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1.Our Safeguarding Policy

This policy applies to all staff, including senior managers, the Board of Governors, paid staff, volunteers and sessional workers, temporary or agency staff, Learners on placements or anyone working on behalf of Lakes College and are consistent with

Keeping Children Safe in Education 2026.

The Purpose of this Policy

• To protect children and young people who receive Lakes College's services.

• To provide staff and volunteers with the overarching principles that guide our approach to safeguarding and child protection.

Lakes College recognise our statutory responsibility to safeguard and promote the welfare of all children. Safeguarding is everybody's responsibility and all those directly connected (staff, volunteers, governors, leaders, parents, families, and learners) are an important part of the wider safeguarding system for children and have an essential role to play in making this community safe and secure.

Lakes College believes that a child or young person should never experience abuse of any kind. We have a responsibility to promote the welfare of all children and young people and to keep them safe.

Safeguarding incidents and/or behaviours can be associated with factors outside of the College and/or can occur between children outside of the College.

All staff, but especially the Designated Safeguarding Lead, should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children and young people should consider whether wider environmental factors are present in the child or young person's life that are a threat to their safety and/or welfare.

Lakes College recognises the importance of providing an ethos and environment that will help children to be safe and feel safe.

In our college, children are respected and encouraged to talk openly. All children (defined as those up to the age of 18) and vulnerable adults (such as those with Special Educational Needs and Disabilities) have a right to be heard and to have their wishes and feelings taken into account, and all children, regardless of age, gender, ability, culture, race, language, religion, or sexual identity, have equal rights to protection.

Our college acknowledges the need to treat everyone with equity, fairness, dignity and respect. We recognise that unconscious bias may impact upon our perceptions and expectations of children, particularly those from minority groups and that this may influence the safeguarding actions we take. We seek to educate and challenge all members of the College community to address equality of access and opportunity for all children, by highlighting inequalities and increasing awareness.

Staff challenge any form of derogatory and sexualised language or behaviour. They are vigilant to sexualised/aggressive touching/grabbing. We recognise that groups at particular risk include girls, Learners who identify as Lesbian, Gay, Bisexual, Transgender Queer+ (LGBTQ+), or are perceived by peers to be LGBTQ+, and Learners with SEND. We recognise that these children can be targeted by other children and acknowledge the importance of a safe space for them to speak out or share their concerns with members of staff. Learners are protected from up-skirting, bullying (including cyberbullying), homophobic, biphobic and transphobic behaviour, racism, sexism, and all other forms of discrimination. Any discriminatory behaviours are challenged, and children are supported to understand how to treat others with respect.

We also have a statutory duty to report and record any of the above incidents. Staff have familiarity with the Equality Act 2010 and the Public Sector Equality Duty (PSED), the Human Rights Act 1998 and recent reforms to the Act, and how they apply to safeguarding.

This policy applies where there are any child protection concerns regarding children at the college, but may also apply to other children connected to the

college, for example, siblings, younger members of staff (under 18) or children on learner / work placements.
Through their day-to-day contact with Learners and their direct work with families, all staff and volunteers in the college have a crucial role to play in noticing indicators of possible abuse or neglect at an early stage. Our college may be the only secure, stable, and predictable element in their lives. All staff are familiar with the categories or abuse outlined in this policy.

Lakes College will endeavour to support the welfare and safety of all learners through:
• Ensuring the child's welfare is of paramount importance.
• Training all staff to recognise the signs and symptoms of abuse and to know the college's procedures and lines of communication.
• Ensuring children's mental and physical health or development is not impaired.
• Providing children a balanced curriculum, including PSHE (Personal, Social and Health Education) and RSE (Relationships and Sex Education) to help learners stay safe, recognise when they don't feel safe and identify who they might/can talk to.
• Working with parents to ensure they understand the College's legal responsibility to safeguard and ensure the welfare of all children, including the need for referral to other agencies in some situations.
• Keeping confidential records that are stored securely and shared appropriately with other professionals.
• Ensuring the voice of the child is evident in individual case files and informs the college's policy developments.
• Ensuring the College practices safer recruitment processes in checking the suitability of staff, supply staff, volunteers, visitors and contractors.
• Informing parents/carers about expected behaviour.

Lakes College expects that if any member of our community has a safeguarding concern about any child or adult, they will act immediately.

This policy is implemented in accordance with our compliance with the statutory guidance from the Department for Education 'Keeping Children Safe in Education' 2026 (KCSiE), which requires colleges to have an effective child protection policy.

The procedures contained in this policy apply to all staff, including Governors, temporary or third-party agency staff and volunteers, and are consistent with those outlined within KCSiE 2026.

The welfare and safety of children is the responsibility of all staff in school. ANY concern for a pupil's welfare MUST be reported to the Designated Safeguarding Lead.

All members of staff have a responsibility to:

• Provide a safe environment in which children can learn and promote the child's welfare.

• Maintain an attitude of 'it could happen here' where safeguarding is concerned and to always act in the best interests of the child.

• be alert to any issues of concern in a child's life at home or elsewhere including the online world.

• Understand the early help process and their role in it.

• Be aware of the indicators of abuse, neglect and exploitation, so they can identify cases of children who may be in need of help or protection.

• Understand that children may not feel ready to or know how to tell someone they are being abused, exploited, or neglected and/or that they may not recognise their experiences as harmful. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. They may feel embarrassed, humiliated or be being threatened. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns any about a child.

• Consider wider environmental factors in a child's life that may be a threat to their safety and/or welfare.

• Be aware of the process of making referrals to children's social care and statutory assessment under the Children Act 1989.

