



## Safeguarding Policy (Student and Apprentices) 2024 - 2025

Date approved:	28.06.24
Approved by:	SMT
Responsible Manager (s):	Director for Students
Executive Lead:	Vice Principal HE & Student Enhancement

Applicable to staff:	Yes
Applicable to students:	Yes
Accessible to students:	Yes
Accessible to general public, employers, visitors, external speakers & stakeholders	Yes

### Consultation

Consultation undertaken with:

- |            |          |
|------------|----------|
| • SMT      | 28.06.24 |
| • AMT      | 11.06.24 |
| • CCMT     | 21.06.24 |
| • Students | 07.06.24 |

**Policy review frequency:**  
Normally annually, or as required.

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## 1. Scope and purpose of policy

1.1 This policy applies to all students and apprentices who choose to study at Blackpool and the Fylde College (B&FC) the purpose of this policy is to provide a framework where all students and apprentices feel respected and valued and are empowered to work in a safe environment. The Prevent framework sits within this safeguarding policy and is a measure “to have due regard for the need to prevent people from being drawn into radicalisation which may lead to terrorism”.

## 2. Policy Statement

2.1 At B&FC the safety and welfare of all students and apprentices is paramount. **B&FC** recognises the statutory and moral duty to safeguard the wellbeing of all students and apprentices, including digital working environments. This is irrespective of any of the protected characteristics under the 2010 Equality Act.

2.2. B&FC offers safe, secure, and nurturing environments where all students and apprentices are protected from harm and feel empowered to report issues. This includes incidents of peer-on-peer abuse, incidents of harassment and sexual misconduct, incidents that occur offsite, onsite, in residential accommodation or in a digital environment.

2.3. B&FC recognises the benefits and opportunities which new technologies offer to learning, teaching and assessment and encourages the appropriate and safe use of digital technology to enhance skills, develop positive behaviours and promote achievement.

2.4. B&FC conducts mandatory safeguarding training for all employees. This includes training at induction, and refresher training on an annual basis. Prevent training for all colleagues is delivered within this training envelope. Bespoke professional development is directed towards those roles with specific areas of responsibility, residential wardens for example.

2.5 Statutory national and local guidance includes,

- DfE Keeping Children Safe in Education (KCSIE) updated September 2024
- DfE 'Working together to Safeguard Children' updated 2018
- Dept. of Health, Care Act (2014)
- Further education residential accommodation: national minimum standards 2018
- Social care common inspection framework 2024
- OfS Statement of expectations for preventing and addressing harassment and sexual misconduct affecting students in higher education 2021 (update May 2023)
- DfE Multi-agency statutory guidance on female genital mutilation (updated July 2020)
- DfE Sexual violence and sexual harassment between children in schools and colleges (Update September 2021)
- Home Office Counter Terrorism and Security Act (Prevent Duty 2015)
- Prevent duty guidance (updated April 2023) for FE institutions in England and Wales
- OfS Framework for monitoring the Prevent duty in higher education (updated April 2019)
- Children Act 2004
- Section 175 of the Education Act 2002
- Ofsted Education Inspection Framework (including updates) 2023

- Blackpool and Lancashire Children's Safeguarding Assurance Partnership.
- B&FC Prevent Action Plan

### **3. Accountability**

3.1 Safeguarding is the responsibility of all colleagues at B&FC. The College's strategic safeguarding lead and single point of contact (SPOC) for Prevent is the Director for Students. This role has responsibility to ensure this policy is current and accessible.

3.2 The Designated Safeguarding Lead (DSL) is the Director for Students supported by Deputy DSLs as required. The Safeguarding and Prevent Manager has the operational lead responsibility.

3.3 The Safeguarding and Wellbeing Steering Group will monitor the policy to ensure it is continuously updated in line with government, local authority, police and other agency guidelines.

3.4 It is the responsibility of everyone working, volunteering, training, or studying at B&FC to keep themselves safe, and respect other people's rights to safety either in person, by proxy, or in a digital environment.

3.5 Governance sits with the Corporation Board.

### **4. Student Involvement**

4.1 The elected representatives of the Student Union were consulted in the formation of this policy.

### **5. Linked Policies**

- Positive Student Behaviour Policy
- Anti-Bullying and Anti-Harassment Policy (Student)
- Appropriateness of Study Policy
- Health and Safety Policy
- Data Protection Policy
- IT Systems Acceptable Use Policy
- Security policy

### **6. Linked Procedures**

- Anti-Bullying and Harassment Procedure (Student)
- Positive Student Behaviour
- Student Misconduct Procedure
- B&FC Safeguarding Procedure
- IT Systems Acceptable Use Agreement

**Impact Assessment for the 4 strands of Equality, Safeguarding, Health and safety and Sustainability**

**Initial Form to be completed with Risk Assessments or as part of a proposal or change to a policy, plan or new way of working**

Title of Activity: Safeguarding Policy	<input type="checkbox"/> New or <input checked="" type="checkbox"/> Revision
Name and title of proposer: Nigel Brown: Director for Students	<b>(tick as appropriate)</b>

**Equality and Diversity.**  
Are there students, apprentices, other customers, community/stakeholders, and/or colleague concerns that the proposed policy, project or change may be discriminatory or have an adverse impact on people with protected characteristics?

A	Students/Apps/Customer	No	If so, how many individuals / which groups of are likely to be affected?	
B	Community/stakeholders	No		
C	Colleague	No		

Equality group	Positive impact <b>High Low None</b>	Negative impact <b>High Low None</b>	Reason / comments for positive impact why it could benefit any /all of the equality groups	Reason /comments for negative impact /what could disadvantage any/all of the equality groups
Sex	High	None	This policy is gender neutral and designed to protect all irrespective of any protected characteristic	
Gender reassignment (Male/female/Non-binary/Transgender)	High	None		
Age	High	None		
Race or ethnicity	High	None		
(Disability) Learning difference	High	None		
(Disability) Physical and/or sensory	High	None		
(Disability) Mental health need	High	None		
Sexual Orientation	High	None		
Religion and Belief	High	None		
Marriage and civil partnership	High	None		
Pregnancy and maternity	High	None		
Carers/care experienced	High	None		
Socio Economic deprivation indicators	High	None		

What changes or actions do you recommend to improve the service, project, policy, or change to eradicate or minimise the negative impacts identified?

Who will be responsible for monitoring these actions? DfS

Have students, apprentices/other customers, communities and/or colleagues been consulted in the review / proposed change?

A	Students/Apps/Customers	Yes
B	Community	No
C	Colleague	Yes
	If yes, who and how many have you involved and how have they been involved?	AMT / CCMT/ SMT SG and Wellbeing Steering Group/ SU Exec

**Safeguarding:** Are there any aspects of this proposal which could cause a Student/member of staff/visitor to feel unsafe? If yes, how has this been considered? What are the risks? What are the benefits?  Yes  
 No

**Health and Safety:** Have any risks been identified? If yes, how has this been considered? What are the risks? What are the benefits?  Yes  
 No

**Sustainability:** Are there expected benefits or impacts on sustainability issues? If yes, how have these been considered?  Yes  
 No

**Evidence:** What evidence do you have for your conclusions and expectations for these conclusions? How will this impact be monitored for all these considerations?

Is this policy of a high/medium or low risk?: High  Medium Low

