



MORLEY COLLEGE LONDON

Safeguarding and Prevent Policy for

POLICY OWNER:	Designated Safeguarding Lead <i>(Vice-Principal Student Engagement)</i>
FINAL APPROVAL BY:	Governing Body
Policy Category:	Student
Approved by Policy Committee:	<i>December 2022</i>
Approved by Governing Body:	<i>December 2022</i>
Review Date:	<i>31 December 2026</i>

Related documents and Morley College London policies

- [Keeping Children Safe in Education Statutory Guidance for Schools and Colleges 2015 \(updated September 2022\)](#) This document will form the basis of guidance and actions where not stipulated explicitly in the Morley College London Safeguarding and Prevent Policy for Children and Vulnerable Adults
- [Child Abuse Concerns: Advice for Practitioners](#) This document will form the basis of guidance and actions where not stipulated explicitly in the Morley College London Safeguarding and Prevent Policy for Children and Vulnerable Adults
- [Child Exploitation and Online Protection \(CEOP\)](#)
- [Working Together to Safeguard Children](#)
- [Children Act 1989](#)
- [Safeguarding Vulnerable Groups Act](#)
- [Prevent Duty Guidance for Further Education Institutions in England and Wales](#)
- [The Prevent duty: safeguarding learners vulnerable to radicalisation](#)
- [Counter-Terrorism and Security Act 2015](#)
- [Statutory Guidance to help keep children and young people from missing education](#)

Safeguarding and Prevent Policy for Children and Vulnerable Adults

1. Purpose

Morley College London is committed to safeguarding and promoting the welfare of staff, visitors and other stakeholders engaged in the breadth of its activities by ensuring that there are appropriate arrangements in place to enable it to provide a safe and secure environment for its students. Morley College London expects all staff, volunteers and partners including associated employers and work placement providers to endorse and demonstrate this commitment, at all times whether onsite or offsite.

The Governing Body takes seriously its responsibility under Section 175 of the Education Act 2002 to safeguard and promote the welfare of children and vulnerable adults and to work together with other agencies to ensure adequate arrangements are in place to identify, assess and support those children and vulnerable adults who are experiencing harm.

The Governing Body also takes seriously its responsibilities in relation to the Prevent Duty Guidance for Further Education Institutions. Section 21 of the Counter-Terrorism and Security Act 2015 (the Act) places a duty on certain bodies, including schools and colleges, listed in Schedule 3 of the Act, to have “due regard to the need to prevent people from being drawn into terrorism” ([Annex 4](#)).

Any information processed by the College pursuant to this Policy will be processed in accordance with our Data Protection Policy (u)10.5 (t)-6.6 (i)2.6 t5.006 Tc 0.105rroe-6.7- w r oregyCo7leg onentkes c

- 2.7. Where appropriate, refer children and vulnerable adults;
- 2.8. Co-operate with investigating agencies;
- 2.9. Support children in need and contribute toward the early help offer;
- 2.10. Record and report racist incidents;
- 2.11. Record and take action with allegations of sexual violence, abuse and harassment;
- 2.12. Promote safe recruitment practices;
- 2.13. Name a Designated Safeguarding Lead within the Senior Leadership Team;
- 2.14. Provide safeguarding training to all staff;
- 2.15. Offer a curriculum that promotes safeguarding/safety;
- 2.16. Share information with the key three agencies, Health, Police and Social Services;
- 2.17. Support students with medical conditions;
- 2.18. Meet the needs of students with special educational needs and/or disabilities;
- 2.19. Recognise that children are capable of abusing their peers (Child on Child Abuse);
- 2.20. Take the wishes and feelings of children into account;
- 2.21. Respond promptly to instances where children go missing;
- 2.22. Evidence compliance to the local Safeguarding Children Partnership;
- 2.23. Appoint a designated person to promote the achievement of students who have been or are care experienced; and
- 2.24. Take appropriate action, including referrals to (5 gr)-6.8 p 0110 (r-654035 (en) (it); EMC) B-491 Def

4. Responsibilities

The Governing Body will approve and regularly review the Safeguarding and Prevent Policy for Children and Vulnerable Adults and will ensure that all governors receive appropriate safeguarding and child protection (including online) training at induction. This training will equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in the College are effective and support the delivery of a robust whole College approach to safeguarding. Training will be updated and delivered annually.

Whilst considering their responsibility to safeguard and promote the welfare of children and vulnerable adults and provide them with a safe environment in which to learn, the Governing Body will do all that it reasonably can to limit their exposure to the risks from the College's IT system. As part of this process, the Governing Body will ensure the college has appropriate filtering and monitoring systems in place and will regularly review their effectiveness. The will ensure that the leadership team and relevant staff have an awareness and understanding of

Designated Safeguarding Lead (DSL)

The DSL) is responsible for safeguarding, child protection and Prevent within Morley College London. They will:

- Take the 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)
- Ensure they:
 - Manage referrals
 - Work with others
 - Information share and manage the child protection file
 - Raise awareness
 - Have the training, knowledge and skills
 - Provide support to staff
 - Understand views of children
 - Hold and share information
- The College also has two Deputy Designated Safeguarding Leads who are trained to the same standard as the DSL and the role is explicit in their job description
- 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

Senior Person with responsibility for Staff

The Chief People Officer will:

- Ensure that the recruitment of staff (permanent and temporary) and use of volunteers meets safer recruitment guidelines, including the use of the Disclosure and Barring Service (DBS)
- Work in collaboration with the DSL to ensure that all staff and volunteers receive training and regular updates on recognising, responding and reporting concerns
- Ensure that new staff and volunteers receive training as part of a wider induction on safeguarding procedures within the college and have access to this policy document
- Ensure the mechanisms exist to ensure that the use of temporary and agency staffing comply with the colleges safeguarding responsibilities and procedures

Safeguarding and Wellbeing Manager

The Safeguarding and Wellbeing Manager will:

- Ensure that applicants with a disclosed criminal conviction are appropriately and robustly assessed by investigating disclosures and assessing associated risks to both self and others based on their application to study
- Ensure a safe online environment by filtering and monitoring activity using appropriate software and investigating any online incident reporting logs
- Provide advice, supporting and training to staff and students

- Ensure that all safeguarding concerns are recorded accurately and securely in line with data protection regulations
- Liaise with the LSCB's and ASB's as appropriate (Kensington and Chelsea and Westminster, and Lambeth)

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Members of the Safeguarding Team

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They have responsibility for:

- Providing frontline contact for the reporting of safeguarding concerns
- Ref r

accompanying a student. Where students are required to use transport for a college trip or visit a risk assessment will be carried out.