• Build trusting relationships which facilitate communication with children and young people.
• Know what to do if a child tells them that he or she is being abused, neglected or exploited and understand the impact abuse and neglect can have upon a child.
• Know how to maintain an appropriate level of confidentiality.
• Understand and comply with this policy and understand other safeguarding policies and systems.
• To undertake and engage with regular and appropriate training, that is regularly updated.
• Be aware of, and take appropriate action to raise concerns, about poor or unsafe practice, or potential failures in the school safeguarding regime. (This may include accessing the school whistleblowing policy).

- act in line with our staff code of conduct/behaviour policy
- act in line with the Teachers' Standards which state that teachers (including headteachers) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

Children and young people (pupils/learners) have a right to:
• Report abuse confidently, knowing concerns will be taken seriously and that they will be listened to, and that effective action will be taken.
• Seek help from a trusted adult and feel listened to.
• Learn how to keep themselves safe by recognising when they are themselves at risk and how to get help when they need it, including online.

Parents/carers have a responsibility to:
• Work in partnership with the college to safeguard and promote the welfare of child/ren and understand Lakes College's statutory responsibilities in this area.
• Read and adhere to the relevant college policies and procedures.
• Talk to their children about safeguarding issues and support the school in their safeguarding approaches.

• Identify behaviours which could indicate that their child is at risk of harm, including online
• Follow the procedure for lodging complaints to address issues and guarantee Lakes College prompt response.
• Seek help and support from the college, or other appropriate agencies.
• We are committed to working with parents/ carers positively, openly, and honestly.
We ensure that all parents/ carers are treated with respect, dignity, and courtesy.
We respect parents'/ carers' rights to privacy and confidentiality, and will not share sensitive information, unless we have permission, or it is necessary to do so to protect a child/children.

Definition of Safeguarding

Safeguarding children is defined in Working Together to Safeguard Children 2025 and Keeping Children Safe in Education 2026 as:
• Providing help and support to meet the needs of children 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 or development.
• Ensuring children are growing up in circumstances consistent with the provision of safe and effective care.
• Taking action to enable all children to have the best outcomes.
Children includes everyone under the age of 18.

Child Protection is a part of safeguarding and is defined as activity undertaken to protect specific children from significant harm. This includes harm inside or outside the home or online.

Legal Framework

This policy has been drawn up on the basis of law and guidance that seeks to protect children, namely:

• Children Acts 1989 and 2004 and related guidance
• DfE Keeping Children Safe in Education 2026 (KCSiE)
• Working Together to Safeguard Children 2025 (WTSC)
• Ofsted: Further Education and Skills Inspection Toolkit 2026
• Framework for the Assessment of Children in Need and their Families 2000
• Cumberland Safeguarding Children Partnership
• The Education (Independent College Standards) Regulations 2014
• The Non-Maintained Special Colleges (England) Regulations 2015
• The Education Act 2011
• United Convention of the Rights of the Child 1990
• Data Protection Act 2018
• Human Rights Act 1998
• Sexual Offences Act 2003
• Counterterrorism and Security Act 2015
• Prevent Duty Guidance: England & Wales (2023)
• Protection of Freedoms Act 2012
• Children and Families Act 2014
• Special Educational Needs and Disability (SEND) code of practice: 0-25 years January 2015
• Police Act 1997 (Protection of Vulnerable Adults) Regulations 2013
• Safeguarding Vulnerable Groups Act 2006
• Mental Capacity Act 2019
• Information Sharing Duty September 2026

Sections 175 and 157 of the Education Act 2002 require school governing bodies, proprietors, local education authorities and further education institutions to make arrangements to safeguard and promote the welfare of all children who are pupils or learners at a school, or who are learners under 18

years of age. Such arrangements will have to have regard to any guidance issued by the Secretary of State.

We recognise that:

• The welfare of children and young people is paramount, as enshrined in the Children Acts 1989 and 2006.

• All children, regardless of age, disability, gender, racial heritage, religious belief, sexual orientation, or identity, have a right to equal protection from all types of harm or abuse.

• Some children and young people are additionally vulnerable because of the impact of previous experiences, their level of dependency, communication needs or other issues.

• Working in partnership with children, young people, their parents, carers, guardians, and other agencies is essential in promoting young people's welfare.

We will seek to keep children and adults at risk safe by:

• Valuing, listening to, and respecting them.

• Actively promoting an inclusive learner culture where learners feel safe to report concerns, have a clear awareness of safeguarding risks (including online safety and peer-on-peer abuse issues), and understand how to report concerns.

• Appointing a Designated Safeguarding Lead (DSL) for children and young people, Designated Safeguarding staff and a Lead Governor for safeguarding.

• Providing effective management for staff and volunteers through supervision, support, training, and quality assurance measures.

• Promoting Safer recruitment practices and recruiting staff and volunteers safely, ensuring all necessary checks and due diligence are carried out prior to employment.

• Recording and storing information professionally and securely, and sharing information about safeguarding and good practice with children, young people, their families, staff and volunteers via leaflets, posters, and one-to-one discussions.

• Using our safeguarding procedures to share concerns and relevant information with agencies who need to know, and involving children, young people, parents, families, and carers appropriately.
• Using our procedures to manage any allegations against staff and volunteers appropriately.
• Creating and maintaining an anti-bullying environment and ensuring that we have a policy and procedure to help effectively deal with any bullying that does arise.
• Ensuring that we have effective complaints and whistleblowing measures in place.
• Ensuring that we provide a safe physical environment for our children, young people, staff and volunteers, by applying health and safety measures in accordance with the law and regulatory guidance.
• Presenting and promoting the policy, practices and procedures to all stakeholders, including the employers of apprentices, learners and employers supporting industry placements.
• Ensuring that the policy is accessible to all, including public access via the College website.
• Promoting the policy, safeguarding processes and responsibilities as part of staff, contractor, volunteer and apprentice employer induction, including access to training and how to raise concerns.
• Ensuring staff complete regular comprehensive mandatory training, including promoting and implementing the policy and procedures, and that they fully understand their responsibilities and those of stakeholders.
• Ensuring all learners, apprentices and their employers remain engaged with the policy and safeguarding processes, including regular workplace reviews with apprentices and employers which includes continued focus on wellbeing.
• Maintaining accurate and detailed records of all safeguarding incidents and concerns.
• Ensuring robust governance of the safeguarding policy, procedures and practices are in place and effectively monitored by the Safeguarding Team.
The College works closely with the three safeguarding partnerships: Health, the Police and Social Services. The College undertakes to refer concerns that

