

SAFEGUARDING AND CHILD PROTECTION POLICY AND PROCEDURES

SG-1-002

Responsible post holder	Head of Safeguarding
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This policy is available on-line at www.lsec.ac.uk

- We will consider any request for this policy to be made available in an alternative format or language. Please contact: Robert Gee, Head of Safeguarding, LSEC, Rookery Lane, Bromley, BR2 8HE Tel: 020 8295 7013 Email: robert.gee@lsec.ac.uk.
- We review our policies regularly to update them and to ensure that they are accessible and fair to all. We welcome suggestions for improving the accessibility or fairness of this policy.
- All our policies are subject to equality impact assessments. We are always keen to hear from anyone who wishes to contribute to these impact assessments. Please contact: Dith Banbury, Assistant Principal Student Services.

UNICEF: This policy reflects and promotes the United Nations Convention on the Rights of the Child and the principles within it. In particular, this policy will uphold:

- Article 3 – best interests of the child
- Article 6 – survival and development
- Article 19 – protection from all forms of violence
- Article 28 – right to education
- Article 34 – sexual exploitation
- Article 36 – other forms of exploitation

KEY MESSAGES

- **‘Safeguarding is everyone’s responsibility’ (Working Together to Safeguard Children, Sept 2015)**
- **Know who your Designated Safeguarding Leads are:**
 - Robert Gee – Designated Safeguarding Lead**
 - Liz Watson – Deputy Designated Safeguarding Lead (Bromley and Orpington Campuses)**
 - Steve Carney – Deputy Designated Safeguarding Lead (Greenwich and Bexley Campuses)**
 - Jacky Tiotto – Designated Lead Governor**
- **Raise all concerns with a Safeguarding Officer (the rotas are on SharePoint)**
- **Know what to look out for (signs and symptoms - not all concerns arise from disclosures)**
- **Maintain the attitude that ‘it could happen here’ (Keeping Children Safe in Education, Sept 2016)**
- **Attend all training opportunities (Safeguarding and Prevent)**
- **Take all reasonable precautions to protect yourself from accusations**

1. INTRODUCTION

1.1 London South East Colleges has a statutory and moral duty to ensure that the College functions with a view to safeguarding and promoting the welfare of those receiving education and training at the College.

Throughout these policies and procedures, reference is made to “children and young people” OR “child protection”. These terms are used to mean “those under the age of 18” including unborn children. The Governing Body recognises that some adults are also vulnerable to abuse, accordingly, the procedures may be applied (with appropriate adaptations) to allegations of abuse and the protection of vulnerable adults. The Lord Chancellor’s Department, in 1997, defined a vulnerable adult as a person ‘who is or may be in need of community care services by reason of disability, age or illness; and is or may be unable to take care of or unable to protect him or herself against significant harm or exploitation’.

The Governing Body is committed to ensuring that the College:

- Provides a safe environment for children and young people to learn in
- Identifies children and young people who are suffering, or likely to suffer, significant harm, and
- Takes appropriate action to see that such children and young people are kept safe, both at home and at the College.

In pursuit of these aims, the Governing Body will approve and annually review policies and procedures with the aim of:

- Raising awareness of issues relating to the welfare of children and young people and the promotion of a safe environment for the children and young people learning within the College

- Aiding the identification of children and young people at risk of significant harm, and providing procedures for reporting concerns
- Establishing procedures for reporting and dealing with allegations of abuse against members of staff
- Ensuring the safer recruitment of staff

1.2 In developing the policies and procedures, the Governing Body will consult with, and take account of, guidance issued by the Department for Education and other relevant bodies and groups. These procedures have been developed in line with the Local Safeguarding Children's Board Guidelines, Working Together to Safeguard Children 2015 and Keeping Children Safe in Education 2016.

The College also recognises its duties under the relevant legislation, as follows:

- Children Act 1989
- Education Act 2002
- Female Genital Mutilation Act 2003
- Sexual Offences Act 2003
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- Children and Adoption Act 2006
- Children and Young Person's Act 2008
- Protection of Freedoms Act 2012
- Children and Families Act 2014
- Counter Terrorism and Security Act 2015

The Education Act 2002 requires Governing Bodies of Further Education colleges to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. The Children Act 2004 requires agencies to work co-operatively to protect the welfare of children. Although social care services and the police are responsible for investigating child abuse and neglect, all those who come into contact with children and young people have a duty to promote and safeguard them.

The College abides by its responsibilities under the Counter-Terrorism and Security Act 2015 to have "due regard to the need to prevent people from being drawn into terrorism, violent extremism and non-violent extremism, particularly that which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit."

The College will refer concerns that a child or young person might be at risk of significant harm to the appropriate agencies as agreed with the LSCB.

The College works closely with its partner agencies across Bromley, Greenwich and Bexley, and further afield, reflecting the College's catchment area. These include the Local authorities, Police, LSCB, Channel Police Practitioner (CPP) and the **local** Prevent Coordinator to ensure information is shared and referrals are made as appropriate.

1.3 All staff working with children will receive training adequate to familiarise them with child protection issues and responsibilities and the College procedures and policies, with refresher training at least every 2 years. There will be a senior member of the College management team with special responsibility for child protection issues. He/she shall be assisted by other members of staff with responsibility for child protection.

The Governing Body will receive from the designated person with lead responsibility for child protection an annual report which reviews how the duties have been discharged.

2. KEY DEFINITIONS AND CONCEPTS

2.1 In Working Together to Safeguard Children 2015, safeguarding and promoting the welfare of children is defined as: “protecting children from maltreatment; preventing impairment of children’s health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and 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 individual children identified as either suffering, or likely to suffer, significant harm as a result of abuse or neglect. It involves measures and structures designed to prevent and respond to abuse and neglect.

2.2 Keeping Children Safe in Education also sets out definitions of the four broad categories of abuse which are used for the purpose of making a child or young person subject to a Child Protection Plan. These broad categories are a useful guide for staff who have responsibility for children and young people. The signs and symptoms of abuse appear as Appendix 2.

2.2.1 Physical Abuse – may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

2.2.2 Emotional Abuse – is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child’s emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or ‘making fun’ of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child’s developmental capability, as well as over-protection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

2.2.3 Sexual Abuse – involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse as can other children.

2.2.4 Neglect – is the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- Protect a child from physical and emotional harm or danger;
- Ensure adequate supervision (including the use of inadequate care givers);
- Or ensure access to appropriate medical care or treatment;

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

2.2.5 Specific issues and further information – there are 16 areas which require specific mention and further guidance should be sought in relation to these. Additional information is available (for those indicated) in **Appendix 3**.

