Policies – The Adult College – London Borough of Barking and Dagenham

Safeguarding (including Prevent) Policy

Lead Responsibility	Service Manager – Business Support
Designated Officer	Business Support Manager – Learner Services and Deputy Safeguarding Lead
Advisory Officer(s)	
Approved by	Service Manager – Business Support
Date of Approval	September 2025
Review Date	August 2026

1. Introduction

1.1 In education and training, safeguarding duties apply to adults who have needs for care and support - are experiencing or at risk of abuse, neglect, and exploitation - are unable to protect themselves because of their care and support needs.

1.2 The Adult College places the highest importance on safeguarding and the safety and wellbeing of all service users. Our commitment to safeguarding applies to all service users, including staff, learners, volunteers, visitors, external contractors, and organisations who use or rent our premises.

1.3 There are three main elements to our safeguarding Policy:

Prevention: creating a positive environment, raising awareness of safeguarding priorities within teaching activities and maintaining an attitude of '**it could happen here.'**

Protection: ensuring policies and procedures are in place to minimise the risks to service users, including well-trained staff who are supported to respond appropriately and sensitively to safeguarding concerns.

Support: to service users and staff.

1.4 This policy covers all service users and their children when participating in Family Learning programmes. Under 16's are only permitted in family learning courses.

1.5 The College recognises that all service users could be victims of abuse, and all staff have a duty to identify any service user who may be experiencing, or at risk of experiencing, abuse, or harm on our premises, through online networks, and at home and take appropriate action to ensure their safety.

1.6 We recognise that when a service user has a social worker, it is an indicator that they may be more at risk. They may be more vulnerable to harm, as well as facing educational barriers to attendance, and learning. These learners are identified and supported by Learner Services.

1.7 Learners with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges. We acknowledge that additional barriers can exist when recognising abuse, neglect, and exploitation.

These can include:

- assumptions that indicators of abuse such as behaviour, mood and injury relate to the learners' condition without further exploration.
- these service users being more prone to peer group isolation or bullying (including prejudice-based bullying).
- the potential for learners with SEND or certain medical conditions being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in managing or reporting these challenges.

Learner Services provide additional support for learners with SEND.

1.8 The College assesses the risks and issues in the wider community when considering the wellbeing and safety of service users. Service users can be at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and adults at risk can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships, criminal exploitation, serious youth violence, county lines, and radicalisation.

1.9 The pressures on many, adults, and their families around poverty, and financial or health anxiety now are significant and reported cases of both domestic abuse, child abuse and mental ill health have risen. Vigilance of staff in recognising this as service users continue to learn online and in person in the new academic year is essential.

Staff are reminded to maintain the view that '**it could happen here'** and to immediately report any concerns, no matter how small, to the Safeguarding team.

1.10 The current threat from terrorism in the United Kingdom may include the exploitation of adults at risk, to involve them in terrorism or in activities in support of terrorism. The normalisation of extreme views may also make service users susceptible to future manipulation and exploitation. The College is clear that exploitation and radicalisation should be viewed as a safeguarding concern.

1.11 We promote and reinforce shared British values, empowering service users to be resilient to extremism and protect the wellbeing of those who may be susceptible. All who use the Adult College services should respect the background, values, and beliefs of others.

Safeguarding Team

If you have any concerns about your wellbeing, safety or rights, we are here to help. Contact a member of your Safeguarding Team.

You can contact the team in confidence via email or telephone:

adultcollegesafeguarding@lbbd.gov.uk

020 8270 4722

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2.0 Objectives

2.1 At the Adult College, safeguarding and promoting the welfare of service users is everyone's responsibility. Everyone who meets learners has a role to play.

2.2 The aim of this policy is to ensure there is a clear, transparent, and robust approach to the Adult College's statutory and moral duty in relation to all its service users.

2.3 It is intended to:

- Outline the colleges' intent to safeguard service users and staff.

- Create a culture of vigilance:

2.3.1. Working to protect adults at risk of harm.

2.3.2. Raise the profile of safeguarding with service users in all aspects of our work.

2.3.3. Enable staff, volunteers, contractors, and partners to recognise when there are risk factors and know how to respond to these.

2.3.4 Educate learners on how to keep themselves and others safe and how to get help when they need it.

- Establish and maintain a culture which is understood by all staff, which enables and empowers learners to feel secure, respected and valued and encourages them to talk knowing that they will be listened to.

- Provide information and support to help adults understand the different types of abuse, how to stay safe and how to raise a concern about the safety/well-being (for themselves or another person).

