

NS03
Little Stars Day
Nursery
Child Protection
Policy



TEC
Partnership

Changing lives every day

Change Control

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Name of Responsible Committee	Group Safeguarding and EDI Committee
Job Title of Responsible Author	Nursery Manager
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Revision History

Version	Date	Type of Amendment	Amendment Details
V1	July 2018	New	-
V2	January 2019	Reviewed	Reviewed
V3	May 2019	Updated	Updated
V3.1	Oct 2020	Reviewed	Reviewed
V3.2	May 2021	Updated	Updated
V3.3	Nov 2021	Updated	Updated
V3.4	April 2024	Updated	Updated – links to Safer NEL, TEC Partnerships policies and designated safeguarding teams roles.
V3.5	Sept 2025	Reviewed	Reviewed

Policy statement

The TEC Partnership recognises its statutory and moral duty towards safeguarding the welfare of children, young people and adults at risk from any form of abuse whilst attending its childcare facilities or receiving education and training in the college or any other premises where college activity is delivered. The TEC Partnership expects all staff, volunteers and partners to endorse and practise this duty at all times.

The College is committed to maintaining a safe learning environment for all students. Safeguarding responsibilities are supported by a strategic safeguarding lead within the Executive Senior Leadership Team, a deputy or operational designated safeguarding lead, designated safeguarding leads, and other designated staff. Any concerns, or requests for early support and intervention, will be addressed in partnership with other agencies where appropriate.

The Safeguarding Policy (including Prevent) covers all members of the TEC Partnership but highlights specific reference to safeguarding children and vulnerable adults. Definitions of these categories are as follows:

For the purposes of this policy, a child is defined as anyone who has not reached their 18th birthday. Accordingly, the term "children" includes both children and young people.

The fact that a child has reached the age of 16, is living independently, or is in further education does not alter their status or entitlement to services or protection under the Children Act 1989.

(Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children, 2018.)

Care-experienced students, including those who are Cared For or Care Leavers, and students with special educational needs and disabilities up to the age of 25 may also require additional services, support, protection and consideration.

For the purposes of this policy, a vulnerable adult is defined as an adult who is, or may be, in need of community care services by reason of mental or other disability, age or illness, and who may be unable to care for themselves or protect themselves against significant harm or exploitation.

(Department of Health, 2000.)

This definition may include, but is not limited to, adults with:

- learning difficulties
- physical impairments
- sensory impairments
- mental health needs
- age-related frailty
- dementia
- brain injuries
- drug or alcohol problems

Aims

The TEC Partnership is committed to safeguarding and promoting the welfare of all its learners, staff, volunteers, visitors, contractors and partners. Any reference in this policy to a child, young person or learner applies to all those aged under 18. The TEC Partnership's legal duty includes the education and training of adults at risk. Any reference in this policy to an adult at risk applies to anyone over the age of 18 who may, for a variety of reasons, be in need of community services and/or unable to protect themselves from significant harm or exploitation.

All new College employees, including apprentices appointed to work within the organisation, must undergo an Enhanced Disclosure and Barring Service (DBS) check. The People & cultures Team will follow the Disclosure Code of Practice set out in the Recruitment and Selection Policy and Procedures when undertaking safer recruitment practices.

All staff, Governors, volunteers, students and visitors are required to always wear their official College photo identification badge on the correct coloured lanyard while on any of the TEC Partnership premises, including those occupied by NET. This helps students and visitors to identify appropriate staff who can offer support and assistance. All staff have a responsibility to challenge non-compliance with this requirement so that any unauthorised persons on site can be identified and dealt with appropriately.

The TEC Partnership has developed procedures in line with, and taking account of, guidance issued by the Department for Education, the Association of Colleges and other relevant bodies. The TEC Partnership operates in line with the requirements of the Lincolnshire and Yorkshire Safeguarding Children Partnership, Lincolnshire and Yorkshire Safeguarding Adults Boards, the East Riding Safeguarding Children Partnership, East Riding Safeguarding Adults Board, Hull Safeguarding Children Partnership and Hull Safeguarding Adults Partnership Board.

The College will deliver a curriculum that develops student resilience by strengthening critical thinking and enabling students to question and assess information critically. This supports students in reducing the risk of physical harm and radicalisation, both on and off campus, including online.

All members of the College workforce are responsible for recording and reporting concerns under this policy.

This policy and its associated procedures are intended to guide staff in responding to suspicions or incidents of abuse. While any member of staff may make a referral to Social Care, final decisions regarding referrals to the appropriate agencies will be made by the designated safeguarding lead.

This policy and its associated procedures are intended to guide staff in responding to student concerns and in distinguishing these from situations in which a student is at immediate risk of harm.

This policy and its associated procedures are intended to guide staff in responding to allegations involving a staff member or an employer or work placement provider.

Whilst overall responsibility for safeguarding children, young people and vulnerable adults is vested in the Principal and Chief Executive, the TEC Partnership has a named Executive Designated Safeguarding and Designated safeguarding Lead(s) at Grimsby, Scarborough and East Riding College sites who are responsible for ensuring institutional compliance with this policy and its procedures.