a child or adult might be at risk of significant harm to the appropriate agencies as agreed with Cumberland Safeguarding Children Partnership (CSCP).
The College will notify appropriate agencies if there is an unexplained absence of a child who is the subject of a Child Protection Plan. The College will also notify agencies if any young person under the age of 18 is missing from education. This also applies to adults if there is a significant concern for their safety and wellbeing.
The College will work collaboratively with relevant agencies in their enquiries regarding child protection matters, including attendance at case conferences and core groups.

1 Responsibility

Title	Responsibility
Board of Governors	It is a collective responsibility of the Board of Governors to ensure that the legislative duties placed on the College are met. In addition to monitoring safeguarding expectations and developments, the Board appoints the key post of Designated Safeguarding Lead, who provides advice, guidance and manages any activity under Safeguarding. The Board receives formal reporting of the nature of concerns and numbers of learners receiving support at least twice a year. In this way they seek and receive assurance that statutory duties are being met. A Governor attends some internal operational meetings to link with the Board and provides further reassurance that processes, procedures and support are in place and that the College is also co-operating as expected with other agencies. All Governors receive refresher training once a year and have access to further online training.

Vice Principal	Ensuring the effective implementation of safeguarding policies and procedures within the institution. This includes the distribution of relevant information to staff, Learners, parents, as well as ensuring compliance with legal and regulatory requirements.
Designated Safeguarding Lead (DSL)	Responsible for safeguarding within the institution. They provide direction to staff to ensure safeguarding procedures are followed consistently. Responsible for managing and overseeing the referral process for any concerns or disclosures of abuse or neglect. They should ensure that referrals are made to the appropriate agencies and that documentation is maintained.
Deputy Designated Safeguarding Lead (DDSL)	Assist with the DSL in the day-to-day management of safeguarding concerns and may act as a point of contact for staff, volunteers, and external agencies in the absence of the DSL.
Institution staff	All staff members play a crucial role in safeguarding the welfare and well-being of Learners. Staff have an obligation to attend mandatory training to be able to recognise safeguarding concerns.

If you have any questions in relation to the Safeguarding and Prevent policy and procedure, please contact irenef@lcwc.ac.uk

Child Protection and Safeguarding Procedures

Recognising Indicators of Abuse, Neglect and Exploitation

As a college, we are aware that abuse, neglect and safeguarding issues are rarely individual events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another. Knowing what to look for is vital to the early identification of abuse and neglect. If staff are unsure, they should always speak to the Designated Safeguarding Lead (or a deputy). All

staff in the College are aware of the definitions and indicators of abuse and neglect. There are four categories 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.
- Emotional abuse: the persistent emotional maltreatment of a child, such as to cause severe and adverse effects on the child's emotional development.
- 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.
- Neglect: 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.

Definitions

Term	Definition
Child and Childhood Sexual Abuse	When a child or young person is sexually abused, they're forced or groomed into sexual activities. They might not understand that what's happening is abuse or that it's wrong. There are two types of sexual abuse: 1. Contact abuse can include touching, kissing and oral sex – sexual abuse isn't just penetrative. 2. Non-contact abuse is where a child is abused without being touched by the abuser. This can be in person or online.
Consent	This means giving permission for something to happen or agreeing to do something and being comfortable with that decision. Consent can be withdrawn at any time.

Controlling Behaviour	This is a range of acts designed to make a person subordinate and/or dependent by, for example: isolating the individual from sources of support; depriving them of the means needed for independence, resistance and escape; regulating their everyday behaviour.
Coercive Behaviour	This is defined as an act or pattern of acts of assault, threats, humiliation and intimidation or other abuses that is used to harm, punish or frighten a victim. This involves controlling and manipulating small aspects of everyday life that, on their own, can be difficult to see as a criminal offence. However, when considered together, they add up to a pattern of violence and abuse.
Economical Abuse	This is wider in its definition than 'financial abuse', as it can also include restricting access to essential resources such as food, clothing, transport, and denying the means to improve a person's economic status (for example, through employment, education, or training)
Emotional, Mental and Psychological Abuse	Often closely linked terms that can be used interchangeably. The aim of emotional abuse in relationships is to reduce confidence and esteem to make their victim increasingly reliant on them. They use tactics such as intimidation, bullying, constant criticism and keeping someone isolated from family and friends in order to exert control.
Female Genital Mutilation (FGM)	This is defined by the World Health Organisation (WHO) as the range of procedures that involve 'the partial or complete removal of the external female genitalia or other injury to the female genital organs whether for cultural or any other non-therapeutic reason'.

Financial Abuse	his involves a perpetrator using or misusing money which limits and controls their partner's current and future actions and their freedom of choice. It can include using credit cards without permission, putting contractual obligations in their partner's name, and gambling with family assets. Financial abuse can leave individuals with no money for essentials such as food and clothing. It can leave them without access to their own bank accounts.
Forced and Child Marriage	Forcing a person into a marriage is a crime in England, Wales, Scotland, Northern Ireland and the Republic of Ireland. A forced marriage is one entered without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some perpetrators use perceived cultural practices to coerce a person into marriage.
Gaslighting	A form of manipulation and psychological control. Victims of gaslighting are deliberately and systematically fed false information that leads them to question what they know to be true, often about themselves. They may end up doubting their memory, their perception, and even their sanity. Over time, a perpetrator's manipulations can grow more complex and potent, making it increasingly difficult for the victim to see the truth.

