

Safeguarding and Child Protection Policy

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1. INTRODUCTION

Cadet Vocational College places the highest importance on safeguarding and promoting the welfare of children is paramount in all College activities. Our commitment to safeguarding and promoting the welfare of children applies to all staff, trustees, and learners including volunteers, contractors and remote learners.

This policy sets out Cadet Vocational College's commitment in relation to its duty to safeguard and promote the welfare of children people and vulnerable adults.

There are three main elements to our Safeguarding and Prevent Policy:

Prevention: creating a positive environment, raising awareness of safeguarding priorities within teaching activities and pastoral support to children, young people and vulnerable adults and maintaining an attitude of 'it could happen here'.

Protection: ensuring policies and procedures are in place to minimise the risks to children, young people and vulnerable adults, including well-trained staff who are supported to respond appropriately and sensitively to safeguarding concerns.

Support: to children and vulnerable adults and staff who may have been abused or radicalised.

The definition of Safeguarding for the purpose of this policy is:

- **Providing help and support to meet the needs of children and vulnerable adults as soon as problems emerge**
- **Protecting children from maltreatment, whether that is within or outside the home, including online**
- **Preventing impairment of children's mental and physical health of development**
- **Ensuring children grow up in circumstances consistent with the provision of safe and effective care**
- **Taking action to enable all children and to have best outcomes**

2. OBJECTIVE

At Cadet Vocational College, safeguarding and promoting the welfare of children and vulnerable adults is everyone's responsibility. **Everyone** who comes into contact with learners has a role to play. To fulfil this responsibility effectively all practitioners should make sure their approach is learner centred. This means they should consider at all times what is in the best interests of the learners and actively promoting a Safeguarding culture.

No single practitioner can have a full picture of a learner's needs and circumstances. If learners and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.



The objective of this policy is to ensure there is a clear, transparent and robust approach to Cadet Vocational College's statutory and moral duty in relation to all of its learners.

It is intended to:

- Ensure appropriate action is taken that will contribute to the safeguarding of all Learners;
- Raise awareness of the importance of safeguarding learners;
- Raise awareness regarding issues vulnerable adults may be faced with; and,
- Indicate action to be taken in certain circumstances.

This policy covers all learners and vulnerable adults who are participating in a Cadet Vocational College qualification, programme, and activities.

3. POLICY STATEMENT

Cadet Vocational College will:

- Comply with all legal and statutory duties in relation to safeguarding and wellbeing of children, young people and vulnerable adults.
- Take a preventative approach to protecting children, young people and vulnerable adults from potential harm, damage, radicalisation or being drawn into terrorism (violent and non-violent extremism).
- Take all appropriate actions to address concerns about the welfare of children, young people and vulnerable adults.
- Have particular regard to children, young people and vulnerable adults who:
 - Are disabled and have specific additional needs.
 - Have special education
 - Are young carers.
 - Are showing signs of being drawn into anti-social or criminal behaviour; including gang involvement and associated organised crime groups.
 - Are frequently missing from care or from home.
 - Are misusing drugs and alcohol.
 - Are at risk of modern slavery, trafficking or exploitation.
 - Have family circumstances presenting challenges for them, such as substance misuse, adult mental health problems, or domestic abuse.
 - Are looked after or have previously been looked after (care leavers).
 - Have returned to their family home from care.
 - Are showing early signs of neglect or abuse.
 - Are at risk of radicalisation or exploitation.
 - Are at risk of FGM.
 - Are privately fostered.
 - Have a social worker.
 -