- Bullying including cyberbullying
- Child Sexual Exploitation
- Domestic Violence
- Drugs
- Fabricated or Induced Illness
- Faith Abuse
- Female Genital Mutilation (FGM) (**See Appendix 3**)
- Forced Marriage
- Gangs and youth violence
- Gender based violence/violence against women and girls (VAWG)
- Mental Health
- Missing from Education (**See Appendix 3**)
- Peer-on-peer abuse (**See Appendix 3**)
- Private Fostering
- Radicalisation (**See Appendix 3**)
- Sexting
- Teenage Relationship Abuse
- Trafficking

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

London South East Colleges considers that this applies to all staff. Any concerns regarding Abuse of Trust will be investigated under the Staff Disciplinary Policy and Procedure and if appropriate will be reported to the Police.

3. DESIGNATED STAFF WITH RESPONSIBILITY FOR SAFEGUARDING

3.1 The College has a clear structure of staff and support for safeguarding across the College. The roles and responsibilities of those staff with designated safeguarding duties are defined in this policy. All staff involved in the safeguarding of students will be provided with the resources and time required to fulfil the requirements of that role.

3.2 Senior Staff Member with Lead Responsibility

The designated senior member of staff with lead responsibility for safeguarding is the Head of Safeguarding who is the Designated Safeguarding Lead (DSL).

This person is a senior member of the College Management Team. The DSL has a key

duty to take lead responsibility for raising awareness within the staff of issues relating to the welfare of children and young people, and the promotion of a safe environment for the children and young people learning within the College.

The Designated Person has received training in child protection issues and inter-agency working, as required by the LSCB, and will receive refresher training at least every 2 years.

The designated person is responsible for:

- Advising the Senior Management Team on Safeguarding Matters
- Providing advice and support to other staff on issues relating to child protection
- Liaising with the local authorities, LSCB, Prevent Coordinators and other appropriate agencies where the students of the College are resident
- Ensuring that staff receive basic training in child protection issues and are aware of the College child protection procedures.
- Providing an annual report to the Governing Body of the College setting out how the College has discharged its duties.
- Addressing any deficiencies in procedure or policy identified by the College or partner agencies. These will be reported to the Governing Body at the earliest opportunity by the Designated Person.

3.3 Designated Staff Members

Other designated members of staff with responsibility for child protection issues are:

- Assistant Principal Student Services
- Safeguarding Manager and Deputy Designated Safeguarding Lead (Bromley and Orpington Campuses)
- Safeguarding Manager and Deputy Designated Safeguarding Lead (Greenwich and Bexley Campuses)
- Pastoral Lead, Bromley Trust Academy (14-16)

The designated staff members will receive training in child protection issues and inter-agency working, as required by the LSCB, and will receive refresher training at least every 2 years. They will report to the senior member of staff with lead responsibility (for safeguarding issues only) and are responsible for:

- Making appropriate referrals and overseeing the referral of cases of suspected abuse or allegations to the relevant investigating agencies as agreed with LSCB.
- Maintaining a proper record of any child protection referral, complaint or concern (even where that concern does not lead to a referral) ensuring that all details are recorded on the College Safeguarding database.
- Maintaining the College Safeguarding database
- Ensuring that parents of children and young people within the College are aware of the College's Child Protection Policy
- Liaising with secondary schools which send pupils to the College to ensure that appropriate arrangements are made for them
- Liaising with employers and training organisations that receive children or young people from the College on long term placements to ensure that appropriate safeguards are put in place
- Providing advice and support to other staff on issues relating to child protection
- Taking the lead on a particular area of safeguarding e.g. early help, child sexual exploitation etc.
- Having particular responsibility to be available to listen to children and young people studying at the College
- Dealing with individual cases, including attending case conferences and review meetings as appropriate.

3.4 The Governing Body

As set out in Keeping Children Safe in Education 2016, College Governors are responsible for ensuring that:

- The College complies with its duties under the legislation
- An appropriately senior safeguarding lead is appointed
- Appropriate policies and procedures are in place, that the Safeguarding Policy is updated annually and is available to the public
- Arrangements are in place for children who go missing from education
- The College contributes to inter-agency working in line with the statutory guidance (Working Together to Safeguard Children 2015)
- Safeguarding arrangements take into account the procedures and practice of the relevant local authorities
- Information sharing between agencies is appropriately facilitated and promoted and is not a barrier to the promotion of welfare
- All members of staff undergo safeguarding training at induction and on a regular basis thereafter
- Opportunities exist for the expertise of staff to contribute to and shape safeguarding arrangements and policy
- Appropriate filters and monitoring systems for online safety are in place, including sexting
- Students are taught about safeguarding, including whilst online, through teaching and learning opportunities, as part of a broad and balanced curriculum
- The College has processes for ensuring safe recruitment and dealing with allegations of abuse against members of staff
- The students' wishes and feelings are taken into account in determining action and support
- Staff have the skills, knowledge and understanding necessary to keep Looked After Children safe, and that Designated Members of Staff (DMSs) are in place

3.5 Designated Governor

The designated member of the Governing Body with responsibility for Safeguarding issues is Jacky Tiotto.

The designated governor is responsible for liaising with the Principal and Designated Person over matters regarding child protection, including:

- Ensuring that the College has procedures and policies which are consistent with the LSCB's procedures
- Ensuring that the Governing Body considers the College policy on safeguarding each year
- 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.

The designated Governor is responsible for overseeing the liaison between agencies such as the Police, local authority children's services – as defined by the LSCB in connection with allegations against the Principal or the Designated Person. This will not involve undertaking any form of investigation, but will ensure good communication between the parties and provide information to assist enquiries.

To assist in these duties, the designated governor shall receive appropriate training.

Where a member of the Governing body has a safeguarding concern or has been

informed of a safeguarding concern they should make initial contact with the Clerk to the Corporation. The Clerk is a central contact for all Governors and is best placed to then make contact with the Designated Safeguarding Lead within the College.

3.6 College Safeguarding Officers

The College will train a number of staff including those with pastoral responsibilities to be a first point of contact for students and/or staff who have concerns about safeguarding. The HR department will hold records of all staff who are trained.