There is a member of the Governing Body with specific responsibility for safeguarding issues. There is specialist safeguarding support at each TEC site and a team of trained Safeguarding Officers whose role it is to follow up allegations about safeguarding matters.

Scope

This policy applies to everyone who works in, studies at, or visits any TEC Partnership sites. This includes students, staff, Governors, volunteers, visitors, agency staff, employers providing work placements, transportation companies, subcontractors, and contractors who have direct access to children, young people, and vulnerable adults.

Safeguarding responsibilities apply throughout the College Day and beyond the College premises. They also extend to off-site activities, digital platforms, and out-of-hours contexts where individuals are engaged in college-related activity or may be affected by it.

Students aged 14 to 16 at The Academy Grimsby are fully covered by all provisions of this policy. The Academy Grimsby has an on-site safeguarding officer who holds lead responsibility for making referrals to appropriate services, providing on-site safeguarding support, and ensuring that all safeguarding concerns are promptly and appropriately addressed. The South Bank designated teacher will work in conjunction with the safeguarding officer to ensure that the statutory duties in relation to care-experienced learners are fulfilled.

For apprenticeships and long-term placements, the College will ensure that additional safeguards are in place, these must include staff who will have had training in child protection, completing risk assessments and arranging placements.

Staff and students at NET are fully covered by this policy.

For safeguarding incidents where an individual or organisation uses the College's premises, the College will follow their safeguarding policy and procedure, including informing the Local Authority Designated Officer (LADO).

Roles and responsibilities

Tamarra Kent is the Executive Designated Safeguarding Lead. Sacha Mills is the Designated Safeguarding Lead with operational responsibility for safeguarding and child protection issues. On South Bank, Ashleigh Farrah is the Designated Safeguarding Lead for

North Bank STEC and Bridlington. XXXXXX is the Designated Safeguarding Lead for North Bank Beverley and Hull. All main FE sites and The Academy Grimsby will have a safeguarding officer

Heather Pepper is the Lead Governor with responsibility for Safeguarding and vulnerable students, who will liaise with the strategic and designated safeguarding leads to ensure the College fulfils all responsibilities.

Governors, the Chief Executive Officer, Principals and all staff working with students will receive safeguarding and child protection training at induction and at least annually thereafter. This training will familiarise them with safeguarding issues, including online safety, and with their responsibilities under the College's policies and procedures. Regular safeguarding and child protection updates will also be provided through email, bulletins and staff meetings throughout the year to maintain relevant knowledge and skills in safeguarding children.

Governors will also receive safeguarding training at regular intervals to support them in assuring themselves that the College's safeguarding policies and procedures remain effective.

The Executive Designated Safeguarding Lead will:

- provide senior strategic and operational leadership for safeguarding and child protection across the college, ensuring that all learners are protected from harm and that safeguarding responsibilities are discharged effectively, consistently and in accordance with statutory guidance
- lead the college's safeguarding response and act as the senior point of contact for all safeguarding and child protection matters
- work with People & Development to ensure that governors, permanent staff, temporary staff and volunteers, who work within the College, are made aware of the College's safeguarding policy the procedures for safeguarding students and their responsibilities
- Work with the Director of People and Cultures on matters requiring referral to LADO
- Will work with the Director of People and Culture on staff investigations where safeguarding concerns have been raised or a safeguarding breach is alleged.
- oversee referrals, safeguarding concerns and case management arrangements through regular case management meetings with all DSL's

- • promote and maintain a strong whole-college culture of safeguarding
- • hold line management responsibility for safeguarding staff
- • work collaboratively with senior leaders, curriculum teams, pastoral services, human resources, governors or trustees and external agencies to ensure that safeguarding arrangements are effective, clearly understood and subject to regular review.

Designated Leads for Safeguarding.

It is the responsibility of Designated leads to:

- take part in strategy discussions and inter agency meetings and ensure strategies and policies are agreed, implemented and effectively delivered.
- work with the Strategic Lead for Safeguarding on matters of safeguarding, child protection and Prevent.
- be available to provide advice and support to other staff on issues relating to safeguarding, policy, procedures and record keeping.
- be available to listen to children, young people and vulnerable adults studying at any site across the TEC Partnership
- receive information from any staff, volunteers, children, parents and/or carers who have safeguarding concerns and record it.
- be able to assess information promptly and carefully, clarifying and obtaining more information about the matter as appropriate.
- provide advice and support to staff on issues relating to safeguarding.
- deal with individual cases, including attending case conferences and review meetings as appropriate
- ensure the recording of all low-level concerns, even those not meeting formal thresholds, and ensuring patterns are monitored over time.
- consult with a statutory safeguarding agency to test out any concerns

- make an appropriate referral to the appropriate statutory protection agency or the police.
- be aware of the requirement for children to have an 'Appropriate Adult' for any police investigations
- be responsible for understanding the filtering and monitoring systems in place
- ensure that when a student under 18 leaves, their child protection file is transferred to the new provider as soon as possible, ensuring secure transit and confirmation of receipt is obtained.
- be trained in safeguarding as required by the local safeguarding partners and receive regular refresher training.
- oversee the use of the centralised database to record and maintain secure records for the College in line with GDPR regulations. Records include the details of the concern, how the concern arose and the actions taken.

Safeguarding Officers.

