



Safeguarding, Child Protection and Prevent Policy 2026-27

IF AT RISK OF IMMEDIATE HARM – PLEASE CALL 999

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1. Introduction

Calderdale College takes the safeguarding of its students very seriously and it is fully committed to the well-being of all students, staff and those with links to the College. The safety of all people involved in college life is a high priority and this policy sets out the essential requirements to ensure the welfare of all of those involved with the College.

The purpose of the policy is to:

- safeguard all College students, specifically children, young people and adults, including those studying in the workplace (apprentices), or at a venue external to the College, by setting out clear expectations of all College users and employees that meet our legal obligations and place the welfare of our students at the forefront of our practices;
- safeguard the College Corporation, all staff, Governors, volunteers and partners in carrying out their duties in teaching, supervising and supporting students on College grounds, other external facilities and in the workplace;
- set out clear guidelines for the handling of safeguarding concerns to ensure that all disclosures, referrals and monitoring are handled with sensitivity and professionalism in ways that support the child, young person or adult at risk;
- safeguard all students from extremism and radicalisation through application of safeguarding practices that support the Government's Prevent Strategy.

Calderdale College believes that no child, young person or adult should experience abuse or exploitation of any kind. We are committed to their protection through the full integration of this policy into all working practices. The College has incorporated child protection into the organisational approach to safeguarding and the term safeguarding is deemed to include child protection in all policies and procedures.

All employees, supply teachers, volunteers and associates must comply fully with this policy at all times to promote the welfare of all children, young people and adults at risk who encounter the College in any capacity.

This policy links closely with the working practices of the [CSCP](#) (Calderdale Safeguarding Children Partnership) & [CSAB](#) (Calderdale Safeguarding Adults Board).

This policy applies equally to students who are aged under 16 years. In these circumstances, individual risk assessments may apply to safeguard a student who is studying at the College prior to their 16th birthday, taking into consideration their particular set of circumstances.

2. Relevant Legislation, Statutory Guidance and Best Practice

The titles below indicate the legal framework that informs this policy. Each title is the most up to date version of each document to include ongoing revisions and outcomes of consultations. Each title is a hyperlink, which will take you straight to the document if you are viewing this policy electronically.

Title	Date of Issue/Update
https://www.gov.uk/government/publications/working-together-to-safeguard-children--2?utm_source=chatgpt.com	March 2026
Calderdale Safeguarding Children Partnership Policies and Procedures	September 2025
Keeping children safe in education 2026 (comes into force from 1 September 2026)	September 2026
Prevent duty guidance for England and Wales (including Prevent duty guidance: for further education institutions in England and Wales and the Counter-Terrorism Act 2015)	March 2024
Child sexual exploitation: definition and guide for practitioners	February 2017
https://www.gov.uk/government/publications/children-missing-education/children-missing-education-statutory-guidance-for-local-authorities-and-schools	September 2025
Children who run away or go absent from home or care	January 2014
https://www.gov.uk/government/publications/the-right-to-choose-government-guidance-on-forced-marriage	April 2023
https://www.legislation.gov.uk/ukpga/2006/47/2026-04-27 https://www.legislation.gov.uk/ukpga/2006/47/2026-04-27	November 2006
The Education Act (2002) – Section 175	July 2024
Multi-agency statutory guidance on female genital mutilation	July 2020
Promoting the education of looked after and previously looked-after children	February 2018
Supervision of activity with children	September 2012
Special educational needs and disability code of practice: 0 to 25 years	September 2024
https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice?utm_source=chatgpt.com	May 2024
https://www.gov.uk/government/publications/care-act-statutory-guidance	July 2025
Homelessness: How local authorities should exercise their functions.	May 2026
https://www.gov.uk/guidance/forced-marriage	March 2023
Sharing nudes and semi-nudes: advice for education settings working with children and young people (2024)	March 2024

In the discharge of its functions, and in implementing this policy and associated procedures, the College will remain mindful of its duty of care and all relevant legal and statutory obligations. These include, but are not limited to, duties arising from:

- The Education Act 2002 (including Section 175 – safeguarding and promoting the welfare of children);
- The Children Act 1989 and Children Act 2004;
- The Health and Safety at Work etc. Act 1974;
- The Equality Act 2010;
- The Data Protection Act 2018 and UK General Data Protection Regulation (UK GDPR);
- The Safeguarding Vulnerable Groups Act 2006 (as amended);
- The Protection of Freedoms Act 2012;
- The Counter-Terrorism and Security Act 2015 (including the Prevent Duty);
- The Care Act 2014 (where relevant to safeguarding adults at risk).

The College will also have regard to relevant statutory guidance, including *Keeping Children Safe in Education*, *Working Together to Safeguard Children*, and other government guidance relevant to safeguarding, equality, information sharing and the welfare of learners.

Related Policies

The College will keep its policies and procedures on children, young people and adults at risk under review to take account of any new Government legislation, regulations or best practice documents. This will ensure staff are kept fully up to date with their responsibilities and duties with regard to the safety and wellbeing of children, young people and adults at risk.

This policy should be read alongside our policies and procedures on:

- Safer Recruitment Policy
- Positive Behaviour Policy
- Staff Code of Conduct and Malpractice Policy and Procedure
- Alcohol, Drugs and Substance Abuse Policy
- Attendance Policy
- Bullying and Harassment Policy
- Complaints Policy
- Whistleblowing Policy
- Single Equality Scheme
- Health & Safety
- Health & Wellbeing
- Guidance for the safeguarding of remote learning
- General Data Protection Regulations (GDPR) Policy

3. Responsibilities

Calderdale College will ensure a clear and transparent framework for reporting and managing safeguarding concerns. The hierarchy and responsibility for implementation and reporting is detailed below.

The Governing Body:

- must ensure a Whole-College approach to safeguarding and must also be aware of their obligations under the Human Rights Act 1998 21, the Equality Act 2010, (including the Public Sector Equality Duty 23) and the local multi-agency safeguarding arrangements;
- must comply with statutory safeguarding procedures including undertaking training;
- have regard to the DfE statutory guidance 'Keeping Children Safe in Education' to ensure that the policies, procedures and training in the College are effective and comply with the law at all times;
- must appoint a member of the senior leadership team who is designated to take lead responsibility for safeguarding. This postholder will be identified as the Designated Safeguarding Lead (DSL);
- have procedures for reporting and dealing with allegations of abuse against members of staff and volunteers.

