



Croydon
College



COULSDON
SIXTH FORM COLLEGE

SAFEGUARDING CHILDREN, YOUNG PEOPLE AND ADULTS AT RISK POLICY
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SAFEGUARDING CHILDREN, YOUNG PEOPLE AND ADULTS AT RISK POLICY

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Policy for Safeguarding children, young people and vulnerable adults

1. PURPOSE

- 1.1. The College recognises that it has a duty to promote and safeguard the welfare of children and young people receiving education and training at the College. The purpose of this Policy is to provide a framework by which the College carries out its obligation to protect children and young people from harm.
- 1.2. The Policy provides clear direction to all members of the College community to ensure any child protection concerns, referrals and monitoring of actions are handled appropriately.
- 1.3. Accordingly, all staff receive a copy of this Policy and also Section 1 of 'Keeping Children Safe in Education' September 2018 (Appendix 1).

2. SCOPE

- 2.1. This Policy applies to all those working in, studying and visiting the College including students, the staff, Governors, volunteers and visitors to the College, including contracted services such as signers, employers offering work placements, transportation companies and contractors with potential direct access to children and young people.

3. DEFINITIONS

- 3.1. For the purposes of the Safeguarding and Child Protection Policy, the following definitions apply:
 - A "child or young person" means any person under the age of 18 (i.e. those who have not yet reached their 18th birthday).
 - A "vulnerable adult" means any person "who is or may be in need of community care services by reason of mental or other disability, age or illness; and who is or may be unable to take care of him or herself, or unable to protect him or herself against significant harm or exploitation because of mental or other disability, age or illness."
 - "Staff" means all employees, permanent or temporary, full-time and fractional, and all agency staff, contract and volunteer staff working for the College.
 - Safeguarding relates to policies, and systems to keep children safe. Child protection relates to procedures and activities if there are serious concerns

4. PRINCIPLES

- 4.1. As a general principle, the College has a statutory responsibility to:
 - Meet its statutory responsibilities regarding safeguarding children, young people and vulnerable adults
 - Safeguard and promote the welfare of children, young people and vulnerable adults;
 - Work together with other agencies to ensure adequate arrangements are in place to identify, assess, and support those children, young people and vulnerable adults who are suffering from or at risk of harm; and
 - Implement the Prevent Duty to safeguard individuals from radicalisation.

4.2. The three main elements of the Policy are:

4.2.1. Prevention:

- Providing an environment in which children, young people and vulnerable adults feel safe, secure, valued and respected; feel confident and know how to obtain help and support;
- Training and raising awareness of all staff of the need to safeguard children, young people and vulnerable adults and of their responsibilities in identifying and reporting possible cases of abuse or radicalisation;
- Ensuring that all adults within the College carrying out regulated activity have been subject to the appropriate checks using safer recruitment procedures; and
- Implement the Prevent Duty of the Government's Counter Terrorism Strategy and where deemed appropriate, seek external support for students through referrals to the Channel Programme, in respect of safeguarding individuals from radicalisation.

4.2.2. Protection:

- Through raising the awareness of students as to how to keep themselves safe from harm, abuse or radicalisation;
- Through systematic monitoring of children, young people and vulnerable adults, known or thought to be, at risk of harm or radicalisation;
- Through structured procedures within the College to be followed in cases of suspected abuse; and
- Through effective working relationships with all other agencies involved in safeguarding children, young people and vulnerable adults.

4.2.3. Support:

- Ensuring that key concepts of child protection are integrated within the curriculum, and offered through effective information, advice and guidance within tutorials and cross-college service delivery where appropriate;
- Enabling students to develop critical thinking skills and discuss challenging topics in a supportive environment to help them understand and safeguard themselves from harm or extremism; All staff, workers, volunteers and visitors exemplify British values;
- Promoting British values through the 16-18 Study Programme and wider College life activities;
- Ensuring that children and young people are listened to and their concerns taken seriously and acted upon and;
- Working with others to support children and young people who may have been abused, or in care to access the curriculum and take part in college life.

5. SAFER RECRUITMENT

The College will ensure that all College staff have been checked for their suitability before taking up their appointment. The College has recruitment procedures in place that are in line with the principles of Safer Recruitment and follow the current DfE Guidance.