It is the responsibility of all designated safeguarding officers to:

- promote positive safeguarding procedures and practices so that all of our students feel safe.
- provide a level of support to staff which ensures consistency in the implementation of the College's safeguarding procedures (as specified in this policy).
- have a thorough understanding of the Safeguarding Policy and procedures.
- act as a key point of referral for students and staff so that the College can respond swiftly and appropriately to all suspicions or allegations of abuse
- be trained in safeguarding as required by the local safeguarding partners and receive regular refresher training.
- always maintain confidentiality regarding safeguarding cases
- follow up all referrals and disclosures made directly by students or via staff in accordance with the policy, the guidelines and procedures and, as appropriate, to the specific circumstances of the referral.

This will involve:

1. receiving information from, and offering advice to, staff, volunteers, children and young people, adults at risk, parents and carers and employers about concerns relating to vulnerable adult or child protection issues
2. assessing this information promptly, acting and referring on to a Designated Safeguarding Lead and/or Strategic Lead for Safeguarding as appropriate
3. use the centralised database to record and maintain secure records for the College. Records include the details of the concern, how the concern arose and the actions taken. Ensure that records should "tell a story": log dates, details of concerns, actions taken, and outcomes

Governors

The governing body has a responsibility to ensure that the TEC Partnership:

- raises awareness of issues relating to safeguarding and promotes the welfare of all learners
- provides a safe environment for children, young people and adults at risk
- Receive and consider the annual safeguarding report of case work, trends and local risks
- identifies those who are suffering or at risk of suffering significant harm and takes appropriate action to ensure they are kept safe
- has procedures for reporting and dealing with allegations of abuse against members of staff and volunteers
- operates safe recruitment procedures
- designates a member of staff with sufficient authority to take lead responsibility for safeguarding
- remedies any weaknesses and areas for improvement relating to safeguarding that are brought to the attention of the Corporation
- ensures all staff members receive appropriate child protection training which is regularly updated
- ensures that online safety is a central theme within safeguarding

The designated governor for safeguarding

Is responsible for liaising with the Executive senior staff member with lead responsibility regarding safeguarding matters, including:

- ensuring that the TEC Partnership has policies and procedures consistent with those of the Local Safeguarding Boards
- ensuring that the Corporation reviews the TEC Partnership's safeguarding policy annually
- ensuring that the Corporation is given an annual update on the TEC Partnership's compliance with the policy, including a report on staff training during the year
- liaise with the Strategic Lead for Safeguarding over matters regarding safeguarding, including ensuring all relevant policies and procedures include reference to safeguarding / Prevent.
- Ensure that the Governing body, including the membership of local boards, considers College Safeguarding and Prevent a priority.
- Ensure the Single central record is in place and regularly updated.
- Be responsible for liaising with the local authority and/or partner agencies, as appropriate in the event of allegations of abuse being made against the College's Chief Executive

Leadership.

It is the responsibility of all members of the leadership teams to:

- ensure that the policies and procedures, (particularly those concerning referrals of cases of suspected abuse and neglect), are understood, and followed by all staff.
- promote positive safeguarding procedures and practices so that all of our students feel safe.
- ensure that all relevant employers, contractors and visitors that they work with know and follow our Safeguarding Policy and procedures, including Prevent.
- ensure that regular checks are undertaken to ensure compliance with Safeguarding Policy and procedures, including Prevent.

Wider college staff

- it is the responsibility of all college employees, including managers to:
- promote positive safeguarding procedures and practices so that all our students feel safe.
- report safeguarding issues to the Designated Staff in line with TEC Partnership procedures.
- undertake regular training to equip them to carry out their responsibilities for safeguarding children and vulnerable adults effectively.
- be familiar with expectations of the staff code of conduct.

Students FE/HE / NET/ 14-16

It is the responsibility of all students to:

- understand safeguarding and PREVENT referral procedures.
- Agree to the expectations of the Student Code of Conduct.
- Participate in safeguarding and PREVENT awareness training at the start of their course, on an annual basis

Children in need of protection and early help

Some children and young people are in need because they are suffering or likely to suffer significant harm. Where local authorities believe a young person is suffering, or likely to suffer, significant harm, they have a duty to make enquiries to decide whether they should take action to safeguard or promote the welfare of a young person. This can be done through contacting the early help team, also known as the Integrated Front Door, to share concerns and ensure the early identification of needs within families. All staff should be aware of their local Early Help process and understand their role in it.

Any child may benefit from early help, but staff at TEC Partnership should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs
- has special educational needs, whether or not they have a statutory Education, Health and Care Plan
- is a young carer
- is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- is frequently missing or goes missing from education, home or care
- has experienced multiple suspensions, is at risk of being permanently excluded and in alternative provision or a PRU
- is at risk of modern slavery, trafficking or exploitation
- is at risk of being radicalised or exploited
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- has a parent or carer in custody or is affected by parental offending.

All staff are trained to recognise the signs and symptoms of the above risks and as a result will refer to the safeguarding teams, which will lead to immediate action and any necessary referrals into external agencies.

Children in need

Children and young people who are defined as being in need under Section 17 of the Children Act 1989 are those whose vulnerability is such that they are unlikely to reach or maintain a satisfactory level of health or development, or their health and development will be significantly impaired, without the provision of service(s). A child with a disability is a child in need.

