

WEST THAMES COLLEGE

SAFEGUARDING POLICY

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1. Statement

West Thames College is committed to safeguarding and promoting the welfare of children, young people, and adults deemed vulnerable. Our approach aligns with statutory guidance issued by the UK Department for Education, including the Children Act 1989 and the Children Act 2004. Specifically, we adhere to the principles outlined in "Working Together to Safeguard Children 2023," which sets the framework for inter-agency working to ensure the safety and welfare of children.

Our safeguarding practices also comply with the requirements of:

- The Education Act 2002, Section 175.
- The Education (Independent School Standards) Regulations 2014.
- The Non-Maintained Special Schools (England) Regulations 2015.

These regulations require schools and colleges in England to uphold safeguarding protocols to protect students effectively.

In accordance with the Counter-Terrorism and Security Act 2015, West Thames College is obligated under the Prevent duty to "have due regard to the need to prevent people from being drawn into terrorism." We work closely with the local Prevent lead to stay informed about local concerns and to refer students of concern to the Channel process. Our efforts aim to safeguard students from radicalisation and violent extremism through our tutorial programme, curriculum, and enrichment activities.

West Thames College is dedicated to the safety and wellbeing of all students, staff, and individuals associated with the College, including offsite students, apprentices, and subcontracted providers. We actively promote the welfare of all students, including those with additional needs, and mental and physical health concerns. All teaching and support staff, volunteers, and partner agencies are expected to adhere to these safeguarding practices at all times.

Staff are required to read this guidance alongside [Keeping Children Safe in Education 2025](#) (KCSiE), specifically [part one](#). The College works with the local Safeguarding Partnership and Prevent multi-agency groups to ensure effective arrangements are in place for identifying, assessing, and supporting individuals who may be at risk of harm. Further details are provided in Appendix 3.

Our safeguarding approach is guided by the following principles:

- Every student, regardless of age, disability, gender, racial heritage, religious belief, sexual orientation, or identity, is entitled to equal protection from harm or abuse.
- Safeguarding is a collective responsibility.
- Early intervention is preferable to prevent issues from escalating.
- Effective safeguarding involves collaboration with students, their families, and relevant agencies.

2. Human Rights Act 1998

West Thames College is bound by the **Human Rights Act 1998**, which requires all public bodies to uphold the rights set out in the **European Convention on Human Rights (ECHR)**. It is unlawful for the College to act in ways that breach these rights.

Key rights relevant to safeguarding include:

- **Article 3:** Freedom from inhuman or degrading treatment (absolute).
- **Article 8:** Right to respect for private and family life, including physical and mental wellbeing.
- **Article 14:** Protection from discrimination in the enjoyment of these rights.
- **Protocol 1, Article 2:** Right to education.

Any concerns involving harassment, violence, abuse, or sexual misconduct will be addressed under the College's Safeguarding and Academic Misconduct policies in line with these legal obligations.

3. The Purpose and Scope

The purpose of this policy is to ensure the protection of children and vulnerable adults participating in education and training at West Thames College. It aims to foster a comprehensive awareness among staff regarding safeguarding issues that may put children and vulnerable adults at risk. This includes recognising the indicators and signs of potential harm, and knowing how to identify and report such concerns effectively.

This policy applies to all individuals involved with West Thames College, including:

- Students
- College staff
- Governors
- Volunteers
- Visitors
- Contracted services such as agency staff, employers offering work placements, transportation companies, and contractors who have direct access to children, young people, and vulnerable adults.

4. Legal framework

This policy supports West Thames College in aligning its policies and procedures with the following legal and statutory requirements:

- Working Together to Safeguard Children 2023
- Keeping Children Safe in Education 2025
- Counter-Terrorism and Security Act 2015 (including the Prevent Duty)
- Children Act 1989 and 2004
- Education Act 2002 and 2011
- Care Act 2014
- Safeguarding Vulnerable Groups Act 2006
- Data Protection Act 2018 (including GDPR)
- Protection of Freedoms Act 2012
- Mandatory Reporting of Female Genital Mutilation – Procedural Information 2020
- Sexual Offences Act 2003 (Position of Trust)
- Childcare (Disqualification) Regulations 2018

For the purposes of safeguarding defined by KCSIE 2025:

In line with KCSIE 2025:

- A **child** is anyone under the age of 18.
- An individual aged **18 to 24 with an active Education, Health and Care Plan (EHCP)** is also considered a child under safeguarding and child protection legislation.

A **vulnerable adult** is defined (under the Care Act 2014) as someone aged 18 or over who:

- Requires care and support due to disability, age, illness, or mental health needs.
- Is unable to protect themselves from abuse or neglect because of those needs.
- May also be vulnerable due to factors such as caring responsibilities, addiction, special educational needs, or past trauma.

Our approach to safeguarding for adults is welfare, empowerment and prevention focused, supporting the adult to protect themselves. This is because adults have the right to autonomy under the Care Act 2014.

5. Policy Review and Monitoring

The Safeguarding Policy for Children and Vulnerable Adults will be reviewed annually to ensure it reflects current statutory guidance, including Keeping Children Safe in Education (KCSIE) 2025), Working Together to Safeguard Children, and local safeguarding partnership expectations.

- The review will be led by the Director of Student Experience, who also serves as the Operational Designated Safeguarding Lead (DSL), in consultation with the Vice Principal of Curriculum & Student Experience.
- The updated policy will be presented to the Governing Body for approval and published on the College website and Connect for staff access.

A formal Annual Safeguarding Report will be produced by the Director of Student Experience and submitted to the Governing Body. This report will evaluate:

- Safeguarding activity and disclosures.
- Emerging trends or risks.
- Training completion and effectiveness.
- Any revisions required to policy or procedures.

Oversight and Monitoring

The implementation of this policy will be monitored through:

- **Corporation:** via the Annual Report and termly Governor link meetings.
- **Executive Team:** strategic oversight.
- **Vice Principal:** operational assurance.
- **College Management Team (CMT):** monitoring via reports.
- **Safeguarding Team:** through Safeguarding Committee meetings.

Our Commitment to Safeguarding

To safeguard and promote the welfare of children and vulnerable adults, West Thames College will:

- **Prioritise Wellbeing:** value, listen to, and respect every learner.
- **Embed Safeguarding Practice:** through clear procedures, codes of conduct, and safe recruitment.
- **Prevent Harm:** protect students from abuse, neglect, exploitation, and impairment to health or development.
- **Ensure Online Safety:** by implementing age-appropriate filtering, monitoring, and digital literacy.
- **Deliver Prevent Duty:** through early identification, education, and multi-agency referrals.
- **Foster Safe Culture:** by creating an inclusive, tolerant environment built on Shared Values.
- **Empower Staff:** with ongoing training to identify risk and respond appropriately.
- **Educate Students:** through curriculum content that builds resilience, critical thinking, and awareness of risks such as grooming, extremism, and online harm.
- **Collaborate Externally:** with police, local authorities, mental health services, and safeguarding partners.
- **Support Success:** by ensuring students feel safe, connected, and able to thrive personally and academically.

This approach ensures that our safeguarding measures remain robust and responsive to emerging needs and challenges.

6. Safeguarding Procedures Responsibilities

All members of the College community, including staff, governors, students, and contracted staff share the responsibility for safeguarding and promoting the welfare of children and vulnerable adults. Each individual must always act in the best interests of those they support.

Responsibilities of All Staff

Every staff member who interacts with children and vulnerable adults in their day-to-day roles has a duty to safeguard and promote their welfare. Staff will receive training to understand their safeguarding responsibilities, and non-compliance with these duties will be treated seriously and may lead to disciplinary action. New employees will undergo initial safeguarding training as part of their induction process.

Responsibilities and Awareness

- **Recognising Vulnerability:** Staff should be aware that children might not always be ready or able to disclose abuse, exploitation, or neglect. They may not recognise their experiences as harmful due to feelings of embarrassment, humiliation, or threats, which could be related to their vulnerability, disability, sexual orientation, or language barriers. Staff should maintain professional curiosity and consult with the Designated Safeguarding Lead (DSL) if they have concerns about a child.
- **Building Trust:** It is crucial for staff to establish trusted relationships with children and young people to facilitate open communication.

Mandatory Staff Responsibilities

All staff must:

- **Complete Annual Safeguarding Training:** Engage in mandatory safeguarding training each year.
- **Read Key Documents:** Review "Keeping Children Safe in Education, Part One" and the College's Safeguarding for Children and Vulnerable Adults Policy, along with associated procedures.
- **Promote Welfare:** Actively safeguard and promote the welfare of children and vulnerable adults.
- **Report Concerns:** Notify the DSL or Safeguarding Officer if they have any concerns about a child or vulnerable adult.
- **Follow Code of Conduct:** Adhere to the Staff Code of Conduct as detailed in the Staff Quick Guide.

Procedures for Reporting Concerns

As part of the mandatory online training, all staff must read and understand Part 1 of "Keeping Children Safe in Education." If the Designated Safeguarding Lead (DSL) is unavailable, please contact a member of the Safeguarding Team. Any staff member with concerns about a child's welfare should adhere to the referral processes outlined in KCSIE, coordinate with their manager, and report and document all communications using MyConcern. Additionally, staff should be ready to support social workers and other agencies following any referral.

This framework ensures that all staff are equipped to handle safeguarding issues effectively and consistently.

7. Designated Safeguarding Leads and Officers

The College's safeguarding arrangements are overseen by the Vice Principal for Creative, Inclusion and Student Experience, with operational support from the Director of Student Experience & Safeguarding (DSL). The DSL is responsible for managing the day-to-day delivery of safeguarding procedures.

The Designated Safeguarding Lead (DSL) has an overarching view of all safeguarding concerns reported. Along with the Safeguarding Officers, the DSL serves as the College's primary source of support, advice, and expertise on safeguarding matters and is tasked with handling allegations or suspicions of abuse. Key responsibilities of the DSL and the Safeguarding Team include:

- **Information Gathering:** Collecting information from staff, volunteers, students, parents, or carers regarding concerns related to the protection of children or vulnerable adults, and documenting this information.
- **Information Assessment:** Reviewing information promptly and thoroughly, and requesting additional details when necessary.
- **Consultation:** Engaging with relevant local safeguarding children partnerships and adult safeguarding teams to address doubts or concerns, ensuring consistency and integrity in local processes.
- **Referrals:** Making timely referrals to statutory child protection agencies, such as the Multi Agency Safeguarding Hub (MASH) or the Police, and cooperating fully with external agencies as needed.
- **Record Keeping:** Maintaining accurate records of all safeguarding referrals, complaints, or concerns, even if they do not result in a formal referral.
- **Policy Awareness:** Ensuring that parents are informed about the College's Child Protection and Vulnerable Adult policy.
- **External Collaboration:** Working with external agencies and organisations, including Prevent Leads, to ensure student safety.
- **Staff Training:** Collaborating with Human Resources to provide staff with fundamental training on child protection issues and ensure familiarity with the College's safeguarding procedures.

Additionally, the Designated Safeguarding Leads will:

In alignment with the requirements outlined in Keeping Children Safe in Education 2025 and Working Together to Safeguard Children 2023, the Designated Safeguarding Leads (DSLs) will undertake the following responsibilities:

- **Regular Meetings:** Convene frequent operational and strategic meetings to ensure the coherence, integrity, and effective monitoring of safeguarding processes for children and vulnerable adults. This will involve reviewing current practices, discussing emerging issues, and ensuring that all safeguarding measures are aligned with the latest guidance and legislation.
- **Policy and Procedure Compliance:** Collaborate closely with the Vice Principal and the Director of Student Experience to ensure that safeguarding policies and procedures are fully compliant with current legislation and statutory guidance.
- **Risk Assessment for Offender Learners:** Coordinate with local Youth Offending Services and Probation Services to assess the risks associated with applications from learners who are offenders. This ensures that appropriate safeguards are in place.
- **Annual Policy Review:** Ensure that the Safeguarding for Children and Vulnerable Adults Policy is reviewed and presented to the Corporation for approval on an annual basis, ensuring that it remains up-to-date and effective.
- **Annual Reporting:** Prepare and present an annual report to the Corporation detailing how the College has fulfilled its safeguarding responsibilities. This report will outline actions taken, effectiveness of safeguarding measures, and any areas for improvement.