Designated Safeguarding Governor

The Designated Safeguarding Governor is responsible for working with the DSL to:

- ensure the College has safeguarding policies and procedures, which are consistent with both national and local procedures;
- complete a review of safeguarding on an annual basis with one of the designated safeguarding team and report this to the Board;
- ensure the Board of Governors receives an annual report on safeguarding activity;
- ensure that safeguarding training is provided to the Governing Body.

Senior Leadership Team

The Deputy Principal (Quality, Curriculum Development & Student Experience) is responsible for liaising with, and reporting to, the Governing Body on matters relating to safeguarding.

Designated Safeguarding Lead (DSL)

The Head of Student Experience and Wellbeing is the College Designated Safeguarding Lead (DSL).

The DSL will take lead responsibility for safeguarding and child protection (including online safety) across the College. The DSL will:

- provide strategic leadership for safeguarding arrangements;
- manage safeguarding referrals, interventions and records;
- support staff in identifying and responding to safeguarding concerns;
- ensure effective information-sharing arrangements are in place;

- work collaboratively with partner agencies;
- promote a strong safeguarding culture throughout the College;
- ensure that the wishes, views and lived experiences of children are considered when making safeguarding decisions;
- ensure safeguarding training remains current and effective;
- oversee safeguarding quality assurance and policy review processes.

The DSL shall carry out these responsibilities in accordance with Keeping Children Safe in Education 2026 and local safeguarding partnership procedures.

College Managers

All College managers have responsibility for their team's compliance with the policy, including the delivery of safeguarding and online safety training to staff and students. The Safeguarding Team will advise and make recommendations on the implementation of the policy where required.

Safeguarding Team

The College's Safeguarding Team is made up of the Deputy Principal (Quality, Curriculum Development & Student Experience); the Head of Student Experience & Wellbeing; Student Services manager (student Safety); a Safeguarding Officer; and the Head of HR & Workforce Development. Student Advisers play an important role in the safeguarding of all students and are all DSL trained as is the Inclusive Learning Manager

The Safeguarding Team is responsible for:

- Any level 4 or 5 concerns (as identified on the continuum of need) are actioned immediately;
- all safeguarding concerns recorded on CPOMS by staff are triaged within an 8-hour working window and allocated actioned appropriately;
- offering consultation and providing advice and support to other staff on issues relating to safeguarding children, young people and adults at risk;
- ensuring that parents, guardians and carers of children, young people and adults at risk within the College are aware of the College's policy and procedures;
- working with Calderdale Children and Young People Service, CSCP & CSAB and other appropriate agencies;
- acting as or ensuring that all students under the age of 18 have an Appropriate Adult when questioned by the police;
- liaising with the 14 to 16 Manager who will liaise with the associated secondary schools for pupils under the age of 16 who study at the College to ensure that appropriate arrangements are made;
- dealing with individual cases, including attending case conferences and review meetings as appropriate;
- ensuring that appropriate safeguarding procedures are in place with employers and training organisations that provide students with apprenticeships and/or work placements;
- ensuring that all partner providers have appropriate policies and procedures in place through liaison with designated officers within those organisations;

- completion of the annual S11 Audit;
- attending training in safeguarding children and any other specialist training and inter agency working as required by the CSCP & CSAB;
- ensuring that all staff receive training in safeguarding and are aware of the College's procedures for protecting children, young people and adults at risk during their college induction programme. All staff are required to update this training every two years or earlier if there are any significant changes to legislation or statutory guidance;
- providing information for the designated safeguarding governor, including the production of an annual report setting out how the College has discharged its safeguarding duties;
- reviewing and updating this policy on an annual basis.

All members of Staff

Safeguarding is the responsibility of all employees, volunteers, trainees and associates, collectively referred to as College Staff.

All members of college staff before their start date will be sent a link to the most up to date copy of Keeping Children Safe in Education (part 1), they will be expected to have read this before they start and will sign to confirm this on induction. On commencement of their role all staff will undertake mandatory Safeguarding induction training. All staff will undertake yearly update training and refresher training every two years. This is to develop their understanding of the signs and indicators of abuse, neglect and exploitation and ensures they know how to respond when a safeguarding issue is disclosed.

The Safeguarding Team will provide regular bulletins to update staff on safeguarding practices, local concerns, emerging safeguarding issues and all staff have a responsibility to read these documents in full.

All teachers, trainers and coaches have a duty to teach their students about safeguarding at Calderdale College and ensure that they know how to report a safeguarding concern.

All staff must recognise that safeguarding disclosures are confidential.

All members of staff involved in student induction and tutorials should ensure that they provide students with appropriate information relating to safeguarding.

All members of staff are responsible for their own knowledge of the following policies and must be aware of the systems that support:

- The Safeguarding Policy (including the roles of the Safeguarding Team)
- The Student Behaviour Policy
- The Student Code of Conduct
- The Staff Code of Conduct

Human Resources (HR)

The HR team has policies and procedures in place, which cover safeguarding and safer recruitment. The policies can be accessed by clicking [here](#) or through College CC Intranet > Business support > Policies and Procedures.

HR are responsible for maintaining the single central record that records pre and any post-employment checks (statutory and otherwise) on the suitability of staff to undertake regulated activity. This is detailed in the Safeguarding and Safer Recruitment Policy. HR will inform shortlisted candidates that online searches may be conducted as part of due diligence checks in line with KCSIE 2026 Part 3.

The College recognises the valuable contribution volunteers make to education and student wellbeing.

All volunteers will be subject to an appropriate safeguarding risk assessment and the College will determine the level of DBS check required based upon the nature, frequency and duration of the activity undertaken.

Where a volunteer undertakes regulated activity, the College will ensure that an Enhanced DBS check, including children's barred list information where required, has been completed before the volunteer undertakes that role.

No volunteer for whom appropriate checks have not been completed will be permitted to undertake unsupervised activity with children.

The Head of Human Resources & Organisational Development is responsible for completing a DBS referral for any employee/volunteer/trainee or associate undertaking regulated activity who has been dismissed due to safeguarding concerns, or who would have had they not resigned. This will be conducted in collaboration with the DSL and the Local Authority Designated Officer (LADO).

