Safeguarding and Wellbeing Policy

1. Purpose

1.1

Southend Adult Community College and its Management Board take seriously its responsibility and statutory duty to ensure that we safeguard and promote the welfare of children, young people and adults at risk of harm in our care.

We take a whole organizational approach to safeguarding and are committed to ensuring that all learners and staff understand how to keep themselves and others safe in college, in the community and in the workplace. We ensure our college community promotes a safe place to work and learn, and we will put appropriate measures in place to safeguard learners and apprentices in the context of our geographical areas. This includes our duty under PREVENT to protect learners from radicalisation.

1.2

This policy applies to all members of the Management Board, College employees, agency workers and volunteers, contractors and consultants. For the purpose of this policy, the term 'staff' will encompass the above groups.

Staff must acknowledge that:

- The welfare of learners is of paramount importance, and all students have the right to be protected from abuse.
- Harm can include ill-treatment that is not physical as well as the impact of witnessing the ill-treatment of others. This can be particularly relevant, for example, in relation to the impact on children and young people of all forms of domestic abuse.
- They play an important role in early identification of concerns and supporting learners to prevent concerns escalating.
- They will participate in safeguarding training appropriate to their role.
- Learners will only disclose harm or abuse to those they trust and with whom they feel safe. It is essential we can respond appropriately to any learner who discloses a concern.
- It is essential that our practice and behaviour puts learner welfare first and cannot be misconstrued in any way and does not contravene accepted good practice or the College Staff Code of Conduct.

1.3

There are four key elements to the Safeguarding and Wellbeing Policy at SACC.

- **Prevention** – Ensuring we practice safer recruitment, checking the suitability of all staff and volunteers working with our learners. Raising awareness of safeguarding issues and supporting our learners to keep themselves safe.
- **Protection** – By following agreed procedures and ensuring all staff, volunteers and members of the Management Board are appropriately trained and supported to respond appropriately to learner concerns.

- **Support** – By having appropriate support/referral channels for learners experiencing abuse, physical or mental health issues or other concerns.
- **Review** – Reviewing the effectiveness of procedures and policies relating to safeguarding and wellbeing.

1.4

Throughout this policy, reference is made to 'children and young people'. This term is used to mean those under the age of 18 years old. Safeguarding and promoting the welfare of children is defined as: protecting children from maltreatment; preventing impairment of children's mental or physical health; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes (Keeping Children Safe in Education 2019).

1.5

This safeguarding and wellbeing policy is for all staff, parents, volunteers and the wider college community. It forms part of the safeguarding arrangements for our college and should be read in conjunction with:

- Keeping Children Safe in Education
- Behaviour Management and Disciplinary Policy
- Staff Code of Conduct
- Children Missing in Education Policy
- Safer Recruitment Policy
- Low Level Concerns Policy

2. Our College commitment

2.1
The welfare of our learners is of paramount importance. SACC will establish and promote a culture where learners feel safe, are encouraged to share concerns and have the opportunity to do so.
2.2
Everyone who comes into contact with our learners has a role to play in safeguarding them. All staff, volunteers and Management Board members will, through the appropriate training, know how to recognise indicators of concern, how to respond to a disclosure and how to record and report it.
2.3
Every learner will understand that we cannot promise confidentiality and that the information will be passed to SACC Safeguarding Team. For learners under 18 we have a responsibility to inform parents/carers of concerns or issues raised where parental/carer involvement is required.
2.4
To make parents/carers aware of SACC policies and procedures for safeguarding and to work effectively with them and partner agencies.

2.5
SACC will regularly review its policy and procedures to take account of guidance issued by the Department for Education, Ofsted and other relevant bodies and groups including Southend Safeguarding Partnership Board and Southend Safeguarding Adults Board.
2.6
SACC recognises the definitions and indicators of abuse, neglect and safeguarding issues for children, young people and adults at risk of harm:

Keeping Children Safe in Education (DfE, 2020) defines abuse in the following way: 'Somebody may abuse or neglect a child or vulnerable adults by inflicting harm or by failing to act to prevent harm. Children and adults 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 or vulnerable adult may be abused by an adult or adults or by another child or children.

We understand that abuse, neglect and safeguarding issues are rarely 'stand-alone' events and that, in most cases, multiple issues will overlap.

We promote tolerance of and respect for people of all faiths (or those with no faith), races, genders, ages, disability and sexual orientations. Promote within the curriculum the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

There is a focus on preventative education to ensure all learners especially young people know how to keep themselves safe and that there is a culture of zero tolerance of any form of prejudice or discrimination including sexism and misogyny/misandry.

We promote positive mental health and resilience. Positive mental health is the concern of the whole community, and we recognize that college plays a key part of this. We want to develop emotional wellbeing and resilience of all learners and staff, as well as provide specific support for those with additional needs. We understand that there are risk factors which increase someone's vulnerability and protective factors that can promote or strengthen resiliency. The more risk factors present in an individual's life, the more protective factors or supportive interventions are required to counterbalance and promote further growth of resilience.

