

QAP	3.11
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AUTHOR	D Hankey
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Quality Assurance Policies & Procedures

SAFEGUARDING AND PREVENT POLICY CHILD AND VULNERABLE ADULT PROTECTION

1. Introduction

Hartlepool College of Further Education places the health, safety and welfare of children, young people and adults at risk at the centre of its provision. This policy sets out the College's safeguarding and Prevent arrangements, including how staff identify concerns, record and escalate them, work with partner agencies, and promote a safe learning environment both on campus and online.

Safeguarding and the Prevent duty guidance for England and Wales are central to the College's thinking and working practices.

2. Statement of intent

All staff, governors, contractors and volunteers must familiarise themselves with this Safeguarding and Prevent Policy and the related procedures during induction and whenever updates are issued. All staff and volunteers must prioritise completion of College safeguarding training, understand their roles and responsibilities, follow the required processes, and demonstrate safeguarding values through their behaviour at all times.

3. Purpose

In pursuit of these aims, the Senior Leadership Team and Governing Body will approve and annually review policies and procedures with the purpose of:

- raising awareness of issues relating to the welfare of children, young people and adults and the promotion of a safe environment for children, young people and adults learning within the College
- highlighting specific safeguarding concerns
- aiding the identification of children and young people at risk of significant harm, and providing clear procedures for reporting concerns
- establishing procedures for reporting and dealing with allegations of abuse against members of staff
- ensuring the safer recruitment of staff

4. Scope

This policy applies to everyone working or studying at the College, including full-time, part-time and sessional staff, governors, contractors, volunteers and learners.

It applies to the College's campuses at Stockton Street and Exeter Street and to all provision delivered elsewhere, including community centres, satellite sites and employers' premises.

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5. Subcontracted Provision and Work Experience

Subcontracted providers must have their own safeguarding policy and procedures and make these available to the College. Each provider must have a Designated Safeguarding Lead and at least one deputy. Learners must be informed during induction how to keep themselves safe and who to contact if they have a safeguarding concern.

All subcontracted staff should go through full pre-employment checks including DBS numbers/dates and undertake safeguarding and Prevent training which should be refreshed annually. Sub-contractor staff information should be recorded on a Single Central Record maintained by the provider.

Subcontractor safeguarding records should be maintained and stored in accordance with GDPR and best safeguarding practice.

Apprenticeships, work placements, alternative provision, visits and off-site provision: Safeguarding arrangements must be confirmed before learners attend apprenticeships, work placements, alternative provision, subcontracted provision, visits, external events or off-site delivery. This includes identifying the safeguarding lead or employer contact, confirming supervision and communication arrangements, agreeing how concerns will be reported to the College, completing a proportionate risk assessment, setting expectations for under-18s and adults at risk, and ensuring learners know how to contact the College safeguarding team. Providers, employers, visitors, volunteers and subcontractors must understand their safeguarding responsibilities and report concerns immediately to the College DSL or DDSL.

Contractors/Consultants/Volunteers and Others Working at College Campuses Non-employees undertaking work at College must comply with the College's Health and Safety and safeguarding requirements. This will depend on the nature, location and duration of the work but may involve confirmation of a DBS check and other pre-employment checks, a risk assessment process, a briefing on the first day of work, inclusion in contractual terms, and participation in relevant training. All non-employees who will be unaccompanied on campus must be known and approved by HR and recorded on the Single Central Record prior to being authorised to start working on campus.

6. Visitors to College Campus

All visitors must sign in at Reception on arrival, always wear the appropriate College lanyard and be collected by the member of staff they have arranged to meet. The College expects all staff, students, visitors, contractors and approved non-employees to always wear the correct visible lanyard while on site. Staff must model this expectation and challenge anyone not wearing a lanyard or using an incorrect lanyard. Where student and staff access lanes, entrances or movement routes are in place, these must be followed to support site security, supervision and safeguarding. The College uses a colour-coded lanyard system to support safeguarding on site: red lanyards identify visitors who must be accompanied at all times; yellow lanyards identify contractors; white lanyards identify DBS-checked visitors or approved non-employees; and orange lanyards identify 14–16 learners. Visiting Speaker QAP 3.11.2 covers the risk assessment of visiting speakers and other visitors to College campuses. Protocols are also in place to advise hirers of College facilities of their safeguarding responsibilities.

