate safeguards are in place. The Designated Safeguarding Lead (DSL) will make an appropriate referral using the Newham referral pathway.

12. Allegations about members of the workforce - (Staff, trainee teachers, volunteers, contractors and supply staff)

12.1 The aim of our college is to provide a safe and supportive environment that secures the well-being and best learning outcomes for students. All staff members are made aware of the boundaries of appropriate behaviour and conduct. These matters form part of staff induction and are outlined in the Code of Conduct. We do, however recognise that sometimes allegations of abuse are made and can be distressing and difficult for all. We also understand that some allegations are genuine and that there are adults who deliberately seek to harm or abuse students. Our college takes all possible steps to safeguard our students and ensure that the adults in our college are safe to work with young people and vulnerable adults.

12.2 Supply staff, whilst not employed by the college are under the supervision, direction and control of the governing body when working in the college. If we receive an allegation about an individual that is not directly employed by the college for example, supply teachers we will discuss with the employer/agency whether it is appropriate to suspend the supply teacher or to redeploy them to another part of the college, whilst they carry out an investigation. We will work in partnership with the employer and LADO (or PiPOT- Person in a Position of Trust - if abuse has occurred to a vulnerable adult) to manage the process.

12.3 We will always ensure that the procedures outlined in Chapter 7 of the London Child Protection Procedures are adhered to and will seek appropriate advice from the Local Authority Designated Officer (LADO) by telephone 0203 373803 or email at lado@newham.gov.uk. If an allegation is made or information is received about any member of staff or volunteer who works with young people has:

- behaved in a way that has harmed a child or may have harmed a child.
- possibly committed a criminal offence against or related to a child.
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children; or
- behaved in a way that indicates they may not be suitable to work with children.

12.4 The member of staff receiving the information should inform the DSL, Deputy Principal for Safeguarding or CEO immediately. This includes concerns relating to agency and supply staff. Should an allegation be made against the CEO, this will be reported to the Chair of Governors. In the event the Chair of Governors is not contactable the same day, the information must be passed to the Vice Chair. The CEO or Chair of Governors will seek advice from the LADO within one working day. No member of staff will undertake further investigations before seeking advice from the LADO.

12.5 All concerns will be shared initially with the LADO, to determine whether a safeguarding concern or an allegation about another member of staff (including supply staff, volunteers or contractors) meets or does not meet the harm threshold. In the latter case the concern will be shared in accordance with our low-level concerns policy. The only person who can decide is a concern is low-level is the LADO after a consultation.

12.6 A low-level concern is any behaviour by a staff member that does not meet the harm threshold and does not warrant referral to the LADO but may nevertheless cause a sense of unease or be inconsistent with the staff code of conduct. Examples include overly personal comments, excessive one-to-one communication, or boundary-blurring behaviour. All staff must share low-level concerns with the DSL, Deputy Principal for Safeguarding or CEO. Concerns about the CEO should be reported to the Chair of Governors. Low-level concerns are recorded in a central log overseen by the CEO/Deputy Principal for Safeguarding/DSL/Chief People Officer. Repeated or escalating concerns may meet the harm threshold and be treated as an allegation. Where the harm threshold is met, the college will follow the 'Managing allegations against staff' procedure and consult the LADO without delay. Any member of staff or volunteer who does not feel confident to raise concerns within the college should contact the LADO directly.

12.7 The college has a legal duty to refer to the Disclosure and Barring Service (DBS) anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person from regulated activity. If these circumstances arise in relation to a member of staff at our college, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or the HR department. Our Recruitment policy refers to outcomes to protect staff when allegations against them have been found to be false or unfounded (KCSIE 2026).

13. Whistleblowing

13.1 All staff members are made aware of the duty to raise concerns about the attitude or actions of staff in line with the Whistleblowing policy. We want everyone to feel able to report any safeguarding concern. However, for members of staff who feel unable to raise these concerns internally, they can contact the NSPCC whistleblowing helpline on 0800 028 0285 or email: help@nspcc.org.uk.