Confidentiality

- All staff have a responsibility to report safeguarding matters to the safeguarding team through CPOMS, located on the College Central. Once reported, safeguarding issues are confidential and staff must not discuss them with anyone other than the Designated Safeguarding Team, their line managers and multi-agency support representatives as appropriate;
- Staff have a professional responsibility to share information with other agencies in order to safeguard children, young people and adults at risk;
- All staff must be aware that they cannot compromise a child, young person or adult at risk by keeping secret information that may compromise the safety of that person or another in their care;
- Data protection legislation, including the Data Protection Act 2018, UK GDPR and the Data (Use and Access) Act 2025. Do not prevent the sharing of information for the purposes of keeping children safe. Wherein doubt staff should contact the Safeguarding Lead;
- Any member of staff receiving a safeguarding concern must report the disclosure on the same working day on which they received/observed it;
- Human Resources are able to support any member of staff for whom receiving a safeguarding disclosure has resulted in personal upset.

4. Definitions

The following definitions apply to the care and support provided to students at Calderdale College.

Child

A child is defined as anyone under the age of 18 years (the Children Act 1989, Education Act 2002).

Adult at Risk

Aged 18 years or over, an “adult at risk” according to the Care Act 2014, is an adult who:

- a) is experiencing or is at risk of abuse or neglect;
- b) has needs for care and support (whether or not a local authority is meeting any of those needs); and
- c) as a result of those needs is unable to protect himself or herself against the abuse or neglect or the risk of it.

Children in Need of Protection and Early Help

Some children and young people are in need 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. Student Services can do this through contacting the [Calderdale Early Intervention Team](#) to share concerns and ensure the early identification of needs within families.

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(s). A child with a disability is a child in need.

Children Looked After

The most common reason for children becoming looked after is because of abuse and/or neglect. The Safeguarding Team will ensure that staff have the skills, knowledge and understanding necessary to keeping children looked after 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 him/her. The Safeguarding Team and the Transition Officer will be responsible for attending PEP (Personal Educational Plan) meetings for children who are looked after

Significant Harm

The concept of significant harm is the threshold that justifies compulsory intervention into family life in the best interests of the child or young person and gives local authorities a duty to make enquires as to whether to take action (Section 47, Children Act 1989) to safeguard or promote the welfare of a young person who is suffering, or likely to suffer significant harm. The Act also gives powers to the Police to take emergency action to protect a young person from significant harm.

Contextual Safeguarding

Contextual safeguarding is an approach to understanding and responding to young people's experiences of significant harm beyond their families. It recognises that the environments in which young people spend time, such as peer groups, neighbourhoods, and online spaces, can expose them to risk.

Our college is committed to safeguarding all pupils, not only within the home but also in the wider contexts in which they live and interact. We recognise that extra-familial harm can occur in various settings and that effective safeguarding requires a holistic understanding of these environments.

Should staff identify any such concerns, they will refer them to the safeguarding Team immediately. The college will work collaboratively with our safeguarding partners in children's social care, police, and other community agencies to address and reduce such risks.

Calderdale Safeguarding Children Partnership (CSCP)

The Calderdale Safeguarding Children Partnership (CSCP) consists of three safeguarding partners, Calderdale MBC, West Yorkshire Police, NHS West Yorkshire Integrated Care Board, who have a shared and equal duty to make arrangements to work together to safeguard and promote the welfare of all children in a local area.

Calderdale statutory partners together with representatives from schools, the voluntary sector and all organisations working with children, young people and families have a duty to work together to safeguard and promote the welfare of children.

Calderdale Safeguarding Adults Board

Calderdale Safeguarding Adults Board is a partnership body that is independent of all the organisations that work with adults at risk in Calderdale. A Local Safeguarding Adult Board (LSAB) is a statutory body, so every area has to have one and the Council have a special responsibility to ensure that it is effective in what it does. Members of the Board represent all types of organisations and groups and have an equal say.

Abuse

"Abuse" relates to the mistreatment of an individual's human and civil rights by any other person or persons, and may consist of single or repeated acts. Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. 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. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

Type of abuse	Description of abuse
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. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
Sexual abuse	Child: Including being forced to take part in sexual activities that may or may not include physical contact. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education. Adult: Including rape and sexual assault or sexual acts to which the adult has not consented or was pressured into consenting.
child-on-child abuse	Young people are capable of abusing each other. This can include bullying (including online), abuse within intimate partner relationships, physical abuse, psychological abuse and sexual violence, sexual harassment, sexting and hazing. It can take place in College, outside of College and online. It is vital that we recognise signs of child-on-child abuse and do not attribute it to 'banter'. Behaviours that cause harm to others are abusive. ALL staff have a duty to report concerning behaviours where they believe a student may be at risk.
Psychological abuse	Including emotional abuse, threats of harm or abandonment, deprivation of contact, humiliation, blaming, controlling, intimidation, coercion, harassment, verbal abuse, isolation or unreasonable and unjustified withdrawal of services or supportive networks.
Financial or material abuse	Including theft, fraud, exploitation, coercion in relation to an adult's financial affairs or arrangements, such as connection with wills, property, inheritance or financial transactions, or the misuse of property, possessions or benefits.
Neglect and acts of omission	The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in serious impairment of the child's health or development. Including ignoring medical or physical care needs, failure to provide access to appropriate health, care and support or educational services, the withholding of the necessities of life, such as medication, adequate nutrition and heating.
Discriminatory abuse	Including discrimination on grounds of race, gender and gender identity, disability, sexual orientation, religion, and other forms of harassment, slurs or similar treatment.
Institutional abuse	Including neglect and poor care practice within an institution or specific care setting like a hospital or care home, for example. This may range from isolated incidents to continuing ill-treatment.
Online abuse	Any type of abuse that arises through use of the internet. This can include social media, gaming online or the use of mobile phones.

Domestic abuse (also known as Intimate Partner Violence)	Domestic abuse can be psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.
Exploitation	Either opportunistically or premeditated, unfairly manipulating someone for profit or personal gain.
Child Sexual Exploitation (CSE) Child Criminal Exploitation (CCE)	Occurs where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in criminal or sexual activity. It may involve an 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. CCE and CSE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.
County Lines	Young people are at risk of exploitation from county lines gangs who use vulnerable young people and adults at risk to support illegal drug dealing from one area of the country to another. Children and young people are often recruited to move drugs and/or money from one location to another under fear or reprisal if they attempt to leave the gang. Periods of being absent from education and home could be a sign of a child or young person being trafficked through county lines. Adults at risk may be exploited by county lines gang through 'cuckooing'. This is where gangs will take advantage of an adult who resides in their own property in order to set up a base from which to deal drugs or hold members of the county lines gangs as there are moving their drugs from one area to another.
Female Genital Mutilation (FGM)	Female Genital Mutilation is the partial or total removal of external female genitalia for non- medical reasons. There is a legal duty to report to the police all cases of FGM carried out on a girl under the age of 18.
Bullying and cyber bullying	Bullying can happen anywhere – at school, at home or online (cyberbullying). It's usually repeated over a long period of time and can hurt a child both physically and emotionally.
Child trafficking	Child trafficking is a type of abuse where children are recruited, moved or transported and then exploited, forced to work or sold.
Grooming	Children and young people can be groomed online or in the real world, by a stranger or by someone they know - a family member, friend or professional. This can be for sexual purposes or with the intent of radicalising the young person.
Harmful sexual behaviour	Harmful sexual behaviour includes using sexually explicit words and phrases, inappropriate touching, using sexual violence or threats, full penetrative sex with other children or adults. Children and young people who develop harmful sexual behaviour harm themselves and others. Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Harmful sexual behaviour can occur both in person and online.
Sexual Violence	According to the Sexual Offences Act 2003, sexual violence is classed as rape, assault by penetration, sexual assault or causing someone to engage in sexual activity without consent.