Care experienced

The most common reason for children becoming looked after is as a result of abuse and/or neglect. Governing bodies and the TEC Partnership will ensure that staff have the skills, knowledge and understanding necessary to keep looked after children safe. The

appropriate staff will have the information they need in relation to a child's looked after legal status and contact arrangements with birth parents or those with parental responsibility. They will also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him or her. The designated teacher (s) for looked after children will have details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

Significant harm

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

Abuse

Abuse relates to the mistreatment of an individual's human and civil rights by any other person or persons, and may consist of single or repeated acts. Incidents of abuse can be either to one person or more than one person at a time. Abuse and/or harmful behaviours can be either deliberate or the result of negligence, ignorance, lack of training, knowledge or understanding. Somebody may abuse or neglect an individual by inflicting harm or by failing to prevent harm. Harm can include children witnessing the ill-treatment of others. This is particularly relevant when children see, hear or experience domestic abuse and its effects.

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff, but especially the Designated Safeguarding Lead and deputies, should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including, but not limited to, sexual exploitation, criminal exploitation and serious youth violence.

All staff should be aware that abuse does happen and that where there are any concerns, no matter if they appear low level, they should be reported to the safeguarding team.

Within the context of this policy, abuse and harmful behaviours are defined through the following main categories:

- **Physical** - Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to an individual. Physical harm may also be caused when a parent or carer fabricates the symptoms or deliberately induces illness in an individual. For vulnerable adults, this may also include inappropriate restraint or sanction or the misuse of medication.
- **Emotional abuse** - Emotional abuse is the persistent emotional maltreatment of an individual such as to cause severe and persistent adverse effects on their emotional development. It may involve conveying to an individual 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 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 an individual. These may include interactions that are beyond the individual's development capability, as well as overprotection and limitation of exploration and learning, or preventing the 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 an individual frequently to feel frightened or in danger, or the exploitation or corruption of an individual. Some level of emotional abuse is involved in all types of maltreatment of an individual, though it may occur alone.
- **Sexual Abuse** - Sexual abuse involves forcing or enticing a child, young person or vulnerable adult to take part in sexual activities, not necessarily involving a high level of violence, whether or not the individual 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 an individual in looking at, or in the production of, sexual images, watching sexual activities, encouraging an individual 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 children

- **Neglect** - Neglect is the persistent failure to meet a child, young person or vulnerable adult's basic physical and / or psychological needs, likely to result in the serious impairment of their health or development. Neglect may occur during pregnancy as a result of material substance abuse. Neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect an individual from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers);
- ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, basic emotional needs.

- **financial or material** Financial or material abuse may include theft, fraud, exploitation and/or pressure in connection with money or material possessions. This may also include loss of jewellery or personal property and loss of money from a wallet or purse

- discriminatory
- abuse of trust
- radicalisation

- **Online abuse** -Online abuse, cyberbullying and grooming are types of abuse that happen via the internet. Children and young people are at risk of online abuse by playing games, social networks and using mobile phones. Additional risks of harm online include AI, disinformation, misinformation and conspiracy theories. Online abuse can occur at any time of the day and this can even impact when a young person is in their safe space, for example their bedroom. Online abuse may involve blackmail, sexting, sexual exploitation or distribution of images.

When a child or young person is being groomed, online accounts are ways in which the perpetrator can form trusting relationships with the intention of meeting up with the young person.

The College will use communication with parents/carers to reinforce the importance of children/young people being safe online and provide them with information on:

- What systems we have in place to filter and monitor online use
- What we are asking their child to do online, including the sites they will be asked to access
- Who from the college their child is going to be interacting with online

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- **child sexual exploitation** Sexual exploitation of children and young people under 18 involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive 'something' (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing, and/or another or others performing on them, sexual activities. Sexual exploitation is often linked to periods of

going missing from home or education and, in some cases, individuals may be trafficked.

Child sexual exploitation can occur through the use of technology without the child or young person's immediate recognition; for example being persuaded to post sexual images on the Internet/mobile phones without immediate payment or gain. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources.

Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability.

- **female genital mutilation** Female genital mutilation (sometimes referred to as female circumcision) refers to procedures that intentionally alter or cause injury to the female genital organs for

non- medical reasons. The practice is illegal in the UK. An estimated 137,000 women in the UK are affected by female genital mutilation (FGM), however the true extent is unknown, due to the "hidden" nature of the crime. The girls may be taken to their countries of origin so that FGM can be carried out during the summer holidays, allowing them time to "heal" before their return to school. There are also worries that some girls may have FGM performed in the UK.

- **honour-based violence** Honour-based violence is a crime or incident which may have been committed to protect or defend the honour of the family and/or the community when it is believed a person has shamed the family and/or the community by breaking the honour code.

Honour based violence can encompass various offences which are used to control behaviours within families or social groups to protect perceived cultural and religious beliefs and/or honour. Honour based violence can include such things as forced marriage, domestic abuse, sexual harassment, sexual violence and threats to kill (this list is not exhaustive).