Harassment	Any unwanted conduct which has the purpose or effect of violating the dignity of an individual, or creating an intimidating, hostile, degrading, humiliating or offensive environment for them, related to their gender, sexual orientation or gender identity.
Historic Abuse or Non-recent abuse	This is when an adult was abused in any way, as a child or young person under the age of 18. This can also include abuse carried out by individuals who are the same age as the victim (peer on peer abuse).
Honour Based Violence (HBV), or Honour Based Abuse (HBA)	Or so-called HBV/HBA encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community. Abuse and violence may include female genital mutilation (FGM), forced marriage, restrictions on behaviour and communication and practices such as breast ironing. Abuse committed in the context of preserving “so called honour” often involves a wider network of family or community pressure and can include multiple perpetrators. Such violence can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code. Threats of such acts, coercion, or deprivation of liberty, whether occurring in public or private life.
Intimate Image Abuse/Revenge Porn	This is the distribution of a private sexual image of someone without their consent and with the intention of causing them distress, to shame, bully or take revenge on a person.
Intimate Partner	This means (i) persons legally married/or in a civil partnership agreement to one another, (ii) persons formerly married/ or in a civil partnerships

	agreement to one another, (iii) persons who have a child in common, regardless of whether such persons are married or have lived together at any time, (iv) couples who live together or have lived together, or (v) persons who are dating or who have dated in the past. The definition of Intimate Partners includes same sex couples.
Generative Artificial Intelligence (AI)	Any misuse of AI will be addressed in line with existing policies, including behaviour, safeguarding, data protection and complaints procedure. Serious concerns such as AI generated child sexual abuse material or deepfake abuse will be handled in accordance with local safeguarding procedures and national guidance.
Neglect	Neglect is the persistent failure to meet the individuals basic physical and/or psychological needs, likely to result in the serious impairment of their health or development.
Online Abuse	Online domestic abuse can include behaviours such as monitoring of social media profiles or emails, abuse over social media such as Facebook or Twitter, sharing intimate photos or videos without your consent, using GPS locators or spyware.
Peer-on-Peer Abuse	Inappropriate behaviours between children or vulnerable adults that are abusive in nature including physical, sexual or emotional abuse, exploitation, sexual harassment, all forms of bullying, coercive control, hazing/initiation rituals between children vulnerable adults, both on and offline (including that which is within intimate personal relationships).

Physical Abuse	The most visible form of domestic abuse. It includes such behaviour as slapping, burning, beating, kicking, biting, stabbing and can lead to permanent injuries and sometimes death. Strangulation, Non-Fatal strangulation, along with suffocation are also classed as physical abuse.
Sexual Abuse	Includes rape, forced sexual acts and sexual degradation. Any sexual act that involves force (including emotional blackmail) is abuse - this includes pestering, name calling and threatening to get sex from 'elsewhere' in order to manipulate someone who does not want to have sex at that time into having sex. Sexually abusive relationships can include being forced to watch pornography as well as being forced into having sex with the perpetrator's friends or engaging in prostitution.
Stalking	It is a pattern of persistent and unwanted attention that makes the victim feel pestered, scared, anxious or harassed. Some examples of stalking are: Regularly giving unwanted gifts, making unwanted communication, damaging property, repeatedly following or spying on a victim, and making threats. Taken in isolation, some of these behaviours may seem like small acts, but together they make up a consistent pattern of behaviour that is frightening and upsetting. It's important to know that stalking is a criminal offence, and the police will take it seriously.
Under 18	A child or young person is classed as under 18 until the eve of their 18th birthday.

Vulnerable Adult	A person aged 18 or over who is or may be, in need of services by reason of mental or other disability, age or illness, and who is, or may be, unable to take care of themselves, or unable to protect themselves against significant harm, abuse or exploitation, including being drawn into terrorism.

Online Safety

Please see separate Online Safety procedures.

It is recognised by Lakes College that the use of technology presents challenges and risks to children and adults both inside and outside of college.

The use of technology has become a significant component of many safeguarding issues. For example, technology often provides the platform that facilitates harm in cases of child exploitation, radicalisation, sexual predation, and bullying.

Lakes College will empower, protect and educate the whole college community in the use of technology and establish mechanisms to identify, intervene in, and escalate any incident where appropriate.

The DSL has overall responsibility for online safeguarding within the college but will liaise, as necessary, with other members of staff.

The DSL, leadership team and Governing Body have read, understood and acted upon all guidance regarding online safety within 'Keeping Children Safe in Education' 2026.

Lakes College identifies the breadth of issues within online safety can be considerable, but they can be broadly categorised into four areas of risk:

• **Content**: being exposed to illegal, inappropriate or harmful content, for example: pornography, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories.

• **Contact**: being subjected to harmful online interaction with other users. For example, peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.

• **Conduct:** personal online behaviour that increases the likelihood of, or causes, harm. For example, making, sending and receiving explicit images (including consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying.

• **Commerce**: risks such as online gambling, inappropriate advertising, phishing and/or financial scams.

Lakes College recognises the specific risks posed by mobile phones, wearable technology and cameras, and, in accordance with KCSiE 2026, has appropriate policies in place that are shared and understood by all members of the college community:

• Online Safety Policy

• Acceptable Use Policy

Lakes College uses a wide range of technology. This includes computers, laptops, tablets and other digital devices, the internet, our learning platforms, intranet and email systems.

All college owned devices and systems will be used in accordance with our acceptable use policies and with appropriate safety and security measures in place.