- **Identifying and Reporting Deficiencies:** Notify the Principal and the Corporation of any identified deficiencies in safeguarding procedures or policies at the earliest opportunity to facilitate prompt resolution and improvements.
- **Ultimate Responsibility:** The Vice Principal of Curriculum & Student Experience will retain overall responsibility for the College's safeguarding arrangements and procedures, ensuring that all aspects of safeguarding are effectively managed and upheld.

8. The Principal

The Principal is accountable for ensuring that:

- **Implementation of Safeguarding Policies:** The College's Safeguarding Policy and associated procedures are effectively implemented and adhered to by all staff.
- **Support for DSLs:** Designated Safeguarding Leads (DSLs) are provided with adequate time and resources to fulfil their safeguarding responsibilities.
- **Staff Empowerment:** All staff members feel empowered to raise concerns about the safety and welfare of children and vulnerable adults without fear of reprisal.
- **Effective Handling of Concerns:** Concerns raised are addressed sensitively, effectively, and promptly.
- **Ongoing Training:** Governors and staff receive regular safeguarding training and updates to ensure ongoing awareness and compliance.

9. The Governing Body

In accordance with Keeping Children Safe in Education 2025, the College Governing Body must ensure:

- **Compliance with Legislation:** The College meets its statutory obligations under safeguarding legislation.
- **Appointment and Training:** An appropriately trained Governor Safeguarding Lead is appointed.
- **Policy Oversight:** Safeguarding policies and procedures are in place, reviewed annually, and accessible to the public.
- **Unexplained and or persistent absences in education:** There are clear arrangements to address situations where children are absent from education.
- **Inter-Agency Collaboration:** The College engages in effective inter-agency working in line with Working Together to Safeguard Children 2023.
- **Local Procedures:** Safeguarding practices align with those of local authorities and Local Safeguarding Children Partnerships.
- **Information Sharing:** Information sharing between agencies is facilitated appropriately, ensuring that it supports the welfare of children and does not act as a barrier.
- **Training:** All staff receive safeguarding training during induction and at regular intervals thereafter.
- **Staff Expertise:** Opportunities are provided for staff expertise to contribute to and shape safeguarding policies and arrangements.
- **Online Safety:** Effective filters and monitoring systems are in place for online safety, including for issues such as sexting.
- **Curriculum Integration:** Safeguarding, including online safety, is integrated into the curriculum through teaching and learning opportunities.
- **Safe Recruitment:** The College has robust processes for safe recruitment and managing allegations of abuse against staff.
- **Student Involvement:** Students' wishes and feelings are considered in decisions affecting their support and action.
- **Looked After Children:** Staff are equipped with the skills, knowledge, and understanding necessary to safeguard "Looked After Children," and a DSL is designated for this role.
- **External Speakers Policy:** There is a policy in place for managing external speakers and visitors to the College.

10. College Management Team

All College managers must ensure that:

- **Policy Awareness:** Staff in their areas are informed about and adhere to the College's safeguarding policies and procedures.
- **Curriculum and Tutorial Contribution:** Curriculum Managers (CQTMs) are responsible for delivering a curriculum that supports safeguarding and contributing to tutorial arrangements.

11. Contractors

Contractors working on College sites are required to:

- **Health and Safety Compliance:** Adhere to the College's Health and Safety and Safeguarding requirements.
- **Staff Briefing:** Agree to the College's requirements for briefing their staff, which will vary based on the nature, location, and duration of their work.
- **Identification:** Wear a pink lanyard to clearly identify themselves as contractors on College premises.

Ensuring that all aspects of safeguarding are comprehensively managed and that every individual and group involved with the College understands their roles and responsibilities.

12. Safer Recruitment, Conduct and Whistleblowing

West Thames College is committed to safer recruitment as a key aspect of its safeguarding responsibilities. In line with KCSIE 2025 and Working Together to Safeguard Children 2023, all staff, volunteers, contractors, and agency workers who work with or around students are subject to robust vetting to ensure they are safe, suitable, and trustworthy.

Safer Recruitment Procedures

To maintain a secure learning environment, the College follows rigorous safer recruitment practices which include:

- **Verification of Identity and Qualifications:** including academic, vocational, and professional references.
- **Full Employment History Checks:** to explore any unexplained gaps or safeguarding concerns.
- **Health and Fitness to Work:** to ensure individuals are physically and mentally fit for the role.
- **Enhanced DBS with Barred List Checks:** for all roles engaging in regulated activity with children or vulnerable adults.
- **Safeguarding focused Interviews:** to assess attitudes, values, and understanding of safeguarding responsibilities.

The College maintains an up-to-date **Single Central Record (SCR)** detailing the pre-employment checks for all relevant staff and records annual completion of mandatory training on safeguarding, Prevent Duty, and code of conduct.

Safe and Professional Conduct

All staff are expected to:

- Maintain high standards of professional behaviour, working transparently and avoiding situations that could be misinterpreted.
- Seek advice or report concerns about student welfare or staff conduct in line with the College's Safeguarding Policy.
- Adhere to College policies on confidentiality, boundaries, equality, and non-discrimination.
- Any breaches of professional standards may result in disciplinary or criminal action.

Reporting Concerns and Allegations

Staff must report concerns about other adults (including supply staff and volunteers) in accordance with the College's Allegations Management Policy and in line with KCSIE Part Four. This includes:

- **Concerns about colleagues:** reported to the line manager or Head of HR.
- **Concerns about the Principal:** reported to the Chair of Governors.
- **Concerns about the Chair of Governors:** reported to the Principal and the Local Authority Designated Officer (LADO).

Whistleblowing

The College promotes a culture where staff feel confident to raise concerns about unsafe or poor safeguarding practices.

- Staff can access the Whistleblowing Procedure in the Staff Handbook or seek guidance from HR.
- If internal routes are not appropriate or effective, staff may contact the NSPCC Whistleblowing Advice Line on 0800 028 0285 or email help@nspcc.org.uk

By embedding safer recruitment and professional standards into everyday practice, West Thames College ensures that all students are safeguarded by competent, accountable, and trusted adults. This contributes to a safe and respectful learning environment where safeguarding is everyone's responsibility.

Staff Development and Training

In accordance with Keeping Children Safe in Education 2025 and Working Together to Safeguard Children 2023, West Thames College is committed to ensuring that all staff, including agency workers, contractors, and volunteers, receive comprehensive safeguarding training. This training underpins a culture of vigilance, support, and student-centred safety across the College.

Initial Training

All new staff, including agency staff and consultants, are required to complete a mandatory induction programme that covers safeguarding, Prevent Duty, and the College's specific safeguarding procedures. This includes a detailed review of Part One: Safeguarding Information for All Staff from KCSIE 2025. New starters are also expected to complete training on Equality and Diversity, Health and Safety, and Fire Safety within their probation period, or within four weeks of starting, in the case of agency staff and consultants.

To ensure clarity and accountability, all new staff receive the Staff Quick Guide, which outlines key policies and expectations. They must sign a written acknowledgement confirming they have read and understood these documents.

Ongoing Training and Updates

Safeguarding training does not end at induction. All staff are required to undertake annual refresher training, which includes reviewing the current version of Part One from KCSIE 2025. This refresher is typically delivered through Continuing Professional Development (CPD) sessions and is designed to reinforce key responsibilities, raise awareness of new risks, and ensure compliance with evolving legislation.

In addition to formal training, safeguarding updates are provided regularly through emails, staff briefings, and bulletins. These updates ensure staff remain informed about emerging risks, local safeguarding issues, and changes to national or College-level procedures.

By embedding safeguarding training into every stage of employment, from induction to annual CPD, West Thames College demonstrates its commitment to maintaining a proactive and informed safeguarding culture. This approach ensures that all staff are equipped to recognise, respond to, and escalate safeguarding concerns appropriately and confidently, in line with statutory guidance.

Designated Safeguarding Leads (DSLs)

All Designated Safeguarding Leads (DSLs) at West Thames College are required to undertake specialised training in safeguarding and child protection, with a strong emphasis on effective inter-agency working. This training equips DSLs to manage referrals, coordinate with external services, and lead safeguarding practices confidently and competently.

To ensure their knowledge remains current and aligned with national guidance, DSLs must complete refresher training at least every two years. This ongoing professional development enables them to respond effectively to complex safeguarding concerns and emerging risks.

In addition, the College's Lead Governor for Safeguarding is expected to participate in relevant safeguarding and inter-agency training. This ensures the governing body provides informed scrutiny and strategic oversight of the College's safeguarding arrangements.

13. Prevent Duty and Counter Extremism

West Thames College is committed to fostering an inclusive, respectful, and safe learning environment in line with our Shared Values of **Integrity, Excellence, Equality, and Respect**. As part of our safeguarding responsibilities, and in compliance with the Prevent Duty and Keeping Children Safe in Education 2025, we take a proactive approach to preventing individuals from being drawn into terrorism, whether violent or non-violent extremism.

Prevent Strategy Objectives

The Prevent Duty outlines three core objectives which underpin the College's approach:

- **Respond:** To challenge the ideological narratives that underpin terrorism and prevent the spread of extremist views.
- **Prevent:** To identify and support individuals who may be vulnerable to radicalisation through early intervention and referral.
- **Work with Sectors and Institutions:** To strengthen partnerships across education, law enforcement, and local authorities in order to assess and manage risks.

College Commitment

At West Thames College, we are committed to promoting a community that is resilient to extremism, rooted in democratic values and critical thinking. We empower students to recognise and reject extremist ideologies through a strong safeguarding culture and tutorial provision. Staff and students are encouraged to engage in open, respectful dialogue, promoting tolerance and a deeper understanding of diverse beliefs and perspectives.

We actively promote a zero-tolerance approach to hate speech, extremist views, or activities that contradict British Values, and take immediate action where concerns arise.

Key Definitions

- **Extremism** refers to vocal or active opposition to Shared Values, including democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs. It includes incitement to violence, and support for groups targeting members of the armed forces.
- **Radicalisation** is the process by which a person comes to support terrorism or extremist ideologies.
- **Terrorism** involves the use or threat of serious violence, damage, or disruption intended to influence government or intimidate the public for political, religious, or ideological purposes.

Implementation of Prevent at West Thames College

Staff Training and Awareness

All staff, including temporary and agency workers, receive mandatory Prevent training as part of their induction. This training is refreshed annually and forms part of our wider safeguarding CPD, ensuring staff are equipped to recognise early signs of radicalisation or extremist influence and respond appropriately.

Reporting Concerns

Concerns about a student or staff member being at risk of radicalisation must be reported immediately to the Designated Safeguarding Lead (DSL) or a Safeguarding Officer via the College's MyConcern platform. All concerns are recorded, risk-assessed, and, if necessary, escalated to external partners such as the Channel Panel, the police, or the Local Authority Prevent Lead.

External Partnerships

The College works closely with key safeguarding partners including the Hounslow Safeguarding Children Partnership (HSCP), Prevent Leads, the police, and other local services. These partnerships ensure joined-up safeguarding responses and allow access to additional support when needed.

Online Safety and Digital Monitoring

Recognising the risk of online radicalisation, the College employs SENSO and Palo Alto filtering systems to identify and block extremist content on College networks. Digital safety education, built into the tutorial curriculum, equips students with the critical thinking skills to navigate online spaces safely and challenge misinformation.