All potential appointees for paid or voluntary employment (including agency staff) who will be carrying out regulated activity (as defined in the current DfE Guidance, page 22) will be subject to stringent vetting processes. This applies also to volunteers and sports coaches (contracted by their respective clubs to work at the College) who have regular unsupervised access to students and are considered to be carrying out a regulated activity.

Governors are considered to be “volunteers” and whilst they do not carry out regulated activity and do not have regular unsupervised access to students, are required to have DBS checks in line with national guidelines and the College’s safeguarding commitment.

The College keeps a single central record for all staff who work in the College. This central record complies with the current DfE Guidance.

6. DATA PROTECTION

Confidentiality, Reporting and Disclosure

The College recognises the need to comply with relevant legislation and guidance in relation to data protection and confidentiality.

It is also recognised that, where there are concerns about abuse or child protection, information sharing with appropriate agencies may be necessary even when it is contrary to the wishes of an individual.

The following issues will inform decisions about sharing information:

- The College will ensure that as part of the safeguarding and child protection training for staff, the issue of confidentiality is clarified so that staff know they cannot promise confidentiality in all cases as they may have to pass on information to other professionals to keep the young person or vulnerable adult safe.
- The principle of “proportionality” applies to sharing confidential information, i.e. when disclosing information without consent the member of staff limits the extent of the disclosure to that which is absolutely necessary to protect the young person or vulnerable adult.
- The College recognises that young people aged 16 or 17 will have the understanding to make decisions about their own lives and their views and wishes will be respected unless they are deemed to be at risk of harm which is a serious threat to their personal safety or they are the victim of a crime. The young person’s ability to make such decisions should be assessed on a case-by-case basis.
- Referrals to other agencies such as MASH should be made with the agreement of both the young person and their parent/carer where practicable. However, it may not be practicable to seek their agreement where, for example, seeking permission might place them or another person at risk of serious harm or where they are not mentally competent to give their agreement. There may also be cases where the young person’s agreement is sought but they refuse to give that agreement.
- Disclosure of information can take place without consent in cases where this is justifiable in the overriding public interest – e.g. to protect the young person from significant harm.
- In the context of child protection the welfare of the young person outweighs the family’s right to privacy.
- Vulnerable adults may choose to remain at risk in dangerous situations. Professional staff may find they have no statutory powers in cases where the adult is judged to have sufficient capacity to make his or her own choices and refuses the help which staff feel is needed and where public interest considerations do not apply.
- In these cases, where a member of the College staff considers that the decisions of the vulnerable adult should be respected they must immediately seek advice from the Designated Safeguarding Lead.
- Decisions about the capacity and the ability of the vulnerable adult to give informed consent are a matter of medical judgement and multi-disciplinary assessment. There should be no abandonment of the duty to care under the guise of “choice”.

The Designated Safeguarding Lead (DSL) ensures that safeguarding and child protection records are kept separately, securely and in accordance with confidentiality and data protection principles. The DSL determines when and how information should be passed to other agencies, in consultation with key colleagues.

7. ROLES AND RESPONSIBILITIES

The Governing Body approves the College's policy and annually reviews its implementation. Following statutory guidance they designate one Lead Governor and one Designated Safeguarding Lead.

The Executive lead for this Policy is the Vice Principal Education and Quality

Responsibilities of the Designated Governor(s) for Safeguarding children, young people and vulnerable adults

The Designated Governor for Safeguarding children, young people and vulnerable adults will:-

- Ensure the college complies with its statutory responsibilities with regards to Safeguarding children, young people and vulnerable adults
- Provide regular Governor oversight to the implementation of the College's Policy for Safeguarding children, young people and vulnerable adults, including Prevent, and associated procedures in particular with respect to partnership with the local authority, police and other bodies, risk assessment and action planning, staff training, internal processes and pastoral care;
- Receive any allegation made against the Principal and consult with the Local Authority Designated Officer (LADO) accordingly, and report any actions, as appropriate, to the Chair of Governors or relevant committee should the Chair of Governors be the Designated Governor

Responsibilities of the Designated Safeguarding Lead for Safeguarding children, young people and vulnerable adults (DSL)

The Designated Safeguarding Lead for Safeguarding children, young people and vulnerable adults including the Prevent duty will:-

