TyneCoastCollege

Safeguarding Policy and Procedure

This policy is available on-line at: www.tynecoast.ac.uk

- We will consider any request for this policy to be made available in an alternative format or language. Please contact the Director of Student Services, Inclusion and Safeguarding

- We review our policies regularly to update them and to ensure that they are accessible and fair to all. We welcome suggestions for improving the accessibility or fairness of this policy.

Approved by:	Version:	Issue Date:	Review Date:	Contact Person:
Executive Group, JCC QC&S Committee, Board	V15	Dec 2025	Dec 2026	Director of Student Services, Inclusion and Safeguarding & Deputy Designated Lead.

Assessed Review: **1 year**

POLICY NUMBER 53

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Safeguarding Policy and Procedure

1. **POLICY STATEMENT**

   Tyne Coast College is committed to safeguarding and promoting the welfare of all learners. The governors and staff recognise that a safe and trustworthy environment combined with clear lines of communication and decisive action, ensures the best outcomes for all learners. The College expects all staff, supply/agency staff, governors, volunteers, sub-contractors, contractors, work placement providers, employers, partners, visitors, external hire clients and commercial lettings clients to always endorse and practice this commitment.

2. **PURPOSE**

   The purpose of the Safeguarding Policy is to provide a clear set of guidelines to students, their parent/carers, staff and other workers within the College community, together with wider stakeholders, regarding how the College will discharge its safeguarding responsibilities.

   The College has clear objectives:

   - To provide a safe environment for children, young people and adults in which to work, learn and take part in educational social and recreational activity

   - To identify people who are experiencing, or likely to experience significant harm, providing support and taking appropriate action with the objective of producing positive outcomes for those people.

   - To foster, promote and maintain a genuine feeling of safety throughout the College via the curriculum, pastoral support, and appropriate working practices through the promotion of a college ethos where everyone feels secure, valued and listened to

   - To take action where appropriate to safeguard the person through working in partnership with other agencies.

   - To educate all students and staff in safeguarding and child protection issues so that they become more aware and confident in dealing with issues relating to those matters

3. **SCOPE**

   This policy and procedure are in place to ensure children and adults at risk are protected from all forms of abuse, definitions which are contained in **Section 7 – Definition of Key Terms**.

   This policy deals with the protection of children and young people and all adults at risk. For the purposes of clarity, any person under the age of 18 is deemed to be a child, and an adult at risk is deemed to be a person who is or may be in need of community care services by reason of mental or other

disability, age or illness; and who is or may be unable to take care of him or herself, or unable to protect him or herself against harm or exploitation. An adult is considered 'vulnerable' if they receive a health, personal or social care services from a professional. Personal services would include, for example, help with financial matters, feeding, washing or dressing. Any person up to the age of 24 with a current Educational Health and Care Plan in place is treated as a child for the purposes of safeguarding & child protection legislation.

The term 'College' is used throughout this document and appendices, as a generic term that encompasses Tyne Met College, South Tyneside College, South Shields Marine School, Queen Alexandra Sixth Form. The term 'staff' is used throughout the policy and all appendices as a generic term that encompasses all groups of workers associated with the College group in any capacity, whether paid or unpaid.

4.   LEGISLATION

The statutory guidance 'Keeping Children Safe in Education 2025', Working Together to Safeguard Children 2023,'The Care Act 2014', and the 'Safeguarding Vulnerable Groups Act 2006', are the key documents upon which this policy is predicated.

5.   INTENT OF POLICY

5.1   Provide guidance on a whole College approach to safeguarding to everyone, underpinning all relevant processes and policy development.

5.2   Provide guidance for members of staff in dealing with suspicions of, and incidents of, abuse.

5.3   Provide staff with guidance around acting on a student concern and the difference when responding to a student in immediate danger.

5.4   Provide a safe learning environment in which all students can learn and achieve without threat of harm, ensuring there is dedicated support for students who have been abused, could come to harm or be a victim of radicalisation.

5.5   Provide staff with guidance around acting on an accusation regarding a staff member or employer/work placement provider or partner.

We believe that everyone should be safe and feel safe; and we want everyone who attends or has contact with the College to enjoy what the College has to offer in safety.

We want to make sure that our students know this and are empowered to tell us if they have suffered, or are suffering, from any form of harm or abuse, if they feel at risk of being drawn into terrorism or extremism, or if they have concerns about any other College user in respect of these matters.

We want organisations who work with, or commission work from the College, to have confidence and recognise that we are a safe organisation.

We want all students studying with us to see themselves as a valued part of the College community and to understand how this community operates within the wider UK community, including the importance of promoting, and abiding by, the fundamental British values of:

• **Democracy**: your vote and voice counts; *you can make a difference*
• **The rule of law**: *laws apply to everyone.*
• **Individual liberty**: *you are entitled to your view and to your freedom of expression and thought, and so is everyone else.*
• **Mutual respect and tolerance for those with different faiths and beliefs**.

We are an inclusive organisation where everyone is respected.

We will ensure that all contractors or their employees who undertake work at the College will have a Disclosure barring service (DBS) check in place. Where that work falls into the scope of regulated activity the DBS will be enhanced. In circumstances where no checks are in place, the contractor and/or employee(s) will be appropriately supervised and will not be allowed to take part in any regulated activity. Where a contractor is self-employed the College will consider making its own DBS check.

The College will maintain an effective Safeguarding Policy which brings together all aspects of safeguarding and child protection, and includes the College's Prevent duty. The policy, and all appendices, will be updated at least yearly, or in line with changes in legislation and guidance, to make sure it is current and effective.

The College has processes in place which include:

• Identifying children, young people and adults at risk of significant harm, or where there are concerns for a person's welfare, and provide procedures for reporting and addressing such concerns.
• Prevent unsuitable people from working with children, young people and adults.
• Identify procedures for reporting unsuitable people to the DBS and other relevant agencies where appropriate.
• Maintain channels for reporting and dealing with all allegations of abuse.
• Work in partnership with local agencies including the sharing of information.
• Provide a safe environment for children, young people and adults within the College.
• Appropriately filter and monitor student internet usage.
• Identify low level concerns.

Measures taken include:

• Named Senior Board Lead who is responsible for college safeguarding arrangements, together with named Designated Leads for Safeguarding, and a cross-College safeguarding team with a named Deputy Designated Safeguarding Leads & Safeguarding Officer's on each College site.

• Appointed and train the Designated Safeguarding Lead & the Deputy Designated Safeguarding Leads with responsibilities to lead on all matters

pertaining to safeguarding and child protection, and who ensures that appropriate and robust systems are in place that coordinate reporting, monitoring, referrals, and support procedures.

- Provide a Safeguarding team with trained individuals, that can respond accordingly to concerns raised by staff or students.

- All staff will be trained to Recognise, Respond, Record, Report and Refer regarding Safeguarding procedures with training updates provided on an annual basis. Induction training that includes safeguarding procedures and Part One of Keeping Children Safe in Education September 2025. In addition to this, staff induction will include, as a minimum, the student behaviour policy, staff code of conduct and the role and identities of the Safeguarding team and will be mandatory for all new staff working in the College.