By integrating Prevent into our safeguarding framework and wider curriculum, West Thames College ensures that all members of our community are supported, protected, and empowered to contribute positively to society.

14. Confidentiality and sharing information

Data protection laws, including the General Data Protection Regulation (GDPR), do not obstruct the sharing of information necessary for safeguarding and protecting children. The legal and secure exchange of information between educational institutions, Children's Social Care, and other local agencies is vital to ensuring children's safety and well-being and providing the support they need.

Safeguarding concerns always take precedence over data protection where a child's safety or welfare is at risk. Legally, information can be shared without consent where seeking consent would place a child at greater risk, where it is not possible to obtain consent, or where there is a legal obligation to do so. The College always acts in the best interests of the child when making these decisions.

All staff understand that fears about breaching data protection laws must never be a barrier to safeguarding children. Appropriate organisational and technical measures are in place to ensure that personal data is shared securely, lawfully, and proportionately. Staff are trained to handle information responsibly and understand the limits of confidentiality.

When parental consent is required, for example, for off-site visits or medical treatment, the College adopts a careful and legally robust approach. In situations where there is disagreement between parents or carers, the College will treat consent as not having been granted. This ensures that decisions are made in the best interests of the student, align with our safeguarding responsibilities, and reduce the risk of potential legal or safeguarding complications.

By embedding these principles into its safeguarding practice, the College ensures that essential information is shared effectively with relevant agencies, such as Children's Social Care, the police, or mental health services, while upholding its legal obligations under data protection law. This balanced approach supports early intervention, protects vulnerable learners, and promotes a culture of professional curiosity and proactive safeguarding.

15. Safeguarding Students aged under 16

West Thames College accommodates a significant number of pre-16 students through commissioned and alternative provision. In line with Keeping Children Safe in Education 2025, any allegations or suspicions of abuse involving these students must be addressed promptly and in accordance with the College's safeguarding procedures.

Reporting Safeguarding Concerns

All staff have a statutory duty to report any concerns or disclosures relating to the safety and welfare of pre-16 learners. Concerns must be raised without delay and recorded in line with College procedures to ensure a consistent and timely safeguarding response.

A named member of staff from the 14–16 provision is responsible for maintaining close liaison with the designated safeguarding leads in students' home schools. This joint working ensures that safeguarding concerns are communicated clearly, and referrals are made to the appropriate agency, whether led by the College or the school, depending on the nature and context of the case.

It is essential that all safeguarding concerns, discussions, decisions, and actions are accurately documented on the College's safeguarding platform, MyConcern. This provides a clear audit trail, supports effective case management, and ensures transparency and accountability in safeguarding practice.

By adhering to these procedures, West Thames College upholds its duty of care to pre-16 students and supports a joined-up approach with schools and external agencies to protect learners and promote their wellbeing. Appendix 4

16. Safeguarding Across Co-Located Providers

Ambitious College, The Rise Sixth Form, and Woodbridge Park Education Service, based at both the Isleworth main campus and the Skills + Logistics Centre in Feltham, are fully committed to safeguarding and promoting the welfare of children, young people, and vulnerable adults. All three providers share a collective responsibility to uphold a safe, inclusive, and supportive learning environment.

Shared safeguarding Responsibilities

All staff working across these co-located institutions are required to comply fully with their organisation's safeguarding policy. These policies must be in alignment with the safeguarding principles and standards established by West Thames College, ensuring a consistent and joined-up approach to safeguarding across the shared estate.

To support this consistency, safeguarding policies for all providers are stored in a centralised, accessible location. This ensures that staff can readily consult the most up-to-date procedures and are aware of their responsibilities, including how to recognise, report, and escalate concerns.

Each institution is accountable for ensuring that its safeguarding arrangements meet the expectations of Keeping Children Safe in Education 2025 and reflect the collaborative safeguarding culture established by West Thames College. This includes the provision of appropriate staff training, secure reporting systems, and regular policy reviews.

By maintaining aligned safeguarding standards and promoting strong collaboration between providers, Ambitious College, The Rise, and Woodbridge Park Education Service contribute to a coherent and effective safeguarding framework that prioritises the welfare of all learners on site.

17. External Referrals - Early Help

In accordance with Keeping Children Safe in Education 2025 and Working Together to Safeguard Children 2023,

West Thames College recognises the importance of early help in supporting children and young people who may be experiencing difficulties. Where early help is appropriate, the Designated Safeguarding Lead (DSL) or a member of the Safeguarding Team will take responsibility for liaising with external agencies and initiating a multi-agency assessment to ensure a coordinated and timely response.

Responsibilities and Procedures:

Coordinating Early Help

The DSL or an authorised member of the Safeguarding Team will lead on coordinating with relevant professionals and initiating a multi-agency assessment to address the child's needs. This collaborative process enables early intervention and ensures that both the child and their family receive the appropriate support before issues escalate.

Ongoing Monitoring and Escalation

Staff involved in cases of early help must maintain regular oversight. Where there is little or no improvement in the child's circumstances, or where concerns escalate, a referral must be made to children's social care for a statutory assessment and, where appropriate, intervention.

Staff Vigilance

All staff have a duty to remain alert to the signs that a student may benefit from early help. This includes recognising vulnerabilities or emerging risks and reporting them through the College's safeguarding procedures without delay.

Indicators That a Child May Need Early Help

The following are examples of situations that may indicate a child or young person would benefit from early help:

- **Disability or Chronic Health Conditions:** Where additional support is required due to a child's physical or developmental needs.
- **Special Educational Needs (SEN):** Whether or not the child has an Education, Health and Care (EHC) Plan.
- **Mental Health Concerns:** Including emotional or behavioural difficulties that impact wellbeing or learning.
- **Young Carers:** Children assuming a caring role within the family that may affect their own health, development, or education.
- **Exposure to Anti-Social or Criminal Behaviour:** Including gang affiliation, county lines involvement, or organised crime.
- **Children Missing Education (CME):** Unexplained or regular absences from education, home, or care settings.
- **Risk of Exclusion:** Where repeated suspensions or the threat of permanent exclusion indicate underlying needs.
- **Risk of Exploitation:** Including sexual exploitation, criminal exploitation, trafficking, or modern slavery.
- **Radicalisation Concerns:** Children who may be vulnerable to extremist influences or ideologies.
- **Family Members in Custody:** Where a parent or carer is imprisoned or involved in serious criminal activity.
- **Family Contextual Factors:** Including parental drug or alcohol misuse, mental ill-health, or domestic abuse.
- **Substance Misuse by the Child:** Where a student is misusing drugs or alcohol and needs early intervention.
- **'Honour'-Based Abuse:** Concerns relating to forced marriage, Female Genital Mutilation (FGM), or related harmful practices.
- **Private Fostering:** Where a child is being cared for by someone who is not a close relative for 28 days or more, and support or assessment may be needed.

By recognising and responding to these early indicators, staff play a vital role in ensuring that

students receive timely, targeted support. West Thames College remains committed to delivering an effective early help offer that safeguards students, promotes positive outcomes, and prevents the escalation of need.

18. Addressing Knife Crime, Exploitation and Abuse

At West Thames College, safeguarding is at the heart of everything we do. We are committed to creating a safe, respectful, and inclusive environment where all students feel protected and supported. In line with Keeping Children Safe in Education 2025, we take a proactive and preventative approach to serious issues such as knife crime, child sexual exploitation (CSE), and child criminal exploitation (CCE).

Understanding Knife Crime and Its Impact

Knife crime remains a serious concern across the UK and is not confined to specific regions or communities. Children and young people involved in knife-related incidents, whether as victims, perpetrators, or witnesses, often experience a range of vulnerabilities that require a safeguarding response, not just a disciplinary one.

Knife crime includes more than carrying a blade. Offences may involve:

- **Threatening or harming someone** with a knife or similar weapon.
- **Possessing a knife in public** without a lawful reason.
- **Purchasing or selling prohibited weapons**, especially to those under the age of 18.
- **Committing crimes such as assault or robbery** where a bladed weapon is used or implied.

West Thames College's Approach to Knife Crime Prevention

West Thames College works in partnership with the Metropolitan Police, local schools, Hounslow Education Partnership, and external partners to raise awareness and reduce the risk of knife crime affecting our students. Our approach includes:

- **Education and awareness:** Through tutorials and parental engagement, we help students and families understand the dangers and warning signs associated with knife crime.
- **Zero tolerance for weapons:** The College operates a strict no-blades policy. Any student found in possession of a weapon on site will be subject to safeguarding procedures and appropriate intervention, in line with both College policy and the law.
- **Clear behavioural expectations:** Our Standards for Success framework reinforces respectful behaviour and responsible decision-making to maintain a safe and positive learning environment.

Child Sexual and Criminal Exploitation (CSE and CCE)

Exploitation can take many forms and often occurs through coercion, manipulation, deception, or abuse of power. CSE and CCE may be carried out in person or online, and children affected are often unable to recognise that they are being exploited.

Staff at West Thames College are trained to be vigilant and recognise the potential indicators of exploitation, including:

- Sudden possession of money, gifts, clothing, or items without explanation.
- Frequent contact or relationships with older individuals.
- Evidence of sexually transmitted infections or unplanned pregnancy.
- Emotional or behavioural changes such as anxiety, withdrawal, or aggression.
- Use of drugs or alcohol that may suggest grooming or coping with trauma.
- Repeated absence from College or going missing from home or care.
- Any involvement in criminal activity that may indicate coercion or control.

If a member of staff suspects that a student is at risk of exploitation or has concerns related to knife crime

or abuse, they must report it immediately via the College's safeguarding procedures. All disclosures or suspicions should be logged on MyConcern and escalated to the Designated Safeguarding Lead (DSL) or a member of the Safeguarding Team without delay.

County Lines Exploitation

County lines refers to a form of criminal exploitation in which children and young people are used by gangs or organised criminal networks to move and sell illegal drugs across different areas, often using dedicated mobile phone lines. This exploitation typically involves coercion, intimidation, threats, and sometimes serious violence.

As with other forms of exploitation, the signs can be subtle but significant. Indicators of county lines involvement often overlap with those seen in child sexual and criminal exploitation (CSE and CCE), and may include:

- **Unexplained Absences:** Students going missing from education or home without reason, or displaying sudden and unexplained changes in behaviour or friendship groups.
- **Association with Criminal Groups:** Evidence of links with gangs, older individuals, or known criminals.

Staff must understand that students involved in county lines may also be victims of abuse and require a safeguarding response rather than a purely disciplinary one.

Child-on-Child Abuse and Sexual Violence

Children and young people can be subjected to abuse by other children, both in person and online. West Thames College recognises that child-on-child abuse can occur in any setting and takes all incidents seriously. Staff are trained to identify the signs and respond to concerns promptly and appropriately, in line with the College's safeguarding procedures.

Forms of child-on-child abuse may include:

- **Bullying:** This includes verbal, physical, and emotional bullying, as well as cyberbullying. It may be racist, sexist, homophobic, or discriminatory in nature.
- **Physical Abuse:** Such as hitting, pushing, kicking, or any other action that causes physical harm.
- **Sexual Violence and Sexual Harassment:** Including rape, sexual assault, unwanted sexual comments, or inappropriate sexual behaviour.
- **Online Abuse:** For example, the non-consensual sharing of intimate images, pressure to engage in sexting, online grooming, or other forms of digital coercion and harassment.

All concerns about child-on-child abuse must be treated with the same seriousness as other safeguarding issues. Staff must follow reporting procedures and ensure that victims are supported appropriately.

