



# SAFEGUARDING, CHILD PROTECTION & PREVENT POLICY

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**access**  
creative college

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# **Section 1:** **Safeguarding, Child Protection and** **Prevent Policy Statement**

**Access Creative College and Coaching Connexions has an ethical and statutory obligation towards the safety, welfare and wellbeing of its staff and students. For the purposes of this policy, the word 'student' covers all those engaged in learning within the group including centre based learners, apprentices and trainees.**

Access Creative College believes that the welfare of the individual is paramount and recognises its duty and responsibility to protect when there is a cause for concern.

The college recognises that the Covid-19 pandemic has impacted in a multitude of ways on our staff and students. The college is committed to further develop the support systems introduced since March 2020 to protect the wellbeing of both staff and students and to consolidate the whole organisation approach to safeguarding successfully fostered during this period.

Although the two terms, 'Safeguarding' and 'Child Protection' are not synonymous, they are often used interchangeably. However, Safeguarding is what we do for all learners, whilst Child Protection refers to those young people aged 18 or under who are affected by, or at risk of, significant harm. The Group will also ensure that appropriate and complementary systems relating to Adults i.e. those over 19 are also in place.

Access Creative College also recognises its duties under section 26 (10 of the Counter terrorism and Security Act 2015) and the requirements to prevent people from being drawn into terrorism. Prevent is one of the four elements of CONTEST, the government's counter-terrorism strategy.

The Prevent Strategy states 'Safeguarding vulnerable people from radicalisation is no different from safeguarding them from other forms of harm'. It aims to stop people becoming terrorists or supporting terrorism. In the same way that support is provided to people at risk of involvement with drugs, gangs, or other forms of harm, individuals vulnerable to being groomed into radicalisation can also be helped.

Prevent is an integral part of safeguarding and ACC's Prevent Duty Risk Assessment and action plan support this policy and aim to ensure a safe, tolerant and respectful community. Guidance information also ensures the CHANNEL referral process is clear for all DSLs to follow if required.

All staff and students have the right to:

- Live and work in a safe environment and be protected from harm;
- Experience emotional well-being;
- Feel valued and be supported by a network of professional relationships;
- Have a positive self-image;
- Have a secure sense of cultural, social and racial identity;
- Understand, recognise, model, support and promote a culture based on; fundamental British values including democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and/or beliefs;
- Develop good interpersonal skills and confidence in social situations.

The group believes:

- That all staff and students without exception have the right to protection from abuse regardless of gender, ethnicity, disability, age, sexuality or beliefs and the right to challenge and protection from extremist behaviour, ideologies or those who promote them.
- That all concerns, and allegations of abuse including attempts to radicalise them will be taken seriously and responded to appropriately.

Access Creative College is also committed to supporting and ensuring that measures to end the abuse and degrading treatment of individuals and groups through modern slavery and human trafficking are in place and do not form part of the conduct of business by the Group, its partners or supply chain.

Access Creative College is committed to the principle of safe recruitment, selection and vetting of all staff.

See also policies on Assignment Content, Bullying and Harassment, Equality and Diversity, Staff Recruitment and Values and Behavior and Staff Conduct Policy.

## Section 2:

# Management of safeguarding and Prevent

A member of the board of Access Creative College has responsibility for governance of Safeguarding, child protection and Prevent. The Chief Operating Officer is the chair of the Safeguarding and Prevent Committee which meets at least half termly. The membership of the committee includes the designated board member, the Head of People Services, the Safeguarding and Prevent Coordinator, ACC's Head of Exams, ALS and Senco, the Head of Apprentices and senior members of staff from partner organisations.

The board is fully committed to ensuring that:

- The Safeguarding, Child Protection and Prevent Policy meets statutory requirements and contains up-to-date information and references;
- The Prevent Duty Risk Assessment is up to date and progress against actions is monitored;
- The Safeguarding and Child Protection and Prevent Procedures Guidance clearly sets out what staff should do if they have a concern about a learner;
- The most up-to-date Safeguarding, Child Protection and Prevent Policy is available on the website.

The work of Access Creative College Designated Safeguarding Leads (DSLs) will be supported through access to appropriate external agencies and support services. This includes the links established with the DfE Regional Prevent Coordinators and their local knowledge which informs updates of each centre's Prevent Duty Risk Assessment.