Relevant Guidance and Legislation

The College recognises its duties under relevant legislation and guidance, as follows:

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Legislation

- Children Act 1989 (and 2004 amendment)
- Education Act 2002
- Section 5B of the FGM Act 2003 as inserted by section 74 of the Serious Crime Act 2015
- Sexual Offences Act 2003
- Safeguarding Vulnerable Groups Act 2006
- Children and Adoption Act 2002
- Children and Young Person's Act 2008
- Protection of Freedoms Act 2012
- Children and Families Act 2014
- Counter Terrorism and Security Act 2015
- Children and Social Work Act 2017
- Human Rights Act 1998
- Data Protection Act 2018
- Care Act 2014
- Equality Act 2010

7. Key Definitions and concepts

Under Keeping Children Safe in Education 2025 until 31 August 2026, and Keeping Children Safe in Education 2026 from 1 September 2026, safeguarding and promoting the welfare of children is defined as:

- providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment, whether that is within or outside the home, including online
- preventing 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

Safeguarding and promoting the welfare of children is a broader term than child protection which refers to the process of protecting children identified as either suffering, or likely to suffer, significant harm because of abuse or neglect. It also involves measures and structures designed to prevent and respond to abuse and neglect.

Keeping Children Safe in Education 2025, and Keeping Children Safe in Education 2026 from 1 September 2026, set out four broad categories of abuse. These categories are a guide for staff working with children and young people. The signs listed may or may not indicate that abuse has taken place; staff must remain professionally curious and report concerns in accordance with this policy. The list is not exhaustive and signs may fall into more than one category. Children with SEND may face additional safeguarding challenges; staff must not assume that behaviour, injury or presentation is explained solely by a disability or additional need.

Family Help and threshold guidance: From 1 September 2026, policy wording will use Family Help in place of Early Help where referring to targeted support below statutory child protection thresholds. Family Help combines targeted early help and section 17 support into a more joined-up offer. Staff must consider whether a child, young person,

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adult at risk or family requires universal support, Family Help, statutory child-in-need support, or immediate child protection action. Concerns must be recorded on ProMonitor, with the relevant Student Success Coach emailed directly, and escalated to the DSL or DDSL in line with the threshold of need and local safeguarding partnership arrangements.

- **Physical abuse:** Inflicting physical injury on a child.
- **Sexual abuse:** Any sexual act or exploitation of a child.
- **Emotional abuse:** Causing a child to feel fear, distress, or harm to their self-worth.
- **Neglect:** A failure to provide for a child's basic needs, which can include physical care, medical care, and supervision.

Contextual Safeguarding

All staff should be aware that safeguarding incidents and behaviours can be linked to factors outside the College and can occur between students outside the College environment. Staff, especially the Designated Safeguarding Lead and deputies, should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms can take many forms, including sexual exploitation, criminal exploitation and serious youth violence, and children may be vulnerable to more than one form of harm.

Technology-enabled abuse and emerging digital harms: Safeguarding concerns may involve online and offline harm, including AI-generated abuse, deepfakes, manipulated images or audio, image-based abuse, online misogyny, incel-related content, harmful sexual behaviour, cyberbullying, online exploitation, scams, misinformation, grooming, coercion, harassment and other technology-enabled abuse. Staff must not dismiss digital harm as lower risk because it occurs online. Concerns must be recorded promptly on ProMonitor and escalated to the safeguarding team, with the relevant Student Success Coach emailed directly, including where there is a risk of sexual violence, sexual harassment, serious violence, weapons, mental health escalation or wider community harm.

Policy Monitoring and Reporting of Safeguarding and Prevent

Full monitoring and reporting arrangements are set out in section 13, including weekly safeguarding team review, termly reporting to College Leadership Committee and the lead governor, and annual review by the Designated Leads and Senior Manager with Operational Oversight.