- All of the Safeguarding & Wellbeing team will undertake mental health first aid training, which will support the roles with early identification of concerns and allow us to sign post appropriate internal and external support services specifically around mental health and wellbeing.

- Accurate and secure records of concerns about individuals, even when there is no need for immediate referral to outside agencies.

- Ensure when reporting a concern/criminal act that involves a learner and requires reporting to Police, that a referral to adult/children social care is also submitted related to those concerns.

- a systematic means of monitoring children, young people and adults known, or thought to be, at risk of harm, and contribute to assessments/support plans with other agencies.

- Sources of help and support accessible for anyone who may experience abuse

- Develop effective working relationships with other agencies, and work with South and North Local Authorities and appropriate multi-agencies

- Staff trained in safe practices to protect children, young people, and adults in the learning environment, and to protect themselves from false allegations of abuse, including specific training to raise awareness of sexual violence and sexual harassment in college, by peers.

- Safe recruitment practices by implementing enhanced checks on all new and existing staff in accordance with the DBS, taking of references, and training interviewers in accordance with Department of Education guidance to effectively establish suitability for role at the time of employment.

- Provide effective induction, tutorial, enrichment, or other curriculum, learning or pastoral support for learners. The curriculum (both formal and informal) will be used to help children, young people and adults to develop their selfesteem, assertiveness, problem-solving skills, raise awareness of risk, including sexual violence and sexual harassment from peers, and local threats

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to promote their resilience, confidence, self-awareness and help with behaviour challenges, such as anger, mental health and sexual violence & harassment.

6. ROLES AND RESPONSIBILITIES

6.1 a College Governors

It is the responsibility of the Board of Governors to:

- **Consider and approve** the College's policy and associated procedures annually
- **Receive and consider** the tri-annual Safeguarding Report of how the College and its staff have complied with the intent of the policy.
- **Fulfil their statutory duties** and understand how these duties have been discharged through the cycle of business and relevant sub-committees.
- **Have in place a designated Governor** who is responsible for liaising with the Strategic Lead for Safeguarding over matters regarding safeguarding.
- **Remedy**, without delay, any deficiencies, or weaknesses in regard to arrangements for the safeguarding of students that are brought to its attention.
- **Be aware and understand the obligations** under the 'Human Rights act 1998' & 'The Equality act 2010' (including the Public Sector Equality Duty23),

- *Under the HRA, it is unlawful for schools and colleges to act in a way that is incompatible with the Convention. The specific convention rights applying to schools and colleges are:*
- *• Article 3: the right to freedom from inhuman and degrading treatment (an absolute right)*
- *• Article 8: the right to respect for private and family life (a qualified right) includes a duty to protect individuals' physical and psychological integrity*
- *• Article 14: requires that all of the rights and freedoms set out in the Act must be protected and applied without discrimination,25 and*
- *• Protocol 1, Article 2: protects the right to education.*

- Be aware and understand the process of filtering and monitoring of college network use.

6.1 b Lead Governor with Responsibility for Safeguarding

It is the responsibility of the Lead Governor to:

- **Ensure that the College** has procedures and policies which are consistent with the local safeguarding partners' multi-agency procedures.
- **Liaise with the Strategic Lead for Safeguarding** over matters regarding safeguarding, including ensuring all relevant policies and procedures include reference to safeguarding /Prevent.
- **Ensure that the Governing body**, including the membership of local boards, considers College safeguarding and prevent a priority.
- **Ensure the Single central record** is in place and regularly updated.
- Be responsible for liaising with the local authority and/or partner agencies, as appropriate in the event of allegations of abuse being made against the College's Chief Executive.

- **Be aware and understand the obligations** under the 'Human Rights act 1998' & 'The Equality act 2010' (including the Public Sector Equality Duty23).
- **To be aware and understand the local authority**, multi-agency arrangements. Under the HRA, it is unlawful for schools and colleges to act in a way that is incompatible with the Convention. The specific convention rights applying to schools and colleges are:
- **Article 3**: the right to freedom from inhuman and degrading treatment (an absolute right)
- **Article 8:** the right to respect for private and family life (a qualified right) includes a duty to protect individuals' physical and psychological integrity
- **Article 14:** requires that all of the rights and freedoms set out in the Act must be protected and applied without discrimination,25 and
- **Protocol** 1, Article 2: protects the right to education.
- of College network use.

6.2 Director of Student Services, Inclusion and Safeguarding.

It is the responsibility of the Director of Student Services, Inclusion and Safeguarding to:

- Be the Designated Lead for Safeguarding
- Have oversight of all College safeguarding arrangements.
- Ensure standardisation and parity between areas of safeguarding practice and policy.
- Report tri-annually to the Board of Governors (including local boards) regarding the appropriate policies and procedures and will provide a statistical analysis of safeguarding incidents and all training and related CPD undertaken.
- Ensure all safeguarding team members have access to appropriate supervision as required.
- Work with the Executive Director of Human Resources to ensure that appropriate training is identified for staff who work with children, young people and vulnerable adults.
- Manage any complaints regarding the outcomes of safeguarding allegations or suspicions, including liaison with lead Governor.
- Be available to provide advice and support to other staff on issues relating to safeguarding, policy, procedures, and record keeping.
- Be available to listen to children, young people and vulnerable adults studying at any site across the College.
- Receive information from any staff, volunteers, children, parents and/or carers who have safeguarding concerns and record it.
- Be able to assess information promptly and carefully, clarifying and obtaining more information about the matter as appropriate.
- Ensure all safeguarding team members have access to appropriate supervision as required.
- Provide advice and support to staff on issues relating to safeguarding.
- Deal with individual cases, including attending case conferences and review meetings as appropriate.
- Consult with a statutory safeguarding agency to test out any concerns.
- Make an appropriate referral to the appropriate statutory protection agency or the police.
- Ensure that when a student under 18 leaves, their child protection file is transferred to the new provider as soon as possible, ensuring secure transit and confirmation of receipt is obtained.
- Be trained in safeguarding as required by the local safeguarding partners and receive regular refresher training.
- Working knowledge in how the local Safeguarding Multi-agency Partnership

(STSCP) operates, the conduct of case conferences, and be able to attend and contribute to these when necessary.
- Liaise with the Principal, CEO and inform of any ongoing or commencing police investigation related to a learner.
- Ensure any learner that is part of a police investigation and is required to be interviewed has an appropriate adult present.