- Ensure that there are identified deputies to take on these responsibilities in the absence of the Senior Designated Lead Person for Safeguarding children, young people and vulnerable adults; Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the designated safeguarding lead, this lead responsibility should not be delegated.
- Ensure that the Safeguarding Policies and Procedures are implemented across the College and that staff understand their responsibilities and duties
- Ensure that the Prevent duty is implemented across the College and that staff understand their responsibilities and duties
- Refer cases of suspected abuse to the local authority children's social care as required
- Support staff who make referrals to local authority children's social care
- Refer cases to the Channel programme where there is a radicalisation concern as required
- Refer cases where a crime may have been committed to the Police as required.
- Ensure that appropriate members of staff have received specialist training on the Safeguarding and Child Protection referral processes;

- Ensure that all College staff, volunteers, visitors and placement (apprenticeships and work experience) employers are aware of the College's Policy for Safeguarding Children and Young People and referral procedures, and know how to recognise any potential concerns;
- Provide regular reports detailing safeguarding activity, referrals for both colleges and relevant statutory updates for senior managers and governors.
- Make links across relevant agencies to enable increased collaborative working.
- Represent the college at CSCB meetings and Quality Assurance meetings within the Council.
- Complete an annual internal self-assessment report and quality improvement plan with termly updates on progress.

Responsibilities of the Designated Deputies for Safeguarding Children and Young People

- Deputise for the DSL as required
- Ensure that written records of concerns about a child are kept, even if there is no need to make an immediate referral;
- Ensure that all such records are kept confidentially, securely and are separate from Tutorial or main College records;
- Attend appropriate training as required by the Croydon Safeguarding Children Board (CSCB) in order to keep up to date with current knowledge in fulfilling the role;
- Attend regular training sessions provided specifically for the designated persons as necessary and appropriate;

Out of main College hours, emergency referrals are made by the Duty Manager in consultation with the DSL or a Designated Deputy.

Responsibilities of the Director of Human Resources

The Director of Human Resources will:

- Be responsible for receiving any allegations against staff, workers and volunteers;
- Ensure that details of all allegations against staff, workers and volunteers are recorded and consults with the LADO, as appropriate;
- Ensure that any agreed actions are carried out with the LADO and reports on outcomes;

Responsibilities of the teaching and non-teaching staff at the College

All staff at the College have a responsibility to :-

- A identify children or young people who may be in need of help or who are suffering, or are likely to suffer, significant harm. All staff then have the responsibility to take appropriate action, by immediately notifying the safeguarding lead or other designated person.
- Undertake appropriate training regularly in relation to safeguarding and promoting the welfare of children;
- Follow all other principles and practices within this policy

Parental Involvement

The College seeks to ensure that parents and carers understand the College's responsibility to:-

- Safeguard young people from radicalisation;
- Safeguard and promote the welfare of children; and

- Share information and work in partnership with other agencies when there are concerns about a child's welfare. The College will also actively raise awareness of potential safeguarding issues with parents/carers.

Employer Involvement

The College seeks to ensure that employers understand the College's responsibility to:-

- Safeguard young people from radicalisation;
- Safeguard and promote the welfare of children; and
- Share information and work in partnership with other agencies when there are concerns about a child's welfare

Keeping Children Safe in Education

Indicators of abuse and neglect

All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

Abuse: A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or by another child or children.

Physical abuse: A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. 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 (see paragraph 50).

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.



Reasonable Force: There are circumstances when it is appropriate for staff in schools and colleges to use reasonable force to safeguard children and young people. The term ‘reasonable force’ covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. ‘Reasonable’ in these circumstances means ‘using no more force than is needed’. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil’s path, or active physical contact such as leading a pupil by the arm out of the classroom.

- Advice for colleges is available on the AOC website:
https://www.aoc.co.uk/sites/default/files/KCSIE%20Consultation%20-%20AoC%20Website_0.pdf

The department believes that the adoption of a ‘no contact’ policy at a school or college can leave staff unable to fully support and protect their pupils and students. It encourages head teachers, principals, governing bodies and proprietors to adopt sensible policies, which allow and support their staff to make appropriate physical contact. The decision on whether or not to use reasonable force to control or restrain a child is down to the professional judgement of the staff concerned and should always depend on individual circumstances.