These Safeguarding Officers will receive training in child protection issues and inter-agency working, as required by the LSCB, and will receive refresher training at least every 2 years. They will report to the designated staff members (for safeguarding issues only) and will:

- Be available to provide advice and support to other staff on issues relating to child protection
- Be available to listen to children and young people studying at the College
- Will deal with individual cases, including liaising with parents/carers and where appropriate social workers to support the safeguarding of young people.
- Maintain proper records of any child protection referral, complaint or concern (even where that concern does not lead to a referral) ensuring that all details are passed to a designated member of staff for recording on the College Safeguarding database.
- Support the provision of information to parents of children and young people within the College to promote awareness of the College's child protection policy

3.7 Subcontracted Provision and Work Experience

For all subcontracted provision each provider has a nominated safeguarding lead.

Subcontracted partners are contracted to follow London South East Colleges Safeguarding Policy in dealing with LSEC students.

Similarly, a process for assessing the suitability of a work experience environment will be followed with those employers providing placements.

3.8 Contractors/Consultants/Volunteers and Others Working at College Sites:

Non-employees undertaking work at College sites are required to conform to 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, a risk assessment process, a briefing on the first day of work, inclusion in contractual terms, and so on.

3.9 Visitors to College sites

All visitors are required to sign-in at Reception on arrival and are to be collected by the person they have arrived to see.

A separate statement, External Speakers and Visitor Guidance, covers the risk assessment of visiting speakers and other visitors to College sites.

Similarly, protocols are in place for advising hirers of the College's facilities of their safeguarding responsibilities.

4 A LEARNER-CENTRED AND COORDINATED APPROACH TO SAFEGUARDING

4.1 Safeguarding is everyone's responsibility

In line with Working Together to Safeguard Children 2015 the College supports the view that safeguarding is everyone's responsibility.

All members of the College community, including staff, governors, students and contract staff, are responsible for safeguarding and promoting the welfare of children and vulnerable adults, and must consider, at all times, what is in their best interests.

No single professional can have a full picture of a child's needs and circumstances therefore everyone who comes into contact with them has a role to play in identifying concerns, sharing information and acting promptly.

4.2 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 customized 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:

- Special Educational Needs and Disabilities (SEND)
- 14-16 students
- Looked After Children (LACs) / Young Care Leavers (YCLs)
- English for Speakers of Other Languages (ESOL)
- Students whose programmes include Work Based Learning (WBL)

4.3 Early Help

4.3.1 In line with Working Together to Safeguard Children the College supports the view that providing early help is more effective in promoting the welfare of children than reacting later. Early help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years.

4.3.2 Effective early help relies upon local agencies working together to:

- Identify children and families who would benefit from early help;
- Undertake an assessment of the need for early help; and
- Provide targeted early help services to address the assessed needs of a child and their family which focuses on activity to significantly improve the outcomes for the child. Local authorities, under section 10 of the Children Act 2004, have a responsibility to promote inter-agency cooperation to improve the welfare of children.

Section 10

Section 10 of the Children Act 2004 requires each local authority to make arrangements to promote cooperation between the authority, each of the authority's relevant partners and such other persons or bodies working with children in the local authority's area as the authority considers appropriate. The arrangements are to be made with a view to improving the wellbeing of all children in the authority's area, which includes protection from harm and neglect. The College is one of the local authority's partners.

4.3.3 College staff are particularly well placed to be alert to the potential need for early

help for a child who:

- Is disabled and has specific additional needs;
- Has special educational needs;
- Is looked after or a young carer;
- Is showing signs of engaging in anti-social or criminal behaviour;
- Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health, domestic violence; and/or
- Is showing early signs of abuse and/or neglect.

4.3.4 College staff have a responsibility to identify the symptoms and triggers of abuse and neglect, to share that information and work together to provide children and young people with the help they need. The College will provide training for all staff in conjunction with the LSCB to develop their knowledge and skills in this area.

4.3.5 **Where staff identify a cause for concern they should discuss this with a member of the safeguarding team.** Where appropriate the safeguarding contact will consider whether an Early Help Assessment is required as per the LSCB threshold document.

4.3.6 For an early help assessment to be effective:

- The assessment should be undertaken with the agreement of the child and their parents or carers. It should involve the child and family as well as all the professionals who are working with them;
- The member of the Safeguarding team or any other member of staff should be able to discuss concerns they may have about a child and family with a social worker in the local authority.
- If parents and/or the child do not consent to an early help assessment then the Safeguarding Contact should make a judgement as to whether without help, the needs of the child will escalate. If so a referral into local authority children's social care may be necessary.

4.3.7 If at any time it is considered that the child may be a child in need as defined in the Children Act 1989, or that the child has suffered significant harm or is likely to do so, a referral should be made immediately to local authority children's social care. This referral can be made by any professional.

A child in need is defined under section 17 of the Act as those whose vulnerability is such that they are unlikely to reach or maintain a satisfactory level of health or development or their health or development will be significantly impaired without the provision of service. A child with a disability is a child in need.

4.4 Online Safety Including Use of social media and technology

4.4.1 The College understands that the use of technology has become a significant component of many safeguarding issues. In child sexual exploitation, radicalisation and sexual predation, for instance, technology often provides the platform that facilitates harm.

There are three areas of risk:

- Content – being exposed to illegal, inappropriate or harmful material
- Contact – being subject to harmful online interaction with other users
- Conduct – personal online behaviour that increases the likelihood of, or causes, harm

- 4.4.2** The College will have appropriate filters and monitoring systems in place. This will be informed by age and access considerations and responsibilities under the Prevent duty whilst being mindful that 'over-blocking' does not lead to unreasonable restrictions that may impact on teaching and learning.
- 4.4.3** The College's E-Learning Strategy commits the College to using social media as a learning tool. In doing so it is the duty of staff responsible for setting up these initiatives to ensure that students are given access to information which will help them to protect their identities whilst online. This will be through the tutorial and enrichment programmes.
- 4.4.4** Staff must be aware of the conditions of use of College and personal IT facilities as set out in the Acceptable Use Policy and the Social Media Policy.

In terms of their own use of technology, staff should be aware of the following:

- Staff will NOT give any student their personal mobile phone number and will only contact the student on their mobile phone from a College landline, College mobile or College messaging facility.
 - Staff members should not have personal telephone numbers of any student on their mobile phone.
 - Communication by email should only be through the College's email system and personal emails must not be shared with students.
 - Staff will ensure that they follow the College's policy about access to and use of the internet.
- 4.4.5** Any staff with concerns about the inappropriate use of social media or technology or any issues around 'sexting', cyber-bullying or other inappropriate conduct should contact a Safeguarding Officer without delay.