6.3 Deputy Designated Safeguarding Lead.

It is the responsibility of the Deputy Designated Lead to:
- Take part in strategy discussions and inter agency meetings and ensure strategies and policies are agreed, implemented, and effectively delivered.
- Report tri-annually to the Board of Governors (including local boards) regarding the appropriate policies and procedures and will provide a statistical analysis of safeguarding incidents and all training and related CPD undertaken
- Work with and support the safeguarding and Wellbeing manager and the team.
- Liaise with the Director of Student Services, Inclusion and Safeguarding on matters of safeguarding, child protection and prevent.
- Liaise with CEO, principal and other senior leaders when required.
- Be available to provide advice and support to other staff on issues relating to safeguarding, policy, procedures, and record keeping.
- Arrange and execute, safeguarding committee, chairing, termly committee meetings, reporting on safeguarding and prevent statistics, trends, concerns and sharing information relayed from partners and multi-agencies.
- Be available to listen to children, young people and vulnerable adults studying at any site across the College.
- Receive information from any staff, volunteers, children, parents and/or carers who have safeguarding concerns and record it.
- Be able to assess information promptly and carefully, clarifying and obtaining more information about the matter as appropriate.
- Provide advice and support to staff on issues relating to safeguarding.
- deal with individual cases, including attending case conferences and review meetings as appropriate.
- Consult with a statutory safeguarding agency to test out any concerns.
- make an appropriate referral to the appropriate statutory protection agency or the police.
- Work with Contracts and Projects manager as well as partners, sub-contractors to ensure our students accessing learning off site are kept up to date with safeguarding processes, policies and training.
- Ensure that when a student under 18 leaves, their child protection file is transferred to the new provider as soon as possible, ensuring secure transit and confirmation of receipt is obtained.
- Be trained in safeguarding as required by the local safeguarding partners and receive regular refresher training.
- Oversee the use of the centralised database CPOMS to record and maintain secure records for the College in line with GDPR regulations. Records include the details of the concern, how the concern arose, and the actions taken.
- Work with Human Resources to ensure that governors, permanent staff, temporary staff and volunteers, who work within the College, are made aware of the College's safeguarding policy the procedures for safeguarding students and their responsibilities.
- Liaise with the Principal, CEO and inform of any ongoing or commencing police investigation related to a learner.
- Ensure any learner that is part of a police investigation and is required to be interviewed has an appropriate adult present.

6.4 Deputy Head of Student Services and Safeguarding (Safeguarding Lead)

It is the responsibility of the Deputy Head of Student Services and Safeguarding (Safeguarding Lead):

- Take part in strategy discussions and inter agency meetings and ensure strategies and policies are agreed, implemented, and effectively delivered.
- Work with and support the safeguarding and Wellbeing manager and the team.
- Liaise with the Director of Student Services, Inclusion and Safeguarding on matters of safeguarding, child protection and prevent.
- Liaise with CEO, principal and other senior leaders when required.
- Be available to provide advice and support to other staff on issues relating to safeguarding, policy, procedures, and record keeping.
- Be available to listen to children, young people and vulnerable adults studying at any site across the College.
- Receive information from any staff, volunteers, children, parents and/or carers who have safeguarding concerns and record it.
- Be able to assess information promptly and carefully, clarifying and obtaining more information about the matter as appropriate.
- Provide advice and support to staff on issues relating to safeguarding.
- deal with individual cases, including attending case conferences and review meetings as appropriate.
- Consult with a statutory safeguarding agency to test out any concerns.
- make an appropriate referral to the appropriate statutory protection agency or the police.
- Work with Contracts and Projects manager as well as partners, sub-contractors to ensure our students accessing learning off site are kept up to date with safeguarding processes, policies, and training.
- Ensure that when a student under 18 leaves, their child protection file is transferred to the new provider as soon as possible, ensuring secure transit and confirmation of receipt is obtained.
- Be trained in safeguarding as required by the local safeguarding partners and receive regular refresher training.
- Oversee the use of the centralised database CPOMS to record and maintain secure records for the College in line with GDPR regulations. Records include the details of the concern, how the concern arose, and the actions taken.
- Work with Human Resources to ensure that governors, permanent staff, temporary staff and volunteers, who work within the College, are made aware of the College's safeguarding policy the procedures for safeguarding students and their responsibilities.
- Liaise with the Principal, CEO and inform of any ongoing or commencing police investigation related to a learner.
- Create, arrange and ensure all staff complete mandatory ongoing safeguarding training, such as hot topics/trends.

6.5 Safeguarding Officers.

It is the responsibility of the Safeguarding Officers to:

- Promote positive safeguarding procedures and practices so that all of our students feel safe.
- Provide a level of support to staff which ensures consistency in the implementation of the College's safeguarding procedures (as specified in this policy).
- Have a thorough understanding of the Safeguarding Policy and procedures.
- Act as a key point of referral for students and staff so that the College can respond swiftly and appropriately to all suspicions or allegations of abuse.

- Follow up all referrals and disclosures made directly by students or via staff in accordance with the policy, the guidelines and procedures and, as appropriate, to the specific circumstances of the referral. This will involve; receiving information from, and offering advice to, staff, volunteers, children and young people, adults at risk, parents and carers and employers about concerns relating to vulnerable adult or child protection issues; assessing this information promptly, taking action and referring on to the Designated Safeguarding Lead/Deputy Designated Safeguarding Lead as appropriate
- Use the centralised database to record and maintain secure records for the College. Records must include the details of the concern, how the concern arose, and the actions taken.
- Be trained in safeguarding as required by the local safeguarding partners and receive regular refresher training.
- Maintain confidentiality regarding safeguarding cases at all times.
- Safeguarding officers will undertake mental health first aid training.

6.6 a Director of Human Resources

It is the responsibility of the Executive Director of Human Resources to:

- Ensure a clear policy and procedures are in place for Safer Recruitment & Selection and Disclosure and Barring Service.
- Ensure the single central record is complete and maintained regularly.
- Ensure the staff Code of Conduct is current, understood and embedded in the College values.
- Contribute to the tri-annual report to the Board of Governors.
- Ensure arrangements are in place for governors, permanent staff, temporary staff and volunteers working with children and vulnerable groups to undertake induction safeguarding training.
- Ensure opportunities exist for governors, permanent staff, temporary staff and volunteers working with children and vulnerable groups to undertake regular training to equip them to carry out their responsibilities for safeguarding and Prevent effectively. Refresher training will be undertaken on a 3-year cycle for safeguarding and prevent.
- Be responsible for liaising with the local authority and/or partner agencies, as appropriate in the event of allegations of abuse being made against the College's workforce.
- A member of staff who receives an allegation about another member of staff from a child should report immediately to the principal, unless the principal is the person against whom the allegation is made, in which case the report should be made to the DSL or the Designated Governor. The principal (or DSL or Governor if the allegation is against the Principal) will inform the **Executive Director of HR** and should: Obtain written details of the allegation from the person who received it, that are signed and dated. The written details should be countersigned and dated by the principal (or DSL or Governor if the allegation is against the Principal). the reporting of cases to the Secretary of State. It is essential that cases are reported if a person ceases to work in an education setting and there are grounds for believing he/she may be unsuitable to work with children or may have committed misconduct. The Secretary of State will consider whether to prohibit the person from working with children in the future or place restrictions on their employment in educational establishments. FE institutions have a statutory duty to make reports, and to provide relevant information to the Secretary of State.

6.7 b Human Resources Team.

Human Resources Team are responsible for:

- the safe recruitment and employment of staff, undertaking DBS and barred list checks, central record.
- ensuring all recruitment checks are completed and the Single Central Record (SCR) is maintained.
- arranging staff induction safeguarding training and regular training to equip them to carry out their responsibilities for safeguarding and prevent effectively. Refresher training will be undertaken on a 3-year cycle for safeguarding and prevent.

6.8 Senior Management Team & Executive Group

It is the responsibility of all members of the Senior Management team & Executive group too.