When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions, schools and colleges should in considering the risks carefully recognise the additional vulnerability of these groups. They should also consider their duties under the Equality Act 2010 in relation to making reasonable adjustments, non-discrimination and their Public Sector Equality Duty. By planning positive and proactive behaviour support, for instance through drawing up individual behaviour plans for more vulnerable children, and agreeing them with parents, carers, schools and colleges can reduce the occurrence of challenging behaviour and the need to use reasonable force.

Peer on Peer Abuse - Sexual violence and harassment between children

Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.

Sexual violence and sexual harassment can occur between two children of **any** age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that **all** victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff should be aware of the importance of:

- Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- Not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and



- Challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

Female Genital Mutilation – FGM

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

FGM mandatory reporting duty for teachers

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers** along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should **not** be examining pupils, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/573782/FGM_Mandatory_Reporting_-_procedural_information_nov16_FINAL.pdf

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has good reason not to, they should still consider and discuss any such case with the school or college’s designated safeguarding lead (or deputy) and involve children’s social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/496415/6_1639_HO_SP_FGM_mandatory_reporting_Fact_sheet_Web.pdf

Staff SAFE Code of Conduct

- 1. Never give out your personal details to a student or former students.** For example, mobile numbers, personal email address, home address etc.
- 2. You must use your college email address, college landline or a college mobile to contact students.** Always contact students on their college email, never a student' personal email and BCC when sending bulk emails to maintain privacy
- 3. Never engage with students or former students over social media.** Do not accept friend or follow requests from students or former students. We recommend that you do not use your real name on social media accounts as you can easily be found and it is a good idea to regularly check that your profile settings are private.
- 4. Do not take photographs using your own camera or mobile phone.** Photographs should only be taken when explicit permission has been given by a manager. You must use college equipment and ensure you only take photographs related to education.
- 5. Never give a student money, gifts or loans.** Always refer the student to a Study Plus for financial advice.
- 6. Under no circumstances should you give a student or former student a lift in your car.**
- 7. Always leave the classroom door open if you are alone with a student.** All rooms should be locked when you leave.
- 8. Always use appropriate and professional language when speaking to students and ensure you are not overfamiliar.**
- 9. Always keep sensitive information stored in accordance with college rules for personal data security and that it cannot be inadvertently seen or accessed by students or others.** Make sure you lock your computer or log off if you are leaving your computer unattended.
- 10. Always document information sensitively.** Any confidential information should be made on a confidential referral on My Progress Tracker.
- 11. Always wear your ID badge and challenge students or staff who are not wearing theirs.**
- 12. Do not stand outside smoking with students.** This gives an unprofessional image and crosses boundaries.
- 13. Be on time for all classes or activities.** Ensure that students are not left unattended in groups awaiting instructions.

Wanding, Searching and Confiscation

Where the College may carry out routine wanding of students to promote a safe environment, the College does not support the routine searching of students. Such actions are likely over time to undermine the bonds of trust and respect between students and staff that are the foundation of an open, supportive and inclusive college community. However, the College recognises that there are situations where failing to search might place a person or persons at risk of serious harm. Under these circumstances, searching may be authorised and carried out according to the following procedures:

1. Searches will only be authorised by a duty manager and conducted by members of staff who have received appropriate training.
2. When agreeing to a search the member of staff will need to have reasonable grounds for thinking that the student is in possession of a prohibited item or that there is a risk of serious harm to a person if the search does not take place. Prohibited items are: knives or weapons, alcohol, illegal drugs or paraphernalia, legal highs, stolen items, fireworks, pornographic images or any article that the member of staff reasonably suspects has been or is likely to be used to commit an offence or to cause personal injury to or damage to the property of any person (including the student).
3. Staff will show respect for the dignity and privacy of the student - searches will be conducted in designated rooms with CCTV and not be carried out in view of anyone apart from the staff members and student directly involved.
4. The staff member carrying out the search should be of the same sex as the student, and the search should be witnessed by another staff member of the same sex as the student.
5. The student will be told the reason for the search; in particular, what items they are thought to be in possession of and the grounds for thinking this.
6. The student will be asked if they consent to the search. If they do not consent, the search will not go ahead and the student may receive a Temporary Suspension from College and reported to the Police.
7. The staff member will ask the student to turn out their pockets and/or bags and to remove any outer clothing so these items can be checked. Additionally, the staff member may use a wand style metal detector if relevant. A Pat Down search may be conducted. If a more extensive search is deemed necessary, the Police will be contacted.
8. Prohibited items found during a search will be confiscated. Weapons or controlled/illegal drugs and paraphernalia will be logged and passed to the police. The police will be contacted about stolen items of value (e.g. phones/laptops) or illegal items (alcohol/fireworks/extreme or child pornography).
9. Staff who carry out a search will make a full written record of the date, time, location and reason for the search, along with the outcome and the details of the student searched and the staff carrying out and witnessing the search. This record will be held confidentially for safeguarding and child protection.
10. For students under the age of 18 the next of kin will be informed on the day of the search that it has taken place whatever the outcome.