Staff with responsibilities for trips and work placements/work experience

Staff who organise student trips or student work placements/work experience must ensure that a full risk assessment is completed (see [Annex 11](#)) and for residential trips the Check List for Residential Trips is completed ([Annex 12](#)). In addition, the trip or work placement/work experience organiser should confirm who the identified person is who can be contacted out of normal college hours. Normally this role is assumed by the Centre Principal or their designated nominee.

Assurances

A number of assurances exist to ensure that staff, students, visitors and other stakeholders are aware of our duties and expectations in relation to safeguarding and prevent.

Assurances include:

- Safeguarding Team with responsibility for safeguarding are easily identifiable wearing a purple 'Safeguarding Team' lanyard
- All visitors and contractors sign in at reception and are issued with a visitor badge/lanyard which has safeguarding contacts details on the reverse which must be worn at all times whilst on the premises
- Safeguarding message and email on back of student cards
- Key reporting messages posted on electronic screens across college campuses
- Safeguarding posters at each centre
- Anonymous reporting form posters and prominent link on MyDay
- ~~Macrotronics News Service (PH(em)-6 (n)-5.9 (di)de-30.685 -1.57)TB(t)-6.5 (e)1-1.576 Td0~~

- Ensuring that the Board considers the College policy on Safeguarding and Prevent Policy for Children and Vulnerable Adults annually; and ensuring that each year the Board is informed of how the College and its staff have complied with the policy, including but not limited to, a report on the training that staff have undertaken.

The Board also commits to review the implementation of safeguarding across all centres, along with their own obligations and awareness of current issues, including the identification of any further training for Governors as required, on an annual basis.

ANNEX 1: Safeguarding Reporting Procedure

If a child or adult at risk tells a member of staff about possible abuse:

1. Inform the person that you must pass the information on, but that only those that need to know about it will be told. Inform them who you will report the matter to the College's Safeguarding Team.
2. Listen to the person, do not directly question him or her;
3. Never stop a person who is freely recalling significant events;
4. Make a detailed factual note of the discussion, taking care to record when and where it happened and who was present, as well as what the person said;
5. Note facts, using the words of the person disclosing. Do not ask leading questions.
6. The member of college staff who is the first to receive the information should report the matter to the Safeguarding Team.

ANNEX 2: Contacting the College Safeguarding Team and Structure

To make a safeguarding referral you must use the safeguarding referral form. This is at <https://forms.office.com/r/75ePcy90j4>

If it is not possible to use the referral form then you should email safeguarding@morleycollege.ac.uk

The referral form will go straight to the Safeguarding Team inbox which is monitored

Monday – Friday 9am – 5pm
throughout the year, including holiday periods,
but excluding bank holidays and Christmas closure

If you have any general questions you can contact the Safeguarding Team on safeguarding@morleycollege.ac.uk or speak to them in person. Anyone trained in safeguarding will be wearing a purple lanyard.

Cross-College Lead Safeguarding Team

Role	Name	Job Title
Designated Safeguarding Lead	Craig Hanlon-Smith	Vice Principal (Student Engagement)
Deputy Safeguarding Lead (Students)	Vusa Nkomo	Head of Student Services
Deputy Safeguarding Lead (Students)	Ayo Olaniyan	Safeguarding and Wellbeing Manager
Deputy Safeguarding Lead (Staff)	Alison McNamara	Chief People Officer
Deputy Safeguarding Lead (North Kensington Centre)	Craig Hanlon-Smith	Centre Principal
Deputy Safeguarding Lead (Waterloo Centre)	Bushra Iqbal	Centre Principal
Deputy Safeguarding Lead (Chelsea Centre)	Matias Shortcook	Centre Principal
Safeguarding Governor	Justine Brian	Independent Governor

ANNEX 3: Process for Responding Reports of Sexual Violence or Sexual Harassment

It is important to note that students may not find it easy to tell staff about their abuse verbally. Students can show signs or act in ways that they hope adults will notice and react to. In some cases, the victim may not make a direct report. For example, a friend may make a report or a member of Morley staff may overhear a conversation that suggests a student has been harmed or a student's own behaviour might indicate that something is wrong. If staff have any concerns about a student's welfare, they should act on them immediately rather than wait to be told. Immediate consideration should be given as to how best to support the victim and the alleged perpetrator (s) (and any other children involved/impacted).

1. Responding to reports if sexual violence and sexual

1.1 Upon receipt of a disclosure or concern it is essential that all victims are reassured that they are being taken seriously, regardless of how long it has taken them to come forward and that they will be supported and kept safe. Abuse that occurs online or outside of the college should not be downplayed and should be treated equally seriously. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report or their experience minimised.