- Has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in alternative provision or a pupil referral unit.
 - Has a parent or carer in custody or is affected by parental offending.
 - Is frequently missing/goes missing from education home or care.
-
- Work to agreed local policies and procedures in full partnership with other local cadet/youth groups and agencies.
 - Plan, implement, monitor and review policies and procedures to ensure the maximum is done to provide a safe environment for children, young people and vulnerable adults.
 - Take all reasonable measures to ensure that risks of harm to children, young people and vulnerable adults' welfare is minimised by the appropriate:
 - Risk assessment and management.
 - Health and safety procedures.
 - Staff selection, recruitment, induction, supervision and training.
 - Reacting to and reporting abuse.
 - Ensure that concerns that a child, young person or vulnerable adult is at risk of significant harm are referred in a timely manner to the person who is responsible with in the cadet/youth group or/and local Social Care Services.
 - Ensure that all staff receive adequate training and updates to familiarise themselves with safeguarding, Prevent, child protection issues and responsibilities and the College's policies and procedures, with annual refresher training.
 - Have specific and robust processes in place to respond to allegations against a member of staff.
 - Ensure that best practice and learning is shared across the College through a safeguarding network.

4. RESPONSIBILITIES

4.1 The Board of Trustees

The Board of Trustees has strategic leadership responsibility for the College's safeguarding arrangements, and ensuring they comply with the College's duties under legislation.

The Board of Trustees will appoint a designated Trustee with responsibility for liaising with the Designated Safeguarding Lead over matters regarding safeguarding and child protection.

- Ensuring the Board of Trustees considers the College's policy on safeguarding each year;
- Ensuring that each year the Board of Trustees is informed on how the College and its staff have complied with the policy. This includes receiving a report on training that staff have undertaken.
- Overseeing the liaison between social care in connection with allegations against the CEO or the Designated Safeguarding Lead. This will not involve undertaking any



investigation, but will ensure good communication between the parties and provide information to assist enquiries.

- To assist in these duties, the Board of Trustees will receive appropriate training.
- Scrutinise on a quarterly basis the effectiveness of the safeguarding and Prevent procedures.

4.2 Designated Safeguarding Lead (DSL)

The College's Designated Safeguarding Lead is the Head of Stakeholder Relations. They have a key duty to take the lead responsibility for raising awareness within the College of issues relating to the welfare of children, young people and vulnerable adults, and the promotion of a safe environment for all learners. They will receive annual update training in safeguarding, Prevent and child protection and compulsory formal NSPCC training once every three years.

The Designated Safeguarding Lead will be expected to:

- Oversee the referral of cases of suspected abuse or allegations.
- Oversee the referral of cases to the Channel programme where there is a radicalisation concern.
- Provide advice and support to other staff in relation to safeguarding and child protection issues.
- Maintain a record of any child protection referral, complaint or concern (even where the concern does not lead to a referral).
- Ensure that all learners are aware of the Safeguarding Policy.
- Liaise with appropriate staff within cadet/youth units and other appropriate agencies.
- Ensure that staff receive appropriate training in safeguarding, prevent and child protection issues and are aware of this Policy.
- Report serious cases to Charity Commission.

4.3 Deputy Designated Safeguarding Lead (DDSL)

The College's Deputy Designated Safeguarding Lead shall support the Designated Safeguarding Lead in carrying out their role. Some activities relating to the Designated Safeguarding Lead will be delegated to the Deputy Lead and Designated Safeguarding Officers, though the Designated Safeguarding Lead will retain ultimate responsibility for all safeguarding and child protection matters.

The Deputy Designated Safeguarding Lead will be expected to:

- Refer cases of suspected abuse to the appropriate adult in the cadet/youth organisation.
- Refer cases of suspected radicalisation to the Channel programme.
- Decide whether it is necessary to initiate a referral and who will take the lead.

4.4 Designated Safeguarding Officer (DSO)



To ensure that there is sufficient support for safeguarding issues throughout the College, Designated Safeguarding Officers who have received Designated Safeguarding Lead training will be available to support the DSL and their deputy and any member of staff on safeguarding, prevent and child protection issues.

These DSOs will be expected to:

- Refer cases of suspected abuse to the DSL or DDSL or appropriate staff in cadet/youth organisation.
- Refer cases of suspected radicalisation to the Channel programme.
- Provide advice and support to other staff in relation to safeguarding and child protection issues.
- Maintain a record of any child protection referral, complaint or concern (even where the concern does not lead to a referral).
- Regularly update the Lead Safeguarding Officer on any safeguarding concerns in both their caseload and across the College.
- Record and maintain concise and accurate records which may be used as a source of evidence.

