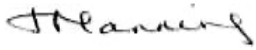
Safeguarding and Child Protection Policy

Policy Ref: TMP1v10

This policy will not discriminate either directly or indirectly against any individual on grounds of sex, race, ethnicity or national origin, gender, sexual orientation, marital status, religion or belief, age, disability, socioeconomic status, offending background or any other personal characteristic.

	Name	Title	Signature	Date
Prepared by	Jackie Manning	Principal		Sept 2026
	Kim Pulman	Director of Pastoral Care		Sept 2026
Approved by	Martin Heaton	CEO		Sept 2026

Does this Policy require publishing on the College Website? **Yes**

Does this Policy require approval by Board of Governors? **Yes**

Safeguarding and Child Protection Policy

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Record of Changes

Version	Issue Date	Changes	Initials
v1	July 2019	Initial issue	JM/CF
v2	July 2020	General procedural review, references updated, formatting changes	JM/CF
v3	July 2021	Annual review, references checked and updated	JM/CF
v4	July 2022	General review, minor changes, staff roles updated, phone numbers checked.	JM/CF
v5	July 2023	Annual review, references checked and updated, staff roles updated, phone numbers checked.	JM/CF
v6	April 2024	Flowchart appended, minor changes	JM/CF
v7	July 2024	Annual review, references checked and updated	JM/CF
v8	July 2025	Annual review, references checked and updated	JM/CF
v9	July 2026	Annual review; aligned to KCSIE 2026 and Working Together 2026; Part One requirement; Family Help; online harms/AI; child-on-child abuse; SEND; reporting/recording; DSL structure; safer recruitment.	KP/JM
v10	Sept 2026	Reflects additional updates to KCSIE 2026, Sept revisions	KP/JM

Board of Governors Approval History

Version	Approved by	Signature	Date
v4	Dominic Kohl, Chairman of the Board of Governors		July 2022
v5	Joanne Dockerty, Board of Governors		Oct 2023
v8	Claire Bolt, Board of Governors		May 2026

Date of Next Policy Review: July 2027

Definition

Throughout this policy document **TMP Studios CIC** is referred to as 'TMP College'.

Scope

This policy provides guidance to all adults working within TMP College whether paid or voluntary or directly employed by TMP College or by a third party.

Child Protection Statement

TMP College is committed to safeguarding children and promoting children's welfare and expects all staff, governors, volunteers and visitors to share this commitment and maintain a vigilant and safe environment.

Everyone has a responsibility to act, without delay, to protect children by reporting anything that might suggest a child is being abused or neglected. It is our willingness to work safely and challenge inappropriate behaviours that underpins this commitment. It is recognised that Colleges and their staff are an important part of the wider safeguarding system for children and TMP College is committed to playing a full and active part in the Multi-Agency response to Child Protection concerns.

'Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.' (KCSiE 2026)

Policy Aims

To ensure TMP College takes appropriate action, in a timely manner, to safeguard and promote the welfare of all children.

To ensure responsibilities and procedures are fully understood and that everyone can recognise signs and indicators of abuse or neglect and respond to them appropriately.

To ensure that TMP College's practice meets local and national guidance and all statutory requirements are in place.

Definitions

Child: The Children Acts 1989 and 2004, states a child is anyone who has not reached their 18th birthday. The commitment to safeguarding and promoting the welfare of children however will extend to all children who visit TMP College as well as all learners enrolled on courses.

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child- centred. This means that they should consider, at all times, what is in the best interests of the child.

The Department for Education (DfE) 'Keeping Children Safe in Education 2026' states safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- Protecting children from maltreatment
- Preventing impairment of children's health or development
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care and
- Taking action to enable all children have the best outcomes

Safeguarding children's welfare encompasses matters such as bullying and Health and Safety, (about which there are specific statutory requirements) together with a range of other issues, for example, arrangements for meeting the medical needs of children with Medical Conditions, providing First Aid, School Security, Drugs, Alcohol and Substance Misuse, Attendance, Admissions, Exclusions, Preventing Extremism and Radicalisation, CSE, CCE, EHA, Managing Allegations, Whistle-blowing, Mandatory reporting duty for FGM, Valuing Equality, Racist Incidents, Harassment & Discrimination, School Security & Physical Environment, ICT / E-safety, Safe Recruitment and Selection or any other safeguarding which the DfE have issued guidance on. Details of TMP's policies in these areas are contained in other documents.

Child protection: 'Part of safeguarding and promoting welfare. This refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.' (KCSiE 2026). Child Protection is one part of safeguarding and promoting the welfare of children and refers to the activity that is undertaken to protect children who are suffering, or at risk of suffering significant harm.