- Ensure policies and procedures are fully implemented and followed by all staff.
- Ensure appropriate time is designated to allow Safeguarding leads to inform SMT and Executive group of Safeguarding trends, concerns and merging themes.
- Ensure sufficient resources and time are allocated so that the DSL and staff can attend strategy discussions, interagency meetings, contribute to assessments and complete relevant Safeguarding training.
- Promote positive safeguarding procedures and practices so that all of our students feel safe.
- Ensure that all relevant employers, sub-contractors, contractors and visitors that work with the college know and follow our Safeguarding Policy and procedures, including Prevent.
- Ensure that regular checks are undertaken to ensure compliance with Safeguarding Policy and procedures, including Prevent.
- Always wear your college ID and lanyard whilst on site.
- Challenge staff, students or visitors that are not wearing ID and lanyards.

6.9 All College Staff.

It is the responsibility of all members of staff too.

- Promote positive safeguarding procedures and practices so that all our students feel safe.
- Ensure all mandatory safeguarding training modules are completed within the timeline suggested.
- Report safeguarding issues to the Safeguarding Officers in line with college procedures.
- undertake regular training to equip them to carry out their responsibilities for safeguarding children and vulnerable adults effectively.
- Complete any mandatory training related to Safeguarding within the timeline stated.
- Ensure any concerns are reported efficiently.
- Be familiar with expectations of student code of conduct and student disciplinary policy.
- Be familiar with expectations of the staff code of conduct.
- Understand that Safeguarding is the responsibility of every staff member.
- Always wear your college ID and lanyard whilst on site.
- Challenge staff, students or visitors that are not wearing ID and lanyards.

6.10 Employers, Sub-contractors, contractors and visitors.

It is the responsibility of all employers, sub-contractors, and contractors too:

- know and follow our Safeguarding Policy and procedures.
- comply with other college procedures and reporting any concerns or incidents.
- undertake identified training to equip them to carry out their responsibilities for safeguarding children and vulnerable adults effectively, where applicable.
- Sign in at the reception on arrival and wait to be met by your college contact.
- Always wear your lanyard and ID badge when on the college campus.

6.11 Students.

It is the responsibility of all students too:

- Always wear an ID badge on a college lanyard where it is visible whilst on all College sites unless directed otherwise due to health and safety considerations.
- Understand safeguarding and PREVENT referral procedures.
- Articulate what safeguarding and PREVENT mean and their importance.
- Agree to the expectations of the Student Code of Conduct.
- Participate in safeguarding and PREVENT awareness training at the start of their course, and on an annual basis through Personal Development Sessions.
- Understand the process for reporting sexual harassment, abuse, or violence.

7. IMPLEMENTATION

All staff should be aware of the indicators of abuse, neglect, and specific safeguarding issues.

7.1 DEALING WITH A CONCERN

Staff must have an attitude of 'it could happen here' where safeguarding is concerned. Staff must remain vigilant to concerns rather than waiting for a disclosure, recognising that learners may not always make a direct disclosure and information may come from overhearing conversations or observing behaviour changes. Staff must act immediately on any concerns they have and always in the best interests of the learner. Staff must reassure learners that they are being taken seriously, will be supported, and kept safe. Staff must never make a learner feel like they are creating a problem when reporting a concern.

Early identification and reporting of concerns are vital to the effective identification, assessment and allocation of appropriate actions, services, and referrals. It is not the responsibility of any member of the College community to investigate any suspicions or concerns that a learner is at risk of or is suffering significant harm.

All concerns should be reported to the Safeguarding Team immediately and should also clarify the basic facts and including what is known about the learner, any vulnerabilities and wider contextual information especially any known risks or concerns within or outside of the family home.

If an alleged crime has been committed, it is necessary to gather the basic facts about the alleged perpetrator (including name, age, address, access to children and

adults), but not take any action that might alert the alleged perpetrator.

A safeguarding cause for concern is an action, observation, disclosure or discussion that raises concerns for a staff member about the safety or wellbeing of a learner.

All causes for concern **must** be passed to the Safeguarding Team immediately via the phoning the Safeguarding Number 0191-427-3545.

Staff calling the number must detail their initial concern and explain the steps they have taken. The Safeguarding representative will advise of the actions they will initially take or may decide, those next steps are taken by the caller, if appropriate. The safeguarding representative will essentially lead the enquiry of concern and may take advice from peers.

Whilst awaiting the advice and actions from the Safeguarding Team, staff must continue to monitor the situation that has led to report in a cause for concern. If the situation changes in the interim, staff must report in immediately any further details.

The Safeguarding Team will take into consideration all the information provided and decide accordingly on the appropriate next steps.

If, at any point, there is a risk of immediate serious harm to a learner or staff believe that a learner is suffering or likely to suffer significant harm, contact must be made with a member of the Safeguarding Team immediately so that prompt, appropriate action and referrals can be made to safeguard the learner. Staff must follow the flow chart of contacts, if you are unable to contact the safeguarding officer then contact the next person on the list.

7.2   Useful guidance when dealing with a disclosure.

Recognise	• be aware of the indicators of abuse, neglect, and specific safeguarding concerns. •
Respond	• listen carefully, stay calm; do not express shock or embarrassment. • do not guarantee confidentiality but be clear that you will act sensitively and explain what will happen next. • give reassurance that you are taking the information seriously. • do not ask leading questions. • do not examine any physical injuries
Record	• take note of what was said. • detail fact not opinion • time, date, and place • student name, DOB and contact details
Report	• contact a member of the Safeguarding Team as soon as is reasonably possible by following the flow chart. • The Safeguarding Team will lead on next steps, including who else if anyone, should be informed.

7.3   Referral

Upon review of each disclosure, the DSL or DDSL will consider whether the matter should be referred to Children's Social Care/Social Services (or in the case of an emergency, the Police) by telephone. This will be followed up by written confirmation within 48 hours using the appropriate Local authority paperwork (this will vary for each Local Authority and can be found in the Safeguarding Portal)

Please note – any police contact made for a concern related to adult or child, a referral should also be made to the relevant social care segment (adult/child).

A written record of any verbal conversations will be made in CPOMS, with any appending referrals.

7.4   Early Help

Early help is providing support as soon as a problem emerges. Early help can also prevent further problems arising; for example, if it is provided as part of a support plan where a child or young person has returned home to their family from care, or in families where there are emerging mental health issues or drug and alcohol misuse.

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

- is disabled and has specific additional needs.
- has special educational needs. (whether or not they have a statutory education, health and care plan)
- is a young carer.
- Is a looked after child or young person (LAC)
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups.

- is frequently missing/goes missing from care or from home.
- is misusing drugs or alcohol themselves?
- is at risk of modern slavery, trafficking or exploitation.
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse.
- has returned home to their family from care.
- is showing early signs of abuse and/or neglect.
- is at risk of being radicalised or exploited.
- is a privately fostered child.

Early Help Assessments: The college will liaise with local agencies if deemed necessary and working with those agencies, understand the thresholds for early help external referrals. The safeguarding team will collectively discuss and asses to which appropriate agency is suitable for the individual in the case of early help.