All members of staff have access to appropriate, regular and up-to-date online safety information as part of their safeguarding training.

Lakes College ensures that all staff receive training on the expectations, applicable roles and responsibilities in relation to our filtering and monitoring systems and processes.

Lakes College ensures that appropriate filtering and monitoring systems are in place on college equipment and systems used by learners and staff, including college devices used by learners at home.

Filtering and monitoring are an important part of college's online safety responsibilities, but they are only one part of our approach to online safety. Learners and adults may have access to systems external to the college control, such as mobile phones and other internet enabled devices and technology. Where concerns are identified, appropriate action will be taken.

Lakes College recognises that many learners and parents will have unlimited and unrestricted access to the internet via mobile phones and other enabled devices, this is external to the college's control. Where concerns are identified appropriate action will be taken.

Lakes College will ensure a comprehensive whole college approach is developed and in place to enable and equip all learners with the knowledge needed to make the best use of the internet and technology in a safe, considered and respectful way, so they are able to reap the benefits of the online world and manage the risks effectively.

The DSL will respond to online safety concerns in line associated policies. Disciplinary action and/or support will be implemented as appropriate. Where necessary, concerns will be escalated and reported to relevant partner agencies in line with our policies and procedures.

Generative Artificial Intelligence (AI)

Lakes College recognises the potential benefits of generative AI tools in supporting teaching, learning and assessment, and reducing staff workload—when used safely, responsibly, and with appropriate infrastructure. However, we also acknowledge the safeguarding, ethical, legal, and educational risks associated with AI, including exposure to harmful content, data breaches, academic dishonesty, and misinformation.

To manage these risks, only AI tools approved by the senior leadership team, following appropriate risk and data protection assessments may be used for educational or work purposes. A list of approved tools will be maintained and reviewed regularly.

Staff and learners will be informed of the benefits, risks, and expectations around AI use through training, policies (such as acceptable use and AI-specific policies), and curriculum content where appropriate.

Any misuse of AI will be addressed in line with existing policies, including behaviour,

safeguarding, data protection, and complaints procedures. Serious concerns, such as

AI-generated child sexual abuse material or deepfake abuse, will be handled in accordance with local safeguarding procedures and national guidance, including from the IWF, NCA-CEOP, and UKCIS.

Supporting Children Potentially at Greater Risk of Harm

Children who are Absent from Education

All staff should be aware that children who are absent from education, particularly on repeat occasions and/or prolonged periods and/or for unexplained reasons, can be a vital warning sign of a range of safeguarding possibilities. This may include abuse and

neglect, which may include sexual abuse or exploitation and child criminal exploitation (CCE). It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage.

Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future.

Lakes College recognises that when a child is not in college, they may be susceptible to, or exposed to, other risks, so we work with parents/ carers and other partners to keep children in college whenever possible.

Care Experienced Children (Looked after Children, Previously Looked After Children and Care Leavers)

Lakes College acknowledge and understands the common reason for children becoming looked after is as a result of abuse and/or neglect and/or exploitation, and a previously looked after child potentially remains vulnerable.

The College works with local authorities and the Virtual School to promote the educational achievement of registered learners who are looked after or who have been previously looked after, including those in kinship care.

The Designated Safeguarding Lead to ensure appropriate staff have the information they need in relation to a child's looked after legal status, contact arrangements levels of authority delegated to the carer by the local authority

Lakes College understands their responsibility to inform the Local Authority when they believe that a child is being cared for as part of a private fostering arrangement (When a child under 16, or 18 if they are disabled, is cared for and lives with an adult who is not a close relative for 28 days or more).

Children who are Lesbian, Gay, Bisexual, or Gender Questioning

A child or young person being lesbian, gay, or bisexual is not in itself an inherent risk factor for harm, however, other children can sometimes target them. Lakes College recognises children who are LGBTQ+ or are thought to be LGBTQ+ by other children, can be singled out by their peers or other individuals in the community.

When supporting a gender questioning child, colleges should take a cautious approach and consider the broad range of their individual needs in partnership with the child's parents (other than in the exceptionally rare circumstances where involving parents would constitute a significant risk of harm to the child), including any clinical advice that is available and how to address wider vulnerabilities such as the risk of bullying.

Colleges should refer to the DfE guidance for Schools and Colleges in relation to Gender Questioning Children when deciding how to proceed.

Children may face greater risks where they do not have reliable adults around them that they feel they can trust and be open with. LGBT education is part of our curriculum for Relationships Education/Relationship and Sex Education and Health Education, and our staff will work to eliminate extra obstacles and create a safe environment that encourages children to voice their concerns.

Safeguarding Children with Special Education Needs and Disabilities

• Lakes College understands that children with special educational needs (SEN) and disabilities face additional safeguarding challenges. These children may have an impaired capacity to understand, resist, or avoid abuse. The DSL will work closely with the SENCO to plan learning opportunities and support, as required.

• All staff will ensure that children with SEN and disabilities are able to overcome the barriers that exist for this group of children and specifically ensure that those with communication difficulties are supported to be able to express their voice and that it is listened to and acted upon.

• It is important that all staff are aware that children with SEN and disabilities may not always outwardly display indicators of abuse and that some children can be disproportionally impacted by things like bullying and exploitation without explicitly showing signs.

Reporting and Dealing with Allegations of Abuse Against Members of Staff, **including agency staff, contractors and volunteers**

Lakes College recognises that allegations sometimes arise from a differing understanding of the same event, but when they occur, they are distressing and difficult for all concerned. We also recognise that there is a risk in all educational institutions that a member of staff may seek to deliberately seek to harm or abuse children and/or vulnerable adults.