4.5 HR Manager

The HR Manager will be expected to:

- Carry out appropriate checks on applicants to the College, including CRB/DBS checks at the correct level prior to joining the company
- Ensure that all staff are trained to an acceptable standard and complete all mandatory training.
- Ensure that safeguarding policies and practices are a core part of the staff induction, which should include the Safeguarding Policy, Behaviour Policy and the role of the Designated Safeguarding Lead, Deputy Designated Safeguarding Lead, and Designated Safeguarding Officers.
- Develop, monitor and advise on the implementation of procedures for dealing with allegations against staff which are consistent with national guidance.
- Manage the progress of allegations against staff, liaising with the Designated Safeguarding Lead, and other agencies as required.
- Manage the progress of allegations made against supply/temporary members of staff with the Designated Safeguarding Lead, and other agencies as required.
- Maintain records of staff compliance in understanding the key updates within the Keeping Children Safe in Education report.

4.6 College Staff

All College staff are expected to:

- Establish and maintain an ethos and culture where learners and those who are vulnerable feel secure are encouraged to talk and are listened to.
- Be able to reassure learners that they are being taken seriously and that they will be supported and kept safe. A learner should never be given the impression that they are



creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a learner ever be made to feel ashamed for making a report.

- Ensure all staff, whether permanent, temporary or volunteers, are made aware of the College's Safeguarding Policy, update themselves yearly with the KCSIE report and share our commitment to safeguarding and promoting the welfare of learners and vulnerable adults.
- Ensure mandatory training is completed, where directed, and they keep themselves updated through attendance at Safeguarding Networks and Staff Training sessions.
- Understand and adhere to the reporting procedure for a safeguarding concern, seeking support from the DSL or DDSL where necessary.
- Be aware that technology is a significant component in many safeguarding and wellbeing issues. Learners are at risk of abuse online as well as face to face. Learners can also abuse their peers online, this can take the form of abusive, harassing and misogynistic messaging, non-consensual sharing of indecent images and sharing of abusive images and pornography to those who do not want to receive it.

5. DEFINITIONS

For the purposes of this Policy, the following words and phrases have the meanings as indicated:

- **Abuse:** 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. 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.
- **"Child" or "Children"** means a person(s) under the age of 18.
- **"Channel"** forms a key part of the Government Prevent Strategy (see below for Prevent definition). The process is a multi-agency approach to identify and provide support to individuals who are at risk of being drawn into terrorism and extremism.
- **"College"** means Cadet Vocational College.
- **"College staff"** means all College employees and volunteers working on behalf of the College.
- **"Exploitation"** means the use of a young person or vulnerable adult for someone else's advantage, gratification or profit, often resulting in unjust, adultification, teenage relationships abuse and cruel or harmful treatment. CCE and CSE '**may involve** an exchange for something the victim wants, and/or for the financial advantage or increase status of the perpetrator or facilitator'.
- **"Extremism"** is defined in the 2011 Prevent Strategy as vocal or active opposition to fundamental British values including democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs. Also included in the definition is extremism calls for the death of members of the UK armed forces, whether in this country or abroad.



- **“Prevent”** refers to the Prevent Strategy, published by the Government in 2011, which is part of the Government’s overall counter-terrorism strategy, CONTEST. The aim of the Prevent Strategy is to reduce the threat to the UK by stopping people becoming terrorists or supporting terrorism.
- **“Radicalisation”** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- **“Safeguarding”** is the process of protecting vulnerable people, whether from crime or other forms of abuse.
- **“Terrorism”** is defined in the Terrorism Act 2000 (TACT 2000). In summary, this defines terrorism as an action that endangers or causes serious violence to a person / people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.
- **“Vulnerable adult”** means any person aged 18 or over who is or may be in need of community care services by reason of mental or other disability, age or illness and is or may be unable to take care of themselves, or unable to protect themselves against significant harm or exploitation. It should be noted that the definition of a vulnerable adult means that this can be a transient category for some individuals.

Definitions of Abuse

Abuse of children can be categorised into four areas (as defined by the Children’s Act 1989):

Neglect is the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers); or
- ensure access to appropriate medical care or treatment.
- It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.