- When dealing with cases of sexual harassment it is important that two staff members deal with the case one of them being the DSL or deputy DSL. A key consideration is for staff not to view or forward illegal images of a child. It may be more appropriate to confiscate any devices to preserve any evidence and hand them to the police for inspection.
- Staff should not promise confidentiality at this initial stage as it is very likely a concern will have to be shared further (for example, with the designated safeguarding lead or children's social care) to discuss next steps. Staff should only share the report with those people who are necessary in order to progress it. It is important that the victim understands what the next steps will be and who the report will be passed to.
- The College is aware that a student is likely to disclose to someone they trust: this could be anyone on the college staff. It is important that the person to whom the student discloses recognises that the student has placed them in a position of trust. They should be supportive and respectful of the child.
- Staff should be aware that an initial disclosure to a trusted adult may only be the first incident reported, rather than representative of a singular incident and that trauma can impact memory and so students may not be able to recall all details or timeline of abuse.
- Staff will keep in mind that certain students may face additional barriers to telling someone because of their vulnerability, disability, sex, ethnicity and/or sexual orientation.
- Staff will listen carefully to the student, reflecting back, using the student's language, being non-judgmental, being clear about boundaries and how the report will be progressed, not asking leading questions and only prompting the young person where necessary with open questions – where, when, what, etc. It is important to note that whilst leading questions should be avoided, staff can ask students if they have been harmed and what the nature of that harm was.

2. Action Following a Report of Sexual Violence and/or Sexual Harassment

2.1 The College recognises that sexual abuse can happen anywhere, and all staff working with students are advised to maintain an attitude of 'it could happen here'. The College will respond appropriately to all reports and concerns about sexual violence and/or sexual harassment both online and offline, including those that have happened outside of the college. The designated safeguarding lead (or deputy) is likely to have a complete safeguarding picture and be the most appropriate person to advise on the college's initial response. Important considerations will include:

- The wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered. This will however need to be balanced with the college's duty and responsibilities to protect other students.
- The nature of the alleged incident(s), including whether a crime may have been committed and/or whether harmful sexual behaviour (HSB) has been displayed.
- The ages of those involved.
- The developmental stages of those involved.
- Any power imbalance, for example, is the alleged perpetrator(s) significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?
- If the alleged incident is a one-off or a sustained pattern of abuse (sexual abuse can be accompanied by other forms of abuse and a sustained pattern may not just be of a sexual nature).
- That sexual violence and sexual harassment can take place within intimate personal relationships between peers.
- Are there ongoing risks to the victim, other students, or college staff?
- Other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation.

2.2 All staff will act in the best interests of the student. In all cases, the college will follow general safeguarding principles as set out in Keeping Children Safe in Education. Immediate consideration will be given as to how best to support and protect the victim and the alleged perpetrator(s)

harassment. Nor should a victim ever be made to feel ashamed for making a report. However, reports of rape and assault by penetration are likely to be especially difficult with regard to the victim, and close proximity with the alleged perpetrator(s) is likely to be especially distressing.

- 2.4.2 Whilst the college establishes the facts of the case and starts the process of liaising with children's social care and the police, the alleged perpetrator(s) should be removed from any classes they share with the victim. The college will also carefully consider how best to keep the victim and alleged perpetrator(s) a reasonable distance apart on college premises (including during any before or after school-based activities) and on transport to and from the college, where appropriate. These actions are in the best interests of all children involved and should not be perceived to be a judgment on the guilt or innocence of the alleged perpetrator(s).
- 2.4.3 For other reports of sexual violence and sexual harassment, the proximity of the victim and alleged perpetrator(s) and considerations regarding shared classes, sharing college premises should be considered immediately. In all cases, the initial report will be carefully evaluated, reflecting the considerations set out above. The wishes of the victim, the nature of the allegations and the protection of all students in the college will be especially important when considering any immediate actions.

3. Options to Manage the Report

- 3.1 The College will consider every report on a case-by-case basis. When to inform the alleged perpetrator(s) will be a decision that will be carefully considered. Where a report is going to be made to children's social care and/or the police, then, as a general rule, the college will speak to the relevant agency and discuss next steps and how the alleged perpetrator(s) will be informed of the allegations. However, as per general safeguarding principles, this does not and should not stop the college taking immediate action to safeguard students, where required.
- 3.2 There are four likely scenarios for the college to consider when managing any reports of sexual violence and/or sexual harassment. In all scenarios decisions and actions are regularly reviewed and that relevant policies are updated to reflect lessons learned. The college will look out for potential patterns of concerning, problematic or inappropriate behaviour. Where a pattern is identified, the college will decide on a course of action. Consideration will

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- The College is aware that sexual assault can result in a range of health needs, including physical, mental, and sexual health problems and unwanted

4.3 Victims may not talk about the whole picture immediately. They may be more

(and often is) a symptom of either their own abuse or exposure to abusive practices and or materials.

- It is important that the perpetrator(s) is/are also given the correct support to try to stop them re-offending and to address any underlying trauma that may be causing this behaviour. Addressing inappropriate behaviour can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

If the allegation of sexual assault, in any form, is, in itself, made maliciously then the alleged perpetrator becomes the victim of abuse and should be treated accordingly, within the appropriate sections of this Policy.

ANNEX 4: Awareness of the Prevent strategy

Section 21 of the Counter-Terrorism and Security Act 2015 (the Act) places a duty on certain bodies, including schools and colleges, listed in Schedule 3 of the Act, to have “due regard to the need to prevent people from being drawn into terrorism”. Therefore Morley College London seeks to protect its students against the messages of violent extremism including, but not restricted to, those linked to Islamic ideology, far right and extremist animal rights movements.

The statutory Prevent Duty Guidance for Further Education Institutions (Updated April 2021) summarises the requirements for colleges as:

1. Colleges are expected to assess the risk of children or vulnerable adults being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. Schools and colleges should have clear procedures in place for protecting children at risk of radicalisation. These procedures may be set out in existing safeguarding policies. It is not necessary for schools and colleges to have distinct policies on implementing the Prevent duty.
2. The Prevent duty builds on existing local partnership arrangements. For example, governing bodies and proprietors of all schools should ensure that their safeguarding arrangements take into account the policies and procedures of the Local Safeguarding Children Partnerships.
3. The Prevent guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas.
4. Colleges must ensure that children are safe from terrorist and extremist material when accessing the internet in schools. Schools should ensure that suitable filtering is in place. It is also important that schools teach pupils about online safety more generally.