All staff, contractors and volunteers should feel able to raise concerns about poor or unsafe practice and such concerns will always be taken

seriously by the senior leadership team and should be reported initially to the Director of People, Culture & Development

Lakes College understands the duty to refer to the LADO where it is alleged that anyone working in the college 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.

• behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or

• behaved or may have behaved in a way that indicates they may not be suitable

to work with children.

In-depth information regarding staff allegations can be found within our Low Level Concerns Policy, Professional Boundaries Policy and Staff Code of Conduct

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the college's safeguarding regime. The leadership team at Lakes College will take all concerns or allegations received seriously.

If staff have safeguarding concerns, or an allegation is made about another member of staff (including volunteers/supply staff/visitors) posing a risk of harm to children, then:

• Allegations should be referred immediately to the Director of People, Culture & Development

Designated Safeguarding Lead who will act to deal with any immediate risk. Whether the allegation warrants further investigation or disciplinary action.

Where the allegation is considered to be either a potential criminal act or indicates that the child has suffered, is suffering or is likely to suffer significant harm, the matter should be reported immediately to the Local Authority Designated Officer (LADO) to agree further action to be taken in respect of the child and staff member.

Our Governance

It is a collective responsibility of the Board of Governors to ensure that the legislative duties placed on the College are met. In addition to monitoring safeguarding expectations and developments, the Board appoints the key post of Designated Safeguarding Lead, who provides advice, guidance and manages any activity under Safeguarding. The Board receives formal reporting of the nature of concerns and numbers of learners receiving support at least twice a year. In this way they seek and receive assurance that statutory duties are being met. A Governor attends some internal operational meetings to link with the Board and provides further reassurance that processes, procedures and support are in place and that the College is also co-operating as expected with other agencies. All Governors receive refresher training once a year and have access to further online training.

The Designated Link Governor for Safeguarding, who has responsibility for safeguarding concerns, including Prevent, can be contacted via the Clerk to the Governing Board on 01946 839300 or via email to michaelw@lcwc.ac.uk.

The Designated Link Governor for Safeguarding is responsible for overseeing the liaison between the Police and Children's Social Care in connection with allegations against the Principal of the Designated Safeguarding Lead. This process will not involve undertaking any form of investigation but will ensure good communication between the parties and provision of recorded information to assist enquiries. Keeping Children Safe in Education 2026 places an expectation for Governors to have the full Designated Safeguarding Lead job description and attend safeguarding training at the point of induction. See :

Keeping Children Safe in Education 2026

Our Staff

Safeguarding & prevent roles refers to people with specific responsible for safeguarding and protection of children, learners and vulnerable adults in

Lakes College learning community. The Lakes College Safeguarding & Prevent team and people with responsibility for safeguarding and protecting children, learners and vulnerable adults are referred to in this document as:

- Designated Safeguarding Lead (DSL)
- Deputy Designated Safeguarding Leads (DDSL)
- Officers appointed to the college Safeguarding & Prevent team

A list of names, titles and contact details for the responsible staff members is included in section 8.

Relevant external support agencies and their contact details are also identified in section 10.

Terms of Reference of the Safeguarding & Prevent Team provide clarity to the roles, responsibilities and communication cycle. These are available in the supporting documentation section of this policy.

Safeguarding Procedure

This sets out Lakes College West Cumbria's Safeguarding and Prevent procedure in line with our Safeguarding and Prevent Policies. It aims to provide guidance for anyone who has daily or regular contact with vulnerable adults, children, young people. It sets out must be done if they suspect or told of an allegation of abuse in relation to young person or vulnerable adult.

Procedure

Our procedure is to follow the 5 "R"s: Recognise, Receive, Reassure, Record and Report.

Recognise

If an allegation of abuse or a safeguarding disclosure is made – you must record this immediately or if there is immediate risk contact the DSL/DDSL

However, you must first ascertain if there is a need for medical attention or if the learner/person is in immediate danger. You must seek immediate support if this is the case by dialling 999. If someone discloses a safeguarding concern to you, you must act in accordance with our Safeguarding Procedure

Receive

Listen non-judgementally to what the person is telling you and avoid displaying shock or disbelief. Accept what you are told – you do not need to decide whether it is true.

Don't use leading questions, keep questions open using verbs such as – 'Tell me, Explain to me, Describe to me". Respond to the individual but do not interrogate and ask clarifying questions for anything you have not fully understood.

Reassure

Acknowledge their courage in sharing their concerns/issues by letting them know they have done the right thing by telling you and thank them for trusting you with personal information.

Remind them they are not to blame and avoid criticising the alleged perpetrator.

Never promise confidentiality and explain that this information will be passed to the Safeguarding Team, as a supportive measure, who may contact you for further information.

Record

Make accurate notes, reflecting exactly what the person has said, as soon as possible or during the interview if you can.

Where possible use the college safeguarding incident recording form to record all matters relating to the incident(s) following the discussion.

Ensure that you:

- Use the individuals' own words – do not assume – ask, e.g. "Please tell me what xxxxx means".
- Include: time date place and who is present.
- Describe observable behaviours and appearance (including any injuries or marks).
- Do not destroy your original notes – they may be needed later on and must only be given to the Designated Safeguarding Lead (DSL) responding to the disclosure.

Report

The designated person will be the DSL when present and available, or the DDSL if not. Hereafter the terms DSL and DDLS are therefore interchangeable.

Any suspicion, allegation or incident of abuse or risk of harm to a child/vulnerable adult must be reported to either the DSL or the DDLS as soon as possible, and in any event within 24 hours of the initial concern arising.

In the absence of both the DLS and DDSL, incidents should be reported to a member of the safeguarding team or Responsibility Acting Person (RAP). The RAP will be another member of the executive team, Principal or Deputy Principal.