The DSLs and/or the Board will invite professionals from other agencies to advise Access Creative College on its policy and practice as well as inform the group on current developments.

Regular reports with regard to Safeguarding and Prevent Protection matters, which will include a summary of cases and actions taken together with recommendations for amendments to policies and procedures will be presented at the Safeguarding and Prevent Committee, and the ELT where appropriate, who will then make appropriate representation and recommendations to the Board.

The Board will receive and review recommendations submitted and determine/approve any amendments to policies and procedures. The Board will also note the outcomes of any serious case reviews or reports from external bodies in determining appropriate arrangements to be implemented.

Every organisation has by law to nominate a senior member (or several senior members) of staff to advise and guide on issues relating to allegations of, or suspected abuse. These persons are trained in related legislation and procedure and should be contacted as a matter of urgency as soon as a case presents itself. Every Access Creative College centre has a Learner Support Manager (LSM) who is a DSL in addition to all Centre Managers being DSL trained. Larger centres have a Pastoral Manager and additional DSLs to support the LSM. Partners of Access Creative College will also have DSLs who link with the Safeguarding and Prevent Coordinator.

Access Creative College's centres and partners link to two National Designated Safeguarding Leads (NDSLs) in the Central Management team of Access Creative College who oversee the national safeguarding and Prevent picture and implementation of safeguarding and Prevent policy and practice at local level:

The Designated Safeguarding Lead, either nationally or at centre level as appropriate, will also coordinate arrangements for onward referrals to relevant external agencies including:

Local Authority Safeguarding bodies, services covering both Children and Vulnerable Adults, Regional FE/HE PREVENT Coordinators, Police PREVENT Officers, Health Commissioning groups and other stakeholders.

National DSLs will also liaise with partners and Sub-Contractors in conjunction with relevant link managers to ensure that appropriate notifications and escalation routes are maintained in line with relevant partner and sub contract arrangements.

There are multi-agency working arrangements in place on a local level. The safeguarding partners are the local authority, a clinical commissioning group for an area within the local authority and the chief officer of police for an area. These three partners make arrangements for providers locally to be fully engaged, involved and included in safeguarding arrangements and Access Creative College has a statutory duty to cooperate with the published arrangements.

It is important that all issues are handled with sensitivity and respect. All individuals have the right to make important decisions about their own lives.

## **Section 3:** **Scope and definitions**

The Covid-19 pandemic has brought unprecedented challenges to safeguarding in FE. Young people have experienced disruptions in their education, periods of isolation and suffered deteriorations in their mental health and wellbeing. The scope of safeguarding takes account of hitherto unknown levels of vulnerable young people who often present with complex multiple problems. The 'scope' of the policy is therefore recognised to be fluid and the overarching aim is to be responsive to future learner needs which are unpredictable both in their nature and volume.

### **Safeguarding**

Safeguarding is a term which encompasses more than 'child protection' as it also includes the concept of prevention and the active promotion of wellbeing. It reflects, therefore, the new climate of being prepared, rather than reacting to a situation or event after it has taken place. Both mental and physical health or development are relevant to safeguarding and the welfare of children and young people.

### **Child Protection**

Child protection is those measures that are put into place once a learner has been identified as at risk of or has suffered significant harm, with the objective of protecting that individual from further risk or actual harm.

### **Prevent and the Channel referral process**

Prevent is one of the four elements of CONTEST, the government's counter-terrorism strategy. The ACC group fulfills its statutory responsibilities by ensuring that all staff recognise that protecting young people from extremism and radicalisation is a key plank of our safeguarding duties.

PREVENT refers to specific elements of the Government's overarching Anti-Terrorist strategy defined under the section 26 (10) of the Counter Terrorism and Security Act 2015 as part of CONTEST and includes appropriate references to Channel and other measures.

The group ensures that learners are taught to recognise the dangers posed by the activities of extremist groups and to understand how to recognise and protect themselves from the activities of those seeking to radicalise vulnerable young people.

Some concerns which are identified around incidents of potential extremist behaviours will have a security dimension to them. For this reason, it is important that liaison with the police forms an early part of all investigations where concerns are raised around individuals at risk of being drawn into violent extremism. PREVENT officers from the relevant Police Force will carry out an initial assessment and, if appropriate, set up a multi agency meeting to agree actions for supporting the individual. If it is deemed that there are no concerns around radicalisation, other appropriate and targeted support will be considered for the individual.

