



Safeguarding:

Guidelines for Identifying, Responding to
and Supporting Students

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1.0 PURPOSE

The college has a responsibility to ensure that all our students are, and feel safe and protected. This is known as safeguarding. Safeguarding covers many areas, one of which is identifying, responding to and supporting students who may be at risk.

During their time at college circumstances, personal situations or incidents can happen which can place a student at risk in relation to their safety or well-being. These guidelines are to help staff to be aware of, and feel confident about dealing with situations that might arise.

2.0 PRINCIPLES

- The well being and safety of our students is a priority
- Safeguarding is the responsibility of all staff
- We must always be alert to issues of concern or signs of abuse
- We will always listen to and take seriously issues of concern raised by students and treat the information with respect
- Staff must be aware of how and when to refer for specialist support or advice
- Any abuse that is suspected or discovered to a young person under 18 or vulnerable adult **must always** be reported to the Child Protection team
- We will seek to promote an atmosphere and culture where students feel safe from bullying or harassment and safe practices are promoted
- We will keep careful records on safeguarding practices and incidents which will be used to continuously improve our work

3.0 KEY 'AT RISK' GROUPS

The list below is not definitive. A student may have a learning difficulty and be happy and well supported. Equally a student who is not in any of the groups below may present with serious concerns. However, experience shows that students from these groups are more likely to experience difficulties and be at risk in terms of their safety and well-being.

Students with or who are:

- Disabled (including learning difficulties)
- Young offenders or ex-offenders
- Not in employment, education or training (NEET), poor school attenders
- Young carers
- Young parents
- Looked after children (eg. children in care)
- Homeless
- Social, emotional or behavioural difficulties
- Chaotic family backgrounds or violence in families
- Addiction issues (drugs, alcohol)

Other factors that may increase the risk of bullying or discrimination:

- Sexuality (gay, lesbian, bi-sexual or transgender)
- Black Asian Minority Ethnic (BAME)
- Minority religion
- Other minority factor within group (ie gender or appearance)

4.0 RISKS TO SAFETY AND WELL-BEING

Whilst we should always listen and respond to issues of concern raised by students the majority of incidents will not be a safeguarding issue. These will be dealt with through the normal curriculum processes. The concern here is protecting the safety or well-being of a student which may present as:

- Harm to self or others
- Bullying or discrimination (victim or perpetrator)
- Child Protection concerns (emotional, sexual, physical abuse or neglect)
- Emotional distress including mental health concerns
- Severe behavioural/social issues
- Financial hardship

Again this list is not definitive and other issues may arise that present a risk.

5.0 REFERRALS

Our staff have varying levels of expertise in their ability to deal with issues of concern and may choose to address issues themselves rather than refer. The information below is a guide to the types of issues that may require a referral for further support.

Always Refer

What	Who	How
Child Protection (actual or suspected abuse)	Child Protection Manager (Head of Intensive Support)	Intensive Support office or direct contact with members of the Child Protection Team
Serious bullying or discrimination	Head of Intensive Support	Intensive Support office or direct contact
Previous serious criminal convictions	Head of Student Support	Direct contact (risk assessment may be required)
Serious threats of, or actual violence or intimidation, by or to students, or from others outside the College	Curriculum Head and / or Vice Principal, Student and Learning Support	Direct contact (risk assessment may be required)
Worries about links to extremism	Head of Student Support	Direct contact (risk assessment may be required)
Talk of suicide or serious self harm	Head of Intensive Support	Intensive Support office or direct contact

Personal Tutor or Curriculum Team issues

What	Who	How
Low level bullying or disputes between students Poor behaviour Poor attendance Poor course performance	Personal Tutor / Curriculum Teachers	One-to-one IPRs or student meetings Course Progress Review meetings (as per Managing Student Behaviour procedures)

Specialist Referral

What	Who	How
Caring responsibilities, Young parent, Young offender, homeless, social concerns, specific disability (eg Aspergers)	Personal Advisers	Intensive Support office
Serious emotional distress	Counselling	Intensive Support office
Disability related concerns	Disability Services Co-ordinator	Intensive Support office
Mental health concerns	Mental Health Worker	Direct contact
Financial Hardship	Student Centre	Student Centre

Self Referral

Students can self refer through their personal tutor, Student Centre or the Intensive Support office.

6.0 REPORTING AND MONITORING

It is important for us to have records on the level and type of incidents that are occurring so we can assess if there is a problem at institutional or curriculum level to monitor impact of interventions and to use the information to change practices.

The recording and reporting process is as follows:

- Where an incident is considered to be a safeguarding issue the teacher must either:

Complete a 'Cause for Concern: Safeguarding' form - which are in each curriculum administration office. If serious, the Curriculum Manager should be notified. This form will agree actions to be taken including referrals, or

Complete a record on the electronic ILP

- This form will be given to Team Leaders who will keep in a file in a secure place.
- Incidents will be discussed in a Curriculum Manager / Team Leader meeting at the end of every term. This discussion should result in recommendations for changes in practices, agreement on issues to report to Curriculum Heads and minuted in meeting notes. Where relevant the student will have a Support Action plan.
- In addition each Team Leader area will maintain cross curriculum spreadsheet to record safeguarding incidents.
- This information will be used for reporting bi-annually to College Leadership team and governors including recommended actions for change.

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