Staff Responsibilities

All members of staff at West Thames College share a collective duty to safeguard the wellbeing of our students. To uphold this responsibility, staff are expected to:

- **Remain Vigilant:** Be alert to signs of exploitation, abuse, or criminal involvement, including knife crime or county lines activity, and take concerns seriously.
- **Promote a Zero-Tolerance Culture:** Challenge inappropriate or abusive behaviour, and ensure all concerns are managed quickly, fairly, and in line with College procedures.
- **Follow the College's Safeguarding Process:** Report all safeguarding concerns using the College's established systems, such as MyConcern, and never assume that someone else will take action.

By following these principles, West Thames College maintains a strong and responsive safeguarding culture that protects students from harm and promotes a respectful and inclusive environment. All staff play a vital role in preventing and responding to exploitation, abuse, and peer-on-peer harm, and must uphold

their duty in line with KCSIE 2025.

20. Supporting LGBTQ+ Students

A child or young person's LGBTQ+ identity does not, in itself, increase their risk of harm. However, LGBTQ+ students—along with those who are perceived to be LGBTQ+—may face an increased vulnerability to bullying, harassment, or discrimination. These risks can arise both within educational settings and in wider social or familial contexts.

Staff at West Thames College play a vital role in creating a safe, inclusive, and supportive environment where LGBTQ+ students feel respected, accepted, and able to speak openly about their experiences. This includes recognising that some students may not have trusted adults outside of college and ensuring they can access appropriate support and pastoral care within the College.

Fostering an inclusive culture helps to break down stigma and ensure all students feel safe and valued. It also enables staff to recognise and respond swiftly to any incidents of bullying, harassment, or discriminatory behaviour. All forms of prejudice-based harm are treated as safeguarding concerns and addressed in line with College policy.

Further support materials and guidance can be found in Appendix 10.

21. Tackling female genital mutilation and sexual exploitation

Female Genital Mutilation (FGM) is a serious form of child abuse and a criminal offence under the Female Genital Mutilation Act 2003. All education professionals, including those at West Thames College, have a legal duty to report known cases of FGM in girls under the age of 18 directly to the police. This mandatory duty applies where there is disclosure by the victim or visual evidence of the procedure.

Staff must not rely on someone else to make a report. Concerns or suspicions about potential FGM, even where there is no disclosure or visible evidence, must still be treated as a safeguarding matter and referred immediately through the College's safeguarding procedures.

West Thames College's Approach to FGM Safeguarding

At West Thames College, we take all concerns relating to FGM seriously. If a student is believed to be at risk of FGM, or there is reason to believe FGM has taken place, staff must act immediately. In such cases:

- The student will be treated as a potential victim of a **serious criminal offence and a safeguarding concern**.
- A report will be made directly to the **police** where there is a legal duty to do so.
- The Designated Safeguarding Lead (DSL) or a member of the Safeguarding Team will ensure that the case is referred to **appropriate external services**, including Children's Social Care, and that the student is provided with appropriate support.

Staff are reminded that FGM can occur during school holidays, particularly during overseas travel, and that it may be accompanied by broader risks such as honour-based abuse or forced marriage. All staff are expected to complete regular safeguarding training which includes specific guidance on recognising and responding to FGM.

22. Early Help

West Thames College is committed to providing timely and effective Early Help to students who are identified as needing additional support. In line with Keeping Children Safe in Education 2025 and Working Together to Safeguard Children 2023, our approach focuses on early identification and intervention to promote the welfare of young people and reduce the risk of issues escalating.

Early Help is about providing targeted support as soon as a concern emerges, rather than waiting until a situation becomes more serious. It can be offered at any point in a child's life, from early

childhood through to post-16 education, and may include, for example, supporting a young person returning home after a period in care or helping families access services during a time of difficulty.

A Multi-Agency Approach

- **Identify** children and families who would benefit from Early Help;
- **Assess** the needs for Early Help; and
- **Deliver** targeted support services to address these needs and significantly improve the child's outcomes.

When Early Help May Be Needed

While any student may require Early Help, staff are expected to be especially alert to those who may be more vulnerable. This includes, but is not limited to, students who:

- Are disabled or have additional health or learning needs;
- Have **special educational needs (SEN)**, with or without an Education, Health and Care (EHC) Plan;
- Experience **mental health difficulties**;
- Are **young carers**, balancing responsibilities at home;
- Are involved in or at risk of **anti-social behaviour, gangs, or county lines**;
- Go missing regularly from education, home, or care;
- Are at risk of **modern slavery, trafficking, or exploitation** (sexual or criminal);
- May be vulnerable to **radicalisation or extremist influence**;
- Have a parent or family member in prison or affected by the criminal justice system;
- Live in families facing **substance misuse, mental health challenges, or domestic abuse**;
- Are themselves misusing drugs or alcohol;
- Have recently **returned home from care** and need support with reintegration;
- May be at risk of **'honour'-based abuse**, including **Female Genital Mutilation (FGM)** or forced marriage;
- Are in **private fostering arrangements**;
- Are **persistently absent** from education, including cases of irregular or partial attendance.

Our Commitment

By maintaining a culture of professional curiosity and early intervention, West Thames College ensures that students receive the help they need as soon as concerns arise. Staff are trained to identify early signs of difficulty, raise concerns promptly through safeguarding channels, and contribute to a team-based response that prioritises the welfare and success of every student.

23. Reporting Safeguarding Concerns

If staff suspect that abuse is occurring, either inside or outside the College, or if a student discloses safeguarding issues, they must contact a Safeguarding Officer immediately. All safeguarding disclosures must be reported promptly using the MyConcern platform. For urgent safeguarding issues, contact the Safeguarding Team directly by phone or email.

The Designated Safeguarding Lead (DSL) is responsible for establishing and maintaining effective communication with relevant agencies and cooperating fully with any child or vulnerable adult protection inquiries, including participating in case conferences as required.

24. What to do if you witness abuse

If a staff member directly witnesses abuse, they must take immediate action considering the risks of

delay and prioritising their own safety. After ensuring the immediate safety of the victim, the staff member should stay with them until they are handed over to a responsible adult. The incident must be reported to a Safeguarding Team Member, Security, or a line manager as appropriate, and detailed notes of the incident must be recorded, including the date and the staff member's signature. Refer to the Safeguarding Reporting Procedure in Appendix 4 for further guidance.

25. Opportunities to teach Safeguarding

West Thames College is committed to educating students on how to keep themselves and others safe, including online safety. This education is tailored to the specific needs and vulnerabilities of each student, including those who are victims of abuse and those with special educational needs or disabilities.

The Tutorial provision plays a crucial role in delivering preventative education and covering relevant Personal, Social, Health, and Economic (PSHE) topics. This is done in collaboration with the Student Experience and Curriculum teams to provide a comprehensive approach that prepares students for life in modern Britain.

The college maintains a zero-tolerance approach to sexism, misogyny, homophobia, biphobia, and all forms of sexual violence and harassment. Our Standards for Success outline our core values and expectations, supported by the Academic and Misconduct Disciplinary Procedure and an inclusive tutorial programme. This programme covers age-appropriate topics such as:

- Healthy and respectful relationships.
- Boundaries and consent.
- Body confidence and self-esteem.
- Recognising and responding to abusive relationships, including coercive and controlling behaviour.
- Understanding sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, 'honour'-based violence (including forced marriage and FGM), and accessing support.
- Identifying sexual harassment and sexual violence and understanding why these behaviours are never acceptable.

Resources for teaching these topics can be found in the Tutorial resources and in Appendix 10.

26. Filtering and Monitoring

West Thames College considers online safety a key aspect of its safeguarding strategy. In line with Keeping Children Safe in Education 2025 and the DfE Filtering and Monitoring Standards, the College operates robust systems to maintain a secure digital environment for students and staff. While the college does not manage or filter student-owned personal devices connected to mobile data networks (e.g. 3G, 4G, 5G), we are committed to safeguarding students from online harm by embedding digital resilience, responsible use, and reporting systems throughout our provision.

SENSO (for live monitoring) and Palo Alto Firewalls (for filtering) work together to detect harmful content, support the Prevent Duty, and flag concerns such as radicalisation, bullying, grooming, and mental health risks.

These systems are age-appropriate, reviewed annually, and do not unreasonably restrict learning. The Safeguarding Team exclusively manages all monitoring activity, assessing alerts and logging concerns on MyConcern in line with safeguarding procedures.

Mobile and Smart Technology

Students are expected to use personal devices responsibly and in accordance with the Standards for Success. The use of mobile phones in lessons is at the discretion of the teacher. Recording, sharing, or viewing of explicit or harmful content is strictly prohibited. Serious breaches are addressed through safeguarding and disciplinary procedures.

Use of Social Media in Education:

The College encourages the safe and responsible use of social media as a tool for learning. As outlined in the College's Digital Strategy and safeguarding training, all use of social platforms must:

- Promote critical thinking and online resilience.
- Empower students to protect their identity and personal data.
- Be incorporated into tutorial and enrichment programmes, with a focus on the 4Cs of online risk: **Content, Contact, Conduct, and Commerce.**

External visitors or enrichment partners delivering digital content are subject to vetting in line with Prevent Duty and safeguarding policy.

Staff Responsibilities for digital Safety:

All staff are required to comply with the College's Acceptable Use of IT, E-Safety, and Safeguarding Policies, including but not limited to:

- Not giving out personal mobile numbers to students.
- Not storing student data or contact details on personal devices.
- Using only college-approved communication platforms.
- Following the college's protocols for internet, device, and social media use.

Staff must be proactive in identifying and escalating concerns around online harm. This includes:

- Cyberbullying or harassment.
- Sexting or sharing of nudes/semi-nudes (as defined by UKCIS guidance).
- Exposure to extremist or harmful material.

Concerns should be reported immediately via the MyConcern platform and to the Designated Safeguarding Lead (DSL).

Remote Learning

Where remote or hybrid learning is used, the College will:

- Provide students with guidance on safe online behaviour.
- Inform parents and carers of the platforms, apps, and staff contacts their child will interact with.
- Ensure staff continue to adhere to safeguarding expectations when teaching online.
- Monitor online engagement and escalate safeguarding risks appropriately.

27. Safeguarding Apprentices, Work Experience, and Volunteering Students

In line with the statutory guidance outlined in Keeping Children Safe in Education 2025, West Thames College is fully committed to safeguarding the welfare of all students, including those undertaking apprenticeships, work experience placements, and volunteering opportunities. The policy outlines the joint safeguarding responsibilities of the College and placement providers to ensure a safe, supportive, and compliant learning environment for every student engaged in these programmes.

Safeguarding Responsibilities for Apprentices:

West Thames College and employers share a collective duty to protect apprentices from harm, abuse, or exploitation while they are in the workplace. Safeguarding apprentices is not solely the responsibility of the College; it also extends to the employer, who must ensure the apprentice's safety as part of their learning and development.

Employers are expected to have suitable safeguarding arrangements in place, including a named Designated Safeguarding Lead (DSL) or an identified person responsible for safeguarding. This individual must be trained and confident in responding to concerns, and aware of the steps to take should a safeguarding issue arise.

Apprentices must also be given clear guidance on how to raise a safeguarding concern, both through their employer's procedures and via the College's safeguarding team. This includes knowing how to access support confidentially and how to use systems such as MyConcern where appropriate.

Safeguarding During Work Experience and Volunteering:

All work experience and volunteering placements arranged by the College are subject to thorough risk assessments. These assessments evaluate the safety and suitability of the environment, taking into account the nature of the role, the age and needs of the student, the level of supervision provided, and any potential safeguarding concerns.

Placement providers must be made fully aware of their safeguarding responsibilities. This includes:

- Adhering to relevant College policies and procedures;
- Ensuring staff are aware of how to respond to safeguarding disclosures or concerns;
- Providing a safe working environment where students are treated with dignity and respect.

Prior to any placement, students will be briefed on how to stay safe, understand professional boundaries, and identify unacceptable behaviour. They will be given clear instructions on who to speak to if they feel unsafe or experience anything concerning during their placement.