- Identify adults at risk and take appropriate action. This includes the risk of radicalisation as noted in the Prevent Duty.

- Outline our commitment to providing a curriculum which equips learners with the skills they need to stay safe from harm and to know to who they should turn for help.

- Ensure safe recruitment practices are in place and that we are checking the suitability of staff and volunteers who work with or in proximity to learners.

2.4 Trauma- Informed Commitment

We recognise that trauma can have a profound impact on learners' wellbeing, behaviour, and ability to engage in education. As part of our safeguarding approach, we are committed to fostering a trauma-informed culture that prioritises safety, trust, empowerment, and collaboration. Staff will receive guidance and training to recognise the impact of trauma and respond with empathy, respect, and professionalism.

3.0 Responsibilities

3.1 Advisory Board

The Advisory Board has a strategic leadership responsibility for the college's safeguarding arrangements and must ensure that they comply with their duties under legislation. The Board must have regard to this guidance, ensuring policies, procedures and training is effective and always complies with the Law. The Advisory Board has a senior board level lead who takes responsibility for the college's safeguarding arrangements.

It is essential that everybody working in a college understands their safeguarding responsibilities and complies with mandatory safeguarding training. The Advisory Board working with the senior leadership team and especially the Designated Safeguarding Lead should ensure that staff read at least Keeping Children Safe in Education – Part One guidance.

The Advisory Board is responsible for liaising with the Principal and Designated Safeguarding Lead over matters regarding safeguarding and child protection, including:

- Ensuring the Advisory Board considers the College's policy on safeguarding each year and provides strategic challenges in terms of safeguarding policy and procedures.

- Ensuring that each year the Advisory Board is informed on how the College and its staff have complied with the policy. This includes receiving a report on training that staff have undertaken.

- Ensuring the IT system has appropriate filters and monitoring systems in place and that the effectiveness of the systems is regularly reviewed.

3.2 Designated Advisory Board member with responsibility for Safeguarding

The Designated Advisory Board member will be responsible for liaising with the Principal and Designated Safeguarding Lead (DSL) to ensure that:

- The College's meets it statutory responsibilities.

- The policy is subject to annual review by the Advisory Board.

- The Advisory Board is informed of how the College and its staff have complied with the policy (including training undertaken).

3.3   Designated Safeguarding Lead (DSL)

The College's Designated Safeguarding Lead is the Service Manager for Business Support.

The DSL is responsible for safeguarding, child protection and Prevent within the Adult College.

They will:

- Take lead responsibility for safeguarding and child protection (including online safety). This will be explicit in the role holder's job description.

- Have the appropriate status, authority, and availability within the college to carry out the duties of the post (they will be given additional time, funding, training, resources and support they need to carry out the role effectively).

The Designated Safeguarding Lead will be expected to:

- Oversee the referral of cases of suspected abuse or allegations.

- Oversee the referral of cases to the Channel programme where there is a radicalisation concern.

- Maintain a record of all concerns (even where the concern does not lead to a referral).

- Provide advice and support to other staff in relation to safeguarding and child protection issues.

- Ensure that staff receive appropriate training in safeguarding and Prevent issues and are aware of this Policy.

- Raise awareness of current Prevent themes.

- Liaise with the Local Authority Safeguarding Lead for Education and Schools and other appropriate agencies.

- Provide an annual report to the Governing Body of the College, setting out how the College has discharged its duties.

The College also has Deputy Designated Safeguarding Leads who are trained to the same standard as the DSL.

3.4 Deputy Designated Safeguarding Leads

The College's Deputy Designated Safeguarding Leads are the Learner Services Manager and the Curriculum Manager – ESOL. The Deputy DSL's will support the DSL in carrying out their role. Some activities relating to the DSL will be delegated to the Deputy Leads, though the DSL will retain ultimate responsibility for all safeguarding, child protection and Prevent matters.

They have responsibility for:

- Providing frontline contact for the reporting of safeguarding concerns.

- Referring cases of suspected abuse, allegations of abuse or incidents of harm to the DSL.

- Maintaining records of all concerns (even where the concern does not lead to a referral).

3.5 All College Staff

All College staff will be expected to:

- Recognise that the college plays a significant part in the prevention of harm to adults at risk and be alert to signs and indicators of possible abuse.

- Share our commitment to safeguarding and promoting the welfare of all service users.

- Make themselves familiar with the College's Safeguarding Policy & Procedures.

- Update themselves annually with the appropriate elements according to their role and as a minimum read and acknowledge Part 1 within KCSIE.