4.5 Procedure for Dealing with Concerns

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 suspicions of significant harm, allegations of abuse, or concerns over potential radicalisation are acted on and treated seriously.

The following guidelines should be used:

- Stay calm and reassure the young person that she/he is right to tell someone of his/her concerns.
- Do not promise confidentiality. Be honest. Explain who you need to pass the information on to and why (i.e. the appropriate person in College who will seek further advice and help.) The young person can accompany you if he/she wishes. Only the people who need to know will be told.
- Allow the young person to speak in his/her own way and at his/her own pace, avoid interrupting when the young person is recalling significant events.
- Do not be judgemental, but make a professional judgement on the likelihood of harm occurring.
- Do not interview the young person; do not ask leading questions. Factual questions are permitted in order to gather as much information as possible to create a full picture

of what has happened so that this can be reported to the Designated Safeguarding Lead.

- 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.
- Note as accurately as possible what was said, use the young person's own words and do not interpret what they are saying. Include the time, context and location of the disclosure. Date and sign the notes. In addition to the young person's name, add the address, date of birth, telephone contact and College course, if known. A College Safeguarding Concern Form is available to write up "rough notes" taken at the time of disclosure. All notes should be passed on to a Safeguarding Officer
- 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 the written notes.
- Do not contact the young person's parents or 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 other agency as appropriate
- 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 Services at the local authority.
- Where there is concern of a real threat to life Emergency Services must be contacted immediately
- In exceptional circumstances if the Designated Safeguarding Leads are 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.

A Disclosure and Referral Flowchart appears as Appendix 1 and College and LSCB contact information appears as Appendix 5.

5 REPORTING AND DEALING WITH ALLEGATIONS OF ABUSE AGAINST MEMBERS OF STAFF

5.1 This procedure applies to all staff employed or working for LSEC.

5.1.1 In rare instances, staff of education institutions have been found responsible for child abuse. Because of their frequent contact with children and young people, staff may have allegations of child abuse made against them. The College recognises that an allegation of child abuse made against a member of staff may be made for a variety of reasons and that the facts of the allegation may or may not be true. It is imperative that those dealing with an allegation maintain an open mind and that investigations are thorough and not subject to delay. Guidance on the conduct of staff appears as Appendix 4.

5.1.2 The College recognises that the Education Act 2002 places a duty on Further Education institutions to exercise their function with a view to safeguarding and providing the welfare of students who are under 18 years of age. In addition FE institutions should have regard to Safeguarding Children, Safe Recruitment in Education and Dealing with Allegations of Abuse against Teachers and other Staff.

It is also recognised that hasty or ill-informed decisions in connection with a member of staff can irreparably damage an individual's reputation, confidence and career. Therefore, those dealing with such allegations within the College will do so with sensitivity and will act in a careful, measured way.

5.2 Receiving an Allegation from a Child

- 5.2.1** A member of staff who receives an allegation about another member of staff from a child should follow the guidelines in section 4 for dealing with disclosure
- 5.2.2** The allegation should be reported immediately to the Principal, unless the Principal is the person against whom the allegation is made, in which case the report should be made to the Designated Safeguarding Lead or the Designated Lead Governor. The Principal (or designated person if the allegation is against the Principal) should:
- 5.2.3** Obtain written details of the allegation from the person who received it, that are signed and dated. The written details should be countersigned and dated by the Principal (or designated person).
- 5.2.4** Record information about times, dates, locations and names of potential witnesses.

5.3 Initial Assessment by The Principal (or Designated Safeguarding Lead)

- 5.3.1** The Principal (or Designated Safeguarding Lead) should make an initial assessment of the allegation, consulting with the Designated Safeguarding Lead and Director of HR as well as the Local Authority Designated Officer (LADO) as appropriate. 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.
- 5.3.2** It is important that the Principal (or Designated Safeguarding Lead) does not investigate the allegation. The initial assessment should be on the basis of the information received and to determine whether or not the allegation warrants further investigation.
- 5.3.3** Other potential outcomes are:
- The allegation represents inappropriate behaviour or poor practice by the member of staff and is neither potentially a crime nor a cause of significant harm to the child. The matter should be addressed in accordance with the College staff disciplinary procedures.
 - The allegation can be shown to be false because the facts alleged could not possibly be true.

5.4 Enquiries and Investigations

- 5.4.1.** Child protection enquiries by social care or the police are not to be confused with internal, disciplinary enquiries by the College. The College may be able to use the outcome of external agency enquiries as part of its own procedures. The child protection agencies, including the police, have no power to direct the College to act in a particular way; however, the College should assist the agencies with their enquiries.
- 5.4.2** The College shall hold in abeyance its internal enquiries while the formal police or social services investigations proceed; to do otherwise may prejudice the investigation. Any internal enquiries shall conform with the existing staff disciplinary procedures.
- 5.4.3** If there is an investigation by an external agency, for example the police, the Principal and/or the Director of Human Resources (or Designated Safeguarding Lead) should normally be involved in, and contribute to, the inter-agency strategy discussions. The Principal (or Designated Safeguarding Lead) is responsible for ensuring that the College gives every assistance to the agency's enquiries.

He/she will ensure that appropriate confidentiality is maintained in connection with the enquiries, in the interests of the member of staff about whom the allegation is made. The Principal (or Designated Safeguarding Lead) shall advise the member of staff that he/she should consult with a representative such as a trade union.

5.4.4 Subject to objections from the police or other investigating agency, the Principal (or Designated Safeguarding Lead) shall:

- inform the child/children or parent/carer making the allegation that the investigation is taking place and what the likely process will involve.
- ensure that the parents/carers of the child making the allegation have been informed that the allegation has been made and what the likely process will involve.
- inform the member of staff against whom the allegation was made of the fact that the investigation is taking place and what the likely process will involve.
- inform the Chair of Governors and/or the designated governor of the allegation and the investigation.

5.4.5 The Principal (or Designated Safeguarding Lead) shall keep a written record of the action taken in connection with the allegation.

5.5 Suspension of Staff

The appropriate section of the College Staff Disciplinary Policy and Procedure should be followed.

Suspension should not be automatic and may be considered at any stage of the investigation and should remain under review.