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ANNEX 5: Online safety

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, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, and extremism.

Contact: being subjected to ha

ANNEX 6: Remote / Online Working, Teaching and Learning

We know that remote and online connectivity is essential in delivering a responsive and agile organisation. We have a responsibility to ensure that all staff and learners are able to access and utilise online opportunities safely.

The parameters and guidance outlined is designed to ensure that everyone can benefit from digital tools and online capabilities, designed to enhance working, engagement and connectivity.

Live Video Calling and Conferencing

- Ensure your work area is clear, well-lit and check your surroundings / backdrop
- Ensure that you are wearing appropriate clothing
- Ensure that others within your location or household are aware that you are on video
- Do not record or photograph a session without knowledge and permission from everyone involved in the session or call
- Do not distribute or share any recordings, photos or screenshots without the knowing and approval of all participants. Failure to do so contravenes legislation governing individual privacy and consent
- Consider whether the audio only option would meet the requirements of the communication, in which case, participants can disable the video functionality

If you have a concern about any action or incident during a video call, you should terminate it anyTJξ)10.7 (ou)-55

ANNEX 7: Reporting and Dealing with Allegations of Abuse against Members of Staff

3. Initial Assessment by the Chief Executive and DSL (or designated person)

The Chief Executive and DSL should make an initial assessment of the allegation, consulting with a Deputy DSL, the designated Governor and the Local Authority Designated Officer (LADO) prior to any investigation.

- 3.1. Where the allegation is considered to be either a potential criminal act or indicates that the child has suffered, is suffering or is likely to suffer significant harm, the matter should be reported immediately to the LADO.
- 3.2. It is important that the Chief Executive and DSL do not investigate the allegation. The initial assessment should be on the basis of the information received and is a decision solely on whether, or not, the allegation warrants further investigation or disciplinary action.

4. Enquiries and Investigations

- 4.1. Child protection enquiries by Social Services or the Police are not to be confused with internal, disciplinary enquiries by the College. The College may be able to use the outcome of external agency enquiries as part of its own procedures.
- 4.2. The College shall hold in abeyance its own internal enquiries while the formal Police or Social Services investigations proceed; to do otherwise may prejudice the investigation. Any internal enquiries shall conform to the existing staff disciplinary procedures.
- 4.3. If there is an investigation by an external agency, for example the Police, the Chief Executive and DSL (or Deputy DSL by delegated authority) should normally be involved in, and contribute to, the inter-agency strategy discussions. The Chief Executive and DSL are responsible for ensuring that the College gives every assistance with the agency's enquiries. They will ensure that appropriate confidentiality is maintained in connection with the enquiries, in the interests of the member of staff about whom the allegation is made. The Chief Executive and DSL (or Head of People Operations by delegated authority) shall advise the member of staff that he/she should consult with any external representative, for example, e/105 Tw J0 Tc 0 ,ho (d3sn)10.5 ()9 (i)25 (n()Tj-0.00E 9 (ep)-6 (e

5. Suspension of Staff

5.1. Suspension should not be automatic, but reasonable precaution should be employed in each case to ensure the safety of learners primarily, and of the member(s) of staff involved. In respect of staff other than the Chief Executive and DSL, suspension can only be carried out by the Chief Executive and DSL (or by the Head of People Operations by delegated authority). In respect of the Chief Executive and DSL, by the Board of Governors.

5.2. Suspension may be considered at any stage of the allegation. It is a neutral, not a disciplinary, act and shall be on full pay. Consideration should be given to alternatives: e.g. paid leave of absence; agreement to refrain from attending work; change of, or withdrawal from, specified duties.

5.3. Suspension should only occur for a good reason. For example:

5.3.1. Where a child is at risk; and/or

5.3.2. Where the allegations are serious and/or where the grounds of gross misconduct;

5.4. Where

ANNEX 8: Low Level Concerns

1. Introduction

It may be possible that a member of staff acts in a way that does not cause risk to children, but is however inappropriate. This behaviour may be deemed as a Low Level Concern. A member of staff who has a concern about an

426. Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse.

427. Low-level concerns may arise in several ways and from a number of sources. For example: suspicion; complaint; or disclosure made by a child, parent or other adult within or outside of the organisation; or as a result of vetting checks undertaken.

428. It is crucial that all low-level concerns are shared responsibly with the right person, and recorded and dealt with aTf-0.s6 ()11.3 (w)-8 ()0.6 5 (t)-6.6 (el)2.6.-6.7 (e,)4.2 Eerosut-0.s6 ge,t-6.6

5. Sharing Low-Level Concerns

- 5.1. All low level concerns should be reported to the DSL, who will inform the Chief Executive in a timely manner according to the nature of each particular low-level concern. The Chief Executive will be the ultimate decision maker in respect of all low-level concerns. The Chief Executive may consult with the DSL and take a collaborative decision making approach.
- 5.2. Low-level concerns which are shared about supply staff and contractors will be notified to their employers, so that any potential patterns of inappropriate behaviour can be

exclusively to safeguarding (and not to misconduct or poor performance) will not be referred to in a reference.

- 7.2. However, where a low-level concern (or group of concerns) meets the harm threshold for referral to the LADO and found to be substantiated, it will be referred to in a reference.