13.2 Parents or others in the wider college community with concerns can contact the NSPCC general helpline on: 0808 800 5000 (24-hour helpline) or email: help@nspcc.org.uk If an allegation is determined to be unsubstantiated, unfounded, false or malicious, the LADO and the case manager should consider whether the person who has made the allegation is in need of support. In such circumstances, a referral to local authority children's social care may be appropriate.

14. Visitors & Site security

14.1 All students and staff should be able to feel safe when they are on the college site. Students will always wear their ID and will not be allowed to enter the site without it. Visitors will be asked to show their ID where appropriate, to sign in and out, and to always wear a visitor's badge. No visitor will be admitted to the college unless they are accompanied by a member of college staff. Parents/carers also need to sign in when visiting the college. All visitors are expected to observe the safeguarding and health and safety regulations to ensure students are kept safe.

14.2 Staff who sign visitors into the college should be responsible for escorting them around the site and ensuring they are not left unaccompanied with students. The exception to this is qualified professionals such as social workers, counsellors. The DSL will exercise professional judgement in determining whether any visitor should be escorted or supervised while on site. Social workers attending to carry out statutory work with must be allowed to do so if they supply appropriate identification. Should the college have concerns about their identity, they should speak to the social worker's manager and request an email confirmation. There is an expectation that visits by external persons will usually and wherever possible have been planned in advance.

14.3 Other visitors that attend the college in a professional capacity will be asked to provide identification and assurances of appropriate DBS checks. This may involve contacting employers to obtain verification but will not entail asking to have sight of DBS certificates. Being assured that DBS checks have been undertaken is not enough reason for allowing a visitor full, unsupervised access to the college and the appropriateness of this must be considered by the DSL. All visitors should be directed to use staff toilets (where available).

14.4 Regular contractors who work on site will be DBS checked as part of the service level agreement between them. The Safeguarding Policy and Procedures should be set out prior to work commencing. Occasional contractors who have not undergone DBS checks will always be supervised while they are on site.

15 Fitness to Study

15.1 Students with mental and physical health conditions are entitled to reasonable adjustments and appropriate support. However, in a small number of cases, students may become unfit to study when they have significant safeguarding, physical health or emotional well-being concerns which lead to a period of poor attendance or conduct.

15.2 There are adjustments that can be considered for students as part of the Fitness to Study process. These may include a temporary break in learning, deferred enrolment, phased returns, mentoring, counselling, or remote completion of assignments. This is not an exhaustive list. Equally, many of these options are dependent on the circumstances of the case, course requirements and the need to maintain the effective education of other students.

15.3 The Fitness to Study process can be chosen as an alternative to the Behaviour Policy on discretion of a member of the Curriculum Leadership Team (CLT) if there is clear evidence that the student has a genuine need. The Behaviour Policy should be followed if the students fail to supply necessary documentation, or if their conduct (e.g., unauthorised absence) is not explained by their safeguarding, physical health or emotional well-being concern. Students and their parent/carers who are part of the Fitness to Study process have a responsibility to attend Fitness to Study meetings and fulfil responsibilities they have agreed to.

15.4 Students can only be withdrawn due to not being fit to study by a member of CLT and have the right of appeal within 10 days. However, this is most often in agreement between a member of CLT and the student, if it is clear the student is highly unlikely to pass the course due to the situation they are facing. Students withdrawn due to Fitness to Study are welcome to re-apply to the college at a later stage, receive a positive reference (if appropriate) which states withdrawn due to fitness to study, and maintain some access to the college site until the end of the academic year (for example, access to Teams meetings with their tutor or an on-site or meeting with a Careers Advisor).

16 Criminal Convictions

16.1 Students who have criminal convictions may apply to the College. In this event, a risk assessment should be used to decide whether the College can offer a place. Decisions should be made jointly between Safeguarding and Curriculum teams. A list of students with criminal convictions and whether their application was accepted or rejected will be kept securely by the Safeguarding Team and shared with SLT. It is a breach of conduct for students not to disclose convictions on application or if they receive one whilst a student at NCL.

Low level offences	Interview and risk assessment completed with a Designated Safeguarding Lead
Medium level offences	Decision and risk assessment completed by the Head of Student Experience in conjunction with the relevant Head of Faculty.
High Level Offences	Decision and risk assessment completed with a DSL and the Vice Principal of that curriculum area.