Sexual Harassment	Sexual harassment is defined as unwanted conduct of a sexual nature either online or offline. This may include telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names, sexual “jokes” or
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	taunting, physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes and displaying pictures, photos or drawings of a sexual nature. Online sexual harassment can form part of a wider pattern of sexual harassment or violence or can be standalone. It may include: consensual or non-consensual sharing of nude or semi-nude images and videos, sharing of unwanted explicit content; upskirting (a criminal offence); sexualised online bullying; unwanted sexual comments and messages, including, on social media; sexual exploitation; coercion and threats.
Forced Marriage	Annex B of the KCSIE 2023 guidance contains further guidance in relation to forced marriage : since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages.' Considering this, schools and colleges should ensure that forced marriage is adequately referred to within their safeguarding and child protection policies, to reflect the changes in law.
Youth Produced Sexual Imagery	The College recognises that young people may be involved in incidents involving the creation, sharing or receiving of nude or semi-nude images or videos, sometimes referred to as youth produced sexual imagery (YPSI). This may include images which have been wholly generated, manipulated or altered using artificial intelligence (AI), including so-called “deepfake” and “deep nude” images. Such incidents will be managed as safeguarding concerns in accordance with College safeguarding procedures and relevant statutory guidance. Where there is a disclosure from a child or young person, or where the College becomes aware that a learner may have been involved in creating, sharing, receiving or being affected by youth produced sexual imagery, the College will follow the guidance set out in: UKCIS – Sharing nudes and semi-nudes: advice for education settings working with children and young people (updated March 2024). The Safeguarding Team will undertake an appropriate assessment of the circumstances, taking account of factors including the age and vulnerability of those involved, consent, coercion or pressure, exploitation, the nature and content of the imagery, the impact on those involved and any wider safeguarding concerns. The College will use appropriate assessment tools, including relevant harmful sexual behaviour assessment frameworks where appropriate, to determine the most appropriate response. This may include providing support and education,

	implementing safeguarding actions, and making referrals to external agencies where the threshold for additional support or statutory intervention is met. Staff should not ask learners to send, show or share images or videos unless this is required as part of a safeguarding response and has been appropriately authorised. The College will ensure that any information, evidence or digital content is handled sensitively, lawfully and in line with data protection requirements. Sharing Nudes and Semi-Nudes - Guidance to education settings - updated March 2024) The Safeguarding Team will assess the information available and with the use of appropriate risk assessment tools (sexual harmful behaviour toolkit), to decide the appropriate response by the college to such an incident Calderdale Sexual Harmful Behaviour Toolkit
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Please use the links on page 3 of this policy to obtain more information on each of the identified safeguarding areas named above.

For further information on the types of abuse and indicators of abuse, please follow the following [link](#).

5. Specific Safeguarding Issues

Sexual violence and sexual harassment between people in schools and colleges

Children, young people and adults of all sexes and all ages are at risk of sexual violence and sexual harassment in school and college settings. This can be perpetrated by one individual or a group of individuals who may be the same age as the victim. Sexual violence and sexual harassment can take place in person or via digital means using mobile phones or computer devices.

It is important that all colleagues recognise that sexual activity where one person is not a willing participant is abuse. This applies to sexualised comments and gestures as well as physical activity. Sexual violence and sexual harassment exist on a continuum and may overlap but are never acceptable.

Sexual harassment is defined as 'unwanted conduct of a sexual nature' experienced in person or via digital means.

ALL Calderdale College staff are responsible for:

- challenging inappropriate behaviours that they are witness to in any College location. This includes in common spaces and in the outdoor areas;
- making clear to students that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- promoting a culture where sexual violence or sexual harassment are not dismissed as "banter", "part of growing up", "just having a laugh" or "boys being boys";

- challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

Calderdale College consider all acts of sexual violence and/or sexual harassment as a breach of the Positive Behaviour Policy. Any student reported for being a perpetrator of this activity will be subject to investigation and a disciplinary hearing at Stage 4, gross misconduct.

All staff have a duty to take reports of sexual violence or sexual harassment seriously and must not dismiss them. Staff have a duty to complete a Safeguarding Referral if a student discloses sexual violence or sexual harassment.

Students can self-report incidents of sexual violence or sexual harassment to a dedicated Student Adviser by completing an Online Reporting Form. They can choose to add their name to this form or remain anonymous.

All Calderdale College student-facing staff will undertake training on how to recognise, respond to and report sexual violence and sexual harassment.

6. Early Help Assessment

Early help may benefit an individual in a particular set of circumstances by giving them access to support services across multiple agencies. All staff should be particularly mindful of the support needs of a student who:

The College recognises that poor attendance, repeated absence and disengagement may be indicators of abuse, neglect, exploitation, mental ill-health or other safeguarding concerns.

- is disabled or has certain health conditions and has specific additional needs;
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan);
- has a mental health need;
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines;
- is frequently missing/goes absent from care or from home;
- is at risk of modern slavery, trafficking, sexual or criminal exploitation;
- is at risk of being radicalised or exploited;
- has a family member in prison, or is affected by parental offending;
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse;
- is misusing drugs or alcohol themselves;
- has returned home to their family from care;
- is at risk of 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage;
- is a privately fostered child; and
- is persistently absent from education, including persistent absences for part of the school day.

Please complete a safeguarding referral form if you have any concerns about a student or speak to a member of the Student Services team for advice.