8. Responding to Low Level Concerns

- 8.1. If a concern has been raised via a third party, the DSL will collect as much evidence as possible by speaking:

- Directly to the person who raised the concern, unless it has been raised anonymously, and
- To the individual involved and any witnesses

- 8.2. The information collected will help the DSL to categorise the type of behaviour and

ANNEX 9: Definitions and Categories of Abuse

- 9.1 Definition of abuse updated in KCSiE, September 2022, to reflect updated departmental guidance. ‘**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. Children may be abused by an adult or adults or by another child or children’.
- 9.2 **All staff** should be aware of indicators of abuse and neglect. Knowing what to look for is vital for the early identification of abuse and neglect and specific Safeguarding issues such as child criminal exploitation and child sexual exploitation. Staff should always refer to the Safeguarding team any concerns.
- 9.3 **All staff** should be aware that abuse, neglect and Safeguarding issues are rarely stand-alone events and cannot be covered by one definition of one label alone. In most cases, multiple issues will overlap with one another, therefore staff should always be vigilant and always raise any concerns with the Safeguarding team.
- 9.4 **All staff** should be aware of how Safeguarding issues can manifest themselves via child-on-child abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender-based violence/sexual assaults and sexting. Staff should be clear as to the College procedure with regards to child-on-child abuse. All concerns of this nature should be reported to the Safeguarding team.
- 9.5 **All staff** should be aware that technology is a significant component in many Safeguarding and well-being issues. Children are at risk of abuse online as well as face to face. In many cases abuse will take place concurrently via online channels and in daily life. Children can also abuse their peers online; this can take the form of abusive, harassing and misogynistic messages, the non-consensual sharing of indecent images, specifically around chat groups, and the sharing of abusive images and pornography to those who do not want to receive such content. In all cases, if staff are unsure, they should always speak to the Safeguarding team.

<p>Child on Child Abuse (Called Peer on Peer if involves two adults)</p>	<p>All staff should be aware that children can abuse other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of school or college and online. All staff should be clear as to the school’s or college’s policy and procedures with regard to child-on-child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.</p> <p>All staff should understand that even if there are no reports in their schools or colleges it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding child-on-child abuse they should speak to their designated safeguarding lead (or deputy).</p> <p>It is essential that all staff understand the importance of challenging inappropriate behaviours between children, many of which are listed below, that are abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios</p>
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a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

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 children (sometimes

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- Students who have older boyfriends or girlfriends
- Students who suffer from sexually transmitted infections or become pregnant.

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.

	<p>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.</p> <p>All staff should be aware that child sexual and child criminal exploitation are forms of child abuse.</p>
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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.

Possible signs and symptoms:

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- a babysitter or child minder;
- starting to wet again, day or night/nightmares;
- become worried about clothing being removed;
- suddenly drawing sexually explicit pictures; and/or
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- So called 'Honour' based violence
- Children with SEN and disabilities
- Care leavers/previously Looked after children
- Looked after children

ANNEX 10: Key Terms

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. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. 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. Children may be abused by an adult or adults or by another child or children.
British Values	Values identified as part of the Prevent Duty: democracy, the rule of law, individual and mutual respect, tolerance of different faiths and beliefs.
Child or young person	Anyone who has not yet reached their 18th birthday
Child in need	A child is a child in need if: <ul style="list-style-type: none"> • he/she is unlikely to achieve or maintain, or have the opportunity of achieving or maintaining, a reasonable standard of health or development without the provision for him/her of services by a local authority • his/her health or development is likely to be significantly impaired, or further impaired, without the provision for him/her of such services or • he/she is disabled
Child Missing in Education	Relates to the non-attendance of a student believed to be at risk or where concerns are raised associated to a non-attendance. In line with the Government statutory guidance on helping prevent children and young people from missing education, the college will endeavour to ensure that the Local Authority is notified where a concern is raised relating to the non-attendance of a student believed to be at risk or where concerns are raised associated to a non-attendance.
Child Protection	Child protection is a part of safeguarding and promoting welfare. This refers to the activity which is undertaken to protect specific children who are suffering or are at risk of suffering significant harm as a result of abuse or neglect.

Confidentiality The duty of confidentiality is not absolute and may be breached where it is in the best interest of the student and in wider public interest. If professionals judge that disclosure is necessary to protect the young person or others from serious risk of harm, confidentiality may be breached. Staff must not disclose information relating to a student, their welfare or personal information without express authorisation to do so from the Designated Senior Person (DSP) or Safeguarding and Wellbeing Manager. This stipulation includes where a member of staff may receive an information

Conspiracy Theory

	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 (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children”.
LADO	Local Authority Designated Officer
Online platforms	<p>An online platform is an e-learning platform that has been created using Internet technology. The term “online platform” is used to describe a series of services available online, such as:</p> <ul style="list-style-type: none"> • Marketplaces (e.g. Amazon) • Search engines (e.g. Bing, Yahoo, Google) • Social media (e.g. Facebook, LinkedIn, YouTube) • Online website builders (e.g. Wix, BigCartel) • Payment systems (e.g. Payfit) <p>An online platform is a digital service that uses the Internet to facilitate interactions between two or more separate but interdependent users (whether they are companies or private individuals).</p> <p>There are main stream and non-mainstream online platforms. Staff should be particularly alert to students who mention use of non-mainstream platforms such as:</p> <ul style="list-style-type: none"> • 4Chan • NeinChan • 8Kun • Telegram • Parler • Discord • BitChute • Gab
Parent	Birth parents or adoptive parents i.e. those with parental responsibility. It is recognised, however, that other adults may be in a parenting role, for example step parents and foster carers.
Radicalisation	<p>The process by which a person comes to support terrorism and forms of extremism that may lead to terrorism. Warning signs include:</p> <ul style="list-style-type: none"> • Becoming increasingly argumentative • Refusing to listen to different points of view • Unwilling to engage with students who are different • Becoming abusive to students who are different • Embracing conspiracy theories • Feeling persecuted • Changing friends and appearance • Distancing themselves from old friends • No longer doing things they used to enjoy • Converting to a new religion • Being secretive and reluctant to discuss their whereabouts • Sympathetic to extremist ideologies and groups

ANNEX 11: Risk Assessment for Educational Visits and Trips

SIGNIFICANT RISKS AND HAZARDS: Key points to consider when completing your Risk Assessment.

1. Identify the hazard
2. Decide who may be at risk and how
3. Evaluate the risks and decide on appropriate control methods.
4. Record findings and their implementations.

Legislation to be Considered

General Considerations

-

ANNEX 12: Check List for Residential Trips

This checklist should be used when residential trips or tours are organised by Morley College London.