7.5 Contextual safeguarding & local circumstances

The College believes all students have the right to be able to access and enjoy a high quality and rich learning experience that both enhances and increases their life chances. The College serves the needs of students from a range of backgrounds including higher proportions of:

- Students from socio-economically deprived areas
- High Needs SEND students.
- LAC and Young Carers

The College will ensure that all staff have an effective understanding of the local context, and all safeguarding training will acknowledge and reference the local context to ensure that staff are adequately prepared to manage such issues that arise from this.

7.6 Multi-agency working

The College will ensure that it pursues robust and timely information sharing protocols with all of the agencies working with young people including schools, statutory authorities, support services and social services in line with the 'Working Together to Safeguard Children 2023 document.

7.7 Information Sharing

The College will work in conjunction with all relevant external agencies, and in particular the South Tyneside Safeguarding Children Partnership & North Tyneside Safeguarding Children and Adults Safeguarding partnership, to ensure information is passed freely where there are safeguarding concerns and information sharing protocols are well established.
All safeguarding referral protocols will reflect the guidance laid down in Part 1 of KCSiE 2025, including Prevent referrals to Channel.

7.8 Staff Training

All staff will receive adequate training to familiarise themselves with Safeguarding issues and responsibilities at induction and processes including. We also include ongoing training throughout the academic year, which is known as 'hot topics', this covers local and national trends.

7.10 Safer Recruitment

The College's approach to Safer Recruitment is included in the Recruitment. & Selection Policy.

7.11 Public Interest disclosure

Staff should acknowledge their individual responsibility to bring matters of concern to the attention of senior management and/or relevant external agencies (Public Interest Disclosure Act 1998). This should be a mechanism by which staff can voice concerns, made in good faith, without fear of repercussion. Staff should refer to the College policy, Public Interest and Disclosure Policy. Staff can also use the NSPCC whistle-blowing helpline number 0800 028 0285, if required.

7.12 Duty of Care

Staff are accountable for the way in which they exercise authority, manage risk, use resources, and actively protect children and people from discrimination and avoidable harm. Staff should develop respectful, caring and professional relationships between themselves and all other users of the College. Staff behaviour should demonstrate integrity, maturity and good judgement, e.g. management of risk in external visits/residential visits.

Concerns about staff may relate to current or historic behaviour and must be reported regardless of whether the alleged abuse took place in the College or another place. The College Human Resource Director & The Deputy Designated Lead for Safeguarding must be informed of all allegations that raise concerns about child and/or vulnerable adult protection so they can consult the Local Authority Designated Officer (LADO), police and social care services as appropriate.

7.13 Reporting for ESFA contracting.

Notifications to DfE required by ESFA contracting will be made by the Chief Executive, Lindsey Whiterod.

7.14 Breach of Trust

Under the Sexual Offences Act 2003, it is an offence for a person over 18 to have a sexual relationship with a young person under 18 where that person is in a position of trust in respect of that young person, even if the relationship is consensual. This applies when the young person is in full time education and the person works in the same establishment as the young person, even if he/she does not teach the child.

7.15 Use of technology and Online safety

The Acceptable Use of IT Policy sets out clear expectations on acceptable and unacceptable use of technology by staff, learners, visitors or contractors on college premise regardless of whom owns the equipment. The policy also applies to any equipment, regardless of physical location, which is used by staff or contractors when undertaking their duties.

All communications and data that are sent, received, created, or contained within the College's IT Systems are the property of the College. The College reserves the right to monitor, log and access all computer, telephone and network activity including internet access and e-mail, with or without notice, to or from any device owned by the College, or connected to the College's IT Systems.

Filtering and Monitoring and AI: Staff and Student use of websites and URLs are consistently filtered and monitored by our online monitoring provider securely in conjunction with our safeguarding team.

Staff should refer to the "Acceptable Use of IT" policy for further guidance.

AI use by students and staff, is monitored by our monitoring and filtering system and such alerts are investigated accordingly. Staff and students are made aware of the safeguarding risks with AI throughs staff training and hot topics (see 7.19):

Misinformation & hallucinations: AI may produce false or misleading content.

Bias & discrimination: AI tools can replicate or amplify bias, especially in admissions or grading

Inappropriate content: Students may access or create harmful, explicit, or extremist content via AI tools.

Online grooming or impersonation: AI-generated personas or voice cloning could be misused.

Mental health impacts: Excessive use of AI may lead to isolation, over-reliance, or stress.

Plagiarism & academic integrity: Using AI to complete assessments dishonestly.

7.16 Social media

The College recognises that the use of social media by young people has grown exponentially, and that social media has become a focus for a number of issues including cyber-bullying, sharing of nudes and semi-nudes, sharing of inappropriate images, the promotion of radical and extreme viewpoints, grooming, Child Sexual Exploitations (CSE) and Child Criminal Exploitation (CCE). All staff will be trained to be vigilant of and sensitive to this area of activity and the College will ensure that suitable IT policies are in place to address access and monitoring of social media activity.

It is expressly forbidden for staff to either share their personal contact details with existing students or seek to befriend/accept friend requests from existing students on any social media platform. This includes the sharing of personal mobile telephone details, personal e-mail addresses and any personal contact information. Any member of staff found to be in breach of this will be liable to disciplinary action.

Staff should refer to the social media Policy for further guidance on this topic.

7.17 Preventative Education: We understand we play a vital role in delivering preventative education, we believe in a whole College approach to maintain consistency in that delivery, with the objective of creating a zero-tolerance culture for sexism, misogyny/misandry, homophobia, biphobia, and sexual violence/harassment.

7.18 Relationship, Sex and Health Education: We provide a scheduled programme with, in tutorial sessions to underpin the values of RHSE, we will detail vigilance and awareness and offer advice. Such subjects will be created to be age and development appropriate. We will cover the following sensitively and appropriately.

- healthy and respectful relationships
- boundaries and consent, stereotyping, prejudice, and equality
- body confidence and self-esteem

- how to recognise an abusive relationship, including coercive and controlling behaviour
- the concepts of, and laws relating to- sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so called honour-based violence such as forced marriage and Female Genital Mutilation (FGM), and how to access support, and
- what constitutes sexual harassment and sexual violence and why these are always unacceptable.

7.19 **Hot Topics and 10 minute takeovers**: To support student and staff vigilance, to up and coming, merging trends of a safeguarding nature, we provide a hot topic every term, which is relative to the trends of safeguarding, nationally or locally. This will be delivered in personal development sessions or through the curriculum. Staff will also, receive a bespoke staff training version prior to the student delivery so they have the knowledge o respond to any questioning.

10 minute takeovers are short presentations, are specific to issues of concern we may be having in specific departments/areas, we will target those areas, with short presentations, providing guidance, support and advice with an objective of potentially de-escalate growing/emerging concerns.

7.20 **Keeping children safe in out-of-school settings:** We have arrangements and processes in place, that regulate and monitor the external hire of college facilities, in line with 'keeping children safe in out of school settings.'

8   KEY SAFEGUARDING CONTACTS

If, at any point, there is a risk of immediate serious harm to a person ring 999.