Physical abuse includes 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.

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child’s emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar 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 the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), 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, though it may occur alone.

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is 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 (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Child on Child abuse (peer on peer)

The abuse of children by other children is a specific safeguarding issues in education and **all** staff should be made aware of it and understand the importance of challenging this behaviour.

Child on Child (peer on peer) abuse is likely to include:

- Bullying (including cyberbullying).
- Abuse in intimate personal relationships between peers.
- Physical abuse including an online element which facilitates, threatens and or encourages physical abuse.
- Sexual violence including an online element which facilitates, threatens and or encourages sexual violence.
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment.
- Causing someone to engage in sexual activity without consent.
- Consensual and non-consensual sharing of nudes and semi-nude images and or videos (sexting).
- Up skirting, involving taking a picture under a person's clothing without permission.
- Initiation / hazing type violence and rituals as a way of initiating someone into a group.

5.4 Additional issues

In addition, Keeping Children Safe in Education identifies that there are wider safeguarding issues that should be considered and acted upon. The statutory guidance lists specific issues (see appendix 1 – supporting Information for more details). The specific areas are:



- Recognising Signs of Physical, Emotional and Sexual Abuse & Neglect
- Bullying and Harassment, including Cyberbullying and On-line Grooming
- Prevent duty
- Child Sexual Exploitation
- Teen dating abuse
- Human Trafficking and Modern Slavery
- Female Genital Mutilation (FGM) and Breast Flattening (Ironing)
- Honour Based Abuse (HBA) and Forced Marriages
- County Lines and Child Criminal Exploitation
- Use of reasonable force
- Mental health
- Domestic Abuse, including Teen Dating Abuse
- Useful Contact Details
- Online Sexting
- Fabricated and induced illness
- Drugs
- Gender based violence/violence against women and girls
- Online safety and digital harm
- Misinformation and Disinformation
- Attendance and absence as a Safeguarding indicator
- Child on child abuse
- Safer recruitment

6. CONFIDENTIALITY

6.1 Confidentiality and trust should be maintained as far as possible. The degree of confidentiality will be governed by the need to protect the child, young person or vulnerable adult who is always the primary concern. The child, young person or vulnerable adult must, at the earliest opportunity in the disclosure, be informed of the need to pass the information on.

The College will comply with the requirements of the Data Protection Act 2018, and the UK General Data Protection Regulation which allows for the disclosure of personal data where necessary to protect the vital interests of the vulnerable adult.

In some cases the main restrictions on disclosure of information are:

- Common Law duty of confidence
- Human Rights Act 1998
- Data Protection Act 2018
- UK GDPR

Each of these must be considered separately. Other statutory provisions may also be relevant, but in general, legislation does not prevent the sharing of information if:

- Those likely to be affected provide their consent.



- The public interest in safeguarding the child's welfare overrides the need to keep the information confidential.
- Disclosure is required under a court order or other legal obligation.

7. RAISING CONCERNS ABOUT THE SAFEGUARDING PRACTICES WITHIN THE COLLEGE

- All staff, volunteers and learners should feel able to raise concerns about poor or unsafe practice and potential failures within the College's safeguarding policies and procedures and know that such concerns will be taken seriously by the College's Executive Leadership Team.
- Staff, volunteers and learners should follow the Whistleblowing Policy if they have any concerns about the practices at the College.
- Where they do not feel able to use the College policies, the NSPCC Whistleblowing helpline is available. [NSPCC whistleblowing-advice-line](#)

8. GOVERNANCE

8.1 Safeguarding will be managed at Cadet Vocational College through the Safeguarding Committee that will hold internal meetings at least three times and Trustee Safeguarding meetings three times each academic year. The Committee, internal meetings will be chaired by the Deputy Chief Executive and the Trustee Safeguarding meeting will be chaired by the designated Trustee. The designated Trustee will report back at the full Trustee board.