- Understand and adhere to the reporting procedure for a safeguarding concern, seeking support from the safeguarding team where necessary.

- Provide a safe environment and a culture of safety and protection in which service users can learn, and access information and support.

- Establish and maintain an ethos where ALL service users, and those at risk of harm feel secure and are encouraged to talk and are listened to.

- Reassure service users that they are being taken seriously and that they will be supported and kept safe. Service users should never be given the impression that they are creating a problem by reporting abuse, sexual violence, or sexual harassment. Nor should they ever be made to feel ashamed for making a report. Finally, service users should always be made aware that their concern or disclosure must be escalated.

- Recognise that technology is a significant component in many safeguarding and wellbeing issues. Service users are at risk of abuse online as well as face to face. Service users can also abuse their peers online, this can take the form of abusive, harassing, and misogynistic messaging, non-consensual sharing of indecent images and sharing of abusive images and pornography to those who do not want to receive it.

- Recognise that the risk of harm can be compounded for service users who are LGBTQIA+ or who lack a trusted adult with whom they can be open. It is therefore vital for staff to endeavor to reduce the additional barriers faced and provide a safe space for them to speak out or share their concerns with a member of staff.

- Complete safer recruitment processes and checks (including new staff, agency staff and volunteers).

- Have attended an induction and completed mandatory safeguarding and Prevent training as part of their induction.

- To recognise their role in ensuring that e-safety is embedded within the organisation.

3.6 Teaching Staff

- In addition to the above, teaching staff are expected to maintain public trust in the teaching profession as part of their professional duties, as laid out in Teaching Standards 2012. There is a specific legal duty on teaching staff to report concerns of Female Genital Mutilation (FGM) immediately to the police (see Safeguarding P Procedures) in addition to reporting through the normal safeguarding procedure.

  Teaching staff:

- should be aware of any welfare, safeguarding concerns that may affect their learners to promote positive educational outcomes.

- must understand how to follow safeguarding procedures when teaching remotely.

- are expected to include in the curriculum opportunities for learners to acquire skills and build resilience, whilst encouraging a belief in equality of opportunity, celebrate diversity and challenge extreme views.

- Must promote inclusivity and preventative education for **All** learners with the key focus being "Life in modern Britain."

4.0 Confidentiality and sharing information

4.1 We recognise that all matters relating to safeguarding are confidential. All information regarding safeguarding issues will be kept in secure electronic files.

Once a disclosure and referral have been made, the incident should be considered

confidential, information should only be shared with the Safeguarding team. The Designated Safeguarding Lead (DSL) and Deputies will share information with other professional/agencies who are able to take protective action.

The College is obligated to work and share information with external agencies charged with the protection of children, young people, and adults at risk of harm. This includes social services, the police, and the Safeguarding Lead for Education, based on the need-to-know basis only.

The College works closely with the Borough Prevent Team and refers to the Channel process when necessary.

Please note: 'confidentiality' is often misunderstood. The Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children, young people, or adults at risk of harm safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of adults at risk of harm.

5.0 Safer Recruitment

5.1 The Adult College is committed to promoting a culture of safe recruitment and as part of that, adopt recruitment procedures that help deter, reject, or identify people who are unsuitable to work with adults at risk of harm from applying for or securing employment, or volunteering opportunities within the college.

The college acts reasonably in making decisions about the suitability of prospective employees based on checks and evidence including DBS, barred lists, together with interview information and references. We do not accept curriculum vitae (CVs) in place of an application form.

Recruiting managers complete Recruitment and Selection training every three years.

Staff who lead on recruitment undertake Safeguarding and ETF Safer Recruitment training every year and continue to follow the relevant safer recruitment processes including Keeping Children Safe in Education 2025, Part 3.

5.2 For staff in regulated activity DBS checks are undertaken. The posts subject to an enhanced DBS check are:
- Designated Safeguarding Lead & Deputies
- Head of Skills and Principal of the Adult College
- Curriculum Managers
- Tutors
- Learning Assistants

The London Borough of Barking and Dagenham require all DBS checks to be renewed triennially.

Volunteers who support in classrooms will be subject to DBS check.

5.3 Where the college is utilising volunteers, we will continue to follow the guidance as noted throughout KCSE 2025. Under no circumstances should a volunteer be left unsupervised.

The college will continue to follow the legal duty to refer to the Disclosure and Barring Service if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned.