7. Designated Safeguarding Team

Role	Name and Contact
Deputy Principal – Quality, Curriculum Development & Student Experience Deputy Designated Safeguarding Lead	Karl Veltman Karl.veltman@calderdale.ac.uk Ext. 9308
Head of Student Experience & Wellbeing Designated Safeguarding Lead	Carol Petropoulos Carol.petropoulos@calderdale.ac.uk Ext. 615
Student Services Manager –Safety (vacancy)	Mobile: 07776 252381
Safeguarding Officer DDSL	Kelsey Sunter Kelsey.sunter@calderdale.ac.uk Mobile: 07545 419269
Head of HR and Organisational Development Safeguarding and Safer Recruitment	Jonathan Hambling jonathanha@calderdale.ac.uk Ext. 9369

Please note that all Student Advisers can support with Safeguarding queries. If you believe that your concern reaches level 4 or 5 on the continuum of need and that someone is at risk of significant harm, please contact a member of the safeguarding team in person or by phone immediately. If you feel your concern does not reach that threshold, please report your concern via CPOMS on the Intranet and the Safeguarding Team will deal with your report swiftly. All College staff are trained in Safeguarding.

Students, parents and carers are able to contact the Safeguarding Team directly by dropping into Student Services, telephoning a Safeguarding Officer on the phone numbers detailed above or by emailing safeguarding@calderdale.ac.uk.

8. The Safeguarding Policy in Action

The DSL will ensure the wishes, views and lived experiences of children are understood and reflected in safeguarding decision-making

The following information provides guidance on how to report a safeguarding concern.

All staff MUST complete training on safeguarding. All staff must be able to recognise the indicators of abuse and should ensure that they have read the descriptions of different types of abuse in section five of this report. Further support on how to recognise the signs of abuse and radicalisation can be found by following this [link](#).

All staff are reminded that if they have any concerns, they can talk to a member of the Safeguarding Team for further support and guidance and that they must act IMMEDIATELY.

In order to quickly and effectively action safeguarding concerns, staff must follow the reporting process identified in appendix one of this policy. You must log all safeguarding concerns via the CPOMS link on the same day that the concern has been raised, either before or after you have spoken to a member of the Safeguarding Team.

Alternative Provision.

The College has partnerships with alternative providers, whereby the students are completing the programme of study through other providers, however remain our students. In these instances, a separate referral mechanism has been created, where a Safeguarding disclosure form is completed and submitted to the Safeguarding team to manage and respond as appropriate.

Our college maintains responsibility for safeguarding our students in any such alternative provision, for any period of time. We ensure that all AP providers have appropriate safeguarding policies and procedures in place and have undergone relevant safeguarding training and have been subject to all appropriate safeguarding checks, i.e. those checks that college would otherwise perform in respect of our own staff.

Allegations against a member of staff.

If staff have safeguarding concerns of any kind, or an allegation is made about another member of staff (including paid members of staff, Governors, volunteers, supply teachers and contractors) posing a risk of harm to children or young people, then:

- This should be referred to the Deputy Principal – Quality, Curriculum Development & Student Experience, the Head of Student Experience & Wellbeing or the Head of HR and Organisational Development;
- Where there are concerns/allegations about the Principal, this should be referred to the Chair of Governors via the Clerk to the Corporation;

The College recognises that the welfare of a child, young person or adult at risk is the main concern. Allegations must be dealt with swiftly and thoroughly. It also recognises that allegations may cause stress and must proceed with sensitivity and welfare support for the subject of the investigation.

The Deputy Principal – Quality, Curriculum Development & Student Experience (or Chair of Governors) acting as case manager will request that an initial assessment is conducted by the Head of Student Experience & Wellbeing and the Head of HR & Organisational Development. The first course of action should be to assess the risk to the child, young person or adult at risk to determine if immediate intervention is required according to the [Harms Test](#). In all cases guidance will be sought from the [Local Area District Officer \(LADO\)](#).

Cases that meet the harms threshold will be determined by the following. The accused has:

- behaved in a way that has harmed a child, or may have harmed a child and/or;
- possibly committed a criminal offence against or related to a child and/or;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children. This includes transferable risk for actions that may have taken place outside of the College.

An Investigating Officer will be appointed to conduct a thorough investigation into the allegations. The outcome will be one of the following:

- **Substantiated:** there is sufficient evidence to prove the allegation;

- **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive or cause harm to the person subject of the allegation;
- **False:** there is sufficient evidence to disprove the allegation;
- **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence; or,
- **Unfounded:** to reflect cases where there is no evidence or proper basis which supports the allegation being made.

In all cases, the DSL will work with the LADO to record the outcome. The College has a legal duty to complete a DBS referral in ALL cases where a member of staff is dismissed (or would have been dismissed had they not resigned) for causing harm or engaging in conduct that is likely to cause harm to a child.

In all cases, investigations into allegations against a member of staff will be concluded and actions taken. The investigation and reporting of outcomes will continue if the subject of the investigation ceases their contract of employment with the College.

Allegations that do not meet the harms threshold will be dealt with through the Staff Disciplinary Policy as unprofessional behavior where appropriate.

In all cases, records of allegations against members of staff will be recorded and reviewed as part of the Annual Safeguarding Review conducted by the Safeguarding Link Governor.

Specific actions if abuse is suspected by a member of the Safeguarding Team

The Principal will request that an initial assessment is conducted by the Head of HR and Safeguarding Link Governor. The first course of action should be to assess the risk to the child using the Harms Test to determine if immediate intervention is required. In all cases guidance will be sought from the Local Area District Officer (LADO).

Specific action if staff have concerns about Safeguarding Practices within the College

Staff should feel able to raise concerns about poor or unsafe practice or potential failures in the application of this policy. The College Senior Leadership Team takes all such concerns seriously and will take action as necessary.

The College Whistleblowing Policy can be found on the Staff Intranet and should be followed to raise any concerns.

9. Information Sharing

It is vital to recognise that the College will share information with relevant safeguarding partners in order to support a child or adult at risk. Information sharing is vital in identifying and tackling all forms of abuse, neglect and exploitation.

As a college we will be proactive in sharing information with local agencies as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of children and adults at risk. The College will utilise the secure information sharing capabilities of CPOMS to send and receive digital information on safeguarding from relevant partners.

The College recognises the legal obligations as defined by the Data protection legislation, including the Data Protection Act 2018, UK GDPR and the Data (Use and Access) Act 2025

and will ensure that personal information is processed fairly and lawfully and stored securely.

It is also important to recognise that the Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of safeguarding children and individuals at risk.