Where inn exceptional circumstances a member of staff is not able to contact the DSL, the DDSL, a member of the safeguarding team, or the Principal/Deputy within the same day you should report the matter – normally by telephone directly to Cumbria Safeguarding Hub or the Police. This must be in consultation with the Duty Manager. Refer to the Key Safeguarding Contacts for Lakes College, appendix 1 for contact details for all responsible members of staff and support services.

If after careful assessment the DSL or DDSL considers that there is reasonable cause to suspect risk of harm or abuse they must, as a matter of urgency, discuss the matter with the relevant members of Cumbria

Safeguarding Hub or the Police to determine whether it is a Child Protection matter.

The DSL & DDSL will discuss with the relevant service what action should be taken to safeguard the individual unless to do so would put the person at risk. A note of that conversation should be made.

A written record of the date and time of the report shall be made and the report must include the name and position of the person to whom the matter is reported. Centralised tracking documents (CPOMs) must be recorded within 24 hours of the referral and report forms completed and held securely as part of ongoing safeguarding records.

Support

Consider what support is needed for the individual – you may need to give them a lot of your time or they may need to be referred to an appropriate person, or signpost to wellbeing support resources (such as, Counselling, NSPCC, Childline, Women's Aid, Men's Advice Line, Galop, National Domestic Abuse Helpline etc.) The Safeguarding Team will have full details of the support services available for different situations.

Ensure you are supported – dealing with disclosures can be extremely stressful and time consuming. Speak with your Designated Safeguarding Lead, Deputy Designated Safeguarding Lead or your Line Manager to explore support needs.

Once reported to them the DSL will take responsibility for the matter and will take all the necessary actions. However, if you have questions or need additional support then do ask.

Internal Record Keeping

Lakes College official Safeguarding and Child Protection record system is CPOMs (Child Protection Online Monitoring). All written documentation is scanned and uploaded to keep accurate and detailed records of activity.

A member of the safeguarding team shall make a full record as soon as possible using the CPOMs system.

The college DSL or DDSL shall retail a copy of the report; any notes, memoranda or correspondence dealing with the matter; and any other relevant material. Copies of reports, notes etc. should be kept secure at all times. This will usually form part of the incident record on CPOMS.
The record should include the nature of the allegations and any other relevant information including:

- Date, time and place where the alleged incident occurred.
- Names of others present.
- Name of the complainant and, where different, the name of the individual who has allegedly been abused or is at risk of harm, nature of alleged incident.
- Description of any injuries/incidents observed; and the account which has been given of the allegation.

Source of further information

The following staff may assist you with further information and guidance:

Core team members - Normal working hour's information (Mon-Fri 8.00am-5.00pm)

Name	Job title	Responsibility	Contact details
Irene Farragher	Director of Inclusion and Support	Designated Safeguarding Officer/lead (DSL) Chair of SG&P team meeting	T- 01946 552714 M- 07872150941
Lisa Gracey	Inclusive Learning Leader SEND Lead	Deputy DSL Vice Chair of SG&P team meeting Safeguarding & Prevent team member	T - 01946 839300
Molly McAleavey	HR Business Partner	Safeguarding & Prevent team member Safer recruitment/SCR lead	T - 01946 839300
Luke Thompson	Health, Safety & Sustainability Development Advisor	Safeguarding & Prevent team member Health & Safety Lead	T - 01946 839300
Susan Boakes	College Counsellor	Safeguarding & Prevent team member	T - 01946 839300
Hannah Donaughee		Deputy DSL	T - 07552271423

Wider support

Name	Job title	Responsibility	Contact details
Andrew Sands	Digital Services Manager	Digital & Technology standards advisor	T - 01946 839300

Governor Link

Name	Job title	Responsibility	Contact details
Elaine Clinton	Governor	Link governor for SG&P	Michael Woods clerk to Governing Body

Outside normal working hours information

Name	Job title	Responsibility	Contact details
Irene Farragher	Director of Inclusion and Support	Designated Safeguarding Lead(DSL)	T - 01946 839300 M – 07872150941 irenef@lcwc.ac.uk
Cumbria Safeguarding Children Parnership			Cumbria Safeguarding Children Partnership : Cumbria County Council

Other relevant policies and procedures

- LCWC Bullying and Harassment – Learners Procedure Bullying and Harassment - Learners Procedure.docx
- LCWC Learner Attendance & Punctuality Procedure
- LCWC Data Protection Policy Data Protection Policy.docx
- LCWC Data Retention Policy Data Retention Policy.docx
- LCWC Visitor Policy Lakes College Visitor Policy.docx
- Sexual Harrassment Sexual Harassment Policy March 2026 V2.docx
- Equality & Diversity? Single Equality Policy.docx