This system, the CHANNEL process, is utilised by Access Creative College to provide learners with access to a confidential and voluntary process where support options can be offered.

## Extremism

Extremism is defined in HM Government guidance as:

“Vocal or active opposition to fundamental British values...including calls for the death of members of our armed forces, whether at home or overseas.”

## Core British Values (referred to in various guidance as Fundamental British Values)

British Values are defined as:

- Democracy;
- The rule of law;
- Individual liberty;
- A mutual respect and tolerance for those with different faiths and beliefs.

The staff of the Access Creative College receive training and support to ensure that they have sufficient knowledge of British Values, Prevent and radicalisation and exemplify British Values in their work and in their general behaviours. ACC’s own values embody the British Value of ‘mutual respect and tolerance’ as they include commitments to being inclusive, fair to everyone and showing respect to one another.

The Group promotes British Values to learners in its teaching in the curriculum and in group tutorial programmes.

## Abuse and Neglect (defined by the Department of Health)

Abuse and neglect is “...a violation of an individual’s human and civil rights by any other person or persons.”

The early identification of abuse and neglect is vital and all staff should be aware that safeguarding issues are rarely ‘stand alone’ events that can be covered by one definition or label. If staff are unsure they should always speak to a designated safeguarding lead.

**All** staff should be aware that safeguarding incidents and/or behaviours can occur between learners outside the learning environment and can be associated with external factors. These include factors outside the familial setting and learners can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation and serious youth violence.

The protection of learners from online abuse is vital and there is an increased focus within Access Creative College to equip students with the skills to be confident in Online Safety and to know how to report issues.



## Female Genital Mutilation (FGM)

All staff should speak to a DSL with regard to any concerns about female genital mutilation. There is however a specific **legal duty on teachers** regarding such cases. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police.

## Types and indicators of abuse and neglect

Abuse is a form of maltreatment of a child, young person or adult and may constitute a single act or a series of repeated actions or by failing to prevent harm. Abuse may be in a family, institutional or community setting by those known to them or by others, including adults, young people or children.

Abuse may take various forms and specific types of abuse are explored in more detail in the section which follows. The list is not exhaustive but indicative of the range of abuse that can be experienced and which is within the scope of safeguarding and Prevent:

- Physical abuse: Physical injury/violence, including bullying;
- Emotional abuse: the persistent emotional maltreatment of a child or young person including bullying via cyberbullying and harassment as well as exploitation and corruption;
- Sexual abuse: where an individual is forced to enter into a sexual act without their consent, or where they are unable to consent. Sexual abuse can take place online and technology can be used to facilitate offline abuse;
- Sexual violence and sexual harassment in college or in the community;
- Peer on peer abuse or violence – defined by Ofsted as:
  - Peer-on-peer abuse includes, but is not limited to:
  - Physical and sexual abuse
  - Sexual harassment and violence
  - Emotional harm
  - Online and offline bullying
  - Teenage relationship abuse
  - It can even include grooming children for sexual and criminal exploitation.
- Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) are forms of abuse and both occur where there is an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity;
- Risk of serious crime or serious violent crime (including 'county lines' activity)
- Hazing (challenges or humiliation resulting in psychological or physical abuse)
- Radicalisation and/or extremism behaviour;
- Financial abuse, where an individual is forced to part with money against their will, or money is systematically taken from them without their consent;
- Modern slavery;
- Neglect: the persistent failure to meet basic physical and/or psychological needs, likely to result in the serious impairment of development. This includes the failure to act when action is needed;
- 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 of any gender, can be a victim;

- Online Abuse: this can be linked to emotional abuse, bullying or sexual abuse outlined above;
- Substance misuse;
- Racist, disability, homophobic or transphobic abuse;
- Honour based violence (including forced marriage);
- Issues that may be specific to a local area or population, for example gang activity and youth violence.

Any other issues not listed here but that pose a risk to children, young people and vulnerable adults.

Abuse can be carried out by anyone, it may be related to an imbalance of power, be linked to personal or family relationships, cultural or religious background or peer to peer and activities. Online activities are a major tool used to target young people. Abuse can also be attributed to the attempts by extremist groups to radicalise young people and groom them to and the Government's Prevent Strategy seeks to highlight this growing risk.

## Online safety

Access Creative College is committed to developing a whole organisation approach to online safety which effectively empowers the group to protect learners and staff in their use of technology. Access Creative College reviews annually its approach to online safety in line with UKCIS' publication 'Online safety in schools and colleges'.