Reporting Offences to the Police

The College will inform the Police if any of the following offences have or are alleged to have been committed by students or staff or against students/staff at the College or during any College activity:

- Possession of a knife or offensive weapon (or any article made or adapted for use for causing injury)
- Possession/supply of drugs
- Assaults (eg. GHB/ABH/common assault)
- Robbery
- Sexual offences
- Missing person (where this is unusual or out of character)
- Other offences that are deemed serious enough to be reported to the Police.

A student or member of staff who becomes aware of any of the above (or receives an allegation) should immediately speak to the DSL or a member of the Safeguarding team.

In a genuine emergency where delaying would cause harm to students, staff or the public, the staff member or student should call 999 and report the issue themselves and then speak to a member of the Safeguarding team as soon as safe to do so.

Freedom of Speech

Code of Practice

Background

Croydon College offers all our staff, students, and visitors, the opportunity to engage with an open teaching and learning environment that encourages debate and the development of confidence and skills to fully participate in college life and wider society as active and informed citizens. Our aim is to provide a learning environment in which knowledge is acquired, shared and applied and where personal and academic growth take place. These are fundamental principles for Croydon College and they readily fit within our focus on Citizenship.

We encourage all members and visitors to our college and community to express opinions, freely, within the law, and to enjoy open access to information.

Legislation

Freedom comes with responsibilities and there is a range of legislation within which educational institutions must operate whilst valuing both freedom of speech and academic freedom. There is a delicate balance to be maintained when some of these duties appear to be at odds with others, or where issues overlap. The legal framework of rights and duties is complex.

Article 10 of the European Convention on Human Rights (ECHR¹) states that everyone has the right to freedom of expression and this is included within our Staff and Student Codes of Conduct

Other legislation requires the college to maintain and update a code of practice that covers procedures for organising meetings and events which include external speakers, whether these are internally or externally organised. Ensuring freedom of speech and expression at these events, is also a matter for practical consideration with regard to maintaining the safety and welfare of those present.

The College recognises that, on occasion, the views of some who exercise the right to freedom of expression may cause offence, shock or disturb others who do not hold those views. That, in itself, is not a matter for constraint and is not necessarily breaking the law. Allowing opposing views to be heard will continue to be encouraged by the College, with appropriate and timely risk assessments undertaken as required. We will be anticipatory, as far as possible, and proportionate in our assessments of risk, and in how we might manage identified risks.

Only in limited circumstances will the College refuse permission for an event to be held. These may include:

- where there is serious concern that the safety of the speaker and/or others in this assembly cannot be reasonably guaranteed;
- where there is evidence that a speaker is likely to: incite violence; harass the assembly by using hate speech; cause a breach of the peace or is likely to transgress the bounds of lawful free speech or assembly.

Organisations designated 'proscribed' by H.M. Government will not be allowed to use our premises. Otherwise, we encourage a transparent recording system for requests to host events and/or invite external speakers and if there are concerns, these shall be discussed and

Appendix 6 Freedom of Speech Code of Practice

considered by the appropriate authority, in an equitable manner, as set out in Appendix 7.

Underpinning all activities and central to the ethos of our community is the commitment to equality and diversity. The Equality Act 2010 and the Public Sector Equality Duty require us to prevent unlawful discrimination and promote equality of opportunity, fostering good relationships between different groups, including those with 'protected characteristics', as designated in the Act.