8.2 The responsibility of the Committee is to:

- Ensure the review and implementation of the Safeguarding & Prevent Policy.
- Review incidents and identify, themes and the College's response to these.
- Monitor and review the process of DBS checking and recording of staff, Ambassadors, Trustees and volunteers.
- Ensure the appropriate level of training is completed by all staff and volunteers.
- Review the effectiveness of safeguarding and Prevent processes.
- Ensure policies on bullying, harassment and discrimination are implemented, monitored and reviewed.
- Review and monitor the E-Safety Policy.
- Consider any emerging issues related to the radicalisation and the Prevent Agenda.

9. REFERENCES



There is a great deal of legislation that is relevant to the safeguarding of young people and vulnerable adults and this policy has been developed in the light of the following:

- Working Together to Safeguard Children (2025)
- Keeping Children Safe in Education Update (2025)
- Statutory Guidance for Schools and Colleges – Part 1 (2024)
- Strategy for Dealing with Safeguarding Issues in Charities (2017)
- Children Act 2004
- Children and Families Act 2014
- Education Act 2011
- Government Prevent Strategy 2011
- Revised Prevent Duty Guidance 2021
- The Care Act 2014 (safeguarding adults)
- National Guidance for Child Protection in Scotland 2021
- The Data Protection Act 2018
- GDPR – Information Sharing Advice for practitioners providing safeguarding services to children, young people, parents & carers 2015, updated 2018
- The Voyeurism (Offences) Act 2019
- The Counter Terrorism and Security Act 2015
- Voluntary Safeguarding code of practice for Out of School Settings (OOSS) providers 2018 (updated 2022)

10. MEASURES

The effectiveness of this Policy will be monitored and measured in a variety of ways. These will include:

- Regular reporting on safeguarding incidents to the Safeguarding Committee and Board of Trustees.
- Measuring staff confidence in managing safeguarding incidents.
- Individual training and development records.
- Development of appropriate mechanism for assessing experience of those reporting safeguarding concerns, or being subject to safeguarding enquiries.
- Feedback from partners on quality and appropriateness of referrals.

11. RESPONDING TO CONCERNS



Where any member of staff, learner or trustee has a concern about a learner, they must report it immediately. There are a number of reasons why a learner or staff member might need to report a concern:

- In response to something a learner has said.
- In response to signs or suspicions of abuse.
- In response to allegations made against a member of staff, volunteer, carer or parent.
- In response to bullying, face to face or online.
- Observation of inappropriate behaviour / views.
- In response to anything which makes a learner / young or vulnerable person uncomfortable.

It is important for College staff to note that if an incident has occurred outside of the College, it should still be reported.

On receipt of safeguarding information regarding a child, young or vulnerable adult or member of staff:

- Stay calm.
- Reassure the person reporting their concern that they have done the correct thing in telling you.
- Listen carefully to what is being said and take them seriously.
- Do not promise confidentiality.
- Explain that you have a duty to tell the Safeguarding Team and that their concerns may be shared with others who could play a part in protecting them or the individual concerned. Including parent **unless** the parent/carers is subject to the investigation.
- Reassure them that they will be involved in decisions about what will happen wherever possible. For concerns that involve potential risk to children, this cannot always be guaranteed.
- If they have specific communication needs, provide support and information in a way that is most appropriate to them, or seek support to do this.
- Do not be judgemental or jump to conclusions.
- Record in writing exactly what is being said, if you cannot do this at the time, then record immediately afterwards.

12. REPORTING CONCERNS

Any allegation, disclosure or suspicion of harm or abuse needs to be taken seriously and handled in a sensitive manner. Individual members of staff should never deal with disclosures in isolation.

If at any point, there is a risk of immediate serious harm to a child, call the Police on 999 immediately. A referral should also be made to Children or Adult Social Care immediately. Anyone can call 999 or make a referral. If this ever happens, the Designated Safeguarding Lead must be informed at the earliest opportunity.



On receipt of a concern, the matter must be reported immediately to the Safeguarding Team. Details of the Safeguarding Team are at Appendix 2 (Aide Memoir and Duty Rota).

The Designated Safeguarding Officer will discuss with you the concern or information you have.