NB: – if a student has an EHCP, the Vice Principal responsible for SEND and Inclusion must also be involved. At any stage, colleagues can seek guidance from the next level.

16.2 If students receive a conviction whilst at college, or they are suspected of engaging in criminal activity, the College reserves the right to implement a safeguarding leave of absence for a reasonable period to allow the Safeguarding Team to complete a risk assessment. A safeguarding leave of absence may also be used for a victim of criminal activity, where it is considered that their presence in college may pose a risk of harm to themselves or others. To conduct a risk assessment in this eventuality, safeguarding team members will meet with the student (and their parent/carer if under 18) and request information from external agencies.

16.3 During a safeguarding leave of absence, best endeavours should be made for the student to continue studying online whilst the risk assessment takes place. This engagement with college should also include regular check-ins student's well-being.

16.4 Completing a risk assessment is separate from the Behaviour Policy, as it concerns the risk of harm to self and others arising from suspected or actual criminal activity. Therefore, a safeguarding leave of absence is not a sanction on the student. However, a safeguarding risk assessment may be completed simultaneously as a disciplinary process where a sanction may be required.

Appendix 1 - Statutory framework and content/location of embedded safeguarding

Policy / Legislation	Hyperlink
Keeping Children Safe in Education (HMG, 2026)	https://www.gov.uk/government/publications/keeping-children-safe-in-education--2
Education Inspection Framework (September 2023)	https://www.gov.uk/government/publications/education-inspection-framework
London Child Protection Procedures	http://www.londoncp.co.uk/
Working Together to Improve College Attendance (2024)	https://www.gov.uk/government/publications/working-together-to-improve-school-attendance
Working Together to Safeguard Children (HMG, 2023)	https://www.gov.uk/government/publications/working-together-to-safeguard-children--2
Education Act 2002	https://www.legislation.gov.uk/ukpga/2002/32/contents
Domestic Abuse Act 2021	https://www.legislation.gov.uk/ukpga/2021/17/contents/enacted
Modern Slavery Act 2015	https://www.legislation.gov.uk/ukpga/2015/30/contents/enacted
What to Do If You're Worried a Child Is Being Abused (HMG, 2015)	https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused
Counter-Terrorism and Security Act (HMG, 2015)	https://www.legislation.gov.uk/ukpga/2015/6/contents/enacted
The Prevent Duty – Departmental Advice for Colleges and Childcare Providers (DfE, 2015)	https://www.gov.uk/government/publications/prevent-duty-guidance
Prevent Duty Guidance for Further Education Institutions (HMG, 2024)	https://www.gov.uk/government/publications/prevent-duty-guidance
Serious Crime Act 2015	https://www.legislation.gov.uk/ukpga/2015/9/contents/enacted
Sexual Offences Act 2003	https://www.legislation.gov.uk/ukpga/2003/42/contents
Voyeurism (Offences) Act 2019	https://www.legislation.gov.uk/ukpga/2019/2/contents/enacted
Information Sharing Advice for Practitioners (DfE, July 2018)	https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice
Education (Pupil Registration) Regulations 2006	https://www.legislation.gov.uk/uksi/2006/1751/contents/made
General Data Protection Regulation (UK GDPR, 2018)	https://www.gov.uk/data-protection
Searching, Screening and Confiscation (DfE, 2018)	https://www.gov.uk/government/publications/searching-screening-and-confiscation
Use of Force – DfE Guidance	https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools
Children Act 1989	https://www.legislation.gov.uk/ukpga/1989/41/contents
Children Act 2004	https://www.legislation.gov.uk/ukpga/2004/31/contents
Children and Social Work Act 2017	https://www.legislation.gov.uk/ukpga/2017/16/contents/enacted
Homelessness Reduction Act 2017	https://www.legislation.gov.uk/ukpga/2017/13/contents/enacted
Preventing and Tackling Bullying (DfE, 2017)	https://www.gov.uk/government/publications/preventing-and-tackling-bullying
Female Genital Mutilation Act 2003. (Also S4.Serious Crime Act)	https://www.legislation.gov.uk/ukpga/2003/31/contents
Advice on Whistleblowing in Maintained Colleges (DfE, 2014)	https://www.gov.uk/guidance/whistleblowing-procedure-for-maintained-schools
COVID-19 Rules in Colleges (July 2023)	https://educationhub.blog.gov.uk/2023/07/06/what-are-the-latest-rules-around-covid-19-in-schools-colleges-nurseries-and-other-education-settings/