Central to this approach and the response to the growing dangers faced by young people is the development of an Online Safety Policy which takes account of the range of issues identified in KCSIE.

The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

- **content:** being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.
- **contact:** being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes'.
- **conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying; and
- **commerce:** risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group (<https://apwg.org/>).

Access Creative College's Online Safety Policy considers the '4Cs' above while reflecting the fact that many young people have unlimited and unrestricted access to the internet via mobile phone networks (i.e. 3G, 4G and 5G). KCSIE assesses the impact: 'This access means learners while at college can potentially sexually harass their peers via their mobile and smart technology, share indecent images: consensually and non-consensually (often via large chat groups), and view and share pornography and other harmful content.'

Access Creative College seeks to manage this potential risk of harmful behaviour through a series of measures aimed to emphasise a zero tolerance approach. These include an increased focus in learner behaviour and code of conduct policies and agreements, education across all areas of the curriculum as well as tutorials and the increased use of posters to reinforce key messages.

## Sexual abuse and sexual harassment

Access Creative College has a zero tolerance policy on sexual harassment in whatever form including online and social media, such as 'sexting' and the sharing of unsolicited images.

Access Creative College is committed to supporting learners who experience any form of sexual abuse including online abuse. All staff are sensitive to the needs of victims and respect their right to be taken seriously. In line with KCSIE (Sept 2021) victims are to be 'kept safe and never made to feel like they are creating a problem for reporting abuse, sexual violence or sexual harassment'.

Department of Education updated their advice in 2021 for schools and colleges [DfE advice](#).

As part of our safeguarding duties, the Group ensures that learners are made aware that some forms of online activity such as consensual sharing of images and videos are not 'abusive' but are in fact illegal.

The advice of the UK Council for Internet Safety (UKCIS 2020) is followed by DSLs in supporting learners from the risks of online abuse and in managing incidents. The ACC Group recognises that teaching young people about safeguarding issues can prevent harm by providing them with the skills, attributes and knowledge they need to identify risks, including those encountered online and to access help when they need it.

Access Creative College actively works to minimise the risk of **peer on peer** abuse by ensuring that all learners are aware that there is a zero-tolerance approach to abuse. In no circumstances is it ever acceptable for abuse to be passed off as 'just banter' or 'just having a laugh'. Access Creative College is committed to countering any culture of unacceptable behaviours and an unsafe environment to learners.

Access Creative College follows specific government guidance on responding to incidents and safeguarding of children and young people. See guidance [here](#).

Risks of peer on peer abuse are minimised by ensuring that all members of staff are alert to any signs of it and are confident in challenging unacceptable behaviour immediately and following the college's processes. In line with KCSIE, both victim and perpetrator and any others involved are well supported.

The processes for reporting any incidents or disclosures are documented in 'ACC Safeguarding and Prevent procedures and processes guidance handbook'.

## Mental health

All staff should be aware that mental health problems can be an indicator that a young person has suffered or is at risk of suffering abuse, neglect or exploitation.

We recognise that only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff are however well placed to observe learners' behaviour and identify those who may be experiencing a mental health problem or be at risk of developing one.

If staff have a mental health concern about a young person that is also a safeguarding concern, immediate action should be taken using the Group's reporting procedures which include routes to escalate and clear referral systems.

## Childhood and domestic abuse and neglect

Where children and young adults have suffered abuse and neglect, or other potentially traumatic adverse experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences can impact on their mental health, behaviour and education.

It should be noted that children and young people can also be adversely affected by witnessing domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

## Modern Slavery and Human Trafficking

Modern Slavery and Human Trafficking are defined in the Modern Slavery Act 2015 as: Modern Slavery is a term used to encapsulate both offences in the Modern Slavery Act: slavery, servitude and forced or compulsory labour; and human trafficking. The offences are set out in section 1 and section 2 of the Act, which can be found at:

[gov.uk - Section 1](#)

[gov.uk - Section 2](#)

## Slavery and Servitude Slavery

Slavery and Servitude Slavery, in accordance with the 1926 Slavery Convention, is the status or condition of a person over whom all or any of the powers attaching to the right of ownership are exercised. Since legal 'ownership' of a person is not possible, the key element of slavery is the behaviour on the part of the offender as if he/ she did own the person, which deprives the victim of their freedom. Servitude is the obligation to provide services that is imposed by the use of coercion and includes the obligation for a 'serf' to live on another person's property and the impossibility of changing his or her condition.