Key Personnel and Their Roles

Safeguarding is Everyone's Responsibility

In line with KCSIE 2025 until 31 August 2026, and KCSIE 2026 from 1 September 2026, the College recognises that safeguarding is everyone's responsibility. All members of the College community, including staff, governors, students, apprentices and contract staff, are responsible for safeguarding and promoting the welfare of children and adults at risk and must always consider what is in their best interests.

No single professional can have a full picture of a child's needs and circumstances, so everyone who comes into contact with children and adults at risk has a role to play. The following key personnel hold specific responsibilities for Safeguarding and Prevent.

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Safeguarding Governor	<u>Sally Robinson Ofsted – Deputy Director Social Care Policy</u> In liaison with the Head of Governance to place a greater emphasis on governors knowing and fulfilling their strategic and legislative responsibilities, including about the role of the DSL. • To ensure governors lead a whole college approach to safeguarding • Ensuring all governors and trustees to receive safeguarding training at point of induction, which is regularly updated • Ensuring governors recognise their role in online safety • Ensuring that each year the governing body is informed of how the College and its staff have complied with the policy, including, but not limited to, a report on the training that staff have undertaken. Ensuring governors are keeping up to date with college and local/ contextual safeguarding issues
Senior Manager with Operational Oversight	<u>Darren Hankey, Principal and Chief Executive</u> • Strategic co-ordination of individuals with significant roles in safeguarding including Health & Safety, Mental Health and IT safety • Enforcing the company's safeguarding and Prevent policies • Maintaining review of guidance from DfE, ESFA and other sources in ensuring that the College's procedures are up to date; • Ensuring the application of safeguarding procedures to employers and other organisations that receive children or young people on long term external placements.
Designated Safeguarding Lead DSL	<u>Helen Young, Designated Safeguarding Lead</u> • Oversight of the referral of cases of suspected abuse to the relevant Children's Hub and Safeguarding Adults team • Providing advice and support to other staff on safeguarding matters; • Working with children's social workers, the local authority virtual school head for looked-after and previously looked-after children and any other relevant safeguarding and welfare partners • Information sharing, both within the college, and with other schools and colleges on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners • Uphold relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR), • To keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record-keeping • Liaise with staff (especially teachers, pastoral support staff, IT technicians and special educational needs coordinators (SENCO)) • Liaising with relevant support agencies and the police

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	• Production of an annual report to the Principal & Governors on the operation of safeguarding policies. • Updating College policies, procedures and practice following documented checks against current statutory guidance, including KCSIE 2025 until 31 August 2026, KCSIE 2026 from 1 September 2026, and Working Together to Safeguard Children 2026. • Staff CPD - ensuring that all staff receive safeguarding induction and training, understand the College's safeguarding and child protection procedures, and are notified of changes arising from KCSIE 2026 before it comes into force on 1 September 2026. • Promoting online safety and understanding the filtering and monitoring systems and processes in place
Student Success Coach, DSO Team Leader, Deputy DSL	<u>Beth Sinclair, Deputy DSL and Lead Student Success Coach</u> • Supports the DSL and coordinates DSO team operations. • Provides advice and support to staff on safeguarding and child protection matters. • Listens to students who raise concerns and ensures they are responded to sensitively. • Leads individual cases where appropriate, including liaison with parents, carers, social workers and partner agencies. • Maintains accurate safeguarding records on the safeguarding system. • Supports communication with parents and carers about the College's safeguarding arrangements.
[Safeguarding team] Student Success Coaches DSOs	<u>Amy Harris, Graeme Reynolds, Gemma Robinson and Mary Kernan, with Leah Wallace</u> providing safeguarding administration support. • Supporting the Designated Safeguarding Lead and Deputy Designated Safeguarding Lead, as above. • Operational support for all student safeguarding concerns
Special Educational Needs Coordinator (SENDCo)	<u>Susan Harris, Head of School SEND & Alternative Provision (SENDCo)</u> • Lead the College's provision for learners with special educational needs. • Liaise with local authorities, local schools and other training providers to ensure a positive transition experience. • Manage a staff of learning support assistants that support a range of vulnerable learners