We facilitate understanding of wider issues within the context of learning about values on which our society is founded and our system of democratic government

Type	Definition
Abuse	A form of maltreatment, someone may abuse or neglect by inflicting harm or by failing to act to prevent harm. Adults and children can perpetrate harm,
Physical abuse	A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness.
Sexual abuse	Sexual abuse involves forcing or enticing a child, young person or adult at risk of harm to take part in sexual activities. It may not necessarily involve a high level of violence, whether the child or adult may not be aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. 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.
Emotional abuse	Emotional abuse is the persistent emotional maltreatment of a child or adult at risk of harm such as to cause severe and persistent adverse effects on their emotional development. It may involve conveying to them that they are worthless or unloved, inadequate, or valued only in so far as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
Neglect	The persistent failure to meet basic physical and/or psychological needs, likely to result in the serious impairment of health or development. Neglect may occur during pregnancy because of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food, clothing and shelter; protect from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate caregivers) or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to basic emotional needs. This also applies to adults at risk of harm for whom neglect is an often under reported or challenged concern.
Forced marriage and honour-based violence	Forced Marriage involves a young person, or adult at risk of harm being forced into a marriage against their will. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. Multi-agency statutory guidance for dealing with forced marriage, can both be found at https://www.gov.uk/guidance/forcedmarriage. College staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmu@fcdo.gov.uk.
Child Sexual Exploitation (CSE)	Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. https://assets.publishing.service.gov.uk/media/5a7f8e3640f0b62305b87dbc/CSE_Guidance_Core_Document_13.02.2017.pdf
Child Criminal Exploitation	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. (KCSIE, 2025)

Child on Child Abuse	It is essential that all staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it. Child on Child abuse is most likely to include, but may not be limited to: • bullying (including online bullying, cyberbullying, prejudice-based and discriminatory bullying) • abuse in intimate personal relationships between peers • physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse) • sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence) • sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse; causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party. • consensual and non-consensual sharing of nudes and semi-nude images and or videos (also known as sexting or youth produced sexual imagery) • upskirting which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and • initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).
Domestic Violence and Abuse	Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who have been intimate partners or family members regardless of gender or sexuality. Abuse can be perpetrated by partners, ex-partners and family members, including children under the age of 18, adult children and siblings. It may include one or more of physical or sexual abuse, violent or threatening behaviour, controlling or coercive behaviour, economic abuse, psychological, emotional and other forms of abuse. https://safeguarding-guide.nhs.uk/types-of-abuse-exploitation-and-neglect/s3-05/ Children affected by domestic abuse are also treated as victims regardless of whether they were present during violent incidents. As such they will be entitled to access support services. https://www.cps.gov.uk/legal-guidance/safeguarding-children-victims-and-witnesses
Mental Health	All staff should be aware that mental health problems can, in some cases, be an indicator that a child or vulnerable adult has suffered or is at risk of suffering abuse, neglect or exploitation.
Serious violent crime	Indicators, which may signal that children are at risk from, or are 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 have been approached by, or are involved with individuals associated with criminal networks or gangs
Coercive Control	This is behaviour that is used to harm punish or frighten the victim in order to isolate them from support, exploit them and regulate their everyday behaviour.
Female Genital Mutilation	FGM is when a female's genitals are deliberately altered or removed for non-medical reasons. It's also known as 'female circumcision' or 'cutting' but has many other names. FGM is a form of child abuse. It's dangerous and a criminal offence in the UK.
Extra-Familial Harm	All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the college and/or can occur between children outside of these environments. All staff, but especially the DSL (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.
Radicalisation	Some young people and adults at risk of harm may be vulnerable to radicalisation for the purpose of violent extremism. Concerns regarding radicalisation will be referred to Channel which is a multi-agency panel who will offer guidance and support with the aim of preventing activity which could be deemed as criminal.
Financial or Material Abuse	This applies mainly to adults at risk of harm and relates to circumstances where trust in relation to financial matters is abused. Includes theft, fraud, exploitation, pressure in connection with wills, property or inheritance or financial transactions, or the misuse or misappropriation of property, possessions or benefits.
Bullying	Bullying someone because of their age, race, gender, sexual orientation, disability and/or transgender will not be tolerated as SACC operate a zero-tolerance approach. This links to SACC Learner Behaviour Policy. Bullying of this nature is also against the law. Bullying can take many forms and includes emotional, physical, racial, sexual, verbal or cyber-bullying.
Online Abuse	Online abuse is any type of abuse that happens on the web, whether through social networks, playing online games or using mobile phones. Children and young people and adults may experience cyberbullying, grooming, sexual abuse, sexual exploitation, emotional abuse, financial abuse or identity fraud.
So-called 'honour' based abuse	So-called 'honour'-based abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving 'honour' often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.
Children Missing in Education	All staff should be aware that children being absent from college, particularly repeatedly and/or for prolonged periods, and children missing education can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect such as sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female

| | genital mutilation, so-called 'honour'-based abuse or risk of forced marriage. Early intervention is essential to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. |
| | It is important that staff are aware of SACC's Children Missing in Education Policy (CME) |

3. Roles and responsibilities

3.1

It is the responsibility of every member of staff, volunteers and management board member at the college to ensure that they carry out the requirements of this policy and, at all times, work in a way that will safeguard and promote the welfare of all learners. This includes the responsibility to provide a safe environment in which our learners can learn and achieve their potential. There are, however, key people within SACC and the Local Authority who have specific responsibilities in relation to safeguarding and this policy.