Where a student in receipt of Safeguarding support leaves the College to join a new education provider, the Safeguarding Team will ensure that the safeguarding file is transferred within five days for in year transfers and within the first five days of a new term for progressing students. Wherever possible, safeguarding information will be transferred using CPOMS.

10. Reasonable Force and Contact with Students

Use of reasonable force

It is accepted that there may be occasions where the use of reasonable force is required to safeguard the students of the College. The use of the term 'reasonable force' includes a broad range of actions that involve physical contact with a student in order to safeguard the student or other students and explicitly means 'using no more force than is needed'.

Reasonable force may be used when a student is in danger or needs to be prevented from causing harm to others. The College has a team of Facilities Assistants who are trained in the use of reasonable force and they should be called upon to support as appropriate. It is accepted that any member of staff may use reasonable force in the event of an emergency and that all staff have the legal power to do so. For further information, please follow this [link](#).

Staff may not use reasonable force where it is not considered an emergency to prevent harm. Physical restraint may only be used as a last resort and this includes removing a person's freedom to leave an area, room or location.

Reasonable force may include guiding a student to safety or in extreme cases, breaking up a fight.

Although the College Safeguarding Team and the College Estates Team retain the right to conduct searches of students for items that may cause harm to others, force **cannot** be used to conduct searches of students.

Contact with students

Although the College does not operate a no-contact policy, staff must recognise that contact with students should not be used as a way to relate to them or convey a particular style of teaching.

Some staff are likely to come into physical contact with learners in the course of their duties. Staff should be aware of the limits within which such contact should properly take place and of the possibility of such contact being misinterpreted.

Staff should clearly communicate the purpose of contact when it does take place and should not use contact casually. This is because well-intentioned gestures can be misinterpreted if the particular circumstances of the student are unknown.

11. Parental Involvement

The College recognises that the welfare of a child is the main concern. It also considers it good practice to involve parents/guardians in the reporting of safeguarding cases but acknowledges it is essential to proceed with caution.

The needs of the student and the protection of evidence should be considered before involving parents/guardians. In some circumstances, it will be beneficial to consult with an External Support Agency prior to making the decision whether or not to share information.

The College may receive a request from an External Support Agency to interview a student on college premises. Parents/guardians should be given adequate opportunity to attend unless their involvement is considered detrimental to the interview. The Safeguarding Team should satisfy themselves that parents/guardians are given sufficient notice of these interviews and the opportunity to attend. If parents/guardians are not invited or are unable to attend, the Safeguarding Team will ensure an appropriate adult is present throughout the interview.

12. Referral to External Support Agencies

All cases are assessed under the continuum of need recommended by the CSCP & CSAB. Referrals to external support agencies will be made where the assessment shows this is required. Referrals will be made by a member of the Safeguarding Team.

All referrals should be made within 24 hours of disclosure. Initially this is done by telephone and then followed up in writing using the most appropriate referral form.

The referral form will include the following:

- Details of the person
- Circumstances of suspected or actual abuse
- Issues about the disclosure
- Names of witnesses
- Designated officer's observations
- Actions taken or to be taken
- Names of people consulted

13. Designated Safeguarding Lead (DSL) Supervision

Keeping Children Safe in Education (2026) stipulates that the DSL has access to specialist advice and where necessary supervision. The College has determined that the Local Authority Designated Officer will support and where necessary support the DSL.

Support and supervision for the DSL is provided by an independent company.

All of the Safeguarding Team will receive supervision for all of their case load, this will be conducted either by the Head of Student Experience & Wellbeing or the Student Safety Manager.

14. Filtering and Monitoring systems, and Generative Artificial Intelligence

The college has implemented appropriate electronic filtering and monitoring systems to safeguard children from potentially harmful and inappropriate online material, while ensuring that “over blocking” does not unreasonably restrict educational content. If the College chooses to incorporate Generative AI products into its processes, it will maintain robust filtering mechanisms to reliably prevent access to harmful content, with updates made in response to any emerging threats;

Additionally, the College will enforce comprehensive activity logging procedures around AI usage, including recording input prompts and responses, analysing performance metrics, and alerting the Safeguarding team when harmful or inappropriate content is accessed or attempted;

- a member of the senior leadership team and a governor, is responsible for ensuring the above standards are being met.

Further guidance on the use of Generative AI in schools can be found at: [Generative artificial intelligence \(AI\) in education- June 2025](#)

In creating compliance with all DfE requirements on the use of IT, the school will adhere to the: [Meeting digital and technology standards in schools and colleges - updated March 2025](#)

The College monitors online activity of all College users through the Fastvue system when they are connected to the College network. This system provides live alerts of identified keywords and provides daily reports for all activity connected to the College internet.

The Safeguarding Team are responsible for the regular review of activity and will employ the safeguarding procedures to intervene when students or staff are identified as searching for inappropriate terms.

Teaching staff have a duty to deliver training in online safety at the start of each programme of study and to refresh this throughout the year for all students of all ages and modes of study. This training should be relevant to the student group, how they access the internet and the particular risks that they might face. It should cover but not be limited to:

- Online **content** that may cause harm. e.g. pornography, fake news, racism, radicalisation, self-harm, misogyny;
- Online **contact** that may cause harm. e.g. sexual exploitation, financial exploitation, extortion, adults posing as children;
- **Conduct** online that may cause harm. e.g. making, sending and receiving nude images (either consensual or non-consensual), online bullying;
- **Commerce** online that may cause harm. e.g. scams, phishing, gambling.

Teachers, trainers and Progress Coaches should always reinforce positive online safety for students of all ages and should regularly review the risks posed to students as a result of their online activity.

15. Prevent

Please see the Calderdale College Prevent supplement to this policy for further guidance.

Prevent is part of the overall Government counter-terrorism strategy (CONTEST) with the aim of reducing the threat to the UK by safeguarding and supporting those vulnerable to radicalisation. The strategy has three objectives, detailed below:

- Safeguard and support those most at risk of radicalisation through early intervention and offering support;
- Tackle the causes of radicalisation and respond to the ideological challenge of terrorism;
- Enable those who have already engaged in terrorism to disengage and rehabilitate.

The College is required to undertake the following as part of the Prevent Duty Guidance:

- implement a prevent strategy in a proportionate and risk-based way;
- ensure active engagement by Governors, managers, staff and external partners including the police;
- engage and consult students on plans for implementing the duty;
- carry out a risk assessment which assess where and how students or staff may be at risk from being drawn into terrorism;
- implement staff training so staff have an understanding of the factors that make people vulnerable to being drawn into terrorism and to challenge extremist ideas;
- have procedures for sharing information about vulnerable individuals;
- ensure the Staff and Student IT and Social Networking Policy references Prevent and the College has measures to monitor and report use of the internet.