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8. Procedure for Responding to Concerns and Disclosures

College staff who have regular contact with students are well placed to observe significant changes in a young person's behaviour, a failure to thrive, outward signs of abuse or behaviour which may indicate a risk of being drawn into terrorism or other concerns. In addition, young people may choose to share their concerns with staff they feel they can trust and with whom they are comfortable. Staff need to know how to respond sensitively to a young person's concerns and who to approach for advice. Whilst College staff are not responsible for investigating abuse it is essential that any disclosures or suspicions of significant harm, allegations of abuse, or concerns over potential radicalisation, are acted on and treated seriously. The College takes a holistic view of the welfare of its students and recognises that a wide range of contextual factors may be impacting on the wellbeing of a young person. These are likely to include family circumstances, friendship groups, the presence of specific vulnerabilities, attendance and behaviour and learning differences. The safeguarding officer will consider the full picture in dealing with cases brought to her/his attention.

The following guidelines should be followed by all staff receiving a disclosure:

1. Stay calm and reassure the young person that they are right to tell someone of their concerns.
2. Do not promise confidentiality. Be honest - explain that you need to pass the information on and why while reassuring them that only the people who need to know will be told. The young person can accompany you if they wish.
3. Allow the student to speak in their own way and at their own pace, avoid interrupting when they are recalling significant events.
4. Do not be judgemental but make a professional assessment about the likelihood of harm occurring.
5. Do not 'interview' the young person; do not ask leading questions. Ask factual questions to gather as much information as possible and to create a full picture of what has happened so that this can be reported to a safeguarding officer.
6. Only clarify what the young person is trying to say and ascertain whether there are any immediate issues of safety for the young person or any other children.
7. Notify the safeguarding team by recording the concern on ProMonitor as soon as possible and on the same working day, noting as accurately as possible what was said using the young person's own words. Staff must also email the relevant Student Success Coach directly to alert them that a concern has been recorded. Include the time, context and location of the disclosure. If the concern is urgent, inform the safeguarding officer immediately in person and record the concern on ProMonitor as soon as possible afterwards.
8. Do not investigate any suspicions, allegations or incidents of abuse, but report them within the hour (or as soon as practicable) to a safeguarding officer and pass on all written notes.
9. Do not contact the young person's parents/carers. The safeguarding officer will seek advice from a Designated Safeguarding Lead who will then contact the local authority Children's Services, local Prevent Coordinator or another agency as appropriate.

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10. Where there is a concern that a young person is experiencing, may already have experienced abuse or neglect, is suffering or is likely to suffer 'significant harm' the Designated Safeguarding Lead will refer immediately to Children's Social Care (CSC) at the appropriate local authority.

11. Where there is concern of an immediate threat to life, emergency services must be contacted immediately.

12. In exceptional circumstances, if the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead is not available, advice should be sought from the duty manager or a member of the Senior Leadership Team, who will liaise with the required services as appropriate. All staff have a right and responsibility to refer concerns directly to the Children's Hub if necessary.

13. In the case of a disclosure from an adult at risk, referrals will be made to the appropriate adult safeguarding service, such as adult social care.

9. Documenting Safeguarding Incidents

In order to formalise the recording of safeguarding incidents, relevant safeguarding documentation issued by the Local Authority will be used by the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead once they have dealt with a safeguarding issue. Upon completion, the form will be returned to the Designated Safeguarding Lead and stored securely on CPOMS.

Safeguarding reporting categories: reporting categories and prompts on ProMonitor must be reviewed and updated for September 2026 to support accurate recording of AI-generated abuse, deepfakes, manipulated content, online misogyny, harmful sexual behaviour, sexual violence and harassment, image-based abuse, serious violence, weapons, cyber security concerns, exploitation, scams, misinformation, Family Help, and mental-health escalation. Staff must select the most accurate category, include factual details, record online evidence where appropriate and lawful, and escalate urgent concerns verbally to the DSL or DDSL as well as recording them on ProMonitor and emailing the relevant Student Success Coach directly.