The definitions of physical abuse, emotional abuse, sexual abuse and neglect are set out in the DFE guidance, Keeping Children Safe in Education (DfE, 2026).

Key Principles

TMP College will maintain an inclusive, anti-discriminatory safeguarding culture. Staff will remain professionally curious, challenge racism, discrimination and misogyny, listen to children and recognise additional barriers faced by learners with SEND, communication needs or other vulnerabilities.

- The child's needs and welfare are paramount.
- All children have a right to be protected from abuse and neglect and have their welfare safeguarded.
- Keeping Children Safe in Education (DfE, 2026) reminds us that all staff should maintain an attitude of 'it could happen here' where safeguarding is concerned.
- Children should be listened to and their views and wishes should inform any assessment and provision for them. Staff should always act in the best interests of the child, in order to protect them.
- TMP College recognises that scrutiny, challenge and supervision are key to safeguarding children.
- Children have a right to learn ways to keep themselves safe from harm and exploitation.
- TMP College is committed to working with children, families and partner agencies to provide the right help at the right time. This includes universal services and community-based early help and, where needs require a coordinated plan, targeted early help through Family Help arrangements.
- All staff should understand local arrangements for universal and community-based early help and targeted Family Help, including identifying emerging needs, sharing information, contributing to assessment and plans, and working with the DSL and partner agencies.
- 'All staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.' (KCSiE 2026)
- All staff have a responsibility to report their concerns about a child without delay to TMP College's Safeguarding Lead (or deputy). Whilst the Safeguarding Lead (or deputy) will normally make referrals to Children's Services, anyone can refer their concerns to children's social care directly in emergencies or if they feel they need to do so.
- Everyone has a responsibility to escalate their concerns and 'press for reconsideration' if they believe a child's needs remain unmet or if the child is failing to thrive and in need or if the child is at risk of harm. Concerns about a child should always lead to help for a child at some point and the child's situation should improve.
- TMP College will work in partnership with other agencies to promote the welfare of children and protect them from harm, including the need to share information about a child in order to safeguard them. 'Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety of children.' (KCSiE 2026)
- TMP College will work with other agencies to ensure any actions that are part of a multiagency coordinated plan are completed in a timely way.
- TMP College will follow the Local Authority and the Local Safeguarding Children Partnership procedures and provide them with information as required.
- Staff, children and families will need support following child protection processes being followed.

DfE Statutory Guidance

The Children Act 2004[1] requires each person or organisation to which the duties apply to have regard to any guidance given to them by the Secretary of State; specifically:

- Section 10: Co-operation to improve well-being
- Section 11: Arrangements to safeguard and promote welfare
- Section 16k: Guidance by Secretary of State relating to sections 16E-16J

Section 175 (3) of the Education Act 2002[2] places a duty on the governing body of an institution within the further education sector to 'make arrangements for ensuring that their functions relating to the conduct of the institution are exercised with a view to safeguarding and promoting the welfare of children receiving education or training at the institution.'

All staff must read Keeping Children Safe in Education 2026 Part One in full. The Part One overview is a complementary quick reference only and does not replace Part One.

Working Together to Safeguard Children (DfE 2026) makes it clear that protecting children from harm and promoting their welfare depends upon a shared responsibility and effective joint working between different agencies:

'*Everyone who works with children has a responsibility for keeping them safe. No single practitioner can have a full picture of a child's needs and circumstances and, if children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action*.'

In addition, Working Together to Safeguard Children also reinforces the need to take action to provide early help before statutory services are required:

'*Providing early help is more effective in promoting the welfare of children than reacting later. Early Help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years.*'

The Teaching Standards (DfE 2013) also requires all tutors to 'uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside TMP College, including:

[1] http://www.legislation.gov.uk/ukpga/2004/31/contents

[2] http://www.legislation.gov.uk/ukpga/2002/32/contents

- treating learners with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a tutor's professional position
- having regard for the need to safeguard learners' wellbeing, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others.

TMP College will engage with local Family Help and multi-agency arrangements where a child or family would benefit from coordinated support, in accordance with Working Together to Safeguard Children 2026 and local threshold guidance.

Prevent Duties

The Counter-Terrorism and Security Act 2015[3] places a duty upon local authorities and educational providers to '*have due regard to the need to prevent people from being drawn into terrorism*' (CTSA 2015). 'The fundamental aims of Prevent, as part of the revised 2018 Contest Strategy[4] are, "*to safeguard vulnerable people to stop them becoming terrorists or supporting terrorism*." (Work Based Learners and the Prevent Statutory Duty 2018)[5].