- **Forced Marriage** -Forced marriage is an offence, and different to an arranged marriage where both parties consent. A Forced marriage is when a person is likely to face physical pressure such as threats, physical or sexual violence or emotional/psychological pressure. A forced marriage protection order can be applied for to protect anyone who is being forced into a marriage

- **domestic abuse** Children and young people can be significantly harmed by Domestic abuse, both physically and emotionally. Children and young people do not necessarily need to be in the same room to be affected by Domestic abuse as often being in another room

has an impact on their emotional wellbeing. It can impact children and young people through seeing, hearing or experiencing the effects of domestic abuse and/or experiencing it through their own intimate relationships.

Abusive behaviours can occur in any relationship and both men and women can be abusers. Domestic abuse is a type of controlling, bullying, threatening or violent behaviour. Domestic abuse is not only physical violence, it includes emotional, physical, financial, sexual and psychological abuse.

If young people have witnessed Domestic abuse, they may be at risk of entering into an abusive relationship or being perpetrators of domestic abuse. Witnessing domestic abuse is child abuse. Teenagers can suffer domestic abuse in their relationships.

- **child trafficking** Child trafficking is where a person under the age of 18 years old has been recruited, is transported / transferred or is being harboured. Children and young people can also be sold on for these purposes. Children who are trafficked can also be at risk of sexual exploitation

- **county lines** County lines is the term used by police and law enforcement to describe the approach taken by criminal groups originating from urban areas across the country to sell drugs and conduct other criminal activities.

Gangs typically use children and vulnerable people to deliver drugs to customers, and this often involves deception, intimidation, violence, debt bondage and/or grooming. [Criminal exploitation of children and vulnerable adults: county lines - GOV.UK](#)

- **child on child abuse** All Staff should be aware of the signs of abuse and neglect so that they can identify children who may need help or protection. The College recognises that children are capable of abusing their peers. Child on child abuse can take many forms and some types can be gender specific. should be aware of the signs of abuse and neglect so that they can identify children who may need help or protection.

Child on child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Child on child abuse is any form of physical, sexual, emotional and financial abuse, and coercive control, exercised between young people and within young people's relationships (both intimate and non-intimate). These types of abuse rarely take place in isolation and often indicate wider safeguarding concerns. For example, a teenage girl may be in a sexually exploitative relationship with a teenage boy who is himself being physically abused by a family member or by older boys. Equally, sexual bullying in education settings can result in the sexual exploitation of children by their peers. For a young person who is in an abusive relationship, what may appear to be a case of domestic violence may also

involve sexual exploitation. Young people's experiences of abuse and violence are rarely isolated events, and they can often be linked to other things that are happening in their lives and spaces in which they spend their time. Any response to peer-on-peer abuse therefore needs to consider the range of possible types of child-on-child abuse set out above and capture the full context of that young person's experiences. The College does this by adopting a contextual safeguarding approach and ensuring that our response to incidents of peer-on-peer abuse takes into account any potential complexity.

Abuse is abuse and should never be tolerated or passed off as "banter" or "part of growing up

- **Upskirting** - The Voyeurism (Offences) Act 2019, which is commonly known as the Upskirting Act, came into force on 12 April 2019. 'Upskirting', typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence.

- **Serious violence.** All staff should be aware of the indicators, which may signal children are at risk from, or are involved with serious violent crime. These may include increased absence from education, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation. There are a range of risk indicators which increase the likelihood of involvement in serious violence, including being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery. [Advice to schools and colleges on gangs and youth violence - GOV.UK](#)

The TEC Partnership has a zero-tolerance approach to child on child abuse and all incidents will be taken seriously and dealt with in line with the severity and impact of the incident. The TEC Partnership recognises that child on child abuse does happen, and will

take all necessary steps to reduce the risk of harm to learners. It will liaise with local authorities, police and parents.

Sexual harassment and misconduct

The TEC Partnership takes a zero-tolerance approach to any incidents related to sexual harassment and misconduct. Preventative measures in place are designed to make a significant and credible difference to protecting learners from sexual harassment and misconduct, and include:

- training for learners around acceptable standards as part of their induction
- participation in cross-college activities throughout the academic year
- staff training and awareness events, including how to receive a disclosure of this nature and how to report it
- skilled and trained designated staff for safeguarding.

The approach to supporting learners in Higher Education provision is consistent with that in other types of provision. The TEC Partnership will be flexible in its offer of support and will arrange to meet or discuss at a convenient time, support with academic considerations such as mitigating circumstances where education has been impacted upon and liaise with Success Coaches and external supporting agencies with consent to do so.

Disclosures of this nature will be handled sensitively, discreetly and confidentially. The designated safeguarding officer will signpost to appropriate supporting services and agencies, support with making formal reports or complaints as required, signpost for academic support where learning has been impacted upon, and arrange ongoing support with the team such as for safety planning or regular catch-ups. A report can be made via a staff member, via the local Safeguarding duty mobile number for each site or alternatively contact can be made via the local Safeguarding email address and the TEC Partnership will make contact to arrange a meeting.

Where there is a requirement to share information around a disclosure, the TEC Partnership will be open about this and the reasons for doing so. It may be required to share information with parents, carers, external agencies such as the police and/or supporting services as per KCSIE and Working Together to Safeguard Children 2023 guidance. The TEC Partnership will update throughout this process with the next steps and continue to support throughout.