## Forced or Compulsory Labour

Forced or compulsory labour is defined in international law by the ILO's Forced Labour Convention 29 and Protocol. It involves coercion, either direct threats of violence or more subtle forms of compulsion. The key elements are that work or service is exacted from any person under the menace of any penalty and for which the person has not offered him/herself voluntarily.

## Human Trafficking

An offence of human trafficking requires that a person arranges or facilitates the travel of another person with a view to that person being exploited. The offence can be committed even where the victim consents to the travel. This reflects the fact that a victim may be deceived by the promise of a better life or job or may be a child who is influenced to travel by an adult. In addition, the exploitation of the potential victim does not need to have taken place for the

## **Section 4:** **Allegations against staff, including** **supply staff, volunteers and contractors**

Any allegation of abuse made against a member of staff will be dealt with under guidelines contained in Part 4 of the document 'Keeping Children Safe in Education' (July 2021).

Any allegations should be reported to the Head of People Systems who will link with the Safeguarding and Prevent Coordinator. An initial assessment of the allegation will be made in consultation with the relevant Local Authority Designated Officer (LADO).

Where the Head of People Systems or the Safeguarding and Prevent Coordinator is the subject of the allegation, the report should be made to the CEO who will then nominate a suitably trained senior manager to act in that capacity.

Where the CEO is the subject of the allegation the report should be made to a National Designated Safeguarding Lead in accordance with the procedure above who will liaise with the Board or other person nominated by the board to deal with the matters identified.

The college whistleblowing policy will also be accessible to all staff so that they can raise concerns about poor or unsafe practice, attitudes or actions of colleagues should the need arise.

## Annex A:

# Operating and staff guidance

## general advice

Staff and adults in education are well placed to notice possible signs of abuse, extremism or radicalisation in young people and vulnerable adults because of their regular contact.

Signs of abuse, extremism or radicalisation may be obvious and sudden, for example an injury or the actions of the individual; or part of a picture over a longer period, perhaps including:

- Behaviour that is unusual for the individual, or for their age;
- Work falling behind or lack of interest;
- Isolation or introversion;
- An unexplained change in attendance levels.

Promotion or expression of extreme views or information or a heightened interest in information, electronic or physical, including websites, chat rooms or the repetition of the extreme views of other individuals.

It may be that they disclose that approaches have been made to them or others that they are aware of or that pressure has been applied to accept views or doctrines which promote extremist behaviors or have been asked to participate in such behavior.

In all these cases, there are things you should do:

- Treat the matter seriously and reassure the individual if necessary;
- React to what the individual tells you with belief;
- Listen to what is said carefully but avoid asking probing questions; simply ask any questions needed to clarify what is being said;
- Make it clear that you will probably have to inform others;
- Tell only those who need to know;
- Seek advice if in doubt;
- Keep a careful watch on the individual;
- Record what you have noticed using the appropriate safeguarding reporting system, reporting what has happened and what you have done;
- If there is an urgent or serious risk or cause for concern, in addition to using the appropriate reporting system, ensure that you speak with the Designated Safeguarding Lead or a manager so an immediate intervention can be made where appropriate;
- If an individual has made a disclosure to you, inform them of the action you will take.

There are things you should not do:

- Do not promise to keep the matter secret/confidential, even if the individual asks you to.
- Do not interrogate individuals or ask leading questions.
- Do not contact either Social Services or the Police yourself, contact a Designated Safeguarding Lead in the first instance and use the appropriate reporting system Designated Safeguarding Lead (DSL).
- Do not speak with anyone about whom allegations are made.

## Annex B: Reporting and analysis of data

Reports are generated monthly and for the Safeguarding and Prevent Committee Group which meets half termly. The Committee is chaired by the Chief Operating Officer and in addition to meetings scheduled in advance throughout the year, extraordinary meetings are called in response to radical changes with the potential to impact on safeguarding cases. These include the transition to alternative delivery models since the onset of Covid-19 and the group's strategy to maintain support for learners during this period.