Finally, duties of care to students, parents/carers and employees, and our approach to equalities and diversity continue to inform our response to our "Prevent Duty". Under the Counter Terrorism and Security Act (CTSA) 2015, this existing duty was substantively reframed and as such, we are required to have "*due regard to the need to prevent people from being drawn into terrorism*". This is now incorporated into the risk assessment for holding events and the associated procedures.

Events Procedure

1. Definitions

1.1 Event – Any talk, meeting, reception, conference or exhibition conducted, hosted or sponsored by the College (including events hosted by other organisations taking place on College premises).

1.2 Event Organiser – The individual responsible for the event being organised. This should be an Academic Leader or Business Support Manager

1.3 External speaker – an individual not associated with the College who has been invited to speak at an event.

1.4 College Premises – any venue or location in the UK for which the College is directly responsible.

1.5 Working day (for the purposes of this procedure) – Monday to Friday not including bank holidays.

1.6 Risk Mitigating Conditions – conditions placed on an event which must be complied with in order for the event to be able to take place.

2. When to use this procedure

2.1 Whenever an event is being held on the College premises.

2.2 An external speaker or venue booking should not be confirmed until a decision under this procedure has been made. It is therefore important that the process is started at the earliest opportunity.

3. Self-assessment (Stage 1)

3.1 Initially the Event Organiser must undertake a self-assessment to determine whether further consideration or support is required from the College.

3.2 The Event Organiser must ensure that nothing is done to advertise, publicise or promote the Event through any channel unless and until this procedure has been undertaken and no issues have been identified.

3.3 The self-assessment process involves answering the following questions: a) Are there any concerns about unlawful content that might encourage terrorism or violent extremism?

For example: - Are they likely to breach UK laws on Hate Speech?
<https://www.equalityhumanrights.com/en/freedom-express/top-ten-things-you-need-know-about-freedom-expression-laws> - Are they representing an organisation proscribed by the UK Government?

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/538297/20160715-Proscription-website-update.pdf - Are they likely to raise concerns under the Prevent duty guidance in terms of encouraging violent extremism or terrorism, or drawing people into terrorism?
<https://www.gov.uk/government/publications/prevent-duty-guidance> b) Could there be a public order issue? It is important to seek further advice if there are concerns but this does not automatically block the event taking place.

For example: - Has the speaker been refused to speak here or at any other educational establishment before? - Is the subject of their talk or the organisation they represent likely to mobilise significant opposition such that there might be a risk to safety of the public or members of the College community? - Does the speaker, or the organisation they represent have a

Appendix 7

Events Procedure

controversial profile in the media and therefore likely to attract a heightened media interest? - Is the event likely to attract unusual interest or unusually large numbers?

3.4 The Event Organiser must make themselves aware of the background and reputation of the external speaker in order to be able to clearly consider the above two self-assessment questions. The first consideration should always be whether the event can be managed safely and whether any measures should be put in place to mitigate any identified risks, in order that the event can take place.

3.5 If the Event Organiser reasonably decides that the event should go ahead they should complete the appropriate approval form attached.

4. Approval (Stage 2)

4.1 The Head of School/Director should examine any evidence and then sign to say they consent to the event taking place.

4.2 The form is forwarded to Student Services and is recorded on the Event spreadsheet.

**Appendix 8
Event / External Speaker Consent Form**

Note: This form must be completed and submitted at least two weeks before the planned activity

Event / External Speaker Consent Form

STAGE 1

NAME OF STAFF MEMBER REQUESTING EVENT/SPEAKER	
NAME OF EXTERNAL CONTACT/SPEAKER (only those listed will be allowed into the College)	
ORGANISATION THEY REPRESENT	
ADDRESS OF ORGANISATION	
TELEPHONE NUMBER OF ORGANISATION	
EMAIL OF ORGANISATION	
DATE OF EVENT	
START TIME OF EVENT	
FINISH TIME OF EVENT	
NAME OF STAFF MEMBER WHO WILL BE PRESENT DURING EVENT	
STUDENTS WHO WILL BE PRESENT (if applicable)	
NUMBER OF ATTENDEES: (A full list of named attendees must be supplied to the Director at least 48 hours before the event)	
TOPIC AND OVERVIEW OF EVENT	
SIGNATURE OF STAFF MEMBER REQUESTING SPEAKER/EVENT: (if applicable)	
DATE OF SUBMISSION:	

STAGE 2 – TO BE COMPLETED BY MANAGER:

(Please circle appropriate box and attach any appropriate evidence)

I have completed an internet search of organisation	Yes	No
I have completed internet search of speaker/guest	Yes	No
Should any measures be put in place to mitigate any identified risks, in order that the event can take place? If 'Yes' please detail below:		

I confirm I have carried out the searches above and recommend this event takes place.

