Safeguarding Policy	
Person Responsible:	Deputy Principal RM
Date of Policy:	September 2026
Next review date:	September 2027

Rationale

All students within Great Oaks College have the right to be safe and live without fear of harm or abuse. All staff within college have the responsibility to keep our young adults safe.

Aims

To establish roles and responsibilities within the Safeguarding team.
To outline procedures all staff to follow
To define Adult Safeguarding
Providing help and support to meet the needs of students as soon as problems emerge.
Protecting vulnerable adults from maltreatment, whether that is within or outside the home, including online.

Roles, Responsibilities and Procedures

Designated Safeguarding Lead: Rich Murr – Deputy Principal

- Oversight and ultimate responsibility of Safeguarding within the College
- Safeguarding Training delivery across the College
- To take lead responsibility for all safeguarding matters arising at the college and to support all other staff in dealing with any concerns that arise
- Promoting and safeguarding the welfare of vulnerable adults for who you are responsible and with whom you come into contact.
- To be available for staff to discuss any safeguarding concerns.
- Where students leave the College ensure their safeguarding file is transferred to the new provision as soon as possible.
- To ensure the Principal of the college is kept up to date with safeguarding concerns across the college.
- To be aware of the online monitoring and filtering systems active in the college building

Deputy Safeguarding Leads: Nickyie Thomas, Ruth Price

- Oversight of day-to-day safeguarding within their specialist areas identified below across the whole College
- Coordinating my concern reports and taking appropriate action specialist areas identified below across the whole College, updating concern reports as action is taken
- Liaising with social services and other external agencies as appropriate
- To be prepared by having the same training, resources and status as the DSL to step into the role should DSL be unavailable or absent
- To act as a soundboard to the DSL for advice and guidance on their areas of oversite
- To lead on concerns specific to their area of the college sharing relevant information with the DSL.

Heads of Pathway: Engagement – Daniella Balazova, Vocational – Cherry Parker, Life and Living – Hannah Saunders

- To be prepared by having the same training, resources as the DSL to step into the role should DSLs/DDSLs be absent
- To act as a soundboard to the DSL/DDSL for advice and guidance on the students in their pathway

- To lead on concerns specific to their pathway sharing relevant information with the DSL/DDSL overseeing concern
- Report general concerns during MLT meetings once per week.

Admin staff
To ensure suitable checks take place for all visitors and agency staff that enter the college premises. To inform the DSL/DDSL if a visitor is onsite without a DBS, with Adult Barring, so that the visitor will not be left unattended whilst in the building.
To identify patterns of lateness/absences by joining and reporting data to SCC meetings

All staff
All staff have the responsibility to ensure safeguarding across the college.
All staff have a responsibility to report safeguarding concerns as outlined in this policy.
Staff must ensure that they have read all relevant paperwork for the students that they support including PHPs, Risk Assessments, Medical Care Plans, Moving and Handling Plans, Feeding Plans and any other individualised support plans relating to the young person. It is mandatory for all staff to read, in full, section 1 of KCSIE 2026

The College Board

It is the responsibility of the board members to update and monitor policy on an annual basis, and to receive termly safeguarding reports from Rich Murr who is the Designated Safeguarding Lead.

KCSIE 2026 States
Governing bodies and proprietors should ensure that all governors and trustees receive appropriate safeguarding and child protection (including online) training at induction. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in schools and colleges are effective and support the delivery of a robust whole school approach to safeguarding. Their training should be updated regularly.
80. Governing bodies and proprietors should be aware of their obligations under the Human Rights Act 1998, the Equality Act 2010, (including the Public Sector Equality Duty), and their local multi-agency safeguarding arrangements.
Training for governors must be updated regularly and should include emerging risks such as online harms (AI, misinformation/disinformation) and statutory changes to attendance guidance.

Definition of Safeguarding Adults

The Care Act 2014 states
'Safeguarding means protecting an adult's right to live in safety and free from abuse and neglect. It is about people and organisations working together to prevent and stop both the risks and the experience of abuse and neglect, while at the same time making sure that the adults wellbeing is promoted including where appropriate, having regard to their views, wishes, feelings and beliefs in deciding on any action'

The Care Act 2014 places procedures for safeguarding adults on a statutory footing and defines what an adult at risk is. It emphasises the need for multi-agency working with a focus on outcomes for the adult at risk. The Act also highlights the importance of everyone's responsibility to protect adults at risk of abuse.
Safeguarding Procedures

All staff are constantly vigilant to the well-being of students.
Student well-being and behaviour is discussed at weekly team meetings and Pathway meetings.