Reporting of concerns relating to suspected radicalisation and extremism, should be undertaken in the same way as a safeguarding concern by making a referral through CPOMS.

All colleagues have a duty to recognise the signs of radicalisation and report concerns to the Safeguarding Team.

Signs of radicalisation:

- Being influenced or controlled by a group
- An obsessive or angry desire for change or 'something to be done'
- Spending an increasing amount of time online and sharing extreme views on social media.
- Personal crisis
- Need for identity, meaning and belonging
- Mental health issues
- Looking to blame others
- Desire for status, need to dominate

The Safeguarding Team have a duty to conduct an intervention with the individual at risk of radicalisation, and where it is deemed appropriate, they will be referred to the West Yorkshire Police Prevent officers.

Opportunities to Teach Safeguarding

All students enrolled on courses at Calderdale College will access the Tutorial programme. This programme is designed to prepare students for work and life in modern Britain through engaging and open debates that tackle real work issues such as radicalisation, misogyny, racism, homophobia and sexual violence. Online safety education will include the risks associated with generative AI, manipulated content, deepfakes, misinformation, disinformation, online coercion and image-based abuse. The College is committed to delivering a rounded curriculum that includes all aspects of safeguarding.

RUN, HIDE, TELL.

As part of the UK Government's ACT programme, all staff and students will be trained on how to react in the event of a firearms or weapons attack at the College. This will follow the RUN, HIDE, TELL training that is initiated in the event of a College lockdown.

Following lockdown training, drills on this procedure will take place at least twice per year.

16. External Speakers

The College has a duty to protect the welfare of staff and students and are required to consider the potential threat of all external speakers invited into the College in line with The Freedom of Speech and Expression Policy Code of Practice: Freedom of Speech and Expression

Therefore, all staff are required to complete the External Speaker Form before hosting an external speaker who will be in contact with students.

17. Criminal Convictions

In accordance with the College's safeguarding requirements, all students/prospective students are asked to disclose any unspent criminal convictions on their enrolment form; enrolled students who receive a criminal conviction whilst on a programme of study at College must notify a member of the Safeguarding team or the Student Services team. If the programme of study requires an Enhanced DBS, applicants are required to declare all convictions (including warnings, cautions, reprimands) which are 'spent' and 'unspent' due to certain professions being exempt from the Rehabilitation of Offenders Act 1974.

Please note that declaring a criminal conviction does not automatically prevent anyone from becoming or continuing as a student at Calderdale College and we offer appropriate support when necessary.

For new students, the disclose box for criminal convictions must be ticked on the enrolment form at Calderdale College.

For existing students, they must declare immediately upon receiving their criminal conviction. The student/ prospective student will be asked to complete the 'Declaration of Criminal Convictions' form. The disclosed convictions will then be assessed in accordance with College procedures and the student/ prospective student will be informed of the outcome of the assessment within a maximum of TWO weeks from the Safeguarding Team receiving the completed form.

The College reserves the right to refuse a place to an applicant if they are assessed as a high risk to others or if the College is unable to meet their specific requirements and ensure a safe or controlled environment for the College community.

The College will also undertake such risk assessments after a student has enrolled if information is received at any time which suggests that they may present a risk or may be unable to be properly supported.

Confidentiality is of paramount importance; all procedures take account of Data Protection legislation and the college Data Protection Policy, and all information relating to an applicant's disclosure is kept within the Safeguarding Team.

18. Monitoring

This policy will be reviewed on an annual basis

Policy Review

Change(s) Made			Reason for Change		
Updates according to key changes to KCSIE 2026. Safeguarding Team names and contact details changed.			Changes made to KCSIE 2026 along with organisational changes at Calderdale College.		
Review Date	Reviewed by:	Initial Approval by:	Final Approval by:	Next Review Date:	Review Period
Sep 2019	Assistant Principal Quality and Student Services	CQS Committee	Board	Sep 2020	1 year
June 2020	Deputy Principal Quality and People Services	CQS Committee	Board	Sep 2021	1 year
August 2021	Deputy Principal Curriculum, Quality and Student Services	CQS Committee	Board	Sept 2022	1 year
May 2022	Deputy Principal Curriculum, Quality and Student Services	CQS Committee	Board	Sept 2023	1 year

July 2023	Deputy Principal – Quality, Curriculum Development & Student Experience	CQS Committee	Board	July 2024	1 year
July 2024	Deputy Principal – Quality, Curriculum Development & Student Experience	CQS Committee	Board	July 2025	1 year
Nov 2025	Safeguarding Manager	CQS Committee	Board	Nov 2026	1 year
XXX 2026	Deputy Principal – Quality, Curriculum Development & Student Experience	CQS Committee	Board	XXX 2027	1 Year

20. Equality Impact Assessment

First Assessment Conducted by:	Date:	Final/Approved Assessment Conducted by:	Date:
Safeguarding Manager	05/11/2025	Deputy Principal (Quality, Curriculum & Student Experiences)	06/11/2025
Head of Student Experience & Wellbeing	August 2026	EDI Co-Ordinator	August 2026

21. Publication

Audience:	Published:
Staff	Staff Intranet
Students	Moodle
General	College Website

Appendix One

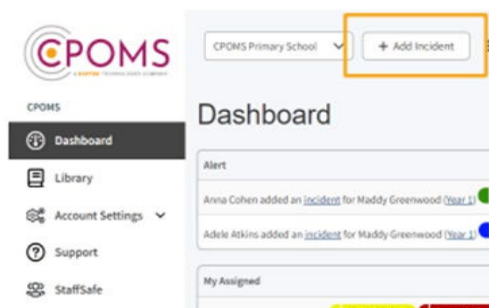
Reporting a Safeguarding Concern

Safeguarding is a priority for all staff at the College. It is our duty to identify correctly and quickly action any safeguarding concerns for any College user.

In all cases where a student's welfare is a concern, you **MUST** submit the referral through CPOMS on the same day that you make the observation or hear the disclosure.

This will not change how you respond to urgent safeguarding concerns, please continue to take students directly to Student Services if you have a concern about their welfare. In cases such as these, you are required to complete the referral by the end of the same working day.

To add a new incident to the system click on the **'Add Incident'** button, available to the top left of your dashboard.



You will then be taken to the 'Add Incident' form, where you can fill in all of the details about the incident.