Schedule	
Supervision Schedule	
Room lists	
Floor plan of residential venue	
Register	
Bus register	
Fire register	
Student emergency contacts	

Staff emergency contacts including who can be contacted out of normal college

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Date:

Date:

ANNEX 13: Criminal and Pending Convictions Procedure

1. Introduction

The College is committed to the fair treatment of all learners and welcomes applications from a wide range of individuals including those with criminal convictions. We are committed to equality of opportunity and select individuals based on their skills, qualifications and experience and not on their background or personal circumstances. Having a criminal

4. Procedure

Following disclosure, a *Criminal Record Risk Assessment Form* will be completed to assess the applicant/student's suitability for college and to review any risk mitigation measures that may be required. The risk assessment will be used to make a final decision about whether the college can offer/continue with enrolment. Staff members who are aware of a disclosure are required to inform their Centre Principal and the Head of Student Services and/or one of the college's Designated Safeguarding Persons. For certain courses, further investigation of criminal convictions may be a requirement of any work placement or experience and whether any criminal convictions may impact on an individual's ability to pursue certain employment opportunities.

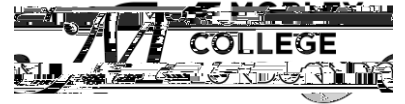
The Risk assessment will:

- Determine the level of risk posed by the conviction, pending sentencing or bail conditions to both the applicant and/or to others, for example any increased risk of reoffending or of breaching any bail conditions or ability to continue with an enrolment following sentencing.
- Identify what support needs may be required to be put in place for the applicant/student, including any multi-agency meetings a college representative would need to attend.
- If a place at college is agreed, identify support applicant once enrolled can access to achieve and succeed on their course and reduce the impact of internal and external barriers to learning; develop employability skills; and, to support progression onto further study and employment.

The applicant/student will be advised of the outcome of the Risk Assessment Process by the member of staff who has completed the risk assessment. If an application to enrol is declined or the student's place at college is to be withdrawn, the applicant/student will be advised in writing. All information will be dealt with in a confidential manner and shared only with relevant staff/agencies as required. If the applicant/student wishes to appeal the decision, they may submit a written appeal within 10 working days to the Designated Safeguarding Lead (Vice-Principal (Student Engagement)).

5. Equality and Diversity

Students can expect an inclusive and supportive learning environment whatever their background. This policy will ensure a fair and equitable process is applied when reviewing an applicant/student's suitability for a course.



CRIMINAL RECORD CHECK RISK ASSESSMENT FORM

This form is to be completed and used for the following purposes:

1. When a successful student has been offered a place.
 - **Where required, the risk assessment needs to be completed before students can commence the course.**
 - **If further action is necessary, this should be agreed between the relevant member of the Safeguarding team and the line manager.**
 - Once completed this form should be signed by both the relevant member of the Safeguarding team and the line manager and stored on MyConcern.
 - A review of the risk assessment should be carried out whenever a risk is presented.

SECTION A: TO BE COMPLETED BY THE RELEVANT MEMBER OF THE

Does the course involve a significant level of trust i.e. nursing or caring for people?		
Is the individual barred from working in regulated activity? (If applicable)		
Were suitable references obtained and ID checked? (If references gave cause for concern please state details)		
What level of supervision does the student receive?		

Enter below any further questions you feel may be relevant to the post in relation to criminal convictions.

Question

IC /TT0 47lt econs.8 6Q6.

SECTION C: TO BE COMPLETED BY THE RELEVANT MEMBER OF THE SAFEGUARDING TEAM AFTER RISK ASSESSMENT MEETING HAS TAKEN PLACE

SECTION D: CRIMINAL RECORD RISK HAZARD FORM

Please record below any organisational risk of harm. This should relate specifically to the impact on the organisation and not the individual.

Nature of hazard? e.g. reputational risk, risk of sexual harm, risk of theft
Who might be harmed?
What is already/will be done to minimise risk?
Likelihood of hazard/risk occurring? Please select from: 1 = Very unlikely 2 = Fairly unlikely 3 = Fairly likely 4 = Very likely
Impact of hazard/risk? Please select from: 1 = Minor impact 2 = Fairly serious impact 3 = Very serious impact
What is the remaining risk based on likelihood and impact? e.g. low/medium/high
What further action is required?
Who is responsible for taking this action and by when?

SECTION E: TO BE COMPLETED BY ALL PARTIES CARRYING OUT THE RISK ASSESSMENT

... The information above has been considered and we are/are not satisfied that it is safe to allow the named applicant/student to commence their course.

Detail action to be taken below:

Signed:
*Relevant member of Safeguarding
Team*

Form A: Criminal Record declaration form for Courses

Criminal record declaration form

Surname:

Form B: Criminal Record declaration form for Courses exempt from the ROA

This form must be completed by all applicants. The information disclosed on this form will not be kept with your application form during the application process.

Statement on recruiting applicants with criminal records

This course is exempt from the Rehabilitation of Offenders Act 1974 and therefore applicants are required to declare any cautions, convictions, reprimands and final warnings that are not protected (i.e. that are not filtered out) as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2013).

For further information on filtering please refer to [Nacro guidance](#) and the [DBS website](#).

We recognise the contribution that ex-offenders can make and welcome applications from them. A person's criminal record will not, in itself, debar that person from being accepted. Any information given will be treated in the strictest confidence. Suitable applicants will not be refused a place because of offences which are not relevant to, and do not place them at or

•

2. Under what circumstances?

- You **must** be the same sex as the student being searched; and there must be a

•

•

or dispose of a student's property as a disciplinary penalty, where reasonable to do so.