The Principal (or Chair of the Corporation) shall consider carefully who is informed of the suspension and investigation. The LSCB and external investigating authorities should be consulted.

The suspended member of staff should be given appropriate support during the period of suspension. He/she should also be provided with information on progress and developments in the case at regular intervals.

5.6 The Disciplinary Investigation

The disciplinary investigation should be conducted in accordance with the Staff Disciplinary Policy and Procedure following advice provided by a senior member of the HR team.

5.7 Resignations and dismissals

If, during the course of an investigation relating to safeguarding, an employee tenders his or her resignation, or ceases to provide their services, the College is not prevented from following up an allegation in accordance with these procedures. Every effort will be made to reach a conclusion in cases relating to the welfare of children or vulnerable adults, including those where the person concerned refuses to co-operate with the process. If the criteria for a referral are met, it is not appropriate to reach a settlement/compromise agreement.

If the College dismisses or ceases to use the services of a member of staff because of serious misconduct, or might have dismissed them if they had not resigned the College must still consider whether a referral to the Disclosure and Barring Service is warranted.

5.8 Allegations without foundation

5.8.1 False allegations may be indicative of problems of abuse elsewhere. A record should be kept and consideration given to a referral to the LADO in order that other agencies may act upon the information.

5.8.2 In consultation with the designated person the Principal shall:

- inform the member of staff against whom the allegation is made orally and in writing that no further disciplinary or child protection action will be taken. Consideration should be given to offering counselling/support.
- inform the parents/carers of the alleged victim that the allegation has been made and of the outcome.
- where the allegation was made by a child other than the alleged victim, consideration to be given to informing the parents/carers of that child.
- prepare a report outlining the allegation and giving reasons for the conclusion that it had no foundation and confirming that the above action had been taken.

5.9 Records

5.9.1 It is important that documents relating to an investigation are retained in a secure place, together with a written record of the outcome and, if disciplinary action is taken, details retained on the member of staff's personal and confidential file.

5.9.2 If a member of staff is dismissed or resigns before the disciplinary process is completed, he/she should be informed about the College's statutory duty to inform the DBS.

5.10 Monitoring Effectiveness

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

6 RECRUITMENT AND SELECTION

6.1 The College has an established recruitment and selection procedure and HR process that seeks to identify individuals who are unsuitable to work with children.

6.2 The College will undertake appropriate recruitment and vetting checks on individuals who are being considered for employment working with children, young people and vulnerable adults. The process ensures compliance with guidance issued by the Department of Education, Ofsted, UK Employment Legislation and appropriate professional bodies e.g. CIPD.

6.3 All College staff must have a current DBS check. The detailed requirements for DBS checking operated by Human Resources appear in full in the DBS Disclosure and Storage Policy and Procedure and covers the DBS requirements as applying to directly employed staff, agency staff, contractors, non-employees (including volunteers), governors and visitors. A risk-based approach is taken depending on the frequency of contact with students, level of supervision by the College and nature of the activities engaged in.

6.4 A College DBS check is required for all employees, governors and regular contractors, consultants and visitors. If not received before the first day of work at a College site then a current DBS through a previous employer is acceptable for a period of up to three months, or a risk assessment will be undertaken. 'Current' means that the check was completed within the last three years.

7 TRAINING REQUIREMENTS

7.1 The College's Safeguarding Policy, procedures and accompanying guidance will be made known to all new staff as part of their induction. Additionally, all new staff will be provided with a copy of the latest available version of 'Part One: Safeguarding Information for all Staff' as appearing in Keeping Children Safe in Education 2016, and will be required to confirm that they have read and understood its contents.

7.2 All new staff must undertake initial awareness raising activities covering safeguarding and the Prevent Duty and confirm that they have done so prior to taking up post and must attend a face to face session within the first half term of their appointment.

7.3 All staff, irrespective of role, must attend refresher Safeguarding and Prevent sessions at intervals of no more than three years. In addition, staff will receive updates via email, meetings or bulletins to keep their skills and knowledge up to date on a regular, and at least annual, basis.

7.4 Training targets for both existing staff and new starters are set to ensure that the knowledge and understanding of all staff remains current. Outcomes against these targets are reported to the Corporation via the Annual Report each autumn. The current targets appear as Appendix 6.

7.5 Training is also a requirement for certain non-staff, for example, governors and other regular volunteers/visitors, and College training opportunities are also made available to some partner organisations such as those delivering sub-contracted provision.

8 WHISTLEBLOWING

8.1 As stated in Keeping Children Safe in Education 'all staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the College's safeguarding regime and know that such concerns will be taken seriously by the senior leadership team. Appropriate whistleblowing procedures should be in place for such concerns to be raised with the College's senior leadership team'.

8.2 If a member of staff, governor, volunteer or visitor has concerns about how a potential or actual safeguarding case is being managed, these should be raised with the Safeguarding team in the first instance. If the person raising the concern is not satisfied with the response, and believe there are significant failings in the College's arrangements, then the College's Public Interest Disclosure Policy (which is available on SharePoint) should be consulted. This sets out how to raise a concern firstly within the College and, if necessary, outside the College.

8.3 Keeping Children Safe in Education publicises the NSPCC whistleblowing helpline. This is independent of the College and 'available for staff who do not feel able to raise concerns regarding child protection failures internally'. Staff can call 0800 028 0285 or email help@nspcc.org.uk.

9 COMPLAINTS

9.1 Any complaints about the handling of any safeguarding issue should be sent to the Designated Safeguarding Lead. If the complaint is about the Designated Safeguarding Lead then the Clerk to the Governors should be informed. Any complaint will be dealt with in accordance with the College formal complaints procedure.

9.2 If the complainant is not satisfied with the College's response then the complaint should be referred to Louise Wolsey, Executive Director Corporate and Strategic Development.