The Threshold of Need

The threshold of need sets out the level of help, support or protection required. From 1 September 2026, staff must use Family Help terminology when referring to targeted support below statutory child protection thresholds and must consider whether concerns require universal support, Family Help, child-in-need assessment, child protection enquiries, adult safeguarding referral or emergency action. The DSL and DDSL will align thresholds with local safeguarding partnership guidance and Working Together to Safeguard Children 2026.

Reference Appendix B The referral process

10. Students with Particular Vulnerabilities

The College recognises that the circumstances of specific categories of students render them particularly vulnerable to certain types of abuse. Safeguarding procedures are customised in these instances, to address these vulnerabilities and specialist safeguarding officers have been identified to offer support in these areas of provision. These categories include:

- students with Special Educational Needs and Disabilities (SEND)

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- Looked After Children (LACs) / Young Care Leavers (YCLs)
- Students who are privately fostered
- students on English for Speakers of Other Languages (ESOL) courses
- students whose programmes include Work Based Learning (WBL) including apprentices
- adults at risk (vulnerable adults)
- Students participating in 14-16 programmes and alternative provision

Children and adults with Special Educational Needs and Disabilities are subject to additional safeguarding challenges as they may have difficulties with communication, are at higher risk of peer group isolation and may be disproportionately affected by bullying. College staff are made aware that behaviour, mood and injury may relate to possible abuse and not just the physical or learning needs of SEND learners through safeguarding training and other opportunities.

Student Induction/ Taught tutorial programme - During the induction period in September, students are given details of what to do if they need to report abuse - including being given names and contact details of our trained and experienced Safeguarding Team. The reception team holds details of the lead member of staff on Safeguarding Duty and any student with concerns in college hours can access support. Students are taught about safeguarding, including in relation to online safety, that safeguarding training for staff, including online safety training, is integrated, aligned and considered as part of the whole school or college safeguarding approach and wider staff training and curriculum planning.

RESPECT The College prides itself on treating every student as an individual, whilst helping them to achieve their individual goals. We embrace diversity and we also believe that every person who passes through our doors deserves and will get our unconditional help and respect. The College has clear and high expectations of learners in terms of their behaviour, attitude and quality of work demanded. The HARTS campaign is promoted: -

Hard working
Ambitious
Resilient
Thankful and Respectful
Self-aware and regulating

11. Policy Monitoring and Reporting of Safeguarding and Prevent - Process for Monitoring Effectiveness of Safeguarding Procedures

- **Weekly** the safeguarding team meet to review actions associated with this policy.
- **Termly** reports are provided to College Leadership Committee on Safeguarding and Prevent incidents including activities associated with promoting a positive safeguarding environment. The College's safeguarding and Prevent action plan is presented to the College Leadership Committee for progress and comments.
- **Termly** the DSL, Prevent Lead and SENCo meet with the lead governor for safeguarding.
- Regular governor reports are submitted to summarise safeguarding activity and actions.

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- **Annually** the Designated Leads and the Senior Manager with Operational Oversight will review the Safeguarding and Prevent Policy and present it to the College Leadership Committee and Governing Body.

12. Process for the Safe Managing of Data Information

The Data Protection Act 2018 and UK GDPR do not prevent information sharing where this is necessary to keep children safe. Fears about sharing information must not stand in the way of safeguarding, promoting welfare or protecting children from harm. Poor information sharing has been identified in serious case reviews as a factor in missed opportunities to protect children and young people. Data subjects will be informed what data is being collected and for what purpose, unless doing so would create a safeguarding risk or prejudice the prevention or detection of crime.