Collaboration Between College and Employers:

West Thames College values strong partnerships with employers to ensure the safety and success of students undertaking apprenticeships, work experience, or volunteering. Regular communication is maintained to monitor student welfare, progress, and the suitability of placements. Where necessary,

relevant information is shared in line with safeguarding protocols and data protection regulations to manage risks and address concerns swiftly.

Employers are required to report any safeguarding concerns or incidents to the College immediately. This joint responsibility helps create safe, inclusive environments where students can thrive and develop key skills such as communication, teamwork, problem-solving, and professionalism, equipping them for future success in education and employment.

Training and Awareness:

Prior to starting any placement, all students will receive safeguarding training and guidance from the College. This induction will cover how to stay safe in the workplace, understand appropriate boundaries, recognise potential risks, and know how to report any concerns.

Employers are also expected to ensure that relevant staff have appropriate safeguarding awareness and understand their responsibilities in creating a safe environment for students. This includes being familiar with how to identify and report safeguarding concerns and understanding the process for escalation.

Reporting and Support:

Any safeguarding concerns that arise during a student's apprenticeship, work experience, or volunteering placement must be reported immediately to the College's Designated Safeguarding Lead (DSL) or a member of the Safeguarding Team. All concerns will be managed in accordance with the College's safeguarding procedures, and support will be provided to the student throughout.

By working collaboratively, West Thames College and its partner employers ensure that all students benefit from a safe, structured, and supportive experience beyond the classroom.

Commitment to Safeguarding Standards:

West Thames College is dedicated to upholding the highest standards of safeguarding for all students. By working in partnership with employers and ensuring clear lines of communication and responsibility, we strive to provide safe, enriching experiences that support the development and well-being of every student involved in apprenticeships, work experience, or volunteering opportunities.

All stakeholders, including college staff, employers, and students, must adhere to these safeguarding guidelines to create a safe and supportive environment where students can learn, grow, and thrive.

Managing Visitors

In line with Keeping Children Safe in Education 2025 (KCSIE 2025), West Thames College is committed to safeguarding all students and ensuring a secure environment for everyone on site. This policy outlines the procedures for managing visitors to ensure compliance with safeguarding standards.

Key Principles for Managing Visitors:

- **Visitor Definition and Approval:** A "visitor" is anyone who is not a current student, staff member, or volunteer but has a legitimate reason to be on campus. This includes guest speakers, contractors, parents, and professionals. All visits must be pre-arranged, approved by a senior staff member, and include a Visitor Request Form detailing the visit's purpose, duration, and areas accessed.
- **Risk Assessment for External Speakers:** External speakers or visitors in contact with students require a risk assessment to ensure compliance with the college's safeguarding and Prevent Duty obligations.
- **Registration and Identification:** Visitors must sign in at reception, provide valid ID, and wear a visible visitor badge at all times. They will be briefed on the college's safeguarding procedures and emergency protocols upon arrival.

- **Supervision on Campus:** Visitors must stay with their designated host and are not allowed unsupervised access to students or restricted areas. Those involved in student activities must be supervised unless vetted.
- **Code of Conduct:** Visitors must adhere to the college's Code of Conduct, maintaining professionalism and following safeguarding protocols. They should avoid inappropriate interactions with students.
- **Managing External Speakers:** All external speakers must be vetted to ensure their content aligns with the college's values and does not pose any risk. Approval from the Designated Safeguarding Lead (DSL) or the safeguarding team if required.
- **Reporting Concerns:** Any safeguarding concerns involving visitors must be reported immediately to the DSL or a member of the Safeguarding Team. Visitors are also encouraged to report any concerns they witness.
- **Visitor Departure:** All visitors must sign out at reception and return their visitor badge before leaving to maintain accurate records.

Commitment to a Safe Environment:

West Thames College is dedicated to providing a safe and secure environment. By following these visitor management procedures, the college ensures robust safeguarding measures are in place to protect students from harm and maintain high safety standards. All staff and visitors are expected to comply with these protocols to support the college's safeguarding commitment.

Multi-Agency Collaboration

West Thames College actively collaborates with safeguarding partners, including local authorities, police, and clinical commissioning groups, to provide a coordinated response to safeguarding issues. We recognise that effective information sharing is vital for protecting children and young people. Therefore, the college ensures that data protection concerns do not hinder the sharing of information necessary for child protection. We adhere to legal frameworks and best practices to facilitate prompt and effective communication with relevant agencies.

Safeguarding Procedures

To align with government guidance and provide a safe environment for all students, the college has established the following safeguarding procedures:

- **Designated Safeguarding Lead (DSL) Appointment:** The college appoints a Designated Safeguarding Lead (DSL) with appropriate training and expertise to oversee and coordinate all safeguarding efforts.
- **Governor for Safeguarding & Child Protection:** A dedicated governor is designated to take responsibility for overseeing child protection and safeguarding within the college.
- **Awareness Among Staff and Volunteers:** All staff and volunteers are made aware of the DSL and their specific role in safeguarding. Regular training ensures they understand their duties to recognise and report any signs of abuse, including extremism and radicalisation.
- **Clear Understanding of Responsibilities:** Staff are trained and regularly updated on their responsibilities for identifying and reporting safeguarding concerns. This includes recognising signs of abuse, neglect, exploitation, and other safeguarding risks.
- **Parental Communication:** Parents are informed about the college's safeguarding policies and procedures, reinforcing our commitment to child protection and the steps we take to ensure student safety.
- **Immediate Notification to Children's Social Care:** In cases where a student with a protection plan has an unexplained absence, the college immediately notifies children's social care to prevent further risk.
- **Collaboration with Relevant Agencies:** The college actively collaborates with relevant agencies, participating in case conferences and multi-agency meetings to ensure comprehensive support and intervention for students at risk.
- **Secure Record-Keeping:** All safeguarding concerns are documented securely, separate from

the main student file, to ensure confidentiality and facilitate effective follow-up actions.

- **Safe Recruitment Practices:** The college follows stringent safe recruitment practices to ensure that all staff and volunteers are properly vetted and suitable to work with children and young people.

Commitment to a Robust Safeguarding Framework

By adhering to these procedures and fostering strong multi-agency partnerships, West Thames College maintains a robust and responsive safeguarding framework. This approach allows the college to address both online and offline concerns effectively, ensuring the safety and well-being of all students. All staff, volunteers, and partners are expected to comply with these standards to uphold the college's commitment to safeguarding.

25. Safeguarding Team

All designated staff (with the exception of the Designated Corporation Member for Safeguarding) can be contacted on the College's dedicated safeguarding email:

Email: safeguardingdisclosure@west-thames.ac.uk, names and contact details are given below:

Designation	Post Held	Name	Extension
Executive Safeguarding and Prevent Lead (DSL)	CEO Principal & Vice Principal	Marta Gajewska Katrin Lehman	2034 & 2476
Designated Safeguarding & Prevent Lead (DSL)	Director of Student Experience & Safeguarding	Samantha Louisy	6827
Designated Safeguarding Lead (DSL) (Skills Centre + 14-16)	Director of Skills + Logistic Centre	Beverley McGuire	6850
Designated Safeguarding Lead (DSL) 14-16	Alternative Provision Manager (14-16)	Kerry Hamilton	2041
Designated Safeguarding Lead (DSL)	Skills Centre Manager: Engineering & Motor Vehicle	Terrie Carter	6473
Safeguarding Officers (DSL)	Safeguarding Officer	Derin Adeyemi-Smith	2014
Safeguarding & Wellbeing Officer	Safeguarding Officer	Hailey Hindle	2397
Safeguarding Officer	Student Experience Coordinator	Jaskaran Sidhu	2393
Safeguarding Administrator	Student Experience & Safeguarding Administrator	Ewa Celinska	2076
Allegations against or Staff Concerns	Head of HR	Louise Owen	2296
Allegations against the Principal	Chair of Governor	Stuart McGeoch	2323
Governor Safeguarding Lead	College Governor	Annita Cornish and George Casley	2323

Appendix 1 – Indicators of abuse and neglect

All staff must be aware of safeguarding issues that could put children at risk. Signs of risk include behaviours related to drug or alcohol misuse, truancy, and the sharing of explicit images. Staff should be familiar with Part One of Keeping Children Safe in Education 2025 filtering to understand their legal responsibilities.

Abuse

Abuse involves maltreatment that harms a child's health or development. It can occur in various settings and can involve physical, emotional, or sexual harm, or neglect. Abuse may be facilitated through technology, both online and offline, and can involve adults or other children.

Physical Abuse

Physical abuse includes hitting, shaking, poisoning, burning, or causing any physical harm. It also covers cases where a caregiver fabricates or induces illness in a child.

Emotional Abuse

Emotional abuse entails persistent maltreatment affecting a child's emotional development. It may involve degrading treatment, preventing a child from expressing themselves, or imposing unrealistic expectations. Emotional abuse can occur alongside other forms of abuse.

Sexual Abuse

Sexual abuse involves engaging a child in sexual activities, whether through physical contact or non-contact acts such as creating or viewing sexual images. This can include grooming and exploitation, and may involve both adults and peers.

Neglect

Neglect is the ongoing failure to meet a child's basic physical or emotional needs, which can significantly impair their health or development. It includes inadequate provision of food, shelter, protection, or medical care and can also occur during pregnancy due to maternal substance abuse.

Other Safeguarding Issues

- **Abuse of Trust:** Under the Sexual Offences Act 2003, it is a criminal offence for any adult in a position of trust to engage in a sexual relationship with a child under 18, even if consensual.
- **Serious Violence:** Warning signs include changes in behaviour, attendance, and unexplained injuries or items.
- **Honour-Based Abuse (HBA):** Includes FGM and forced marriage; all concerns must follow safeguarding procedures.
- **Mental Health:** Behavioural changes may indicate abuse or neglect and must be reported.
- **Cyber-Bullying:** Online peer harassment must be addressed promptly and appropriately.
- **Radicalisation:** Extremist views can affect anyone; staff must know the signs and report concerns.
- **Financial Abuse:** Involves controlling or exploiting a person's access to money or forcing criminal acts.
- **Modern Slavery:** Covers trafficking, forced labour, and exploitation, staff should remain alert.
- **Unexplained Absences:** May indicate safeguarding concerns; follow reporting procedures.
- **Looked After Children:** DSL and Head of Inclusion coordinate support and liaise with social workers.
- **Care Leavers:** The Head of Inclusion works with Personal Advisors to support care-experienced students.
- **LADO:** Staff must follow Local Authority procedures when allegations involve those working with children.

Appendix 2 - Possible Signs & Symptoms of Abuse

The following signs may indicate abuse but are not definitive. They can overlap across different categories, and not all behaviours are indicative of abuse. Students with learning difficulties may display some of these signs, which might be related to their condition rather than abuse. However, it's important to remember that disabled children are at a higher risk of abuse or neglect compared to their non-disabled peers.