Access Creative College uses an industry standard system, MyConcern, for the reporting and management of safeguarding and Prevent cases. This system enables reports to be generated which show levels and categories of concerns recorded by each partner of The Group. Trends and associated issues are identified so that actions can be taken and interventions made. Chronological management of cases is monitored to ensure that all aspects of necessary follow up actions are taken place in respect of cases raised.

Regular reports with regard to Safeguarding and Prevent Protection matters, which includes headline data, a summary of case types and actions taken together with recommendations for amendments to policies and procedures are presented at the Safeguarding and Prevent Committee and also to the ELT where appropriate, who will then make appropriate representation and recommendations to the Board.

The Board will receive and review recommendations submitted and determine/approve any amendments to policies and procedures. The Board will also note the outcomes of any serious case reviews or reports from external bodies in determining appropriate arrangements to be implemented.

This aim is to ensure that areas of good practice or changes to policies, procedures and processes are identified and remedial action taken. This includes any liaison with relevant external bodies and agencies that is undertaken. At centre and partner level this data is reviewed in assessing the performance of learners identified as at risk.



# Annex C:

## Staff recruitment and training

### Staff recruitment

- Access Creative College will employ staff recruitment and selection procedures (and other personnel management processes) that help to deter, reject, or identify individuals who might pose a risk of abuse against young people or vulnerable adults, or are otherwise unsuited to work with them. This includes those individuals identified as having a 'transferable risk'; a behaviour that may impact on their suitability to work with learners.
- Access Creative College will ensure that all staff coming into contact with young people and vulnerable adults have an Enhanced Disclosures and Barring Service (DBS) disclosure (formerly CRB disclosure) on first employment and every three years subsequently.
- Access Creative College will ensure that these measures apply to any supply staff employed within the colleges.
- Access Creative College will also ensure that other appropriate pre employment checks are in place including validation of identity, rights to work in the UK and employment history including the appropriate sourcing and receipt of references. Information regarding staff will be maintained on a regular basis and available via a Single Central Record from the Staff HR system.
- Access Creative College will employ student recruitment and selection procedures that identify individuals who might pose a risk against young people or vulnerable adults.
- Decisions to train such individuals will be taken on a case by case basis.
- There will be an ongoing programme of training for relevant staff in protection issues and online training providing an introduction to safeguarding in the workplace will form part of the staff induction programme.
- Training will also be provided to relevant staff in respect of the PREVENT duty and the promotion of Core British Values through the curriculum and centre activities. Other training including Equality and Diversity, cultural awareness and risk assessment will also be provided with refresher training carried out on a regular basis.
- Access Creative College will also ensure that a process is in place for measuring and evaluating the effectiveness and impact of training over time.
- Where Access Creative College provides education and/or training for students under 16 years of age, the relevant local centre Designated Safeguarding Lead will liaise with the school and ensure that appropriate arrangements and protocols to safeguard children are agreed, put in place and monitored.
- Where vulnerable students undertake work placements with Access Creative College, a designated person, under the direction of the Centre Manager will liaise with relevant representatives of the learners host learning organisation or agencies to ensure that appropriate safeguards are put into place.
- Where learners from Access Creative College undertake work placements with external organisations, a designated person will liaise with relevant representatives of the host organisation or agencies to ensure that appropriate safeguards are put into place.

- Where vulnerable students or those under the age of 16 engage with Access Creative College through participation in, attendance or performance at an external event, there will be a DSL in attendance.
- Access Creative College is committed to providing safe working and learning environments and will take appropriate action/measures to ensure the security of all premises and to control access. These measures will aim to minimize the risk of access from dangerous intruders or persons deemed unsuitable to work with or support staff and/ or learners.

## Staff training

All staff will undertake initial safeguarding awareness training as part of induction processes on first appointment and undertake periodic updating through a variety of methods including online or e-learning, in house training and briefings.

All staff will receive training at least annually to introduce updates of this policy and will provide written confirmation that they have read Keeping Children Safe in Education, Part 1.

All Group Designated Safeguarding Leads will be trained to at least level 3 standard and will also work closely with relevant local agencies. Refresher training will be undertaken on a regular basis with certificated training being undertaken every 2 years.

Access Creative College 'National' Designated Safeguarding Leads based in Central Services will be trained and certificated to a minimum of level 3 which will be re-certificated every 2 years. National DSLs will liaise with and support centre DSLs and appropriate external agencies and undertake regular CPD activities in respect of their role.