On-going concerns regarding students may be shared at student update meetings where this is appropriate.

The college has a separate radicalisation and extremism policy which addresses the PREVENT agenda as well as how staff can raise concerns about any radical or extremist views or incidents.

The college will liaise closely with social care in managing student well-being. Where possible, college staff will attend social care meetings.

All college curriculum activities will be appropriately risk assessed with both safety and Safeguarding taken into consideration.

Medical care plans will be kept fully up to date and staff informed of any changes.

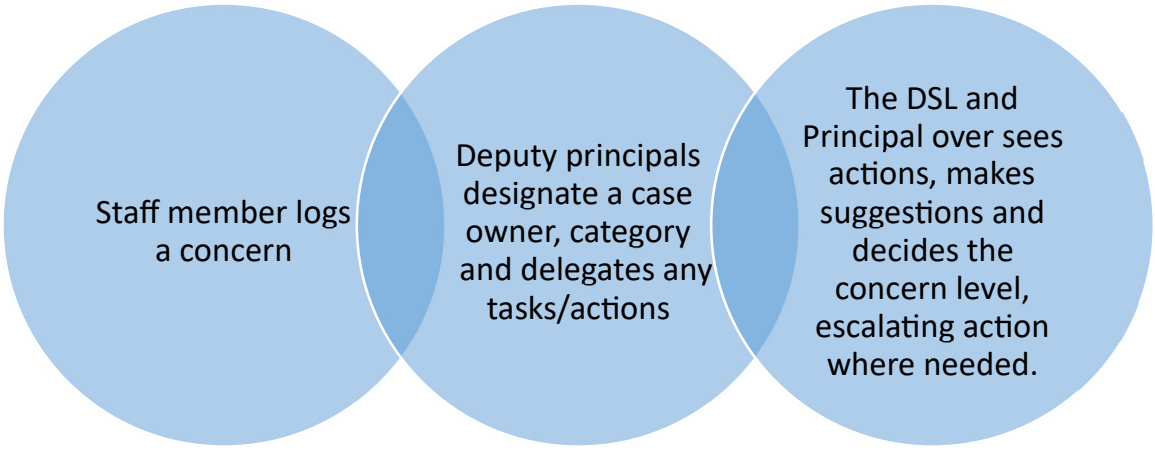
All vulnerable students will be subject to a Risk assessment in order to ensure that their needs are met. This includes students with medical needs, behaviour that causes distress and those who have moving and handling needs.

Great Oaks College has an attendance policy which lays out our procedures regarding student absence. Where a student is absent for two days or more and no message has been received regarding the absence the parents/Carers are contacted. If we are unable to contact a parent, Carer or an emergency contact able to provide details of the student's absence an appropriate referral will be made to Social Care. Registers are to be completed daily and on time to ensure this can happen.
During SCC, attendance procedures are aligned with the statutory guidance 'Working Together to Improve School Attendance,' now mandatory from September 2025. Persistent absence may indicate safeguarding concerns and must trigger liaison with children's services as appropriate.

Safeguarding and Policy Implementation Across Split Sites
As Great Oaks college now operates across **multiple sites**, it is vital that the safeguarding policy and its constituent elements (online safety, attendance, safer recruitment, etc.) are implemented consistently across all locations. Each site has clear lines of accountability, with a designated safeguarding lead (DSL) and deputy DSLs in place for each site (SLT and HOPS)
TSI World have made internet available including Systems for filtering, monitoring, and cyber-security and they are coherent across both sites ensuring arrangements are tracked and reviewed uniformly.
Attendance data, absence triggers, and responses to safeguarding concerns are collected and analysed site-by-site and across the whole college, to ensure consistent thresholds, early identification of risk, and appropriate escalation. Board reports will cover all sites, and data will be site-specific information, enabling prompt action where a site is falling behind or facing particular vulnerability. Finally, staff induction and training should explicitly cover the arrangements particular to a staff member's site(s), and there should be shared channels of communication for safeguarding concerns, so that splits do not lead to confusion or delays in response.
We are using a secure Phone system to ensure that sites and members of staff are available at all times when they are based at their office or in one of the 'hot desks' at a different site.

Reporting

The College uses My Concern to report safeguarding concerns, incidents and behaviour. All staff are able to login and report concerns.