Physical Abuse

- Unexplained or “accidental” injuries, burns, or bruises
- Inconsistent or unlikely explanations for injuries
- Reluctance to undress for physical activities
- Self-harming behaviours
- Aggression towards others
- Fear of physical contact or flinching when touched
- Admission of excessive punishment
- Fear of contact with a suspected abuser

Emotional Abuse

- Delays in physical, mental, or emotional development
- Sudden speech or communication issues
- Frequent self-criticism or negative self-talk
- Overreaction to minor mistakes
- Extreme fear or anxiety in new situations
- Inappropriate response to pain or punishment
- Unusual attention-seeking behaviour
- Extreme mood swings, ranging from passive to aggressive

Sexual Abuse

- Inappropriate sexual knowledge or behaviour for the child's age
- Pain or discomfort in the genital area
- Severe emotional responses such as depression, self-harm, or eating disorders
- Noticeable personality changes, such as increased insecurity or clinginess
- Withdrawal or social isolation
- Difficulty concentrating
- Anxiety about clothing being removed
- Drawing or discussing sexually explicit content
- Striving to be overly compliant or perfect, overreacting to criticism

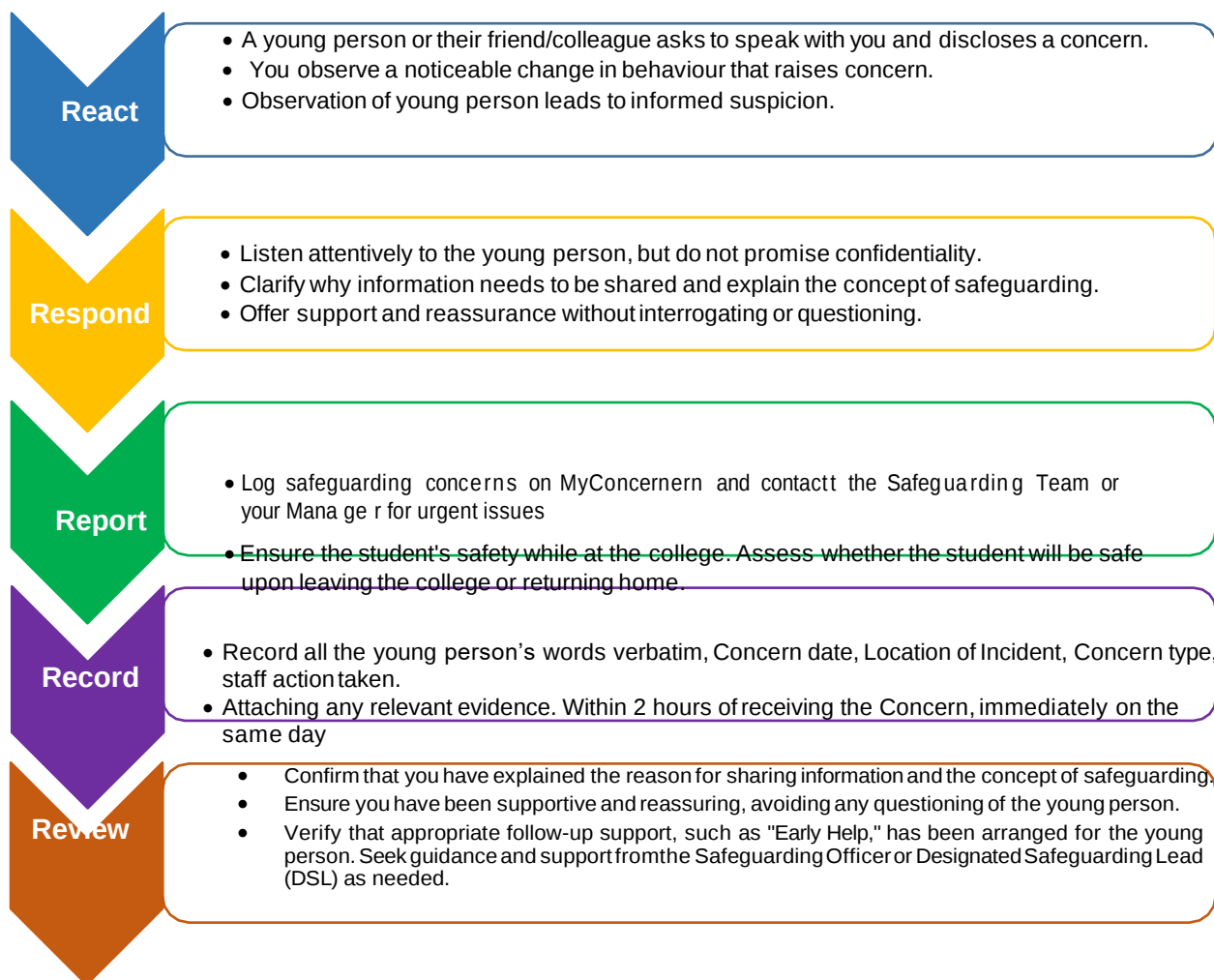
Neglect

- Persistent hunger or food insecurity
- Poor personal hygiene and unsuitable clothing
- Constant fatigue
- Unexplained weight loss or emaciation
- Untreated medical issues
- Lack of social interactions or relationships
- Compulsive scavenging or stealing food
- Destructive behaviours
- Poor school/college attendance
- Excessive attention-seeking behaviour

For further guidance on recognising signs of abuse, refer to Part A, Chapter 1, Section 1.1 of the [London Safeguarding Children Procedures: Recognising Signs of Abuse](#)

Appendix 3 - Detecting and Responding to Safeguarding

Safeguarding is everyone's responsibility. All college staff must be vigilant to changes in the behaviour of students and their parents or carers that may indicate safeguarding concerns. Prioritizing the safety of young people should take precedence over fears of damaging relationships with adults. For guidance, refer to the following 5 R's:



Handling safeguarding concerns

Abuse can occur at any time and in any setting. If a staff member is the first person a child or vulnerable adult confides in about abuse, their response is critical.

When a staff member is informed of actual or suspected abuse, they must:

- Listen attentively and remain calm.
- Avoid conducting an interview; instead, clarify to ensure accurate understanding of the information provided.
- Refrain from suggesting or leading the person's responses.
- Document the details of the disclosure, including date, time, location, and the individual's statements and actions, using MyConcern.
- Report any actions taken.

Staff should not investigate the concerns themselves but should promptly report them to a Safeguarding Officer. For the reporting procedure, refer to Appendix 4, and for detailed management procedures for Safeguarding Concerns and allegations, see Appendix 5.

Appendix 4: Safeguarding Reporting Procedure

When a student expresses a desire to discuss a serious matter and requests confidentiality, refer to the 5 R's outlined in Appendix 3. Explain that you cannot guarantee complete confidentiality in all situations, especially concerning child protection issues that must be reported.

If the student chooses not to proceed:

- Encourage them to seek support from a Student Learning Advisor, Safeguarding Team member, or the College Counsellor.
- If you remain concerned about the student's safety, report your worries to the Safeguarding Team.

You should:

- Inform the student that you must share the information, but only those who need to know will be informed. Reassure them that they will be kept updated.
- Use MyConcern to document the student's disclosure, including their own words, the date, time, location, and any relevant details, and submit this report to the Safeguarding Team immediately.
- Notify the student that a Safeguarding Team member will follow up with them.

If the concern is raised by a parent or guardian, follow the same procedure and refer them to the Safeguarding Team.

Important Points:

- Staff should not handle safeguarding concerns alone but should always involve the Safeguarding Team. The Designated Safeguarding Lead (DSL) will generally decide whether to refer the matter to Social Services or the Police, though any staff member can make a direct referral if necessary. If you do so, you must discuss it with the DSL as soon as possible.
- Do not share personal contact information with students or engage with them through personal social media accounts.

After Referral:

- The Safeguarding Team will assess the allegation, consult relevant staff and the DSL, and prioritise the student's immediate safety. If needed, they will seek medical attention for serious injuries.
- The student will be asked to repeat their concern, and this must be recorded on MyConcern.
- If the concern meets the referral threshold, the DSL will support the student by contacting relevant agencies such as Social Services, the Police, or the College Counsellor.

If a student is uncertain about proceeding, the Safeguarding Team can discuss the matter with Social Services requesting a consultation or the Police without identifying the individual, to help make an informed decision. If appropriate, discuss the concern with the student's parents or guardians, unless this might cause further risk. Document any discussions with parents or guardians.

In the event of a referral, inform the student of the action taken and the reasons behind it, ideally before notifying the relevant agency, unless this would increase the risk to the student.

The Safeguarding Team should contact Social Care or the Police by phone initially and document this communication. A written confirmation of the referral must be sent within 48 hours. All records, including concerns, decisions, and reasons, should be securely stored and kept confidential in line with the Data Protection Act 2018, though they may need to be disclosed to the police if required.

The DSL will act as the college's contact for Social Services or the Police and may represent the college in multi-agency meetings. Other Safeguarding Team members may also be involved as needed.

For 14-16-Year-Old Students:

- The college will obtain information from the school to assess support needs.
- Support or risk assessment meetings will involve the college, school, and parents/students if needed.
- Students will be given a **yellow lanyard** for identification.
- Induction will follow the college's standard process.
- Attendance will be monitored, and absences communicated to parents/carers promptly, with records kept on Promonitor.
- Tutors will address absences and punctuality issues, documenting all interventions on Promonitor.
- Disciplinary actions will follow the college's policy, with the school and/or Local Authority being notified as necessary.
- Schools will receive weekly attendance reports, including any issues or concerns.
- In cases of abuse, the college's Alternative Provision Manager will contact the school's Designated Person.

WEX & Apprentices

- An Employability Coach or the Apprenticeship Team will conduct a Health and Safety audit, inspection, and risk assessment of employers as necessary.
- Employers must provide the college with the name and contact details of their Designated Safeguarding Lead.
- Employers will receive and confirm understanding of the college's relevant policies and procedures.
- Students on work experience or apprenticeships will receive an induction covering safety and Prevent.
- Students will be given the contact details of the college's Designated Safeguarding Lead.

Appendix 5 - Procedure for Managing Allegations against a Member of Staff

Allegations of abuse against staff can have serious repercussions, regardless of the investigation's outcome. Following the guidelines in Keeping Children Safe in Education (Part 4) and Working Together to Safeguard Children, the College has a clear procedure for handling such allegations, including low-level concerns (see Appendix 6).

Receiving and Recording Allegations

- **Reporting:** If a staff member receives an allegation about another staff member from a child or vulnerable adult, they must report it immediately to the Manager, Head of HR & Professional Development, or Principal. If these individuals are implicated, the report should go to the Chair of the Corporation.
- **Documentation:** Obtain and document written details of the allegation, including times, dates, locations, and potential witnesses. This should be signed and dated by the person who received the information and countersigned by the Designated Safeguarding Lead.
- **Assessment:** Conduct an initial assessment in consultation with the Safeguarding Partner or Local Authority Designated Officer (LADO). If the allegation involves potential criminal activity or significant harm, report it to the relevant Safeguarding Children Partnership.

Handling the Allegation

- **Investigation:** The Head of HR, Principal, or Executive Director decides on the next steps but does not investigate the allegation personally. If external agencies are involved, the Principal or Designated Safeguarding Lead should contribute to strategy discussions and ensure confidentiality.
- **Suspension:** Suspension is not automatic but may be considered at any stage. Follow the College's Staff Disciplinary Policy and consult with external authorities as needed. The suspended staff member should receive appropriate support and updates on the case.
- **Disciplinary Investigation:** Conduct internal inquiries according to the College's Staff Disciplinary Policy. Inform the person making the allegation and their parents (if under 18) of the investigation's outcome. Consider what information should be shared with the College community.

Unsubstantiated or False Allegations

- **Action:** Record and evaluate unsubstantiated, malicious, or false allegations. Consider referring the case to the LADO if needed. Inform the accused staff member and consider offering support. Report the findings and actions taken.

Resignations

- **Follow-up:** If a staff member resigns during an investigation, the College will continue to follow up on the allegation to ensure child welfare is addressed.

Referral to the Disclosure and Barring Service (DBS)

- **Requirement:** If a staff member is deemed to have harmed or poses a risk to vulnerable groups, including children, refer them to the DBS. For teachers, also consider referring the case to the Teaching Agency for serious misconduct.

Support for Staff

- **Counselling:** Staff involved in safeguarding cases can seek confidential support from the Designated Safeguarding Lead or a trained counsellor. Contact HR for counselling referrals.

Appendix 6 - Guidance on the conduct of College Staff

The College acknowledges that it is not feasible to provide specific instructions for every possible scenario involving children or vulnerable adults. Therefore, the following standards outline the expected behaviour for staff to protect both individuals and themselves. These guidelines also apply to volunteers, visitors, and contractors.