Role	Name	Contact Details
Safeguarding Officer – TyneMet College	Bethany Tweddle	**Email: btweddle@tynecoast.ac.uk** **Telephone: 07522545438** **Monday – Friday**
Safeguarding Officer South Tyneside College & SSMS	Christina Kirwan	**Email: ckirwan@tynecoast.ac.uk** **Telephone: 07522545479** **Monday to Friday**
Safeguarding officer Tyne Met based	Katherine Douglass	Email: kdouglass@tynecoast.ac.uk Telephone: **07537915640** **Monday & Tuesday**
Safeguarding Officer – Halls of Residence.	Kenneth Nott	**Email: knott@tynecoast.ac.uk Telephone: 01914273655**
Safeguarding Officer South Tyneside Based	Mark Reade	**Email: mreade@tynecoas.ac.uk Telephone: 07702666862** **Monday, Tuesday & Wednesday**
Safeguarding Officer Tyne Met Based	Nick Weaver	**Email: nweaver@tynecoast.ac.uk** **Telephone: 07921664566** **Wednesday, Thursday, Friday**
Deputy Designated Safeguarding Lead **Cross College, Halls and SSMS**	Eamonn Murphy	**Email: emurphy@tynecoast.ac.uk Telephone: 0776223818** **Monday – Friday**
Deputy Head of Student Services and Safeguarding Lead	Nicola Aris	**Email: naris@tynecoast.ac.uk Telephone: 07597575357**
Director of Student Services, Inclusion and Safeguarding DSL	Jackie Gates	**Email: jgates@tynecoast.ac.uk** **Telephone:07522548285**
Nominated Governor for Safeguarding	Jackie Watson	**Via Neil Longstaff, Clerk to the Corporation** **Email: jwatson@tynecoast.ac.uk** **Telephone:**
Prevent Lead	Eamonn Murphy	**Email: emurphy@tynecoast.ac.uk Telephone: 07762223818**

9. DEFINITION OF KEY TERMS

In respect of this policy and in line with 'Keeping Children Safe in Education, September 2025, the College recognises the following as definitions of abuse, neglect and specific safeguarding issues.

Although, the generally accepted terminology refers to "child" the College will extends consideration to adult(s) at risk.

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child or an adult at risk. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child or an adult at risk.

Emotional abuse: the persistent emotional maltreatment of a child or an adult at risk such as to cause severe and adverse effects on the child's or an adult at risk emotional development.

Neglect: the persistent failure to meet a child's or an adult at risks basic physical and/or psychological needs, likely to result in the serious impairment of the child's or an adult at risks health or development

Children Missing in Education: Children missing in education is often an indicator for other potential safeguarding concerns. The College has measures, through its attendance reporting and follow up procedures, to ensure it is following up on students, who could potentially be "missing education" and where appropriate report any absence related concern to the Local Authority need to look at attendance policy and missing education process.

Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE): Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children or adults at risk, both male and female and can include children/ adults at risk who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

Child Criminal Exploitation (CCE): Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting, or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others.

As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and

professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

Adult Criminal Exploitation: detailed as above, can also occur with vulnerable adults, in the same format as detailed above.

Child Sexual Exploitation (CSE): Child Sexual Exploitation involves a victim being targeted and groomed by adults, with the intention of sexually assaulting and/or raping her/him. The children are targeted because they are vulnerable, due to their age. Grooming can take place in many forms - e.g. online via social media, via mobile phones, or in person. The child will not always realise that (s)he is being groomed. Often the grooming starts with friendship or a relationship, where the offender may supply gifts such as clothes, money, mobile phones, which may progress to the supply of alcohol and drugs. The offenders are very organised and deliberate in their actions, in some cases working together within a group. They are predatory sex offenders, targeting specifically vulnerable children. Sometimes the children are given lifts and transported around. The offender will usually encourage the child to distance her/himself further from her/his usual family and friends. Soon into this friendship/relationship, sexual assaults and rapes may occur upon the child.

Adult Sexual Exploitation: detailed as above, can also occur with vulnerable adults, in the same format as detailed above.

County Lines: County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of "deal line". This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and adults at risk are exploited to move, store and sell drugs and money.
Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children/adults at risk can be targeted and recruited into county lines in a number of locations including schools (mainstream and special), further and higher educational institutions, pupil referral units, children's homes and care homes.

Cuckooing: Cuckooing is a term used for when criminals target the homes of vulnerable adults. They may use the property for any criminal purpose but drug dealing, sexual crimes, and firearms. The vulnerable person is often tasked to complete criminal tasks under duress.

Cybercrime: Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can

happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer).

Children in Need of Protection: Some children and young people are in need of Protection because they are suffering or likely to suffer "significant harm". Where local authorities believe a young person is suffering, or likely to suffer, significant harm, they have a duty to make enquiries to decide whether they should take action to safeguard or promote the welfare of a young person under Section 47 guidance.

Children in Need: Children and young people who are defined as being "in need"

under Section 17 of the Children Act 1989, are those whose vulnerability is such that they are unlikely to reach or maintain a satisfactory level of health or development, or their health and development will be significantly impaired, without the provision of service.

Cared For Children: The most common reason for children becoming looked after is because of abuse and/or neglect. Governing bodies and the College will ensure that staff have the skills, knowledge and understanding necessary to keeping looked after children safe. The appropriate staff will have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They will also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after them. The designated person for looked after children will ensure that the designated safeguarding lead will have details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

Children Leaving Care: A child or young person stops being looked after if they are adopted, return home or reach the age of 18 years old. Once the young person reaches the age of 18, the Local Authority have a duty of care to support them until they are at least 21, however the support ends when the person reaches the age of 25.

Domestic Abuse: The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children/ adults at risk, as victims, if they see, hear or experience the effects of abuse. All children/ adults at risk can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children/ adults at risk. Students can also experience domestic abuse within their own intimate relationships.

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child to parent abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home.

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

Young people can also experience domestic abuse within their own intimate relationships. This form of child-on-child abuse is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support.

Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by

others.

Extremism: Is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

Eating Disorder: Eating disorders are a complex array of conditions that can affect someone physically, psychologically, and socially. They can include anorexia, bulimia and binge eating disorders.

Anyone can develop an eating disorder, regardless of their age, sex or cultural background. A whole range of different factors combine such as genetic, psychological, environmental, social, and biological influences.

Female Genital Mutilation (FGM): Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police.

Forced Marriage: A forced marriage is one entered without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological.

Financial Abuse: Financial abuse or harm is another name for stealing or defrauding someone of money, goods and/or property.

Financial abuse can include: unreasonably limiting access to money or other resources; forcing financial responsibility onto a person; taking money from a person; withholding access to shared money; making someone account for everything they spend; making someone beg for money; preventing a person

from being in education or employment; taking out loans or running up debts in the victim's name; forcing a person to commit crimes for money; and not allowing someone to buy necessities, for themselves or their children including sufficient food.

Grooming: Grooming is when someone builds an emotional connection with a young person to gain their trust for the purposes of sexual abuse or exploitation. This can include for the purpose of radicalising the young person to commit acts of terrorism, violence, or other criminal behaviour.

Young people can be groomed online or in the real world, by a stranger or by someone known to them – for example, a family member, friend or professional. Groomers may be male or female and they could be any age.