Also note:

- The member of staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a search so long as it is reasonable in the circumstances. Where any article is reasonably suspected to be an offensive weapon, it must be passed to the police.
- Staff have a defence to any complaint or other action brought against them. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

13. Items found as a result of a search

What the law says:

- A person carrying out a search can seize anything they have reasonable grounds for suspecting is a prohibited item or is evidence in relation to an offence.
- Where a person conducting a search finds alcohol, they may retain or dispose of it. This means that colleges can dispose of **alcohol** as they think appropriate but this should not include returning it to the student.
- Where they find **controlled drugs**, these must be delivered to the police as soon as possible but may be disposed of if the person thinks there is a good reason to do so.
- Where they find **other substances** which are not believed to be controlled drugs these can be confiscated where a tutor believes them to be harmful or detrimental to good order and discipline. This would include, for example, so called 'legal highs'. Where staff suspect a substance may be controlled they should treat them as controlled drugs as outlined above.
- Where they find **stolen items**, these must be delivered to the police as soon as reasonably practicable – but may be returned to the owner (or may be retained or disposed of if returning them to their owner is not practicable) if the person thinks that there is a good reason to do so.
- **Fireworks** found as a result of a search may be retained or disposed of but should not be returned to the student.
- If a member of staff finds a **pornographic image**, they may dispose of the image unless they have reasonable grounds to suspect that its possession constitutes a specified offence (i.e. it is extreme or child pornography) in which case it must be delivered to the police as soon as reasonably practicable.
- Where an article that has been (or is likely to be) used to commit an offence or to cause personal injury or damage to property is found it may be delivered to the police or returned to the owner. It may also be retained or disposed of.
- Where a member of staff finds **an item which is banned under the college rules** they should take into account all relevant circumstances and use their professional judgement to decide whether to return it to its owner, retain it or dispose of it.
- Any **weapons or items which are evidence of an offence** must be passed to the police as soon as possible.

- If an electronic device that is prohibited by the college rules has been seized and the member of staff has reasonable grounds to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practicable. Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, should not be deleted prior to giving the device to the police.⁵
- If a staff member does not find any material that they suspect is evidence in relation to an offence, and decides not to give the device to the police, they can decide whether it is appropriate to delete any files or data from the device or to retain the device as evidence of a breach of college discipline.
- All college staff should be aware that behaviours linked to sexting put a child in danger. Governing bodies should ensure sexting and the college's approach to it is reflected in the child protection policy. The UK Council for Child Internet Safety (UKCCIS) Education Group has recently published the advice - [sexting in schools and colleges - responding to incidents and safeguarding young people](#)

Also note:

- Tutors should also take account of any additional guidance and procedures on the

- Students who wish to use the services of the Library/LRCs, Student Services or the canteen facility must be wearing their lanyard in order to be served
- Students must always remove their lanyards when undertaking practical tasks where entanglement or other risks have been identified by the tutor. Lanyards must be put on again before leaving the teaching space
- Security staff and members of the management team will conduct lanyard spot checks at specific points in the year
- Line Managers will conduct regular spot checks in their department to ensure staff and students are wearing lanyards.

5. Replacement ID Cards for Students

All enrolled students will be given an ID card, lanyard and card holder when they have fully completed their enrolment / their first day at college.

5.1 If a full-time **day time** student loses or forgets their ID card, they should report to the student services desk and their ID checked on eTrackr. They will be issued with an orange lanyard and temporary student day pass which will be recorded in the spreadsheet on Sharepoint. The student will sign out the pass and be required to sign it back in at the end of the day.

5.2 If an **evening class** student forgets their ID card, they must sign in at reception, their ID should be checked on eTrackr and a visitor sticker will be issued.

5.3 If a student loses or forgets their ID card more than 3 times, they will not be allowed into the College unless they pay for a new ID. The cost for replacement ID cards is £5. Payable at Student Services. However, if the student is vulnerable and in receipt of financial support then payment can be waived at the discretion of the Centre Principal.

5.4 If, after receiving a replacement ID, a student forgets their card a further 3 times they will be required to attend a meeting with the Enrolment Manager. The purpose of this meeting is to review the Safeguarding and Prevent Policy with the student, to emphasise the importance of the ID policies. Should any disciplinary or safeguarding concerns be identified in this meeting, they will be escalated ()10.8 Tc -0.0rand ernd (a r)-5.9 (ep)ne es(or)-6 Tw 37.9.

risks have been identified. Lanyards must be returned to the estates office when the contractor has finished.

8. Visitors

Visitor lanyards and ID passes will be issued at the College Reception/student services. Visitors' lanyards are RED. Details of the visitor must be shared with the student services team prior to the visitor arriving wherever possible.

Details required:

- Visitors name
- Name of the person they are visiting

Visitors must be collected from and escorted back to the College Front Desk at the end of the meeting.

There are exceptions where visitor identification badges will not be issued which include:

- 1) When a planned event is held that is open to the public e.g., Open Event. Registration however is completed upon arrival.
- 2) To service providers such as mail delivery, delivery drivers who drop off resources to the kitchens etc.
- 3) A pre-planned group event hosted by the College Marketing Team, where delegate badges will have been pre-prepared.

9. Visible ID for those who wear coverings which obscure their face

Some staff or students may wish to wear head, body or face coverings for religious or medical i.e. skull caps, Niqab (face veil), Burka (full body covering) or a hat for those who are suffering hair loss due to a medical condition and the College aims to accommodate their preferences wherever possible. However, staff and students have no absolute right for their wishes to be met and the needs of the College to implement a policy which ensures visible identification must be balanced with the beliefs of the individual.

- Wearing headwear for religious or medical reasons.
Staff and students who wish to do so may choose to cover their hair for religious or medical reasons (e.g. by means of a headscarf, skull cap or turban). Should this change their appearance in such a way that the photograph on their ID badge does not bear a resemblance then a new photograph should be taken and the badge must be issued.
- Wearing a Niqab or Burka.
The College considers that being able to see someone's face when they communicate is fundamental to effective communication. For this reason clothing that covers the face is not permitted, in any employed or voluntary role in the College. It is also necessary for a full face photo to be taken for all ID badges.
- Wearing of hoods and baseball caps/hats
The expectation is that all students will remove hoods and caps before entering the classroom in order to be ready to learn and demonstrate work readiness. The only exception to this rule is if students have a learning difficulty or disability and this behaviour forms part of a reasonable adjustment. This is expected to be managed within the class by the tutor.