3.2

The Senior Leadership Team and the Management Board instructs SACC to:

- Provide a safe environment for children, young people and adults to learn in.
- Identify those who are suffering, or are likely to suffer significant harm or who are at risk of radicalisation
- Have a system for identifying concerns in relation to abuse of adults at risk of harm and effective methods of responding to disclosures.
- Refer concerns that a child, young person or adult at risk of significant harm or might be at risk of significant harm to the appropriate referral agents.
- Work effectively with others as required by 'Working Together to Safeguard Children 2023'.
- Consider the interagency safeguarding procedure of Southend Safeguarding Children's Board.
- Listen to the voice of the child and always act in the interest of the child.
- Ensure that a designated person is responsible for Looked after Children, 16-19yrs.
- Ensure appropriate safeguarding responses for young people who go missing from College.

3. 3

The SCC Management Board will approve and annually review policies and procedures and receive regular information relating to safeguarding with the aim of:

- Maintaining awareness of progress across SACC and/or issues relating to the welfare of children, young people and adults at risk of harm.
- Confirmation from the Principal and Safeguarding Lead that systems are in place and effective in relation to the identification of children, young people and adults at risk of harm and the procedure for reporting concerns are widely known.
- Ensuring effective procedures for reporting and dealing with allegations of abuse by members of staff or others who encounter learners through College activity are in place.
- Ensuring safe recruitment of staff and volunteers.

- Ensuring staff, volunteers and members are appropriately trained to discharge their duties in relation to safeguarding.

3.4

In developing policies and procedures, the Management Board will take account of guidance issued by the Department for Education, Ofsted and other relevant bodies and groups including SET (Southend, Essex, Thurrock) Safeguarding child protection procedures and Southend, Essex& Thurrock Safeguarding Adult Board. There will be an understanding of the strategic role, legislative responsibilities.

3.5

The Principal, Management Board and all staff working with children, young people and adults at risk of harm will read at least Part 1 of Keeping Children Safe in Education 2025 and receive adequate training to familiarise them with their safeguarding roles and responsibilities including PREVENT and online safety. They will be familiar with College procedures and policies, receive safeguarding training at induction and a refresher training at least annually.

A senior member of SACC Management Team will be the designated person with lead responsibility for child and adult protection.

3.6

The Management Board will receive from the designated senior member of staff with lead responsibility for safeguarding, an annual report on how safeguarding duties have been discharged. In addition, the principal will include information relating to safeguarding in his regular reports to the Management Board.

3.7

The designated senior member of staff with lead responsibility for safeguarding is Alison Jack (Curriculum Lead: Learner Welfare) The Designated Safeguarding lead in school has ultimate lead responsibility for child protection. Their role includes managing child protection referrals, working with other agencies, undertaking specific safeguarding training and raising awareness of all child protection policies and procedures. They ensure that everyone in college (including temporary staff, volunteers and contractors) has access to these procedures and that they are used appropriately. They act as a source of advice and support for other staff on child protection matters and ensure that timely referrals to are made to Children's Services in accordance with current SET procedures. They work with the Local Authority and other agencies as required and ensure that information is shared appropriately.

3.8

The designated senior member of staff will ensure an annual report is provided to the Management Board of SACC, setting out how SACC has discharged its duties. They are responsible for ensuring deficiencies in procedure or policy identified by the Safeguarding Committee (or others) are reported to the Management Board at the earliest opportunity.

The designated senior member of staff on our Management Board is Amanda Champ, Head of School Performance and Improvement Service, Southend City Council.

Southend Adult Community College Safeguarding Named Staff

The contact details below are to support any referrals or advice and guidance that staff may need in relation to any safeguarding concerns. It is recommended that staff contact the Safeguarding Team initially to gain advice or make a referral.

Safeguarding Team	
Designated Safeguarding Leads	**Safeguarding Officers**
Alison Jack, DSL **Helen Black**, DDSL **Cheryl Bertschi,** DDSL (ILSA Southchurch & Westcliff)	**Terri Maliqi,** Safeguarding Officer **Nicola Barwell**, Safeguarding Officer **Jenny Trim**, Safeguarding Officer **Ruksana Hussain**, Safeguarding Officer **Carrie Carter**, Safeguarding Officer **Rebecca Higginson**, Safeguarding Officer (ILSA, Southchurch) **Tanya Taylor**, Safeguarding Officer (ILSA, Westcliff) **Peter Frarey**, Safeguarding Officer **Charlotte Manley**, Safeguarding Officer (TDA) **Henry Brotherton**, Safeguarding Officer
Governing Board Safeguarding Representative	
Amanda Champ, Head of School Performance and Improvement Service, Southend City Council	