Staff Must:

- Adhere to this protocol consistently.
- Be vigilant to potential risks at all times.
- Take reasonable precautions when interviewing students, such as having another person present and ensuring the meeting occurs in an observable location.

Staff Must Never:

- Develop personal relationships with students beyond a professional teacher-student dynamic.
- Allow or engage in any form of inappropriate physical contact. Touch should be responsive to the student's needs, suitable for their age and development, and always with their consent.
- Participate in rough play or physical games with students.
- Perform tasks of a personal nature that students can do independently or that should be done by a parent.
- Use physical restraint except to prevent harm. Restraint must be appropriate and reasonable to avoid being deemed assault.
- Make sexually suggestive comments in the presence of or within earshot of students.
- Transport a student alone in a vehicle. If transport is necessary, another staff member or volunteer must accompany them, and the vehicle must be adequately insured. In emergencies, inform another teacher and the student's parent immediately.
- Assist a student with personal hygiene unless another adult is present or informed, as specified in the student's personal plan.
- Spend time alone with a student outside the regular educational setting. If alone with a student, ensure visibility to others.
- Communicate with students through personal electronic channels such as social media, email, or text. Professional communication should be conducted through College-approved systems.

Appendix 7 - Prevent radicalisation

Children are susceptible to extremist ideologies and radicalisation. It is the responsibility of staff to protect students from these risks as part of the college's safeguarding strategy.

Understanding Extremism and Radicalisation:

- **Extremism:** Active opposition to fundamental values such as democracy, the rule of law, individual liberty, and mutual respect for different faiths and beliefs. This includes advocating violence against the armed forces.
- **Radicalisation:** The process by which individuals begin to support terrorism and extremist ideologies linked to terrorist groups.
- **Terrorism:** Actions that cause serious harm to people, damage property, or disrupt systems, intended to influence government or intimidate the public for political, religious, or ideological objectives.

There is no single indicator of susceptibility to extremist ideologies, but staff should be alert to [various signs](#), considering factors such as changes in behaviour, background influences, and radicalisation methods (e.g., social media).

For Students:

- **Concerned about another student:** Check with your Student Learning Advisor (SLA) and share with the Safeguarding Team.
- **Concerned about a staff member or a guest:** Check with the Safeguarding Team and share with the Director of Student Experience Manager or Executive Director.

For Staff:

- **Concerned about a student:** Check with and share concerns with the Safeguarding Team.
- **Concerned about another staff member:** Check with your Line Manager and share with the Head of HR & Professional Development and Executive Director.
- **Concerned about a non-staff individual:** Check with and share concerns with the Director of Student Experience.

Referral Protocol:

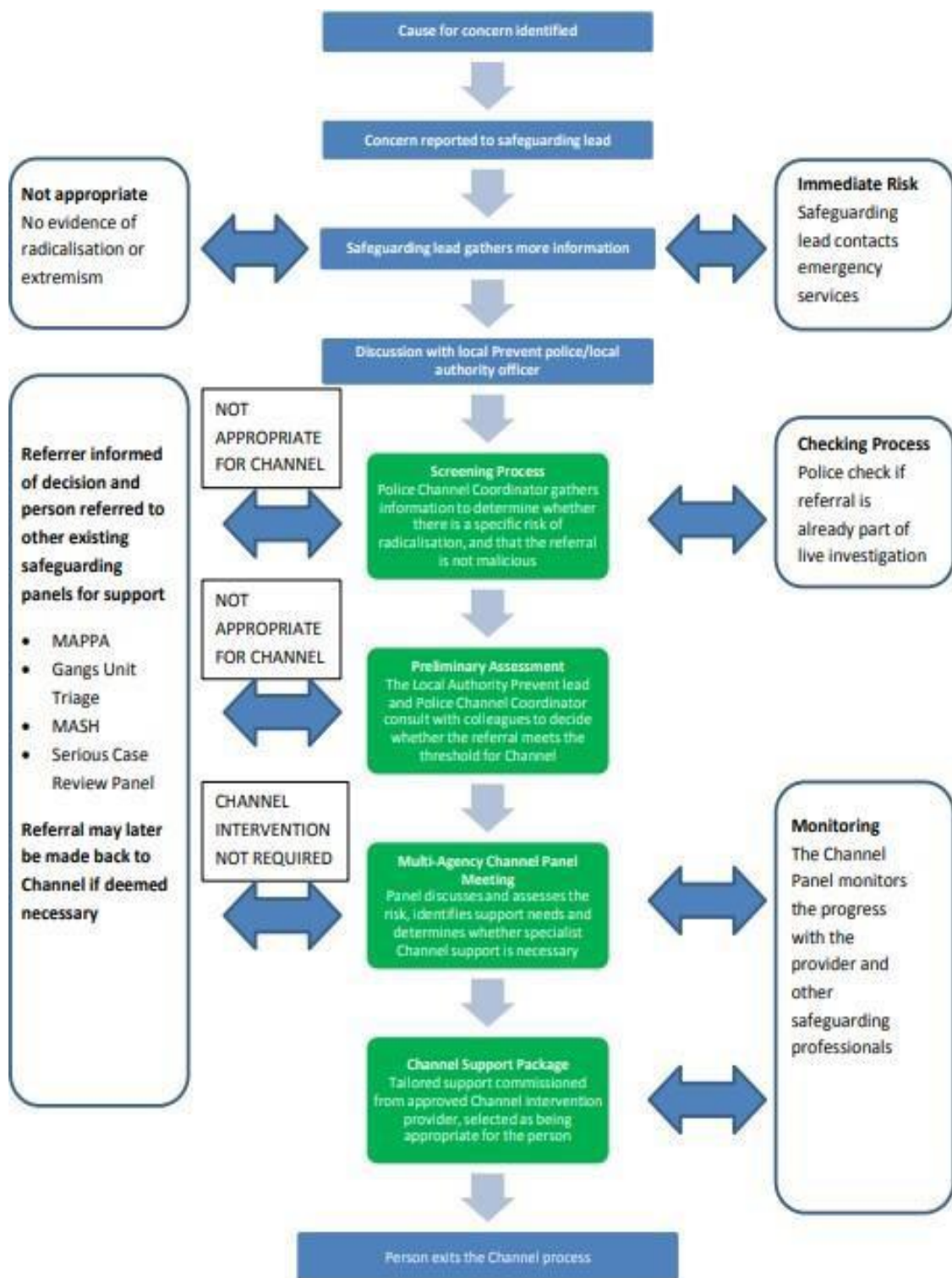
- **Raising Concerns:** If you suspect a student or colleague might be vulnerable to radicalisation based on their appearance, opinions, or changes in behaviour, report these concerns to a Safeguarding Team Member without approaching the individual directly.
- **Initial Assessment:** A member of the Safeguarding Team will assess the risk and gather additional information without contacting the individual initially.
- **Further Action:** If the risk is deemed credible, the Safeguarding Member will consult the Designated Safeguarding Lead or Executive Director. For staff concerns, the Head of HR & Professional Development will also be involved.
- **External Reporting:** If necessary, the matter will be reported to the local Prevent Coordinator for further advice.

Possible Outcomes:

- The issue may be resolved without further action.
- A background investigation by the police may be conducted.
- The case may be referred to the local Channel Panel, which will assess the risk and develop a tailored support plan if the individual is deemed at risk.

The college will follow the Prevent Coordinator's guidance and will only approach the individual if directed to do so.

The Channel Process within FE Colleges (Prevent) *also used with WTC sub-contractors.*



Appendix 8 - Notifications of infectious diseases (NOIDs)

Procedure for Reporting:

Concerns about infectious diseases should be reported using the same procedures as for safeguarding concerns.

Purpose and Legislation:

Notifying infectious diseases is a statutory duty aimed at facilitating the prompt investigation and response to cases that pose significant health risks. This measure has been in place in the UK for over a century and was modernised by health protection legislation from 6 April 2010. The key legislation includes:

- Public Health (Control of Disease) Act 1984 (as amended)
- Health Protection (Local Authority Powers) Regulations 2010
- Health Protection (Part 2A Orders) Regulations 2010

These laws give local authorities powers to manage health risks by requiring actions such as:

- Excluding a child or young person from school/college.
- Requesting contact details of students from the Head Teacher/Principal.
- Disinfecting or decontaminating premises or items as needed.

Notification Process:

If there are reasonable grounds or disclosures about an infectious disease, inform the Director of Student Experience and/or the Head of HR & Professional Development immediately.

Notifiable Diseases:

Examples include:

- Acute meningitis
- Diphtheria
- Food poisoning
- Malaria
- Measles
- Meningococcal septicaemia
- Mumps
- Tuberculosis (TB)

For a full list, visit: [notifiable diseases](#)

Appendix 9 – Linked College policies, procedures and Government Guide Lines

The following policies which are held on Connect should also be looked at for reference:

- Recruitment and Selection Handbook
- Whistle blowing procedure)
- E-safety Policy
- Work Experience Policy
- Searching of Students Policy and Physical Restraint Policy
- Data Protection Policy (Sept 2011) and Data protection Guidelines
- Code of Conduct
- Anti-bullying and Harassment Policy – Students
- Bullying and Harassment Policy
- How to Complain – A guide to the complaints procedure
- Academic and Misconduct Disciplinary Procedures
- Policy on Employment of ex-offenders
- Policy statement on recruitment of ex-offenders
- ICT Acceptable Use Policy – Staff
- ICT Acceptable Use Policy – Students
- E-Safety checklist – staff
- Procedures and guidelines for staff)
- [Safeguarding children and vulnerable adults: quick guide for staff](#)
- [Safeguarding and Prevent duty for employers](#)
- Staff Disciplinary Procedure
- [Partner Schools Safeguarding Policies - Onsite](#)
- [Hounslow Thresholds and Referral Protocol and HSCP Escalation Policy](#)

Government Guidelines

- [Working together to Safeguard Children](#)
- [Keeping Children Safe in Education](#)
- [Prevent Duty Guidance](#)
- [Promoting children and young peoples emotional health and wellbeing](#)
- [Criminal exploitation of children and vulnerable adults county lines](#)
- [Understanding and dealing with issues relating to parental responsibility](#)
- [Mental health and behaviour in schools](#)
- [Preventing and tackling bullying](#)
- [London Safeguarding Children Procedures, Chapter 1](#)
- [Preventing youth violence and gang involvement](#)
- [Safeguarding Vulnerable Groups Act \(2006\)](#)
- [Disclosure and Barring Service](#)