Harmful sexual behaviour - Harmful sexual behaviour is where a child or young person uses power and control as well as inappropriate touching, sexual violence and threats, and/or explicit words and phrases.

However, context around the behaviours are to be ascertained as some behaviours may be deemed within the normal parameters of their age and development. They can be identified through the use of the NSPCC harmful sexual behaviour framework tool. [HSB framework and audit | NSPCC Learning](#)

Sexual harassment is defined as **unwanted conduct of a sexual nature** that can occur **online or offline**, inside or outside school.

Sexual Abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving 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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and their responsibility to report any concerns to the safeguarding teams.

[Keeping children safe in education 2026 \(comes into force from 1 September 2026\)](#)

Bullying and physical violence

The TEC Partnership takes a zero-tolerance approach to any incidents related to bullying and physical violence. Such matters will be dealt with through the learner disciplinary

process. Preventative measures in place to reduce the risks of such incidents occurring are as follows:

- standards of acceptable and expected behaviour are outlined to all learners as part of their induction
- learners take part in cross-college activities throughout the academic year
- learners access online and face-to-face tutorial sessions
- staff training and awareness events
- skilled and trained designated staff for safeguarding.

Children who are absent from education

A child being absent, as well as missing, from education can be a warning sign of a range of safeguarding concerns, including sexual abuse, sexual exploitation or child criminal exploitation. It is important that staff report any sudden or gradual declines in attendance, identify patterns across families, siblings and peer groups, cross reference attendance data with other safeguarding concerns, prompt timely conversations with parents/carers and refer to external services where appropriate.

Mental health

All staff have an important role to play in supporting the mental health and wellbeing of learners. Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff are well placed to observe day-to-day behaviour which may suggest a child or young person could be experiencing a mental health problem or be at risk of developing one. They are to follow appropriate processes around early help and intervention.

Radicalisation and acts of terrorism

Prevent is one of the four elements of CONTEST, the government's counter-terrorism strategy. It aims to stop people becoming terrorists or supporting terrorism.

The Prevent strategy:

- responds to the ideological challenge faced from terrorism and aspects of extremism, and the threat faced from those who promote these views
- provides practical help to prevent people from being drawn into terrorism and ensure they are given appropriate advice and support
- works with a wide range of sectors, including education, criminal justice, faith, charities, online and health, where there are risks of radicalisation that need to be addressed.

The strategy covers all forms of terrorism, including far-right extremism and some aspects of non-violent extremism.

The Home Office works with local authorities, a wide range of government departments and community organisations to deliver the Prevent strategy. The police also play a significant role in Prevent, in much the same way as they do when taking a preventative approach to other crimes. The Home Office uses a range of measures to challenge extremism in the UK, including:

- where necessary, preventing apologists for terrorism and extremism from travelling to this country
- giving guidance to local authorities and institutions to understand the threat from extremism and the statutory powers available to them to challenge extremist speakers
- funding a specialist police unit which works to remove online content that breaches terrorist legislation
- supporting community-based campaigns and activity which can effectively rebut terrorist and extremist propaganda and offer alternative views to vulnerable target audiences
- supporting people who are at risk of being drawn into terrorist activity through the Channel process, which involves several agencies working together to give individuals access to services such as health and education, specialist mentoring and diversionary activities.

This Act places a duty on specified authorities including Further and Higher Education to have due regard to the need to prevent people from being drawn into terrorism.

The TEC Partnership is committed to supporting vulnerable learners through its safeguarding policies and procedures and recognises that this can support the College's contribution to the Prevent duty.

The TEC Partnership is represented at the Multi Agency Prevent Board and the TEC Partnership as a whole has prevent champions.

Staff should report concerns, suspicions or disclosures of abuse immediately to the relevant staff using the duty mobile numbers provided.

Reducing the risk of harm to learners

The TEC Partnership recognises the risks that learners face, both in and out of education, and to support them in recognising risks themselves it has a number of mechanisms in place:

- tutorial programme covering key topics that raise awareness of risk and how to report concerns
- cross-college events focusing on national and global campaigns such as Anti-Bullying Week
- clear reporting procedures and visual displays across all campuses
- learner induction activities
- key themed weeks throughout the academic year with guest speakers
- safeguarding week
- safer colleges day
- student council
- learner voice
- safeguarding training and regular refresher sessions for staff.

appropriate and will ensure that there are full and comprehensive records of every incident and any necessary risk assessments or site safety plans are completed.

Allegations against staff

Procedure for managing allegations of abuse against staff

The governing body and the TEC Partnership are required to comply with the detailed Local Safeguarding Children's Partnership Procedure for Managing Allegations against

staff. These procedures apply to all staff, whether teaching, administrative, management or support, as well as to volunteers.

Where an allegation is made against a member of staff, the Director of People and Cultures and the Strategic Lead for Safeguarding will, where appropriate, refer the matter to Children's Services and the Local Authority Designated Officer (LADO). Once the investigation and any disciplinary process have concluded, they will consider whether any issues arising from the case should lead to improvements to the College's procedures or policies and inform the training needs of staff.