If a young person is in immediate danger of harm or has been harmed, staff are to report to the DSL on site/duty, or in their absence a DDSL HOP/DSL from other site immediately. Concerns are filled in individual student areas. Concerns can be accessed individually or as a full chronology since the young person joined the college.

The college has a preference for digital safeguarding files; we ask that previous placements send all safeguarding information in a secure electronic way. This will then be archived in the young person's profile area. However, should physical files be sent, we will scan these into the system and archive on the students' folder.

It is important that confirmation of any safeguarding incidents is received before a student starts at the college. The DSL will always offer schools the opportunity to meet to discuss in person/teams to discuss any complex cases.

Identifying and monitoring Adults at risk of abuse:

Defining adults at risk

The safeguarding team meet every four weeks. Within this meeting we examine attendance, monitor students that are currently a cause for concern or that we have ongoing safeguarding concerns for, we explore reports from my concern and identify any other students that we may decide to monitor.

Students Causing Concern Meeting

The DSL will prepare a report from My Concern to identify any students that have had more than three level 1 concerns raised within a term or a level 2 or 3 concern recorded. The report then deep dives to explore what concerns have been raised about these students, where and when they took place and the action that was taken as a result. This young person could then become a monitored student as an action. The report will also outline data in Attendance, Categories of concern, Monitored Students and Any other business. The safeguarding team will have oversite of specialist areas across the college. Ruth price oversees all behaviour concerns, Rich Murr oversees Safeguarding concerns, Wellbeing and medical concerns, Nickyie Thomas oversees Health and safety concerns and acts as quality assurance ensuring concerns are dealt with reasonably, proportionate and necessary.

Levels of concern and action required

Attendance – Nickyie Thomas

	Triage	Actions	Filed	Lessons Learnt
High risk **(Level 3)** A young person has been harmed or is in immediate danger. These concerns are dealt with by a DSL in collaboration with the Principal. The Principal/DSL will be made aware of L3 concerns immediately.	Immediate Action required DSL and Principle to oversee with appropriate Deputy Principle/HOP included	This would require urgent support from social services or the police. The Adult Safeguarding Board and or the LA may also be informed. Debrief to be organised At least 1 term of monitoring in SCC (monitored Student)	If all actions and follow ups are satisfactory, filed after next SCC meeting	Report to be made and shared with LA, social care and police as appropriate, with outcomes discuss as full safeguarding team once concern is no longer high
Medium **(Level 2)** extra support is required to support this young person, Concern has potential to become high risk High amount of repetitive low-level concerns after discussion in SCC	Within 24 hours These concerns are dealt with by the DSL and may be passed to the DDSL. Only DSL and DDSL to oversee (case owner)	Discussion with DSL/Principle Once Triaged and actions set, if appropriate this could be a message to duty or their named social worker, asking a therapist to support the family, requesting a multi professional meeting etc. Monitored Student for half a term	Filed by overseeing member of safeguarding team when actions complete	If repeated concern, Report to be created Brief summary report to be added to my concern when lessons learnt case closed
Low **(Level 1)** all concerns are treated as low level concerns in which a form of action or monitoring should take place as a result.	These concerns are dealt with by the DDSL. Within 48 working hours	Within 3 days trusted users can be brought into concern as case owner	Filed by DSL/DDSL When actions complete and appropriate Deputy Principle agrees.	If student has large amount of Low-Risk concerns, discuss in next SCC and raise to a medium concern by creating an action for the DSL to add to the next agenda

Categories of concern

Attendance – Nickyie

'Working Together to Improve School Attendance', now mandatory from September 2025. Persistent absence may indicate safeguarding concerns and must trigger liaison with social services as appropriate.

Attendance below 90% is discussed in SCC. Action points to support the young person to improve their attendance are agreed. Students may receive correspondence to improve their attendance in line with our attendance policy. Should attendance change dramatically, this may indicate a cause for concern. Ultimately the purpose of this exercise is to ensure absence does not go unnoticed, communication with students and their families is maintained and actions can be taken to improve attendance. Should contact not be able to be established, the college may pass this to social services/duty as appropriate.