- data will be stored safely and securely with robust access arrangements in place
- consent to share data will be requested where/when this is necessary
- data will only be shared on a need-to-know basis and using secure transfer mechanisms
- data will not be retained for any longer than is necessary
- digital and hard copy data will be securely destroyed when it is no longer needed, or the retention period has expired

Information sharing Safeguarding Records and Transfer of Safeguarding Files

Guidance on information sharing for people who provide safeguarding services to children, young people, parents and carers. Published 26 March 2015 Last updated 1 May 2024

[Information sharing advice for safeguarding practitioners - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/information-sharing-advice-for-safeguarding-practitioners)

Where children leave the college, the designated safeguarding lead should ensure their child protection file is transferred to the new college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term to allow the new school or college to have support in place for when the child arrives.

The College will keep records of all safeguarding concerns and cases, including records of partnership work required to safeguard or protect a child or young person from risk of harm. These records will be kept separate from other student records and stored securely in locked filing cabinets within the safeguarding offices for paper files transferred to the College, or online in the safeguarding system or secure documents folder on SharePoint.

Transfer of Safeguarding Files

Transfer of safeguarding files to the College: the College will collect details of the last school or college attended by learners under 18 and request the secure transfer of any safeguarding records. Receipt will be confirmed to the former provider. KCSIE 2025 applies to these arrangements until 31 August 2026. From 1 September 2026, safeguarding file-transfer arrangements will follow KCSIE 2026, and the DSL will ensure that the applicable transfer and receipt timescales are reflected accurately in College procedures.

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Transfer of Safeguarding Files from the College

When a student for whom there is a safeguarding record leaves the College, the DSL will ensure that the safeguarding record/s are transferred to the new school/college once this information is known. The following procedure should be followed:

- Tutors will collect information about the intended destination of a student under 18 transferring from the College and pass this information to MIS.
- The DSL will receive a list every month from MIS with details of young people who will be transferring from the College to a new school/college and who are known to the safeguarding team.
- For each student on the list, the DSL will confirm with the new school/ college that the transfer has, or will be, taking place and, if yes, obtain details of the DSL there
- As soon as the young person has enrolled at the new school or college, the DSL will arrange for the file to be transferred securely and ensure receipt is confirmed. The transfer should take place within five days of enrolment at the new provision.
- Where appropriate, the DSL will also share information with the DSL at the new school or college in advance of the student leaving, for example where this would allow the new school or college to put relevant support in place for when the student arrives.
- **Reference QAP 4.2 Data Protection**

13. Recruitment and Selection Process

Staff Recruitment

Hartlepool College of Further Education (the College) is committed to safeguarding and promoting the welfare of all vulnerable groups (children and adults). As part of this commitment the College ensures that key Human Resource processes, notably recruitment decisions, are well informed through a consistent and thorough process of obtaining, collating, analysing and evaluating information from and about applicants and new members of staff or volunteers. The overall aim of this data collection is to provide greater protection for vulnerable members of society, staff and students. All staff and volunteers are required to share this commitment to support and engage in measures that afford greater protection to such vulnerable members.

Safer recruitment processes are applied following **QAP 4.3.2** to deter unsuitable applicants from applying for roles within the College, and to identify and reject them if they do.

Reference QAP 4.3.2 Appointments Procedure – Safer Recruitment

Successful applicants are given an induction programme that fully outlines their roles and responsibilities in relation to Health & Safety, IT services/ online safety and Safeguarding.

Student Recruitment

The College does not wish to debar individuals with criminal records from taking advantage of the opportunities provided by the College. In general, a criminal record is not to be regarded as an obstacle to study. In any event, the College will take into account, when dealing with existing students and selecting applicants for admission, criminal convictions which are deemed spent, unspent or pending under the terms of the Rehabilitation of Offenders Act 1974 unless such convictions are deemed as “exceptions” under the terms of The Rehabilitation of

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Offenders Act 1974 (Exceptions) Order 1975 (Amendment) (England and Wales) Order 2013. Applicants will be interviewed by the DSL and the final approval will be made by the Principal.

QAP 3.2 Appendix A forms part of the College's Admissions Policy.