Hate Crime is the term used by criminal justice agencies like the police or the Crown Prosecution Service to describe an incident or crime against someone based on a part of their identity. There are five categories of 'identity' when a person is targeted because of a hostility or prejudice towards their:

• Disability
• Race or ethnicity
• Religion or belief (which includes non-belief)
• Sexual orientation
• Gender identity

Homelessness: being homeless or being at risk of becoming homeless presents a real risk to a child's/ an adult at risk welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity.

Honour-based violence: Honour-based violence is a crime or incident which may have been committed to protect or defend the honour of the family and/or the community when it is believed a person has shamed the family and/or the community by breaking the honour code. Honour based violence can encompass various offences which are used to control behaviours within families or social groups to protect perceived cultural and religious beliefs and/or honour. Honour based violence can include such things as forced marriage, domestic abuse, sexual harassment, sexual violence and threats to kill (this list is not exhaustive).

Information Sharing: Information sharing is vital in identifying and tackling all forms of abuse. Whilst the Data Protection Act 2018 places duties on organisations to process personal information fairly and lawfully and to keep the information they hold safe and secure; this is not a barrier to sharing information where the failure to do so would result in a child being placed at risk of harm. Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children. Where a child/young person leaves the college, the designated safeguarding lead will ensure their child protection file is transferred to the new provider as soon as possible, ensuring secure transit, and confirmation of receipt should be obtained.
In addition to the child protection file, the designated safeguarding lead will also consider if it would be appropriate to share any information with their new provider in advance of a child leaving. For example, information that would

allow the new provider to continue supporting victims of abuse and have that support in place for when the child/young person arrives.

Learner on Learner Sexual abuse. Violence and Sexual Harassment Sexual Abuse, violence and sexual harassment are not acceptable and will not be tolerated by the College. Sexual abuse, violence and sexual harassment can take place in or out of college, online and/or in person, and can include, though not limited to sexual assault, sexual comments, physical behaviour, online sexual harassment and, up skirting which is now a criminal offence.

Staff must adopt the attitude of 'this could happen here' and remain vigilant, rather than waiting for a disclosure, recognising that learners may not always make a direct disclosure and information may come from overheard conversations or behavioural changes. Staff must reassure the victims that they are being taken seriously, will be supported and kept safe.

The College will not tolerate learner or learner sexual abuse, violence and/or harassment. Every report of sexual violence or sexual harassment will be taken seriously and considered on a case-by-case basis, supported by other agencies, such as children's social care and the Police as required. Staff must report such allegations to the Safeguarding Team who will record such allegations and the outcome on the central safeguarding database and relevant learner files.

College will make an immediate risk and needs assessment following the report of sexual violence. The risk assessment will consider the risk posed to all learners, staff and the wider College community and adequate measures will be put in place to protect them and keep them safe. College will consider the need for a risk assessment on a case-by-case basis for reports of sexual harassment.

The risk and needs assessment will consider the victim, especially their protection and support; the alleged perpetrator; and all other learners (and if appropriate adult

learners and staff) at college and any actions appropriate and proportionate to keep them all safe.

The response to manage the report of sexual violence or sexual harassment will be proportionate to the case and will include one or a combination of the following options.

- Manage internally.
- Early help.
- Refer to social care.
- Report to the police.

The support for the victim and alleged perpetrator will also be tailored on a case-by-case basis. Support may be provided by college, external agencies or a combination of both.

Peer on Peer Abuse (referred to in pre-16 education as 'Child on Child' abuse)

Staff should be aware that learners can abuse their peers. This is generally

referred to as peer-on-peer abuse. Peer on peer abuse can take place in or out of college, online and/or in person and can include, though not limited to, bullying, cyberbullying; sexual violence and sexual harassment; physical abuse; sharing semi and/or nude images (also known as sexting); initiation/hazing type violence and rituals; and upskirting. It can also include abuse in intimate, personal relationships or causing someone to engage in sexual activity without consent. Whilst staff need to be aware of the gendered nature of peer-on-peer abuse, all peer-on-peer abuse is unacceptable and will be taken seriously.

The College will not tolerate peer on peer abuse. Every report of peer-on-peer abuse will be taken seriously and considered on a case-by-case basis, supported by other agencies, such as children's social care and the Police as appropriate.

Staff have an important role to play in preventing and responding where they believe a learner is at risk. Staff must challenge inappropriate behaviour between peers. It is not appropriate to downplay certain behaviours or to ever consider peer-on-peer abuse to be excused as "banter". To do so, can lead to a culture of unacceptable behaviour, an unsafe environment or a culture that normalises abuse which would be in contradiction with this policy and would not encourage learners to come forward to report abuse.

Staff must adopt the attitude of 'this could happen here' and remain vigilant, rather than waiting for a disclosure, recognising that learners may not always make a direct disclosure and information may come from overheard conversations or behavioural changes. Staff must reassure the victims that they are being taken seriously, will be supported, and kept safe.

Staff must report such allegations to the central Safeguarding Team who will record the allegations, facilitate the allegations being investigated and the outcome on the central safeguarding database and relevant learner files.

College will make an immediate risk and needs assessment following the report of peer-on-peer abuse, including consideration of how to support and protect the victim and alleged perpetrator.

The risk and needs assessment will consider the victim, especially their protection and support; the alleged perpetrator; and all other learners (and if appropriate adult learners and staff) at college and any actions appropriate and proportionate to keep them all safe.

The response will be proportionate to the case and support for the victim and alleged perpetrator tailored on a case-by-case basis. Support may be provided by college, external agencies or a combination of both.

The response to manage the report of peer-on-peer abuse will be proportionate to the case and will include one or a combination of the following options.

• Manage internally.
• Early help.
• Refer to social care.
• Report the police.

The support for the victim and alleged perpetrator will also be tailored on a case-by-

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case basis. Support may be provided by college, external agencies or a combination of both.

Modern Slavery: Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.

Marriage and Civil Partnership (Minimum Age) Age Act: On 27th February 2023 the Marriage and Civil Partnership (Minimum Age) Age Act 2022 entered into force. This means that 16 and 17-year-olds will no longer be allowed to marry or enter into civil partnerships, even with parental consent.

Mental Health: Mental health takes account of emotional, psychological, and social well-being. It impacts how an individual thinks, feels and acts. It also helps regulate how an individual handles stress, relate to others, and make choices. Mental health is important at every stage of life, from childhood and adolescence through to adulthood.

Mental health problems are common, and help is available. These may include:

•Depression
•Anxiety
•Stress
•OCD
•Panic Attacks Psychosis
•Schizophrenia
•Suicidal Feelings
•Self-harm

Misinformation, disinformation & Conspiracy Theories: As part of our commitment to safeguarding, it is important to recognise the risks posed by the spread of inaccurate or harmful information. These can negatively impact the wellbeing, safety, and development of individuals, particularly children, young people, and vulnerable adults.

Misinformation

Misinformation refers to false or inaccurate information that is shared without harmful intent. It often arises from misunderstanding, assumptions, or incomplete facts. While not deliberately deceptive, misinformation can still cause confusion, anxiety, and potential harm, especially when related to health, safety, or identity.