Behaviour - Ruth Price

- Weekly Behaviour reports as directed by appropriate Deputy Principle
- Significant behaviour that challenges
- New behaviours expressed
- Behaviour that requires restrictive physical intervention

Safeguarding - Rich Murr

- Physical abuse
- Domestic violence or abuse
- Sexual abuse
- Psychological or emotional abuse
- Financial or material abuse
- AI/deepfakes/nudification risks
- Disclosures relating to areas of abuse
- Modern slavery
- Discriminatory abuse
- Organisational or institutional abuse
- Neglect or acts of omission
- Self-neglect

Health and Safety - Nickyie Thomas

- Near miss
- Damage to property
- Equipment
- Fire Alarm
- Building issues

Accident - Nickyie Thomas

- Falling over
- Injury
- Staff accidents with students (for example scratch whilst changing, bump wheelchair into wall/door)

Wellbeing - Rich Murr

- Personal hygiene
- Dirty Clothing
- Changes in mood
- Mental health and suicidal ideation safeguarding links

Health Conditions – Rich Murr

- Mental Health
- Physical Health
- Medication

Monitored students

All students at Great Oaks College are continually monitored to ensure their safety and well-being.
In some cases, we may need to identify a specific 'Monitored Student.' This student is someone that the team have ongoing safeguarding concerns for. This is discussed and decided when the concern is raised and then added to the agenda for SCC. Students are identified as a 'Monitored Student' due to a number

of reasons at the discretion of the safeguarding team but usually include attendance, level of concern or amount of concerns.
The team discuss actions that have been taken to support a monitored young adult since the last meeting, any progress that has been made or any new concerns. The team agree the next step of action to safeguard this young person to be completed by the next meeting. Action could include monitoring, contact with parents, contact with social services, multi professional meeting etc. If a student has had a period of time without concerns, they may be removed from the monitored list. They can move back onto the monitored list at any time.

Lessons Learnt

On some occasions like repeat concerns or serious incidents, it is important to review the concern chronology and identify any potential lessons learnt. This is both things to improve on for next time or identifying what worked for that young person. This could cover topics such as: Whether our safeguarding procedure was followed properly, does the concern meet the threshold to be covered by core legislation and need to be investigated, external agencies involvement and how it helped, changes to procedure/policy needed or time scales.

Any other Business

Within this part of the safeguarding meeting, we explore the following:
Information from Pathway meetings
Local area news
National news
Safeguarding legislation updates
Reports on areas of the college, amount of concerns from teachers and support staff, key times of the day concerns are reported

Prevention:

Safeguarding is central to the well-being of the individual and is therefore seen to be an intrinsic part of all aspects of the curriculum. Because of our students individual and limited understanding an individual approach is used. We aim:

- To provide time, space and opportunities for students to explore issues of concern.
- To equip students with the appropriate tools to make choices, judgements and decisions.
- To promote a positive self-image.
- To teach students to recognise their own feelings and emotions and to express these in an appropriate manner. • To teach students to respect everyone including each other's gender, disability, cultural background, religion and sexual orientation and to foster tolerance and understanding of individual differences.
- To teach safe practice using the internet, social media and personal communication aids including mobile telephones.
- To recognise potential risks and take action to avoid these, seek help and report difficulties.
- To make Safeguarding personal (MSP) encouraging choices and self determination

Deprivation of Liberty

Supervision of our young people and vulnerable adults is necessary and failure to do so would be in breach of our staff 'duty of care'. It therefore follows that deprivation of liberty must be reasonable, proportionate, and necessary in order to safeguard these young people.
Safeguarding our vulnerable young people is paramount and at Great Oaks College we have electronic doors which open using an electronic swipe fob. Different areas within the school and college are accessible

only by using the fob system. Both the front doors and the gates to the car park also are protected in this way.
To ensure that liberty is safeguarded, Great Oaks College will plan ahead whenever there are arrangements in place which might foreseeably result in a deprivation of liberty *such as use of a safe space or restricting access to certain areas when student behaviour is causing immediate risk*. Those arrangements will be set out in detail in Education Healthcare plans (EHCPs) and reviewed annually.
Some students have their own fobs to open specific doors to enable them a safe level of liberty. Students are risk assessed to have the ability to follow instructions from staff. These risk assessments outline the doors students are enabled to access independently

Recruitment

Great Oaks College is committed to Safe Recruitment processes. This policy should be read with the Great Oaks Recruitment Policy in which Safe Recruitment processes are laid out.
The HR manager should inform shortlisted candidates that online searches may be done as part of due diligence checks.
The Recruitment processes reflect the latest Part 3 of KCSIE 2026, including updated safer recruitment guidance (paras 260, 266, 319, 331). Online searches for shortlisted candidates are carried out in line with current DfE expectations."