5.4 If we dismiss or cease to use the services of a tutor because of serious misconduct or might have dismissed them or ceased to use their services, had they not left first, we will consider whether to refer the case to the Secretary of State via the Teaching Regulation Agency.

6.0 Induction and Training

6.1 The College is committed to a programme of training and awareness raising.

6.2 The formal induction for staff who are new to the college and volunteers includes mandatory safeguarding and Prevent training. During induction, staff are also introduced to the Safeguarding policy and procedures, the safeguarding team, the

Employee Code of Conduct, Learner Conduct and Performance and Whistleblowing procedures.

Learners are introduced to the services safeguarding team in their initial welcome letter and to safeguarding arrangements at induction.

6.3 The DSL & Deputy DSLs attend specialist training every two years and their knowledge and skills are refreshed at regular intervals.

All staff complete formal training annually, to provide them with relevant skills and knowledge to safeguard adults at risk of harm effectively. Staff also receive safeguarding updates via newsletters, email, e-bulletins, & staff meetings.

6.4 All board members should receive appropriate safeguarding training at induction. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in are effective and support the delivery of a robust whole college approach to safeguarding. Training should be regularly updated.

6.5 Safer recruitment training is completed by staff who participate in the recruitment process.

7.0 Online Safety

7.1 The breadth of issues classified within online safety is considerable and ever evolving, but can be 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 for sexual, criminal, financial or other purposes.

conduct: online behaviour that increases the likelihood of, or causes, harm; for example, making, sending, and receiving explicit images (e.g., consensual, and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying, and

commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams.

7.2 The College promotes a culture of online safety and recognises that safeguarding learners and providing them with the skills to safeguard themselves when using technology is a key aspect of the educational offer.

7.3 The College has robust filtering and monitoring systems in place whilst using IT both within the college and outside, when using college loaned devices. Computer activity is monitored, and improper use may result in disciplinary action for both staff and service users.

7.4 The DSL and the Network Services Manager are responsible for procuring, managing, and reviewing the college's filtering and monitoring systems. The college filtering and monitoring arrangements are reviewed regularly (and at least annually) to confirm they meet our safeguarding requirements.

7.5 Use of images and videos in teaching and learning are encouraged where there is no breach of copyright or the rights of another person. Tutors should speak with their curriculum manager if our filtering arrangements prevent learners from accessing the resources they need.

7.6 There is an IT Acceptable use Policy which covers access to the College network and internet.

7.7 Online safety is featured in learner & staff inductions. Staff complete ICT and

cybersecurity training every three years in line with borough requirements.

8.0 Counter Terrorism and Security Act 2015 (The Prevent Duty)

8.1 The aim of Prevent is to reduce the threat to the UK from terrorism. The Prevent duty requires all educational providers 'to help prevent the risk of people becoming terrorists or supporting terrorism.' Therefore, the Adult College seeks to protect its service users against extremist ideologies and radicalisation.

8.2 **Leadership will:**

- Establish or use existing mechanisms (e.g., teaching and learning, staff training, learner workshops, etc.) to promote the understanding and the risk of radicalisation.
- Ensure staff understand the risk and build up the capabilities to deal with it.
- Communicate and promote the importance of the duty.
- Write, update, and monitor a Prevent Action Plan which includes information on local intelligence.
- Build links with the DfE Prevent Officer, LA Prevent Officer, and local police officers (e.g., SO15).

8.3 **Staff**

All staff must understand the factors that make people susceptible to being drawn into terrorism, and challenge extremist ideas which are used by terrorist groups and can purport to legitimise terrorism. Staff must stay alert to changes in a service user's behaviour, or if they are developing extremist views or show signs of becoming radicalised which could indicate that they may need help or protection.

There is no single way of identifying who is likely to be susceptible to being drawn into terrorism or radicalisation. Factors which may have a bearing on someone becoming vulnerable can include:

- Peer pressure
- Influence from other people in person, and via the internet
- Bullying
- Crime against the individual or their involvement in crime
- Anti-social behaviour
- Family tensions
- Race / hate crime
- Lack of self-esteem or identity
- Personal or political grievances

9.0 External Speakers

The college is committed to creating an environment where everyone is treated with dignity and respect and where diversity is valued. We value opportunities presented by external speakers for service users to experience other opinions and to enter debate. This is an essential part of both personal, professional, and academic development.

The College values freedom of opinion and speech but recognises that, in the interests of the whole learning community, this must exist within formal guidelines.

The college:
- will not accept the use of language by external speakers that offends and is considered to be intolerant. Direct attacks on any religions or beliefs are not permitted.