## Annex D: Data Protection and UK GDPR

Access Creative College recognises that the welfare of children, young people and adults is paramount. The provisions of data protection and UK GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children or adults safe. Legal and secure information sharing between education organisations, Children's and Adult Social Care, the police and other local agencies, is essential for keeping children safe and ensuring they get the support they need.

Information can be shared without consent if to gain consent would place a child or person at risk. Companies within Access Creative College will not allow concerns or fears about sharing information to stand in the way of promoting the welfare and protecting the safety of children and adults engaged in its services.

As with all data sharing, Access Creative College will ensure that appropriate organisational and technical safeguards are in place.

## Annex E: Vulnerability/Risk Indicators

The following lists are not exhaustive and all or none may be present in individual cases of concern. Nor does it mean that vulnerable young people and adults experiencing these factors are automatically at risk of exploitation for the purposes of extremism. The accepted view is that a complex relationship between the various aspects of an individual's identity determines their vulnerability to extremism. There is no such thing as a 'typical extremist' and those involved in extremism come from a range of backgrounds and experiences. The following indicators may help to identify factors that suggest a young person, adult or their family may be vulnerable or involved with extremism:

### Vulnerability

**Identity crisis:** Distance from cultural/religious heritage and uncomfortable with their place in the society around them.

**Personal crisis:** Family tensions; sense of isolation; adolescence; low self-esteem; disassociating from an existing friendship group and becoming involved with a new and different group of friends; searching for answers to questions about identity, faith and belonging. Personal circumstances:

**Migration;** local community tensions; events affecting country or region of origin; alienation from UK values; having a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy.

**Unmet aspirations:** Perceptions of injustice; feeling of failure; rejection of civic life.

**Criminality:** Experiences of imprisonment; poor resettlement/reintegration, previous involvement with criminal groups.

### Access to extremist influences

- Reason to believe that the young person associates with those known to be involved in extremism.
- Possession or distribution of extremist literature/other media material likely to incite racial/religious hatred or acts of violence.
- Use of closed network groups via electronic media for the purpose of extremist activity.

## Experiences, behaviours and influencers

- Experience of peer, social, family or faith group rejection;
- International events in areas of conflict and civil unrest had a personal impact on the young person resulting in a noticeable change in behaviour;
- Verbal or written support of terrorist attacks;
- First-hand experience of racial or religious hate crime;
- Extended periods of travel to international locations known to be associated with extremism;
- Evidence of fraudulent identity/use of documents to support this;
- Experience of disadvantage, discrimination or social exclusion;
- History of criminal activity;
- Pending a decision on their immigration/national status.

## More critical risk factors include:

- Being in contact with extremist recruiters;
- Articulating support for extremist causes or leaders;
- Accessing extremist websites, especially those with a social networking element;
- Possessing extremist literature;
- Justifying the use of violence to solve societal issues;
- Joining extremist organisations;
- Significant changes to appearance/behavior.

## Annex F: Relevant Legislation

### **Safeguarding Vulnerable Groups Act 2006**

Lays the foundation for a new scheme which aims to help avoid harm, or risk of harm, to children and vulnerable adults. The scheme will aim to do this by preventing those who are deemed unsuitable to work with children and vulnerable adults from gaining access to them through their work. The bill became law in October 2008.

Source: [gov.uk](http://gov.uk)

### **Working Together to Safeguard Children 2018**

Provides statutory guidance on the roles and responsibilities of agencies working together to safeguard children/young people. Additionally, it sets out the revised framework for the multi agency partnership approach to the coordination and management of safeguarding and child protection.

Source: [gov.uk](http://gov.uk)

### **The Protection of Children Act 1999**

Came into force in October 2000 and introduced the Protection of Children Act (PoCA) List in which the Secretary of State has a duty to record the names of individuals who are considered unsuitable to work with children.

Source: [gov.uk](http://gov.uk)

### **The Children's Act 1989**

Sections 27 and 47 of the **Children's Act 1989** place duties on a number of agencies, including local authorities (and therefore, indirectly, local education authority maintained schools) to provide assistance to social services departments acting on behalf of children in need (s27) or investigating allegations of abuse (s47). Authorisations made in 1993 and 1994 brought City Technology Colleges (CTCs), colleges of further education and Education Associations within the scope of sections 27 and 47 of the Children Act.