Temporary staff, volunteers and work experience students

Temporary staff booked through agencies are vetted by the agencies concerned and documentation (DBS with adult barring) sought before staff work in college.

All volunteers and work experience students must produce DBS certificates before starting placements.

The college retain the right to end a volunteer/work experience/temporary staff placement at any point

All staff visiting Great Oaks will be asked to read the safeguarding leaflet that outlines our core values and practices in safeguarding students.

Training Induction and training

Everyone working at Great Oaks College receives an appropriate induction before starting work which includes information about adult safeguarding procedures in college.

All permanent staff are provided with a copy of the staff handbook which includes a copy of the college safeguarding policy. A copy of the staff handbook is available in all classrooms and is updated annually.

All staff are required to read part 1 of the most up to date Keeping Children Safe in Education

Training Programme

The Principal and Deputy Principals undertake annual statutory training in Safeguarding adults.
All permanent staff are provided with a yearly adult safeguarding update. Staff are trained to be aware of possible signs of abuse and neglect.
Board Members will be required to have safeguarding training at an appropriate level to quality assure the practice of the college safeguarding processes
There are two safeguarding insets per term to look deeper into relevant safeguarding topics.

Appendix A1 Procedures for all staff if a young person discloses to you.

LISTEN	repeat the young person's words only – don't elaborate.
STOP	don't ask questions or put thoughts into their heads.
REASSURE	say "it is not your fault"
AFFIRM	say "you are right to tell me".
REPORT	to the DSL directly, write everything down quickly and precisely. Sign and date the report

Appendix 2 Physical Abuse – Definition

Any actual or likely physical injury to a young person or failure to prevent physical injury (or suffering) to a person including deliberate poisoning, suffocations and Munchausen's Syndrome by Proxy, where there is a definite knowledge or a reasonable suspicion that the injury has or may be inflicted by another person.

Typical signs of physical abuse:

- Slap marks
- Bite marks
- Fractures
- Burns
- Cut Lips
- Bruises
- Child on Child

Typical behaviours associated with physical abuse:

- Wary of physical contact
- Do not expect/want to be comforted
- Seem less afraid than other children
- Seek information about what is going to happen to them
- Kept away from school

Common sites of accidental injury:

- Crown of head
- Forehead
- Nose
- Elbows
- Hips
- Hands
- Knees
- Shins

What to look out for:

- Eyes – the eye is well protected against accidental injury by its bony socket. Look out for bloodshot eyes.
- Slapping, smacking, gripping – finger marks, earache, swelling, reddening.
- Throttling or strangling – finger marks, thin red line.
- Raised wheals – buckle marks.
- Human bites – elliptical bruise, teeth marks. Bites are never accidental!
- Burns – Not common for multiple burns to be caused accidentally.
- Cigarette burns – often found in groups. Seldom heals without medication.
- Scald – on hands and feet, particularly if clear demarcation line.

Appendix 3 Neglect – Definition

The persistent or severe neglect of a young person's health or development or the failure to protect a young person from exposure to any kind of danger, including cold or starvation, or extreme failure to carry out important aspects of care, resulting in the significant impairment of the young person's health or development including non-organic failure to thrive.

Neglect – what to look for:

- Poor hygiene
- Dirty clothes
- Poor skin condition
- Dirty teeth and halitosis
- Underweight
- Inadequately clothed
- Failure to provide glasses
- Shoes too small
- Anaemia
- Poor hair quality – frequent infestations
- Frequent bouts of gastro-enteritis
- Prominent joints
- Hands red and swollen
- Protuberant abdomen

Typical behaviours associated with neglect:

- Preoccupied with food – stealing.
- Gains weight when away from home
- Overly tired
- Unable to concentrate on schoolwork
- Poor language skills
- Poor motor development
- Often absent

Appendix 4 Sexual Abuse – Definition

Actual or likely sexual exploitation of a young person by involvement in sexual activities they do not truly comprehend, to which they are unable to give informed consent, which violate the social taboos or family roles, or which are against the law. This includes being made to take part in 'non-contact 'activities such as being made to watch pornography. It is also important to note the new risks AI has to our students and staff including AI/deepfakes/nudification risks. More information can be found in out IT Policies

Sexual Abuse – what to look for:

- Detailed sexual knowledge inappropriate to the ability of the young person • Promiscuity
- Excessively affectionate or sexual
- UTI and/or STD
- Awkwardness in walking or sitting down
- Constipation or soiling
- Child on Child abuse

Appendix 5 Emotional Abuse – Definition

Actual or likely severe adverse effect on the emotional and behavioural development of a young person caused by persistent or severe emotional ill-treatment or rejection. All abuse involved some emotional ill treatment.
This category should be used where it is the main or sole form of abuse.