10 RELATED POLICIES

10.1 The following College policy statements should be consulted in conjunction with this policy as appropriate:

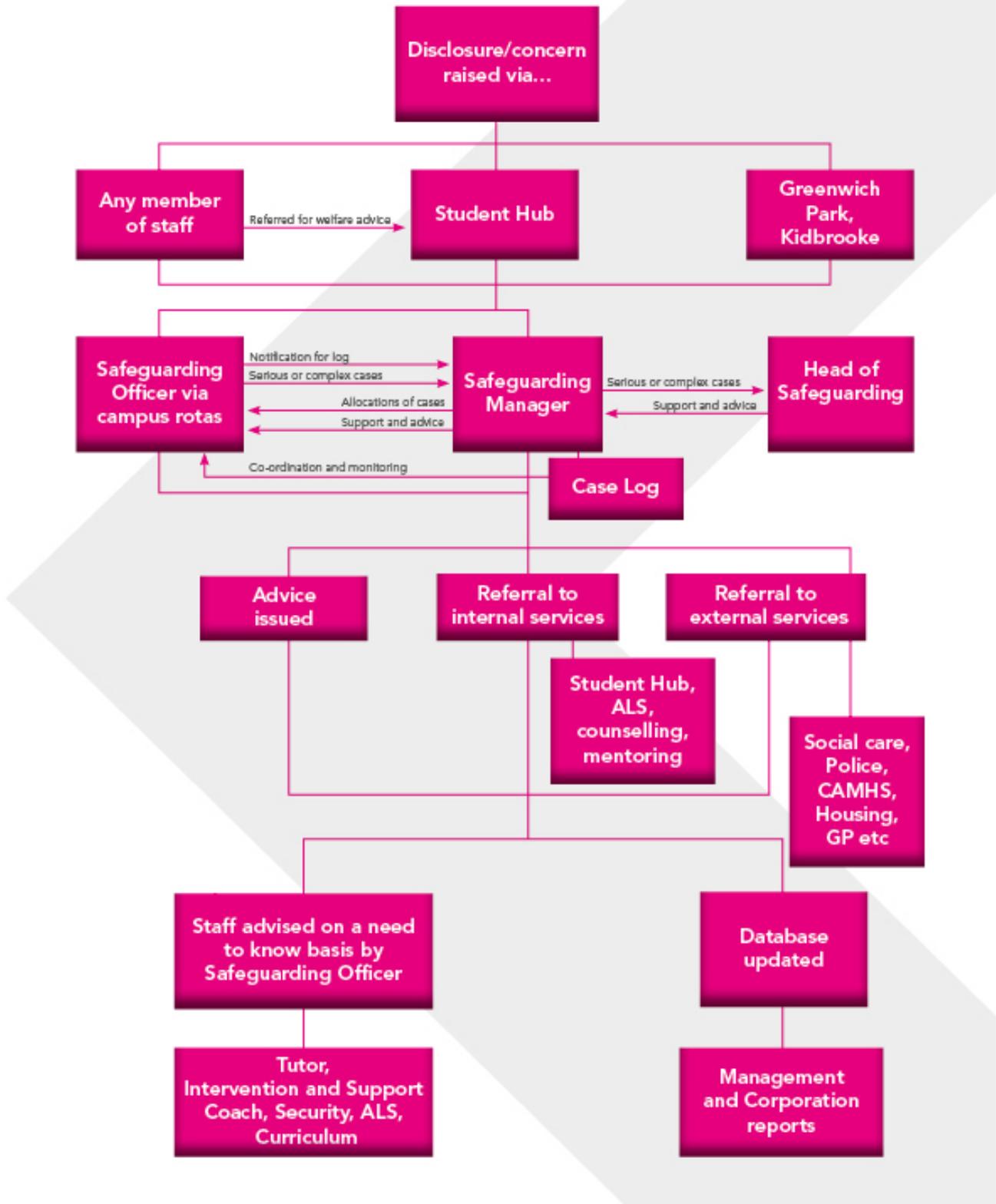
- Bullying Prevention Policy
- DBS Disclosure and Storage Policy
- Drugs and Substance Misuse Policy
- Physical Intervention Policy
- Self-Harm and Suicide Prevention Policy
- Staff Disciplinary Policy
- Student Disciplinary Policy and Procedures
- Student Search Policy

11 POLICY REVIEW

11.1 The effectiveness of this policy will be monitored annually and reviewed every three years in light of experience and best practice. This mechanism recognises that changes as a result of experience and/or to employment legislation may prompt a review of the policy before the end of the three year period.

11.2 On considering the effectiveness of this policy, consultation will be undertaken with the trade unions, employees and managers to assist in the review and monitoring of this policy.

Safeguarding Disclosure and Referral Flowchart



POSSIBLE SIGNS & SYMPTOMS OF ABUSE

The following signs may or may not be indicators that abuse has taken place, but the possibility should be considered. This is not an exclusive list and many of the signs and symptoms could fall into more than one category. Guidance on recognising signs & symptoms of can be found in Part A, Chapter 1. Section 1.1 of London Child Protection Procedures (2014). Also, students with learning difficulties often exhibit some of these signs (e.g. reluctance to get undressed for physical activities, constant tiredness) which are not necessarily signs of abuse but symptoms of their condition. However, it must also be remembered that disabled young people are 3 times more likely to experience abuse or neglect than non-disabled peers.

Physical Abuse

- Unexplained and so called “accidental” injuries, burns or bruising
- Improbable excuses or refusal to explain injuries
- Refusal to undress for physical activities
- Self-destructive tendencies
- Aggression towards others
- Fear of physical contact - shrinking back if touched
- Admitting that they are punished, but the punishment is excessive
- Fear of suspected abuser being contacted

Emotional Abuse

- Physical, mental and emotional development delays
- Sudden speech disorders
- Continual self-depreciation ('I'm stupid, ugly, worthless, etc.')
- Overreaction to mistakes
- Extreme fear of any new situation
- Inappropriate response to pain ('I deserve this')
- Unusual attention seeking behaviour
- Extremes of passivity or aggression

Sexual Abuse

- Being overly affectionate or knowledgeable in a sexual way inappropriate to the young person's age
- Itchy or pain in the genital area
- Other extreme reactions, such as depression, self-mutilation, suicide attempts, running away, overdoses, anorexia
- Personality changes such as becoming insecure or clinging
- Being isolated or withdrawn
- Inability to concentrate
- Become worried about clothing being removed
- Suddenly drawing sexually explicit pictures
- Trying to be 'ultra-good' or perfect; overreacting to criticism

Neglect

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Poor state of clothing
- Emaciation
- Untreated medical problems
- No social relationships
- Compulsive scavenging
- Destructive tendencies
- Stealing food/money
- Poor College attendance
- Compulsive attention seeking

Appendix 3 - Safeguarding Policy

GUIDANCE ON SPECIFIC SAFEGUARDING CONCERNS

Preventing radicalisation and gang recruitment

The College follows the statutory guidance and its responsibilities with regard to Section 26 of the Counter-Terrorism and Security Act 2015 and the 'Prevent' duty and has due regard for the need to prevent people from being drawn into terrorism, and extremism.