However, some students may wish to wear facial coverings. In these cases, the photograph for the ID badge should be taken in a private room by an appropriate female

members of staff. For students, face coverings may be worn in general areas of the College, however within the classroom environment these must be removed.

10. Withdrawn or excluded students

When a student withdraws or is excluded from the College they must be asked to return their badge and lanyard before leaving the building; this is the responsibility of the Centre Principal. There will be occasions when a student withdraws and does not return to the College. In these circumstances the student will be contacted and asked to return their badge, should the badge not be returned a note will be added to E-trackr and the student card and account will be deactivated.

11. Unknown and uninvited visitors

All staff should respectfully challenge any person in college not wearing a visible lanyard or delegate badge. Anyone without a lanyard who is seen unaccompanied within the College should be approached and escorted back to Reception by a member of staff and asked to sign in as a visitor or to be issued with a 'TEMPORARY' day pass and lanyard. A member of the Security Team should be summoned should this unidentified person refuse to comply.

Risk Assessment for Access to Learning and Community Events at Waterloo

The College operates a visible ID policy for all staff, Governor, students, contractors, commercial and professional visitors to the College. This enables the College to ensure that

Students do not know how to stay safe

1. Safeguarding and prevent forms part of student

This process details our approach to ensuring that we are protecting both staff and students and the reputation of Morley College London whilst following the legislation that we are responsible for upholding. This procedure is written with reference to the Prevent Duty contained within Section 26 of the Counter Terrorism and Security Act 2015. The Duty states that specified authorities including Further Education Colleges, in the exercise of their functions, must have “due regard to the need to prevent people from being drawn into terrorism.

Objectives

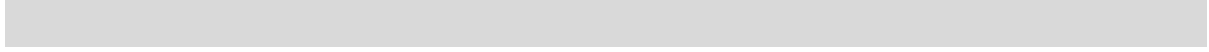
The objectives of this procedure are:

- To provide an environment where freedom of expression and speech are protected, balanced with the need to ensure that our community is free from harm and that incitement to hatred is never acceptable.
- To provide a supportive, inclusive and safe space for students
- To provide clearly defined and effective procedures to ensure that the law is upheld.
- To collaborate with others to reach sound, evidenced judgments about proposed external speakers ensuring that the College can meet their legal obligations
- To encourage and provide a balance of opinion at any academic discussion or debate
- To communicate to all students, volunteers, staff and visitors, that it is our mutual responsibility to comply with equality and safeguarding and that both Morley College London and the individual can be held liable if they contravene the law.
- To provide clear instructions for organising an event with an external contribution e.g. a speaker or representatives, and guidance for researching an external speaker.

External Speaker and their Responsibilities

Any external speaker hosted by the College or within any of its associated premises must be aware of, and c

External Speaker Initial Assessment Form



Contact number of deputy:

Is this a registered charity? If yes, please given registered charity number:

Is there any known or likely media interest in the proposed event?

If the answer to all questions is NO:

The event organiser can submit this form to Marketing and Communications, confirm the external speaker and proceed with organising the event:

If the answer to any of the questions is unclear:

The event organiser must seek guidance from the DSL/Vice Principal (Student Engagement) whose responsibility it will be to further review the speaker(s) against the questions above.

Ultimately, if the answer to any of the questions is YES:

It is the responsibility of the event organiser to submit a referral to the DSL/Vice Principal (Student Engagement) for consideration. To make a speaker referral submission:

1. Complete all sections of the form below with as much detail as possible.
2. Send the form as an attachment to the DSL/Vice Principal (Student Engagement)

In all cases where the event will proceed please:

- Complete an [Event Support Form via Emma](#) (The Marketing and Communications team will add the event to the external speaker log as well as respond to any requirements outlined on the form)
- Book rooms with Rooming [via Emma](#)
- Send the speaker a copy of the [External Speaker Code of Conduct](#).

Initial assessment completed by:

Name.....

Date.....

Please keep this form safe so that it can be referred to should a query arise

External Speaker Referral Form

Part 1: Event Organiser details:
Name:
Curriculum Area or Professional Service Area:
Contact details (tel no. and email):

Part 2: Proposed event details:
SPEAKER DETAILS
Speaker(s) name:
Speaker(s) contact address:
Speaker(s) contact phone number:
Speaker(s) email:
Speaker(s) website/Social Media handles:
Speaker(s) organisation (if applicable):
Organisation details (address, website, company number, social media handles):

Does the speaker or members from the organisation they represent have a reputation for causing disruption at venues:rt6 reW nBT(r)-4at6 reW nBT(r)-4agtheyro.eo? sociAMCI

iii. Is the proposed speaker/theme likely to attract attendance from individuals/groups that have previously been known to express views that may be in breach of the External Speaker Code of Conduct?

iv. **Has the speaker or the organisation been checked against the Proscribed List** <https://www.gov.uk/government/publications/proscribed-terror-groups-or-organisations--2>

EVENT DETAILS

Event title:

Event description (max 100 words, include topics to be discussed):

Has speaker presented the same or similar topic before? YES / NO

If Yes, has the topic met regionally or nationally with any criticism or hostility when it has been hosted before?

Is the speaker requesting special conditions such as a closed meeting, tickets or segregation? YES / NO

If Yes, what has been requested:

Has any pressure (either directly or indirectly) been undertaken by any person to run or not to run this event? Is there community pressure to run the event or has there been objections by some people to run it? YES / NO

If Yes, provide additional details:

Part 3: Response to external Speaker Referral Form:

A. The event may proceed subject to the following conditions:

B. The event may not proceed because:

DSL/Vice Principal (Student Engagement)

Date

ANNEX 17: Guidance and expectations for staff and volunteers