Emotional abuse – what to look for:

One of the most difficult types of abuse to recognise:

- Behavioural signs rather than physical
- Withdrawn – sucking, biting, rocking
- Introverted
- Depressed
- Anti-social, destructive
- Child on Child abuse

Appendix 6 Common sites of non-accidental injury:

- Eyes – two black eyes always a concern
- Cheeks
- Ears
- Mouth
- Stomach
- Buttocks
- Inner Arms

- Remember – most non-accidental injuries leave marks on the body.
- Professionals who regularly see children partially dressed, such as PE teachers, swimming instructors, school nurses etc. are key people in recognising this form of abuse.

Appendix 7 Further information on Female Genital Mutilation

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.
Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a young woman being at risk of FGM, or already having suffered FGM.

Actions

If staff have a concern, they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and adult social care.
The Mandatory reporting duty commenced in October 2015. Once introduced, teachers must report to the police, cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the college's designated safeguarding lead and involve social care as appropriate.

Appendix 8 – Sexual Exploitation (SE)

Sexual exploitation (SE) is a crime which is rising in the UK. It includes human trafficking, which is described as a form of 'modern day slavery.'
Definition of trafficking is the 'recruitment, transportation, harbouring or receipt of a young person for the purpose of exploitation'.
Whilst there are no current figures on disabled young people and the likelihood of this type of abuse, staff should be aware of these practices and respond as in all cases of suspected abuse.
Exploitation is described as: Sexual (including prostitution) forced labour, domestic servitude, criminal activities, benefit fraud, organ harvesting and illegal adoption. It is also important to not

AI/deepfakes/nudification risks

There are 3 models

- Inappropriate relationships (Grooming)
- Boyfriend model
- Organised sexual exploitation (Party Model)

Risk Indicators

- Missing from home
- Gifts
- Older boyfriend/Girlfriend
- Introduction to drugs/ alcohol
- Taken on trips
- Behaviour changes/ mood swings/ self-harm
- Sending/ receiving inappropriate images

Appendix 9 - Prevent Duty – Please see policy on extremism and radicalisation

Appendix 10 Financial Abuse

This is when a young person is prevented from access to their own money or a misuse of the benefits that they are entitled to.

Appendix 11 Organisational abuse

This is when there is repeated poor practice throughout an organisation which is based on the needs of the managers or staff as opposed to the needs of the individual service user(s)

Appendix 12 Discrimination

This is when for example young people are not provided with culturally appropriate meals, are given inappropriate nick names or are denied access to sex education.

Appendix 13 Online abuse

Online abuse is any form of abuse that takes place via the internet. It can occur on any web-enabled device, such as computers, tablets, or mobile phones, and across a wide range of platforms, including:

- social media
- text and messaging apps
- emails
- online chats
- online gaming
- live-streaming sites

KCSIE highlights that online abuse may also involve **misinformation, disinformation, and conspiracy theories**.

When addressing online safety concerns, staff should consider the **four "Cs" of online risk**:

- **Content** – harmful or inappropriate material, now explicitly including misinformation, disinformation (e.g. fake news), conspiracy theories, and unsafe use of Generative AI.
- **Contact** – harmful interactions with others online.
- **Conduct** – harmful online behaviour by the young person themselves.
- **Commerce** – risks such as online gambling, scams, or financial exploitation.

Schools and colleges are expected to have **robust filtering and monitoring systems** in place, reviewed regularly, to reduce these risks while ensuring that teaching and learning are not unnecessarily restricted.

Legislation which relates to the Safeguarding of adults which must be taken into consideration and read in conjunction with this policy

The Care Act 2014
The Mental Capacity Act 2005

The Human Rights Act 1998
The Vulnerable Groups Act
The Equality Act
Deprivation of Liberty Safeguards 2009
Disclosure and Barring Service
Office documents Channel Duty Guidance (2015)
PREVENT Duty Guidance (2015)
Keeping Children Safe in Education 2025

This policy should be read in conjunction with the following policies: Attendance/behaviour/KCSIE/E safety/Radicalisation and extremism/Whistle Blowing/Absconding Students/ Relationship and Sex Education

Approved by Board of Trustees	
Print Name	Killian O'Sullivan
Sign	
Date Agreed	11th November 2026