[\[Appendix A - Screening of Applicants and Learners who are Ex-Offenders.pdf\]](#)

14. Staff Code of Conduct

All staff undertake a thorough induction programme that sets our clear expectations with regards to the code of conduct QAP 4.3.17. Annually the College, as part of its professional development plan, ensure that all staff have read and understand the

Code of Conduct QAP 4.3.17

Staff Continuous Professional Development The Senior Manager with Operational Oversight is responsible for agreeing an annual staff development programme that keeps staff up to date with current safeguarding guidance, contextual safeguarding issues and online safety. The 2026/27 programme must include the changes arising from KCSIE 2026 before the guidance comes into force on 1 September 2026.

The College will ensure that all staff receive safeguarding and child protection updates, including online safety, at induction and at appropriate intervals thereafter, and that completion and acknowledgement of required reading are recorded. Training materials and procedural references must distinguish between KCSIE 2025, applicable until 31 August 2026, and KCSIE 2026, applicable from 1 September 2026.

September 2026 mandatory staff training: All staff must complete updated safeguarding training before or at the start of the 2026/27 academic year. Training must cover KCSIE 2026, the requirement to read Part One in full, Family Help and threshold guidance, child-on-child abuse, AI-generated abuse and deepfakes, online misogyny, harmful sexual behaviour, serious violence, weapons, cyber security, filtering and monitoring, technology-enabled abuse, apprenticeships and off-site provision, CPOMS reporting categories, and mental-health escalation. Completion, understanding and acknowledgement must be recorded and monitored by the DSL and leadership team.

Safeguarding training reinforces that behaviour, mood and injury may indicate possible abuse and should not be assumed to relate only to a learner's physical or learning needs.

Receiving an Allegation about a Member of Staff

The allegation should be reported immediately to either the Principal, Head of HR or Designated safeguarding Lead.

- obtaining written details of the allegation from the person who received it, that are signed and dated. The written details should be countersigned and dated by the DSL/HR.
- recording information about times, dates, locations and names of potential witnesses.
- Where the allegation is considered to be either a potential criminal act or indicates that the child has suffered, is suffering or is likely to suffer significant harm, the matter should be reported immediately to the LADO

Reference QAP 3.12 Managing Allegations against staff

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Summary of Appendices Supporting this Policy

Appendix A Forms of Abuse
 Appendix B Making a Referral
 Appendix C The Prevent Duty/Radicalisation and Extremism
 Appendix D Working Safely
 Appendix E Managing Visitors Onsite
 Appendix F On-line Safety
 Appendix G Safer Recruitment
 Appendix H Child Sexual Exploitation
 Appendix I Sexual Violence and Harassment including Upskirting
 Appendix J Staff Conduct – Personal Relationships
 Appendix K Child Criminal Exploitation and County Lines
 Appendix L Children Missing from Education
 Appendix M Children in Care
 Appendix N Mental Health and Wellbeing
 Appendix O Whistleblowing

The appendices supporting this policy will be reviewed separately and updated to align with current statutory guidance, College procedures and approved terminology.

KCSIE 2026 implementation and approval checklist: The safeguarding policy, appendices and procedures must be updated following a documented gap analysis against final KCSIE 2026 and current statutory guidance. DSL, DDSL, safeguarding team, governor and escalation contact details must be checked before publication. The policy must use child-on-child abuse consistently and remove outdated peer-on-peer abuse wording where it remains. Child-on-child abuse procedures must cover online and offline harm, sexual violence, sexual harassment, harmful sexual behaviour and image-based abuse. Wording on generative AI, deepfakes, manipulated content, online exploitation, scams, misinformation and emerging digital harms must be reflected in relevant appendices. Safeguarding arrangements must be confirmed for under-18s, adults at risk, apprentices, work placements, subcontractors, volunteers and visitors. Formal approval must be obtained, the updated policy published, and the approved version and review record retained.

All Appendices can be accessed on the College Staff Portal page [QAPPs section]:
<https://hcfes.sharepoint.com/sites/StaffPortal/SitePages/3.aspx>

and College Website: <https://www.hartlepoolfe.ac.uk/college/safeguarding>