In order to fulfil its responsibilities, the College will:

- Work with local and national agencies
- Train all staff in being able to identify and report concerns about extremism, radicalisation and potential terrorism recruitment.
- Engage in anti-radicalisation work with students through a programme of tutorial and enrichment activities
- Maintain strong links with the Prevent Coordinators of the local Police and have regular meetings with their school/College link representatives.
- Promote the British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs.
- Refer students who may be at risk, through the College's internal safeguarding referral process or directly to the local Police Prevent Coordinator who can support a "Channel" referral.
- Work closely with the Youth Offending Services and Police to identify known gang members who may attend College and protect others from being recruited or who may be seeking help to escape from and/or report gang activity.
- Operate a protocol for the approval of Visiting Speakers

There is no stereotype for people who hold extremist views. Vulnerability, isolation and personal grievances added to strong political, religious or social views, can result in a person searching for a cause. People can become vulnerable for many reasons including:

- Low self-esteem
- Guilt
- Loss
- Isolation
- Family breakdown
- Fear
- Lack of purpose
- Anger
- Peer pressure

We are by no means suggesting that one or all of these characteristics or circumstances will drive someone to terrorism. But they often lead to a sense of injustice – be that on a personal or more far reaching scale. Their vulnerabilities or susceptibilities are then exploited towards crime or terrorism by people who have their own agenda.

There is no typical gender, age, religion or background that extremists will target but they use a sense of "Duty" (belonging to a specific group), "Status" (need for reputation) and "Spiritual Rewards" (test of faith) as a way of drawing them in.

This raises the question of what will those signs of radicalisation look like: They will look a lot like troubling behaviour:

- Emotional – angry, mood swings, new found arrogance
- Verbal – expressing opinions that are at odds with generally shared values

- Physical – appearance (tattoos), change in routine.

What to do if you believe someone to be at risk of radicalisation?

The College will adopt the ethos of “Notice, Check, Share” where there are concerns that an individual may be vulnerable.

- Notice – Recognition of any changes in behaviour or appearance.
 - Check – Speak with someone you trust like a tutor or manager and see what they recommend but trust your instinct if you are still concerned.
 - Share – Speak to one of the named contacts to report your concerns. Remember trust your instinct.
- a) If you are a student and concerned about another student, please “Check” with your tutor in the first instance and “Share” with the Safeguarding Team.
 - b) If you are a student and are concerned about a member of staff, or a person who is not a member of the College e.g. guest speakers, please “Check” with the Safeguarding Team and “Share” with the Head of Safeguarding, Student Services or Human Resources.
 - c) If you are a member of staff and are concerned about a student, please “Check” and “Share” with the Safeguarding Team.
 - d) If you are a member of staff and are concerned about another member of staff please “Check” with your Line Manager and “Share” with the Head of Human Resources.
 - e) If you are a member of staff and are concerned about a person who is not a member of the College, e.g. guest speaker, please “Check” and “Share” with the Head of Safeguarding or Student Services.

Referral Protocol

1. Any member of staff may have suspicions that a student or colleague is vulnerable to radicalisation. Concerns may be based on appearance, opinions expressed, language used or changes in any of these over time.
2. Such concerns should be raised with the Safeguarding Team. You should not approach the person about whom you have the concern.
3. The Safeguarding Manager will conduct a risk assessment and collect whatever additional information they need but the potential victim of radicalisation will not be contacted at this stage.
4. If they conclude that the risk is credible they will raise this with a senior member of staff. If the potential victim is an employee of the College, the HR Director will also be consulted.
5. If it is concluded that the matter is to be reported externally, the local Prevent Coordinator will be contacted for advice in the first instance.
6. Possible outcomes would be:
 - The matter is not to be taken further
 - A background investigation will be undertaken by the Police, and in some cases
 - The matter will be referred to the local Channel Panel*
7. Having referred a concern to the Prevent Coordinator (stage 5) the College will act under the Coordinator’s advice and will only approach the subject of the concern if requested to do so.

*Channel is an early intervention multi-agency process designed to safeguard vulnerable people from being drawn into violent extremist or terrorist behaviour. Each panel meeting is chaired by the local authority and brings together a range of multi-agency partners to collectively assess the risk. If the group feels the person would be suitable for Channel, it will look to develop a package of support that is bespoke to the person concerned.

Tackling female genital mutilation and sexual exploitation

Female genital mutilation or FGM is a severe form of violence against women and girls. It is abuse and therefore a safeguarding matter. FGM is an offence under the Female Genital Mutilation Act 2003 and since October 2015 there has been a statutory duty to report actual or suspected cases. This duty applies at the level of the individual but the College expects such concerns to be raised via a Safeguarding Officer in the first instance

All suspected cases will be referred as part of the College's existing safeguarding obligations. Any girl or woman presenting with FGM is considered to be a potential victim of crime and will be referred to the Police and relevant support services.

We are committed to protecting our students from sexual predators and paedophiles. Where there is evidence or suspicion of any student being involved in sexual exploitation this matter will be reported to the Police and relevant support services.

Children missing from college

The College's Intervention Coaches and curriculum staff ensure that learners not attending for any reason are followed up.

In addition, the Intervention Coach role includes routine liaison with education services in a child's home local authority and referring any persistent non-attendance as well as any in-year withdrawals due to non-attendance, so that if there are any undisclosed safeguarding or child protection issues these can be acted upon by the relevant borough children's services.

Peer on peer abuse

All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not be limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting.

Staff should also be aware that behaviour linked to such as drug taking, alcohol abuse, truanting and sexting put children in danger. The College deals with peer-on-peer abuse with the same importance as other safeguarding issues by drawing on, for example, the Bullying Policy and Student Disciplinary Procedures as necessary.

Appendix 4 - Safeguarding Policy

GUIDANCE ON THE CONDUCT OF COLLEGE STAFF

- The College recognises that it is not practical to provide definitive instructions that would apply to all situations at all times when staff come into contact with young people or vulnerable adults and to guarantee the protection of all involved.
- Set out below are the standards of behaviour required of staff in order to fulfil their roles within the College. This code should assist in the protection of young people, vulnerable adults and members of staff.
- These guidelines also apply to volunteers who work in an unpaid capacity, visitors, contractors and so on.