**Appendix 8
Event / External Speaker Consent Form**

Note: This form must be completed and submitted at least two weeks before the planned activity

SIGNATURE.....

NAME.....

DATE.....

STAGE 3 - HEAD OF SCHOOL/DIRECTOR CONSENT:

I give my consent for the event to take place at the college. Only those listed above will be given entry to the College.

SIGNATURE:

NAME.....

DATE:

Completed form to be taken to Student Services. You will receive an acknowledgement email and you can then go ahead with your arrangements. Any changes must be agreed with the Head of School.

A COPY OF OUR SAFEGUARDING POLICY WILL BE SENT VIA EMAIL TO THE SPEAKER/GUEST.

Note: Staff must always have agreement from the Head of School on this form if they wish to invite an outside speaker into the College.

Open Source Checks Procedure for researching a Speaker

The manager seeking approval will conduct a short open source check into all potential speakers using a suitable search engine, searching the speaker and any organisation the speaker is affiliated with and look at the first three pages of results. You should then repeat the search with 'controversy' added to the search terms. Look out for any published materials or previous speech content.

If the speaker has a history of, or has in the past been accused of:

- Inciting hatred, violence or calling for the breaking of the law
- Insulting or making derogatory remarks to other faiths or groups
- Using threatening, abusive or insulting words or behaviour

Then these details should be attached to the Approval Form and further advice sought from a member of the Safeguarding Team.

The screenshot shows a Google search for "barack obama controversy". The search bar contains the text "barack obama controversy" and a magnifying glass icon. Below the search bar are navigation tabs for "All", "News", "Videos", "Images", "Shopping", "More", "Settings", and "Tools". The search results indicate "About 8,030,000 results (0.48 seconds)".

The first result is a Wikipedia category page titled "Category:Obama administration controversies - Wikipedia" with the URL https://en.wikipedia.org/wiki/Category:Obama_administration_controversies. The snippet lists sub-topics: "B. Barack Obama judicial appointment controversies - 2012 Benghazi attack · Bowe Bergdahl · Boundless Informant. C. Charles Freeman appointment ...".

The second result is an article from "The Daily Signal" titled "9 'Major Scandals' Obama Forgot to Mention - The Daily Signal" with the URL dailysignal.com/.../9-controversies-obama-didnt-mention-when-he-denied-any-major-.... The snippet is dated "24 Oct 2016" and states: "President Barack Obama discarded eight years of controversies surrounding his administration, including the targeting of conservative groups, ...".

The third result is from "Newsmax.com" titled "Barack Obama Scandal: 7 Controversies That Have ..." with the URL www.newsmax.com/FastFeatures/barack-obama-scandal-fast...obamacare/.../613216/. The snippet is dated "22 Dec 2014" and states: "It is nearly impossible to not find a Barack Obama scandal or controversy. The list can change nearly every day. Here's a list of seven ...".

Below the text results is an "Images for barack obama controversy" section. It features a horizontal row of six image thumbnails. The first five show Barack Obama in various settings, including a speech and a meeting. The sixth image shows a sign that reads "INDOCUMENTED WORKER". Below the images are links for "More images for barack obama controversy" and "Report images".

The fourth result is from "Mic" titled "9 Biggest Controversies Of Obama's Time in the National Spotlight - Mic" with the URL <https://mic.com/.../9-biggest-controversies-of-obama-s-time-in-the-national-spotlight>. The snippet is dated "15 May 2013" and states: "With three scandals this week involving the Obama administration, it's time to reflect on the president's biggest controversies since he took the ...".

The fifth result is from "Conservapedia" titled "Barack Hussein Obama - Conservapedia" with the URL [en/options/conservapedia.com/Barack_Hussein_Obama](http://en.options/conservapedia.com/Barack_Hussein_Obama).