Source: [gov.uk](http://gov.uk)

### **Care Act 2014**

In addition to the above, further information relating to child protection can be found at: [gov.uk](http://gov.uk)

Information about the Disclosures and Barring Service and the requirements for DBS checks together with a range of supporting information can be found at: [gov.uk](http://gov.uk)

## The Modern Slavery Act 2015

Information about Modern slavery and human trafficking can be found at:  
[gov.uk](https://www.gov.uk)

## Statutory Guidance

Keeping Children Safe in Education 2021: Update - July 2021  
[gov.uk](https://www.gov.uk)

Channel Panel - The Home office guide to the Channel Panels and their operation. Channel Panel Guidance.

## Advisory guides

Information sharing – Advice for practitioners providing safeguarding services to children, young people, parents and carers.

Adult Safeguarding: Sharing information.

Any questions, comments or suggestions regarding this document should be directed to:

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# Annex G:

## Useful Support Contacts

### **NSPCC**

(National Society for the Prevention of Cruelty to Children) Helpline staffed by social workers offering support, information and advice for anyone concerned about child abuse. Guidance can be sought on a confidential basis.

Freephone: 0808 500 5000 (24/7)

[nspcc.org.uk](https://www.nspcc.org.uk)

### **Childline**

Confidential helpline for children and young people who are in danger or have any type of problem.

Freephone: 0800 1111 (24/7)

[childline.org.uk](https://www.childline.org.uk)

### **Parentline**

Confidential information and support for parents facing problems in their families. Freephone: 0808 800 2222 (24/7)

[parentline.org.uk](https://www.parentline.org.uk)

### **Respond**

Challenging vulnerability and sexual abuse in the lives of people with learning disabilities.

Freephone: 0808 808 0700

[respond.org.uk](https://www.respond.org.uk)

### **Think U Know**

CEOP's Internet Safety website with support and information for parents teachers and young people on online safety and child protection

[thinkuknow.co.uk](https://www.thinkuknow.co.uk)

### **Drink Aware**

Offering information, support, guidance and resources relating to drinking and drink related issues

[drinkaware.co.uk](https://www.drinkaware.co.uk)

### **Hope UK**

Hope UK works with communities throughout the UK to prevent drug and alcohol-related harm to children and young people.

[hopeuk.org](https://www.hopeuk.org)

### **Frank**

Confidential drugs advice.

[talktofrank.com](https://www.talktofrank.com)

### **Prevent Tragedies**

Website to support parents in preventing young people travelling to warzones.

[preventtragedies.co.uk](https://www.preventtragedies.co.uk)



**FAST**

Families Against Stress and Trauma

[families-matter.org](https://families-matter.org)

**Let's Talk About It**

[ltai.info](https://ltai.info)

**All Faiths And None**

Website resources to support the Prevent Duty Website for an Inter Faith/Belief programme offering resources for use in group discussions.

[allfaithsandnone.org.uk](https://allfaithsandnone.org.uk)

**National Police Chiefs Council**

ACPO guidance for Police in relation to education and training.

[npcc.police.uk](https://npcc.police.uk)

**Modern Slavery Helpline**

[modernslaveryhelpline.org](https://modernslaveryhelpline.org)

**Internet Matters**

Online safety advice and guidance:

[internetmatters.org](https://internetmatters.org)

**Educate.Against.Hate**

Online resources, advice and information on protecting young people from extremism and radicalisation:

[educateagainsthate.com/](https://educateagainsthate.com/)

**SafeCall**

SafeCall offers support to victims of exploitation, young people can contact SafeCall directly or can be referred to SafeCall by professionals part of services offered by [missingpeople.org.uk](https://missingpeople.org.uk).

**Barnardos**

The See, Hear, Respond Services is offered by Barnardos to help young people in England who are experiencing harm and increased adversity during lockdown.

[barnardos.org.uk/see-hear-respond-support-hub](https://barnardos.org.uk/see-hear-respond-support-hub)

**Kirklees Council and NAMSS**

Kirklees College and the National Association for Managers of Student Services (NAMSS) have developed a protocol for teachers delivering live lessons online and engaging in one to one activity with under 18's.

**MIND**

MIND is a mental health charity providing support and resources to people to help deal with mental health issues.

[mind.org.uk/](https://mind.org.uk/)

**NHS**

The NHS provides guidance and support for mental health issues under its One You Every Mind Matters hub.

[nhs.uk/oneyou/every-mind-matters/](https://nhs.uk/oneyou/every-mind-matters/)