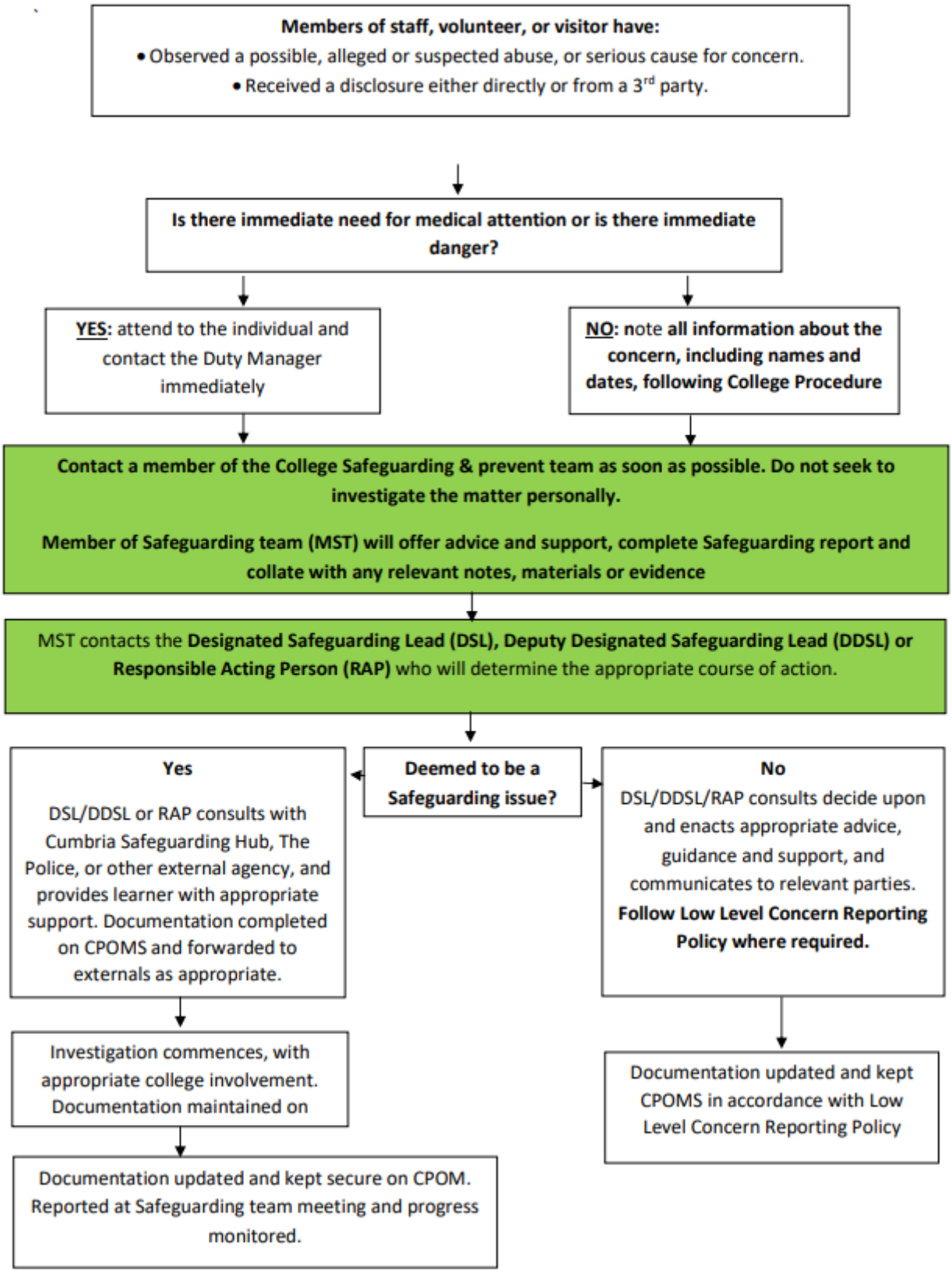
External Resources

- Safeguarding Vulnerable Groups Act 2006 Safeguarding Vulnerable Groups Act 2006 (legislation.gov.uk)
- Cumbria Safeguarding Children Partnership (CSCP) - cumbriasafeguardingchildren.co.uk
- The Department for Education statutory guidance for schools and colleges; 'Keeping Children Safe in Education' (September 2026) 'Working Together to Safeguard Children' (March 2026)
- *The Prevent Duty* Guidance for Further Education Institutions in England and Wales 2015 (updated April 2023)
- *Child Sexual Exploitation* – Definition and guide for practitioners (February 2017)
- Sexual violence and sexual harassment between children in schools and colleges (September 2021)
- Ofsted Education Inspection Framework (September 2026)

Agency	Contact	Contact details
CSCP Safeguarding Hub & LADO		03332401727 **lado@cumbria.gov.uk**
Child Centred Policing	PC Chris Lowell	Christopher.Lowell@cumbria.police.uk
Workington Social Services		01900 706325
Whitehaven Social Services		01946 505505
Youth Offending Service		01900 706040
Police Prevent Coordinator	PC Ross Wood Police Prevent Coordinator	prevent@cumbria.police.uk 0300 124 0113 ex 41997 Ross.Woods@cumbria.police.uk
DfE North West Regional Prevent Coordinator		
Child Exploitation Risk Assessment & Referral		CERAR@cumbria.gov.uk
Cumbria Constabulary – Channel referral		Channel referral

Appendix

Appendix 1: Safeguarding Procedure



Initial Screening for Equality Impact Assessment (including Safeguarding)
To be completed prior to a Policy or Procedure being introduced and at each review.

Name of Policy/Procedure:	
Is this a new or existing policy/procedure? □ New □ Existing	
1. To ensure that the policy / procedure complies with the Equality Act 2010, which of the listed categories could be impacted by the policy / procedure? (The categories follow the College Single Equality Policy, and the impact could be positive or negative.) □ Age □ Compliance with Children & Families Act 2014 □ Disability □ Gender □ Race/ethnicity □ Gender Re-Assignment □ Marriage/Civil Partnership □ Pregnancy/Maternity □ Socio-Economic □ Sexual Orientation □ Religion/Belief □ All of the above □ None of the above expected	
2. What are the risks of introducing this policy / procedure change to any of the above groups?	
3. What are the expected benefits of introducing this policy / change to any of the above groups?	
4. Are there any areas or issues that could impact on the safety of staff or learners?	
5. What evidence do you have for your responses to questions 2, 3 and 4? (e.g. evidence could be provided to counteract identified risks and, therefore, a full screening would not be required)	
6. What is the level of risk for the policy / procedure?	□ High □ Medium □ Low
7. Is a Full Screening Impact Assessment required?	□ Yes (complete the box below) □No
What are the recommendations from Equality Impact Assessment?	

Date of Review:	
Reviewer's Name:	
Reviewer's Job title:	