Appendix 2 - Safeguarding and Education Resources

Resource	Description / Notes	Link
Keeping Children Safe in Education (KCSIE) 2025	Statutory guidance effective from 1 September 2025. Includes updates on RSHE, gender questioning, and mandatory reporting.	https://www.gov.uk/government/publications/keeping-children-safe-in-education--2
Working Together to Safeguard Children (HM Government, 2023)	Multi-agency statutory guidance for safeguarding children.	https://www.gov.uk/government/publications/working-together-to-safeguard-children--2
Working Together to Improve College Attendance (DfE, 2024)	Statutory from September 2025; outlines expectations for attendance management.	https://www.gov.uk/government/publications/working-together-to-improve-school-attendance
Alternative Provision – DfE Statutory Guidance	Updated 5 February 2025, this guidance applies to all educational settings providing alternative provision (AP), including PRUs, academies, and independent providers. It outlines responsibilities for exclusions, behaviour interventions, and unregistered AP use	https://www.gov.uk/government/publications/alternative-provision
Education for Children with Health Needs Who Cannot Attend College – DfE Statutory Guidance	Updated 14 December 2023, this guidance explains how local authorities must ensure children with health needs receive suitable education. It applies to children of compulsory College age who cannot attend College due to illness or disability	https://www.gov.uk/government/publications/education-for-children-with-health-needs-who-cannot-attend-school
DfE: Generative AI – product safety expectations	Guidance on safe use of generative AI in educational settings.	https://www.gov.uk/government/publications/generative-ai-product-safety-expectations
UKCIS: Education for a Connected World	Age-appropriate framework for teaching online safety.	https://www.gov.uk/government/publications/education-for-a-connected-world
NPCC: When to call the police – guidance for Colleges and colleges	Practical advice on when police involvement is appropriate.	https://www.npcc.police.uk/SysSiteAssets/media/downloads/publications/publications-log/2020/when-to-call-the-police--guidance-for-schools-and-colleges.pdf
CSA Centre – resources on child sexual abuse and harmful sexual behaviour	Specialist materials and training on CSA and HSB.	https://www.csacentre.org.uk/
CSA Hub	Centralised access to CSA-related tools, guidance, and support.	https://www.csahub.org.uk
The Children's Society – Preventing Child Sexual Exploitation guidance	Guidance to help identify and prevent child sexual exploitation.	https://www.childrenssociety.org.uk/what-we-do/our-work/preventing-child-sexual-exploitation
KCSIE 2025 Webinars	Free webinars to support implementation of the new guidance.	https://safeguarding.network
KCSIE Knowledge Check	Verifies staff understanding of KCSIE 2025 and related policies.	https://safeguarding.network
Mandatory Reporting Implementation Pack	Tools to support rollout of mandatory CSA reporting.	https://safeguarding.network
Two-Year Rolling KCSIE Curriculum	Bite-size training modules for whole staff teams.	https://safeguarding.network
State of Childhood Vulnerability Report (2025)	Highlights post-pandemic challenges for vulnerable children.	https://centreforyounglives.org.uk
Youth Endowment Fund – Beyond the Headlines 2025	Trends in youth violence and safeguarding implications.	https://youthendowmentfund.org.uk

Resource	Description / Notes	Link
Online Harm in Colleges – POSH Annual Report 2024	Insight into digital safeguarding challenges.	https://saferinternet.org.uk
Newham Early Help Offer (to be updated 2025)	Support for families and students in Newham	http://www.newhamlscb.org.uk/wp-content/uploads/2018/02/04892-Pathways_A4-HIRES.pdf Newham Families Local Offer
Prevent Referral (2025)	How to refer a student to prevent	Making a referral to Prevent - GOV.UK
Contextual Safeguarding	Resources and advice for contextual safeguarding	https://contextualsafeguarding.org.uk/about/what-is-contextual-safeguarding