Receiving an allegation against a staff member

The allegation should be reported immediately to the Director of Human Resources or Executive Designated Safeguarding Lead. If the CEO is the person against whom the allegation is made, the report should be made to the Chairperson of the Corporation.

The Director of Human Resources should make an initial assessment of the allegation, consulting with the Executive Designated Lead or Chairperson of the Corporation and the relevant Local Authority's Children's Services Safeguarding Team as appropriate.

An allegation is information which indicates that a person who works with a child, young person or vulnerable adult has:

- behaved in a way that has harmed or may have harmed a child or young person
- possibly committed a criminal offence against or related to a child or young person
- behaved towards a child or young person in a way that indicates he or she is unsuitable to work with children and young people.

It is important that the Director of Human Resources does not investigate the allegation. The initial assessment should be on the basis of the information received and is a decision whether or not the allegation warrants further investigation.

If the assessment of the allegation is that it needs to be investigated, then an investigation will take place in accordance with the TEC Partnership's disciplinary policy. The Local Authority Designated Officer will be advised and kept fully informed of progress and outcome.

Information sharing

Information sharing is vital in identifying and tackling all forms of abuse. Whilst the Data Protection Act 2018 places duties on organisations to process personal information fairly and lawfully and to keep the information they hold safe and secure, this is not a barrier to sharing information where the failure to do so would result in a child being placed at risk of harm. Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

Where a child/young person leaves the college, the designated safeguarding lead will ensure their child protection file is transferred to the new provider as soon as possible, ensuring secure transit, and confirmation of receipt should be obtained.

In addition to the child protection file, the designated safeguarding lead will also consider if it would be appropriate to share any information with their new provider in advance of a child leaving. For example, information that would allow the new provider to continue supporting victims of abuse and have that support in place for when the child/young person arrives.

Links to other policies

- • Staff Disciplinary Policy and Procedures
- • Anti-bullying Policy
- • Equality and Diversity Policy
- • Online safety policy
- • ICT Policy.

Monitoring compliance and effectiveness of policy documents

Process for Monitoring Compliance and Effectiveness of Dealing with Disclosure of Abuse and Procedure for Reporting Concerns:

- Monthly: The Executive Lead for Safeguarding will receive a report on Safeguarding incidents.
- The governing body will receive a safeguarding update as per cycle of business
- Termly: The Senior Leadership Team and Safeguarding Committee will receive a report on Safeguarding incidents.
- Annually: The Designated Leads for Safeguarding and College's Safeguarding Committee will review the Safeguarding policy and associated procedures

22. Freedom of expression

Section 43 of the Education (No 2) Act 1986 places a positive duty on universities and colleges to take such steps as are reasonably practicable to ensure that freedom of speech within the law is secured for members, learners and employees of the establishment and for visiting speakers.

Freedom of expression is a fundamental right protected under the Human Rights Act 1998 and by Article 10 of the European Convention on Human Rights. It is also protected under the common law.

Academic staff at the Grimsby Institute of Further and Higher Education have freedom within the law to question and test received wisdom, and to put forward new ideas and controversial or unpopular opinions, without placing themselves in jeopardy of losing their jobs or privileges they may have at the provider.

Protection under Article 10 extends to the expression of views that may shock, disturb or offend the deeply held beliefs of others.

Freedom of expression is protected more strongly in some contexts than others. In particular, a wide degree of tolerance is accorded to political speech and debate during election campaigns.

23. Admissions

The TEC Partnership reserves the right to refuse admission to an applicant or learner who has previously been excluded from this or any other educational institution. Persons previously excluded will be interviewed prior to their re-entry into the college.

The TEC Partnership reserves the right not to admit an individual who previously attended but failed to make sufficient effort towards successfully completing their studies.

To help reduce the risk of harm or injury to others, applicants are required to inform the TEC Partnership if they have any convictions. In cases where convictions are declared on application, a risk assessment will be completed. Whilst prospective learners will not be automatically excluded, the TEC Partnership reserves the right not to admit those applicants that it considers representing a serious risk to the health, safety and well-being of others.

The TEC Partnership requires that learners are funded by either a government body, themselves or another body, for example an employer, in order that the TEC Partnership receives payment for the cost of studying.

Any applicant who requires safeguarding support needs that are not compatible with that which the TEC Partnership can provide may be refused admission.

Appendix

Designated Staff with Responsibility for Safeguarding With effect from September 2026

Manager with Lead Responsibility for Safeguarding

Tamarra Kent (EDSL) as the Executive Designated Safeguarding Lead. Sacha Mills/ Ashleigh Farrah as designated safeguarding lead (SDSL) with operational responsibility for safeguarding / child protection issues. Sacha Mills is the Designated Safeguarding Lead for Grimsby and Skegness. Ashleigh Farrah is Designated Safeguarding Lead (DSL) for Scarborough and Bridlington. XXX is the DSL for Beverly and Hull

The DSL has a key duty to take lead responsibility for raising awareness with all staff of issues relating to the welfare of children, young people and vulnerable adults, and the promotion of a safe environment for the students learning within the College.