Staff must:

- Implement this protocol at all times.
- Be aware of the potential risks at all times.
- Take all reasonable protective measures when interviewing students (such as, ask another person to be present and sit in a room where it is possible to be observed).

Staff must never:

- Engage in a personal relationship with a young person or vulnerable adult, beyond that appropriate for a normal teacher/ student relationship.
- Allow or engage in inappropriate touching of any kind. The main principles of touch are: touch should always be in response to the young person's or vulnerable adult's need; touch should always be appropriate to the age and stage of development of the young person or vulnerable adult; touch should always be with a young person's or vulnerable adult's permission
- Engage in rough, physical games including horseplay with students.
- Do things of a personal nature for young people or vulnerable adults that they can do for themselves or that their parent can do for them.
- Physically restrain a young person or vulnerable adult unless the restraint is to prevent physical injury of the young person/vulnerable adult/other young people/visitors/staff or yourself. In all circumstances physical restraint must be appropriate and reasonable, otherwise the action can be defined as assault.
- Make sexually suggestive comments to, or within earshot of, a young person or vulnerable adult.
- Have a young person or vulnerable adult on their own in a vehicle. Where circumstances require the transportation of young people or vulnerable adults in a vehicle, another member of staff/ volunteer must travel in the vehicle. Also it is essential that there is adequate insurance for the vehicle to cover transporting young people or vulnerable adults as part of the business of your work. In extreme emergencies (for medical purposes) where it is required to transport a young person or vulnerable adult on their own, it is essential that another teacher and the parent is notified immediately
- Take a young person or vulnerable adult to the toilet unless another adult is present or has been made aware (this may include a parent, group leader) or as set out in the student's personal plan.
- Spend time alone with a young person or vulnerable adult on his/her own outside of the normal tutorial / classroom situation. If you find you are in a situation where you are alone with a young person or vulnerable adult, make sure that you can be clearly observed by others.
- Engage with a young person or vulnerable adult by personal electronic means, e.g. Facebook, e-mail, text. Where such contact is professionally necessary, college systems should be used.

Appendix 5 - Safeguarding Policy

CONTACT INFORMATION

HEAD OF SAFEGUARDING: Responsible for overseeing, developing and monitoring arrangements across all aspects of the College's safeguarding provision / Contribution to duty rotas	
ROBERT GEE robert.gee@lsec.ac.uk / 020 8295 7013	
SAFEGUARDING MANAGERS: Responsible for the implementation of safeguarding arrangements at the allocated sites / Contribution to duty rotas / Personal caseload / External referral / Provide advice to Safeguarding Officers	
LIZ WATSON (Bromley and Orpington) elizabeth.watson@lsec.ac.uk 020 8925 7000 x1580	STEVE CARNEY (Greenwich and Bexley) steve.carney@lsec.ac.uk 02084884893 (Gre) 01322404027 (Bex)
LEAD GOVERNOR: Provides scrutiny and challenge / Attends Steering Group meetings / Represents safeguarding during Corporation business	
JACKY TIOTTO Can be contacted via the Clerk to the Corporation. Contact Jo Keable for advice.	

LOCAL SAFEGUARDING CHILDREN BOARDS AND LOCAL AUTHORITY DESIGNATED OFFICERS: The LSCB and/or LADO should be contacted for advice or to report an allegation against a member of staff. This would generally be by a College DSL but all staff have the right to raise concerns directly with the LADO, especially regarding possible failings in the College's safeguarding procedures, but only after internal whistleblowing processes have been followed.		
Bromley	Greenwich	Bexley
LADO – Rita Dada 020 8461 7669 Rita.Dada@bromley.gov.uk Bromley LCSB BSCB@bromley.gov.uk k 0208 461 7816	LADO - Ken Palmer 020 8921 3930 Childrens-LADO@royalgreenwich.gov.uk Greenwich LCSB 020 8921 4477. safeguardingboard@royalgreenwich.gov.uk	LADO – James McMillan 020 3045 5543 / 07950 562936 james.mcmillan@bexley.gov.uk LADO@bexley.gov.uk Bexley LCSB 0203 045 4320 bscb@bexley.gov.uk

HOW TO CONTACT A SAFEGUARDING OFFICER

In person	The rota of Safeguarding Officers on each site can be found on SharePoint, or ask at Reception
Campus office locations	Bromley – G62, Orpington – TBC, Greenwich – F104, Bexley - 011
By phone	Use the contact numbers appearing above, or safeguarding concerns can be raised by calling 02082957083 (you will contact the duty manager at Bromley)
By email	College email addresses all conform to the same format – firstname.lastname@lsec.ac.uk , or email safestudent@lsec.ac.uk if the enquiry is not urgent

Additional sites	Holly Hill – TBC, Greenwich Park – Koko Ruaud 02083054272, Kidbrooke – Rob Lynch 02083194722
Evenings	Contact the duty manager, on evenings when the site is open. The duty manager rota is on SharePoint, or ask at Reception
Work-based learners	Emma Tissiman, 02082957000 x1360
14-16	Caralyn Betts, 02082957000 x7133
ESOL	Bromley – Damian McCoy, 02082957108 Greenwich – Claire O'Donoghue, 02083553918
SEND	Bromley - Maggie Stevenson, 02082957000 x7249 Greenwich – Megan Tozer, 02084884800 x3928

Appendix 6 – Safeguarding Policy

SAFEGUARDING TRAINING TARGETS, 2017/18

	Descriptor	Target
1	Multi-agency training is undertaken by the Designated Safeguarding Leads and is current (attended within the last two years)	100%
2	Multi-agency training is undertaken by the Designated Lead Governor and is current (attended within the last two years)	100%
3	Multi-agency training is undertaken by staff acting as Safeguarding Officers and is current (attended within the last two years)	100%
4	Safer Recruitment guidance is supplied to all recruitment panels and confirmation of its use is received	100%
5	Safeguarding training is current for all staff (attended within the last three years)	100%
6	Prevent training is current for all staff (attended within the last three years)	100%
7	Confirmation has been received that Keeping Children Safe in Education, Part 1, has been read and understood by all staff	100%
8	New starters confirmed that online safeguarding and online Prevent training had been undertaken, and Keeping Children Safe in Education, Part 1, had been read and understood before starting at the College	100%
9	All new starters had a current DBS (through LSEC or their previous employer), or a risk assessment had been undertaken, prior to taking up their post	100%
10	All new starters attended face-to-face Safeguarding training within 50 working days of taking up their post	100%