Appendix 10: Recommended Support Teaching Resources

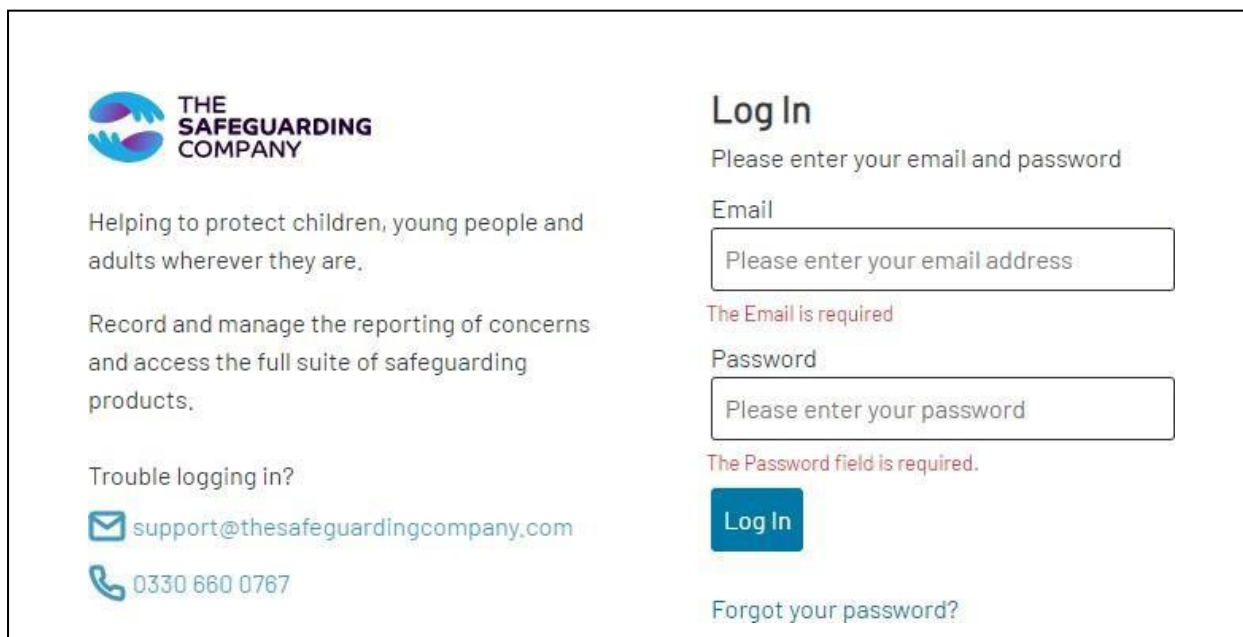
- DfE advice for schools: [Teaching online safety in schools](#)
- UK Council for Internet Safety (UKCIS) [Education for a connected world](#)
- UKCIS guidance: [Sharing nudes and semi nudes advice for education settings working with children and young people](#)
- The UKCIS [external visitors guidance](#) will help schools and colleges to ensure the maximum impact of any online safety sessions delivered by external visitors
- National Crime Agency's CEOP education programme: [thinkuknow](#)
- [Harmful online challenges and online hoaxes](#) this includes advice on preparing for any online challenges and hoaxes, sharing information with parents and carers and where to get help and support.
- LGBT inclusion is part of the statutory [Relationships Education, Relationships and Sex Education and Health-education](#)

Appendix 11: Myconcern

MyConcern is a secure platform for recording and managing safeguarding concerns, ensuring staff can communicate their worries effectively and access policy guidance easily.

You will receive an email invitation with a link to the MyConcern login screen. Use your email address as the username to create your initial password. After logging in, you'll be directed to the

Home Page where you can report concerns.

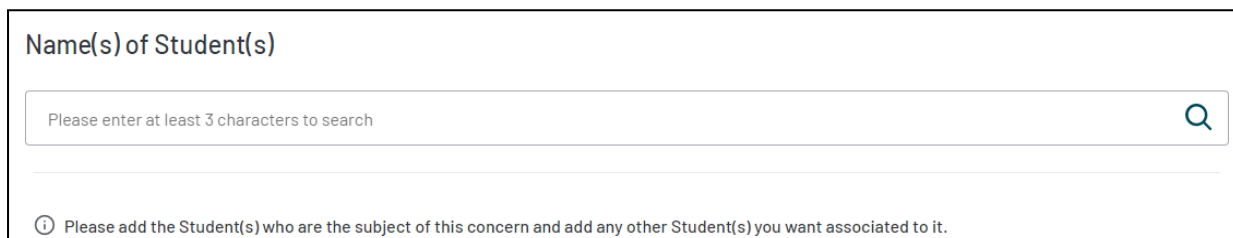


Under “*My Establishments*” click West Thames College. A red button will appear “*Report a Concern*”



Select ‘**Report a Concern**’ from the Home Page and complete the on-screen form. There is guidance on how to fill this in when you click on the individual sections.

Start typing a student’s name and then PAUSE – Click on the relevant name from the drop down list.



Concern Type: (Mental, Emotional, Physical Health, Neglect, Domestic Violence, Sexual Exploitation, Cyber-Bullying, FGM, Forced Marriage, Radicalisation)

Concern Summary

e.g. Injury – Megan arrived at College this morning with a badly bruised right eye.

If required you will also have the option to submit documents by uploading them.

Attachment

Select File

Please attach any media that is relevant to this concern.

Once you have submitted your concern the system will forward an automated email notification to the Designated Safeguarding Lead(s) and you will see an on-screen receipt with a reference number for your concern.

myconcern

MyConcern Primary School (9599954)

Lisa Howells

Report a Concern

My Concerns

Resources

Help

Thank You

Your concern has been recorded successfully and a notification sent to the DSL

Concern Reference Number: 1499

If the Concern you have submitted might result in serious or immediate risk of harm to the person you are concerned about then you SHOULD also report this verbally to your Safeguarding Lead as soon as possible and make them aware of the incident. Remember, they may not be in a position to receive or read the notification immediately.

Click here to view or update this and any other concern(s) you have reported

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Please note: The Designated Safeguarding Lead(s) may not be in a position to view the notification immediately. If the concern you are reporting is of an urgent nature then it is recommended that you contact the Safeguarding Officer on duty.

For instant access MyConcern has been placed on CONNECT.



Appendix 12 - Case studies for discussion

Case Study One: Rebecca

Rebecca, aged 16, shares with you after a lesson that her mother's new boyfriend has led to her being left in charge of her younger brothers frequently. Her mother works long hours and often goes out on weekends, leaving Rebecca to manage the household, including providing food and care for her siblings. Rebecca reports struggling to get enough food, caring for her sick younger brother alone, and experiencing fatigue and concentration issues, which are affecting her school performance.

Primary Type of Abuse:

- **Inadequate Supervision:** Rebecca is left in charge of her younger siblings for extended periods, often without adequate support or supervision from her mother.
- **Lack of Basic Needs:** Rebecca reports that there is often no food available at home and she had to manage a sick sibling alone, suggesting a failure to provide essential care and nourishment.
- **Impact on Well-being:** Rebecca is experiencing significant fatigue and difficulty concentrating, which affects her school performance, highlighting the adverse impact of the neglect on her overall well-being.

Action:

- Report to Safeguarding using MyConcern, discuss with DSL and or manager if required
- Following an assessment, a referral to Social Services/Multi-Agency Safeguarding Hub (MASH)

Analysis:

Rebecca's situation suggests possible neglect due to inadequate supervision and care provided by her mother, impacting her well-being and academic performance. Given her responsibilities and the lack of food and proper care, it is crucial to consult with the safeguarding team and who will potentially make a referral to Social Services/MASH for a comprehensive assessment and support.

Case Study Two: Tunde

Tunde, a 16-year-old student known for his outgoing nature, arrives at college with a visible cut under his right eye. He reports that the injury resulted from a physical altercation with his father, who was angry with him for taking food from the fridge. Tunde mentions that his father was injured more severely during the incident.

Primary Type of Abuse: Physical Abuse

Staff Action Required:

- Consult with a Safeguarding Team: Discuss the situation with a safeguarding colleague to gain a clear understanding of the potential risks and appropriate next steps.
- The Safeguarding Team/ DSL will referral to Social Services/MASH: Given the nature of the injury and the reported violence, refer the case to Social Services or the Multi-Agency Safeguarding Hub (MASH) for further assessment and intervention to ensure Tunde's safety and address any ongoing risk of

Case Study Three: Maria

Maria, a 32-year-old adult learner who is studying English as a second language, has been attending classes at the college for several months. Recently, she has begun to show signs of distress. During a one-on-one session with her tutor, Maria reveals that she is experiencing significant problems at home. She explains that her partner has been controlling and abusive, frequently belittling her and limiting her access to money. She also discloses that her partner has threatened her if she tries to leave or seek help.

Maria's English language skills are limited, making it difficult for her to communicate her concerns fully and seek help independently.

Primary Type of Abuse: Domestic Abuse Staff

Action Required:

- **Consult with the Safeguarding Colleague:** Discuss Maria's situation with a safeguarding team to gain advice on the appropriate steps to take, considering the complexity of domestic abuse and the language barrier.
- **The Safeguarding Team:** as required will support Maria to report abuse to the police.
- **Provide Support and Resources:** Offer Maria information on support services for domestic abuse, including those that provide help for individuals with language barriers. Ensure she is aware of local support agencies and emergency services that can assist her.

Follow Up: Ensure that Maria has access to continued support and check in with her to offer assistance as needed, maintaining confidentiality and sensitivity throughout the process.

PREVENT

To better understand how to identify and respond to potential cases of radicalisation and extremism, here are two training case studies. These are designed to help staff apply the Prevent Duty guidance effectively.

Case Study 1: Ahmed, Aged 16-18

- **Background:** Ahmed is a 17-year-old student enrolled in a Level 3 Business Studies course. He is generally well-liked by his peers and has been an active participant in classroom discussions. Recently, however, his behaviour has changed. Ahmed has become increasingly withdrawn, avoids group activities, and often isolates himself in the library. Some classmates have noticed that he has started to express more extreme views about global political issues during class debates, which are not typical of his previous opinions.

Signs of Concern:

- Ahmed has started posting and sharing material on social media that supports controversial or extremist viewpoints.
- He has become more vocal about his dissatisfaction with Western governments and frequently talks about conspiracy theories.
- When challenged on his views, he becomes defensive and cites obscure, unreliable sources that he claims are "the truth."

Action Taken:

- A concerned teacher notices Ahmed's behaviour and documents these observations on the MyConcern platform.
- The teacher discusses their concerns with the Designated Safeguarding Lead (DSL), who decides to have a confidential conversation with Ahmed to understand the underlying reasons for his behaviour.
- The DSL, in consultation with the Safeguarding Team, determines that Ahmed may be

- vulnerable to radicalisation and contacts the local PREVENT coordinator for further support.
- Ahmed is offered additional support through the college's mentoring program to address his concerns and to provide a safe space for open discussion.

Outcome:

Ahmed begins to engage more positively with his peers during Tutorial and Student Experience workshops on critical thinking and media literacy. He is also linked to community programs that promote understanding and resilience against extremist narratives.

Case Study 2: Priya, Aged 35, Adult Learner

- **Background:** Priya is a 35-year-old adult learner studying an IT course at West Thames College. She is originally from London and has two young children. Priya attends evening classes and is generally a quiet and diligent student. Recently, her tutor has noticed some changes in her behaviour; she has become more vocal about her dissatisfaction with the government and expresses distrust towards mainstream media. She has mentioned attending meetings in her local community where alternative political ideologies are discussed.

Signs of Concern:

- Priya frequently brings up controversial topics in class, steering conversations towards anti-government rhetoric.
- She has been distributing pamphlets about a local group that promotes non-violent but radical changes to the political system.
- During a recent class discussion, Priya expressed sympathy for groups that advocate for civil disobedience and non-violent resistance, stating that "sometimes, breaking the law is the only way to get justice."

Action Taken:

- A fellow student, concerned about Priya's comments, speaks to the course tutor. The tutor reports the concerns to the DSL using the MyConcern platform.
- The DSL meets with Priya privately to discuss her views and any support she might need. During the conversation, Priya reveals she is feeling isolated and frustrated with her personal and financial situation.
- The college Safeguarding Team refers Priya to local community support services that can help address her grievances constructively and provide a positive outlet for her concerns.
- The Safeguarding Team also monitors Priya's progress and ensures she continues to feel supported within the college environment.

Outcome:

- Priya becomes more engaged in class and starts to participate in student-led debates that focus on constructive discussion and understanding diverse perspectives.
- She attends workshops on critical engagement and community involvement, helping her channel her frustrations into positive activism and community support initiatives.

These case studies highlight the importance of identifying signs of vulnerability to radicalisation and ensuring timely intervention and support for students at risk. Staff are encouraged to remain vigilant, foster open discussions, and work closely with the Safeguarding Team to uphold our shared values and ensure a safe learning environment for all.