The DSL is a trained safeguarding facilitator and has received requisite training in safeguarding/child protection issues and inter-agency working, as required by Safeguarding Partners within each local authority, and will receive refresher training at least every 2 years. The Designated Safeguarding Lead will keep up to date with developments in child protection issues.

The DSL will:

Oversee the referral of cases of suspected abuse or allegations to the relevant investigating agencies including social care and police as agreed with the relevant Local Safeguarding Children Board.

Provide advice and support to other staff on issues relating to safeguarding matters/child protection.

Maintain a proper record of any child protection referral, complaint or concern (even where that concern does not lead to a referral).

Ensure that parents of children and young people within the College are aware of the College's Child Protection and Safeguarding Policy.

Liaise with Children's Services, Adult Services, Local Safeguarding Children Board (LSCB), Adult Board and other appropriate agencies.

Liaise with secondary schools which send pupils to the College to ensure that appropriate arrangements are made to arrange the transfer of appropriate safeguarding files as young people progress from secondary education into College.

Liaise with employers and training organisations that receive children or young people from the College on long term placements to ensure that appropriate safeguards are put in place.

Ensure that all college staff receive appropriate safeguarding and refresher training / updates a

Ensure that all designated staff receive training in Safeguarding

The DSL is responsible for reporting deficiencies in procedure or policy to the Executive designated safeguarding lead so that this can be reported to the governing body at the earliest opportunity.

In conjunction with the Executive designated safeguarding lead the DSL will ensure the governing body reviews the Child Protection and Safeguarding Policy annually.

Designated staff members

Name	Job Role	Safeguarding role	Site of responsibility	Email
Tamarra Kent	Strategic lead for safeguarding	Executive Lead for safeguarding	ALL	Kentt@grimsby.ac.uk
Ayesha Hall	Executive Director of People and Cultures	Allegations management	ALL	hallay@tecpartnership.ac.uk
Sacha Mills	Head of safeguarding	Designated Senior Lead	Grimsby and Skegness	millss@grimsby.ac.uk

Ashleigh Farrah	Head of safeguarding	Designated Senior Lead	Scarborough and Bridlington	Farraha@scarboroughtec.ac.uk
	Head of Safeguarding	Designated Senior Lead	Beverley and Hull	
Anjuli Atterby	Safeguarding team	Safeguarding officer	Grimsby	atterbya@grimsby.ac.uk
Aimee Bennett	Safeguarding team	Safeguarding officer	Grimsby	bennetta@grimsby.ac.uk
Lilly Hackett	Safeguarding team	Safeguarding officer	The Academy	hackettl@grimsby.ac.uk
Jay Dimbley	Safeguarding team	Safeguarding officer	Skegness	dimblebyj@grimsby.ac.uk
	Safeguarding team	Safeguarding officer	Scarborough	
			Bridlington	
			Beverley	
			Hull / NET	
	Safeguarding Team	Designated Teacher	South Bank	
	Safeguarding Team	Designated Teacher	North bank	

Duty Mobile Numbers

Grimsby	Skegness	The Academy	Scarborough TEC	Bridlington	Beverley
07920860241 07771983375	07876104628	07795452752	07795612116	07769242878	07917074689

These designated staff :

- Report to the Designated Safeguarding Lead
- Will know how to make an appropriate referral
- Will be available to provide advice and support to other staff on issues relating to safeguarding children & adults

- Have particular responsibility to be available to listen to students
- Will deal with individual cases, including attending case conferences and review meetings as appropriate.
- Have received training in safeguarding child/vulnerable adult protection issues and inter- agency working, as required by the Safeguarding Partners and Adult Board, and will receive appropriate refresher training.

Flowchart for dealing with concerns and disclosures of harm or abuse.

Third Party makes an allegation/disclosure of an incident***; Young Person makes an allegation/disclosure of an incident*** observation of a young person leads to suspicion of abuse (it is important to be aware that a young person may not feel ready or know how to tell someone they are being abused) *****If it involves a member of staff do not inform the member of staff. Contact Ayesha Hall immediately**



RECEIVE – actively listen to the young person or adult at risk, **do not** ask leading questions.



RESPOND – reassure the young person or adult at risk that they will be helped and supported. **Do not** promise confidentiality.



REACT - log the facts of the disclosure on Record My If the disclosure identifies that the student or another student or child could be **at risk of harm** or **is in immediate danger**, contact duty safeguarding number who will make a referral immediately.



RECORD – exact words, names, dates, time, your observations, your actions, it is **essential** to keep all rough notes and pass these onto a designated person.



Designated person will consult appropriate agency(ies) and act accordingly. Further advice (or referral) must be via the Designated Leads from the Local Safeguarding Children's Board or Adult Social Care. The young person's wishes and feelings should be taken into account when determining what action to take and which services to provide.



Designated person will record events, actions and details of reports made and ensure safe and confidential storage of information. This will include a clear and comprehensive summary of the concern, details of how the concern was followed up and resolved, and notes of actions taken, decisions reached and the outcome. **Designated Leads** will liaise with Children's Social Care/Police and other agencies as appropriate and keep relevant staff informed of any developments. The **Designated Leads** will report monthly to Executive **Strategic Lead for Safeguarding** all cases, referrals and outcomes via a Safeguarding Report.

NS03

Little Stars Day Nursery Child Protection Policy