It will be agreed following consultation with the DSL or DDSL what the next action will be, which may include the following:

- Referral to the appropriate Safeguarding lead in the cadet/youth organisation
- Referral to the appropriate agency.
- Contact with the person reporting.
- Contact with the parent(s) / guardian(s).
- Report serious cases to Charity Commission.

The Designated Safeguarding Officer will advise you of what further involvement you should have.

The Designated Safeguarding Officer will confirm in writing, where appropriate.

13. RECORDING REQUIREMENTS

During or immediately after a disclosure record the following:

- Names of those present during the disclosure / allegation.
- Address and contact of the young person.
- Date of birth.
- Ethnic origin.
- Other agencies already involved.
- Date and time of the conversation.
- Place where the alleged incident took place.
- Brief description of the concern or allegation.
- Any visible injuries.
- Any alleged injuries.
- Young person's preferred action.
- Next steps and follow up agreed.

14. MANAGING ALLEGATIONS AGAINST A MEMBER OF STAFF

Managing allegations of abuse by members of staff must be in accordance with Keeping Children Safe in Education (DfE 2025).

This procedure should be applied when there is such an allegation or concern that a person who works with children, has:



- Behaved in a way that has harmed a child, or may have harmed a child;
- Possibly committed a criminal offence against or related to a child; or,
- Behaved in a way that indicates he / she is unsuitable to work with children.

These behaviours should be considered within the context of the four categories of abuse (i.e. physical, sexual and emotional abuse and neglect). These include concerns relating to inappropriate relationships between members of staff and children or young people, for example:

- Having a sexual relationship with a child under 18 if in a position of trust in respect of that child, even if it claimed to be consensual (see s16-19 Sexual Offences Act 2003);
- 'Grooming', i.e. meeting a child under 16 with intent to commit a relevant offence (see s15 Sexual Offences Act 2003);
 - Other 'grooming' behaviour which may not meet the criminal threshold, but gives rise to concerns of a broader child protection nature (e.g. inappropriate text / e- mail messages or images, gifts, socialising etc.); or,
- Possession of indecent photographs / pseudo-photographs of children.

15. ORGANISATIONAL FRAMEWORK

There are also a number of other Cadet Vocational College policies and procedures that are relevant to safeguarding and should be borne in mind when applying this policy, including:

- Safeguarding and Child Protection Policy – Supporting Information (Appendix 1), which contains useful information on the following subjects:
 1. Recognising Signs of Physical, Emotional and Sexual Abuse & Neglect & exploitation
 2. Bullying and Harassment, including Cyberbullying and On-line Grooming
 3. Prevent duty
 4. Child Sexual Exploitation
 5. Teen dating abuse
 6. Human Trafficking and Modern Slavery
 7. Female Genital Mutilation (FGM) and Breast Flattening (Ironing)
 8. Honour Based Abuse (HBA) and Forced Marriages
 9. County Lines and Child Criminal Exploitation
 10. Use of reasonable force



11. Mental health
12. Domestic Abuse, including Teen Dating Abuse
13. Useful Contact Details
14. Online Sexting
15. Fabricated and induced illness
16. Drugs
17. Gender based violence/violence against women and girls



APPENDICES

1) Supporting Information

<https://cvcollege.org/child-protection-and-safeguarding/>

2) Details of the Safeguarding Team

<https://cvcollege.org/child-protection-and-safeguarding/>

3) Code of Conduct for Staff Working with Young Learners

<https://cvcollege.org/child-protection-and-safeguarding/>

4) Safer Recruitment Policy

<https://cvcollege.org/child-protection-and-safeguarding/>

5) Crisis Communications Plan

<https://cvcollege.org/child-protection-and-safeguarding/>

6) Organisational Statement on Safeguarding

<https://cvcollege.org/child-protection-and-safeguarding/>

7) Prevent Risk Register

<https://cvcollege.org/child-protection-and-safeguarding/>

8) Whistle Blowing Policy

<https://cvcollege.org/child-protection-and-safeguarding/>

9) Disciplinary Procedure

<https://cvcollege.org/child-protection-and-safeguarding/>