Disinformation

Disinformation is false or misleading information that is intentionally created and shared to deceive others. This can include fabricated news stories, doctored images or videos, or malicious online campaigns. Disinformation can be used to manipulate opinions, sow distrust, or target specific individuals or groups, leading to real-world consequences such as bullying, discrimination, or exploitation.

Conspiracy Theories

Conspiracy theories are beliefs or narratives that claim events or situations are secretly manipulated behind the scenes by powerful actors or organisations. While some may appear harmless, many conspiracy theories can be dangerous —

particularly those that foster mistrust in institutions, promote extremist views, or incite hatred. Vulnerable individuals may be drawn into these narratives, increasing their risk of radicalisation, social isolation, or mental distress.

Organisational/Institutional abuse: This type of abuse occurs where the routines and regimes within settings deny individuals' rights, choices and opportunities. It refers to a kind of abuse that takes place inside institutions where the victims were placed for their rehabilitation, education, welfare, or even protection. It can range from one-off incidents to ongoing ill-treatment. It can be through neglect or poor professional practice as a result of structure, policies, processes and practices within an organisation – including neglect and poor care practice within an institution or specific care setting like a hospital or care home, for example. This also may range from isolated incidents to continuing ill-treatment.

Operation Encompass Operation Encompass is the notification to the College that a child (under 18) may have been affected by a domestic incident. The local authorities and Northumbria Police work with education providers collaboratively to inform of them of any incidents enabling appropriate support to be implemented.

The notification of an incident will be done by the start of the next college day.

Operation Encompass ensures that a specifically trained member of the college The Deputy Designated Safeguarding Lead will be notified of an incident and can then use the information, in confidence, to ensure the wellbeing of the learner. The College will look to make provisions or adjustments to assist the learner.

Operation Endeavour: Operation Endeavour was initially an innovative project in which schools and colleges in North Tyneside & South Tyneside are participating, and which is run in partnership with both local Councils and Northumbria Police.

Operation Endeavour aims to support children and young people who go missing from home. Children who go missing from home are at risk of significant harm and they may be vulnerable to sexual exploitation, violent crime, gang exploitation, or to drug and alcohol misuse.

As a result, following any report of a child going missing to the Police, the Police will make contact with Children's Social Care who will then communicate relevant and necessary information to the Deputy Designated Safeguarding Lead of Tyne Coast College.

The College will look to make provisions or adjustments to assist the learner.

Radicalisation: Refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Self-Harm: Self-harm is when an individual hurts themselves intentionally. Self-harm is usually a way of coping with or expressing overwhelming emotional distress. An individual usually does it because something else feels wrong and it seems like the only way to let those feelings out. It can be the result of another problem such as if an individual is feeling anxious, stressed, depressed, or bullied and feels they do not have any other way of dealing with these issues.

There are different ways an individual can self-harm. These may include:

•   Cutting or burning their skin
•   Punching or hitting themselves

- Poisoning themselves with tablets or toxic chemicals
- Misusing alcohol or drugs
- Eating disorders
- Excessively exercising

Serious Violence: There are indicators, which may signal that children/ adult at risk are at risk from or involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children/ adults at risk have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

Recent guidance suggests that risk factors that might increase the likelihood of involvement in serious violence are:

- being male
- having frequent absences or permanently excluded from school
- having experienced child maltreatment
- having been involved in offending, such as theft or robbery

Toxic Trio: The toxic trio is a term which describes a combination of issues which impact on a parent/carer and their ability to meet the basic needs of the child or young person. The three issues are domestic abuse, mental health and drug and alcohol misuse. Working Together 2015 have noted these issues rarely exist in isolation, hence the term toxic trio.

Terrorism: Is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious, or ideological cause.

Up skirting: The Voyeurism (Offences) Act 2019, which is commonly known as the Up-skirting Act, came into force on 12 April 2019. 'Up skirting' is where someone takes a picture under a person's clothing (not necessarily a skirt)

without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress, or alarm. It is a criminal offence. Anyone of any sex, can be a victim.

Unsubstantiated, unfounded, false, or malicious reports
If a safeguarding report is determined to be unsubstantiated, unfounded, false or malicious, College will first consider if the learner making the allegation has done so as a cry for help, needs other help or may have been abused or harmed in some other way by someone else. If appropriate, a referral to social care will be made.

If a report is determined to be deliberately malicious or invented, the College may decide to follow its own Behaviour Support Policy as a mechanism to respond to such a report.

Prevent Strategy

To ensure that the College effectively safeguards students and staff, manages risks and is able to deal appropriately with issues around radicalisation and extremism, the College will;

- Understand the nature of the threat from extremism and how this may impact directly or indirectly on the College.
- Ensure that staff and students understand the nature of the local threats.
- Encourage staff and students to respect and adhere to fundamental British values.
- Ensure staff receive awareness training in recognising and preventing extremism and radicalisation.
- Understand and manage potential risks within the College and from external influences including the display of extremist materials and the hiring of College premises
- Respond rapidly and appropriately to events in local, national or international news that may impact on the College community.
- Ensure measures are in place to minimise the potential for acts of extremism within the College.
- Ensure plans are in place to respond appropriately to a threat or incident within the College.
- Work with sub-contractors, employers, and work placement providers to ensure they are compliant with the Prevent Duty and the College's safeguarding procedures.
- Adopt effective IT security and responsible use policies and promote these to all staff and students.

Further information can be found in the College Prevent Policy.

10. Policy Monitoring and Review

The College undertake a robust approach to monitoring compliance and effectiveness of dealing with disclosure of abuse and procedure for reporting concerns:

2 Weeks: The Safeguarding Team, Director of Student Services, Inclusion and Safeguarding Deputy Designated Safeguarding Lead, Deputy Head of Student Services and Safeguarding, and Safeguarding officers will meet every 2 weeks to discuss cases, incidents, and concerns

2 Weeks The Director of Student Services, inclusion and Safeguarding along with the Deputy Designated Safeguarding Lead will provide an update related to incidents, cases and concerns at SMT (senior management team) meeting.

Termly: The Senior Leadership Team, Safeguarding Committee and Board of Governors will receive a report on Safeguarding incidents, trends, and operational update.

The Director of Student Services, Inclusion and Safeguarding with the Deputy Designated Safeguarding Lead will produce and present a report that will be presented to the Board of Governors.

Annually: The Director of Student Services, Inclusion and Safeguarding and The College's Safeguarding Committee will review the Safeguarding policy and associated procedures.

11. Linked Policies and Procedures

The following guidance documents/procedures are linked to the Safeguarding Policy and support the College to provide a safe place to work and study. It is important to reference these when considering safeguarding matters.

Other relevant linked policies/procedures and guidance

- Prevention of Bullying a Harassment Policy
- Sexual Misconduct and Harassment Policy.
- Prevent & Terrorism Policy

- Criminal Convictions Policy
- Student Code of Conduct
- Missing Education Procedure
- Emergency Plan Process
- Health & Safety Policy
- Staff Disciplinary Policy and Procedure
- Arrangements 14-16
- Safeguarding Guidance
- Acceptable use of IT
- Student Fitness to Study Policy and Procedure
- Equality, Diversity and Inclusion Policy
- Personal Assistants Guidance

Relative Posters regarding how to report a safeguarding concern: One number for all campuses.