- will not tolerate any person who demeans individuals and groups defined by their ethnicity, race, religion, and/or belief, sexuality, gender, disability, age, or lawful working practices and which give rise to an environment in which people will

experience, or could, fear harassment, intimidation, or violence.

- upholds a commitment to the promotion of British Values and expects external speakers to adhere to these same principles.

Licensees are not allowed external speakers on the premises without prior authorisation from the DSL or Deputy DSL.

10. Visible Lanyard Procedures

The College operates a visible lanyard procedure; this is to ensure that only authorised persons are admitted to the buildings and helps to maintain a safe and secure environment.

All service users are expected to always wear their college lanyards around their necks to confirm immediately that they are a registered member of the college community. This policy is a key measure to support our Safeguarding and Prevent strategies.

11. What happens if the Safeguarding Policy is not adhered to?

We will not tolerate behaviour which breaches the safeguarding policy and procedures, and will initiate disciplinary or other action, if circumstances warrant, against those who contravene the guidance contained within the policy and procedures.

12. Monitoring and Review

The DSL will monitor and review this policy annually, and as required subject to updates within the sector.

The DSL will prepare termly reports for the Advisory Board, which review how the duties have been discharged.

Useful contacts

Police Emergency Non-Emergency	Call: 999 Call: 101
Adult Social Care Intake and Access Team Out-of-hours emergency social work duty team	Call: 020 8227 2915 Email: intaketeam@lbbd.gov.uk Call:020 8594 8356 Website: Safeguarding adults at risk of abuse or neglect | London Borough of Barking and Dagenham (lbbd.gov.uk
Concerns for a child If you are worried about a child, or if a child is at risk of immediate harm call the police	Call: 020 8227 3811 Call: 999
Domestic and Sexual Violence Service **Refuge** One-to-one confidential, non-judgemental support and advocacy to all people living or working in Barking and Dagenham experiencing domestic abuse. This includes FGM. **Excel Women's Centre** A community hub with an open-door policy. Women and children are welcome to walk straight into the Centre to relax, for advice or for the various activities on offer. **Respect** Help for male victims of domestic abuse. **Ask for ANI codeword** If someone is experiencing domestic abuse and needs immediate help, ask for 'ANI' in a participating pharmacy. 'ANI' stands for Action Needed Immediately. If a pharmacy has the 'Ask for ANI' logo on display, it means they are ready to help. They will offer a private space, provide a phone, and ask if you need support from the police or other domestic abuse support services.	Call: 0300 456 0174 Email: BDAdvocacy@refuge.org.uk Website: Refuge website Call: 020 8594 3730 Website: Excel Women's Centre website Call: 0808 8010327 Website: https://mensadviceline.org.uk/male-victims/?gclid=EAIaIQobChMIt5vJ8fm3-wIVSqHVCh1znwt5EAAYBCAAEgJJbPD_BwE

Prevent Anti-terrorist Hotline If you see something online	Call: 0800 789 321 If you find online material promoting terrorism, extremism, or radicalisation, you can report it anonymously to the Home Office. This will help the government work with internet providers to get extremist content taken down, so the internet is safer for everyone.
Sexual Exploitation **The LEA Project** Delivered by Nia, works with women over the age of 18 in prostitution anywhere in London and provides non- judgemental advocacy and support in exiting.	Call: 0207 683 1270 Email: lea@niaendingviolence.org.uk
Modern Slavery Modern slavery & exploitation helpline	https://www.modernslaveryhelpline.org/report Call: 08000 121 700

Forced marriage and so called 'honour' based violence Forced **Karma Nirvana** An award-winning National charity supporting victims of honour-based abuse and forced marriage. Karma Nirvana believes that honour crimes are not determined by age, faith, gender, or sexuality, and will support and work with all victims. **Marriage Unit (Police)** The FMU also provides advice and information to individuals who have already been forced to marry. All case workers in the FMU have wide experience of the cultural, social, and emotional issues surrounding forced marriage.	 National Hotline: 0800 5999247 Email: info@saheli.org.uk Facebook: Saheli Ltd Twitter: SaheliLtd Call: 020 7008 0135/0230/8706 Email: fmu@fco.gov.uk For out-of-hour emergencies Call: 020 7008 1500 and ask to speak to the Foreign and Commonwealth Office Response Centre.
Talking Therapies – **NHS Therapy Service for anyone feeling stressed, anxious, or low**	Call: 0300 300 1554 opt 3 Email: Bdtakingtherapies@nhs.net