Student

Begin to type in part of the name of the student that you would like to add an incident about. This will begin to filter through all of the student names held within the system. Once their name appears for selection, please click on it. *If you select the wrong name click on the 'x' delete button to choose an alternative student.*

Incident

Fill in the 'Incident' text box with all of the details about the incident which you are adding. This is a free text box so you can add as much or as little as needed. Be careful to be **accurate** and **specific**.

Categories

Once you have filled in all of the details about the incident, you need to select at least one category to assign it to. If there is an overlap you may select more than one.

Linked student(s)

You can then choose to link in other students if more than one is involved in a particular incident. This will copy the incident to all pupils selected. You can also click to monitor the linked student under the same category(s) if necessary and choose whether to share any documents you attach to the incident to their profile(s) as well.

Maps

The 'Maps' feature allows you to apply numbered markers to a map image to support your incident text. This will default to our 'Body Map'.

Date/Time

Following this you can select a date and time. These will both default to the current date and time, however if you wish to change it to when the incident actually occurred you can do so here.

Status

You may set the 'Status' of the incident to 'Active' or 'Closed'.

Assign to

You may also assign an incident to a specific staff member (*Key Holders Only*) if they will be dealing with it, by selecting their name in the 'Assign to' field. *The chosen user will then receive an email notification to alert them to this and the incident will appear in the 'My Assigned' area of their dashboard until the incident status changes to 'Closed'*

Files

If you would like to attach a file/ document to support the incident *e.g. a social services letter, previous case notes, or meeting minutes etc.* you can do so at this point. Simply click to browse and find the relevant document on your machine and add or drag a file from one of your folders into the area to upload.

Alert Staff Members

Next, you can choose which members of staff you wish to alert. Begin typing a name and CPOMS will filter through all CPOMS registered staff members for you to select from. Alternatively you can select to alert an entire alert group by choosing the relevant alert group button(s) available beneath the individual alert option.

Appendix Two: Procedure for responding to a safeguarding issue. To be published in A3.

Procedure for Responding to a Safeguarding Concern

This procedure applies to all scenarios.

What to do if a student discloses to you.

1. Listen carefully to the student, without judgement.
 2. Do not ask leading questions; establish the key points that the student is communicating.
 3. Stay calm and do not show your emotions.
 4. Reassure the student that you are taking their disclosure seriously but do not promise to keep the information confidential, you will need to share the information with a member of the Safeguarding Team.
 5. Take note of the key facts (dispose of confidentially afterwards).
 6. Confirm that you are taking the issue seriously and that your next steps will be to speak to the Safeguarding Team.
 7. If the disclosure relates to a member of College staff, report the matter to Human Resources immediately.
- With ALL disclosures, you MUST complete the **Safeguarding Disclosure Form** on the same day that the disclosure was made, by following the link from the homepage of the Staff Intranet.
 - In situations where you have concerns about the welfare or safety of a student, but they have not disclosed anything to you, complete the **Safeguarding Disclosure Form**. Do not attempt to investigate the matter yourself.
 - **Remember**, you must not discuss the disclosure with your colleagues but you can talk to HR or your Line Manager if you are affected by hearing the disclosure.
 - In an urgent situation, take the student directly to Student Services and ask to speak to a member of the Safeguarding Team.

The Safeguarding Team

Safeguarding Emergency Contact Number: 07776 252381

Role	Name and Contact
Deputy Principal – Quality, Curriculum Development & Student Experience Deputy Designated Safeguarding Lead	Karl Veltman Karl.veltman@calderdale.ac.uk Ext. 9308
Head of Student Experience & Wellbeing Designated Safeguarding Lead (DSL)	Carol Petropoulos Carol.petropoulos@calderdale.ac.uk Ext. 615
Safeguarding Manager Delegated DSL	Rizwan Anjum rizwana@calderdale.ac.uk Ext. 9819 Mobile: 07776 252381
Safeguarding Officer Delegated DSL	Kelsey Sunter Kelsey.sunter@calderdale.ac.uk Mobile: 07545 419269
Head of HR & Organisational Development Safeguarding and Safer Recruitment	Jonathan Hambling jonathanha@calderdale.ac.uk Ext. 9369

Appendix Three

Calderdale College

Declaration of Criminal Convictions

The term safeguarding refers to the broader planning and procedures that are in place to protect all students, staff and visitors to Calderdale College. Safeguarding is a core element of all College activity, the key aspects being the protection of children, adults at risk and the safe recruitment of staff.

Calderdale College encourages all members of the community to enrol on their chosen college course and is able to provide support to applicants who have unspent criminal convictions. Students in this position are asked to complete this form to provide the appropriate support to ensure they achieve their full potential.

Please read the following and answer all the questions on this form and do not withhold any information, except as provided under the Rehabilitation of Offenders Act 1974. Confidential help in completing this form is available from Student Services.

The Rehabilitation of Offenders Act 1974 is intended to prevent discrimination against ex-offenders who are judged to have put their criminal past behind them. The Act allows some criminal convictions to become spent after a certain period of time.

Please complete the sections below and return this form to Student Services as soon as possible.

Full Name: _____ Student ID: _____

Have you ever been convicted by a Court Martial or sentenced to detention or dismissal whilst serving in the Armed Forces of the UK or any Commonwealth or foreign country? You need not declare convictions, which are "spent" under the Rehabilitation of Offenders Act (1974).

Yes ☐ No ☐

Have you ever been convicted or found guilty by a Court of any offence in any country (**excluding** parking but including all motoring offences even where a spot fine has been administered by the police) or have you ever been put on probation (probation orders are now called community rehabilitation orders) or absolutely/conditionally discharged or bound over after being charged with any offence or is there any action pending against you? You need not declare convictions, which are "spent" under the Rehabilitation of Offenders Act (1974).

Yes ☐ No ☐

Please list all unspent criminal convictions:

Conviction	Date	Sentence	Court

Please use this space to give any information that you feel relevant:

--

	Yes	No
Do you have a probation officer?		
Do you have any current bail conditions?		
Are you on the sex offenders register?		
Have you ever been refused work with children or vulnerable adults?		
Are you subject to a SOPO?		

I certify that the information that I have declared on this form is correct and I understand that the information provided will assist with supporting my attendance at College.

If necessary I give Calderdale College my consent to contact external agencies to confirm the information that I have given.

If you are subject to any on-going criminal investigation or charged with an offence after you have returned this form, please contact the Calderdale College Safeguarding coordinator straight away.

Signature: _____ Date: _____