The DfE has provided statutory guidance for colleges and childcare providers: 'Revised Prevent Duty Guidance: England and Wales[6]' (DfE 2015). The guidance summarises the requirements of colleges in terms of four general themes:

- risk assessment
- working in partnership
- staff training
- IT policies

TMP College will ensure that staff are aware of the indicators of extremism and radicalisation and know how to respond in keeping with local and national guidance. Staff will use their judgment in identifying children who might be at risk of radicalisation and act proportionately, which may include making a referral to the Channel programme. Equally, children will be made aware of the risks and support available to them. We will ensure that children are safe from terrorist and extremist material when accessing the internet in college. The Government has developed an 'educate against hate' website[7] providing information and resources for colleges and parents to support them to recognise and address extremism and radicalisation in young people.

Please refer to TMP College's policy *TMP5 Prevent Policy*.

[3] https://www.gov.uk/government/collections/counter-terrorism-and-security-bill

[4] https://www.gov.uk/government/publications/counter-terrorism-strategy-contest-2018

[5] https://www.gov.uk/government/publications/work-based-learners-and-the-prevent-statutory-duty

[6] https://www.gov.uk/government/publications/prevent-duty-guidance [7] https://educateagainsthate.com/

Taking, Storing and Sharing Photographs and Images of Children and Young People

TMP College has a separate Photography and Filming Policy, *TMP79 Photography and Filming Policy*. This sets out the College's overarching principles that guide our approach to photographs/videos being taken of children, young people and adults at risk during our events and activities.

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Both CSE and CCE involve exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it's also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

One specific type of criminal exploitation is also known as 'county lines' and is when gangs and organised crime networks groom and exploit children to sell drugs. Often these children are made to travel across counties, and they use dedicated mobile phone 'lines' to supply drugs.

Female Genital Mutilation (FGM)

'Section 5B of the Female Genital Mutilation Act 2003[7] (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon tutors 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 tutors to see visual evidence, and they should not be examining learners, 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://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilationprocedural-information

Tutors must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the tutor has a good reason not to, they should also still consider and discuss any such case with TMP College's Designated Safeguarding Lead 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 tutor 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, tutors should follow local safeguarding procedures.

[7] http://www.legislation.gov.uk/ukpga/2003/31/contents

Additional information and resources relating to FGM can be found in the Female Genital Mutilation: Resource Pack, published by the Home office in 2020.[8]

Up-Skirting

Within KCSIE 2026, 'Upskirting' has been included in the list of examples of forms of child-on-child abuse with its definition as follows "[Upskirting] typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm".

All staff are made aware of the changes to the Voyeurism (Offences) Act 2019 which criminalise the act of 'up skirting'.

The Criminal Prosecution Service (CPS) defines 'up skirting' as *a colloquial term referring to the action of placing equipment such as a camera or mobile phone beneath a person's clothing to take a voyeuristic photograph without their permission. It is not only confined to victims wearing skirts or dresses and equally applies when men or women are wearing kilts, cassocks, short's or trousers. It is often performed in crowded public places, for example on public transport or at music festivals, which can make it difficult to notice offenders*."

Honour-Based Abuse

So-called 'honour-based' violence (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so-called HBA are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt staff should speak to the designated safeguarding lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

There are a range of potential indicators that a child may be at risk of HBA. Guidance on the warning signs that FGM or forced marriage may be about to take place, or may have already taken place, can be found on pages 38-41 of the Multi agency statutory guidance on FGM (pages 59-61 focus on the role of schools and colleges) and pages 13-14 of the Multi-agency guidelines: Handling case of forced marriage.

If staff have a concern regarding a child that might be at risk of HBA they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

[8] https://www.gov.uk/government/publications/female-genital-mutilation-resource-pack/female-genital-mutilationresource-pack

Additional Published Guidance

TMP College will also take account of additional guidance including:

- The Education Inspection Framework (Ofsted, 2025)
- Further Education and Skills Inspection Handbook (Ofsted, 2025)
- Inspecting safeguarding in early years, education and skills settings (Ofsted, 2023)
- Safeguarding disabled children: Practice guidance (The Children's Society, 2009)
- Revised Prevent Duty Guidance: for England and Wales (Home Office, April 2021)
- Guidance for safer working practice for those working with children and young people in education settings (Safer Recruitment Consortium, 2019)
- Liverpool multi-agency self-harm practice guidance (Liverpool CAMHS, 2021)
- What to do if you are worried a child is being abused: Advice for practitioners (DFE, 2015)
- Criminal Exploitation of children and adults at risk: County Lines (DFE, 2020)
- Child Sexual Exploitation: definition and guide for practitioners (DFE, 2017)
- Sexting in schools and colleges (UK Council for Child Internet Safety, 2016)
- Information Sharing Duty: Statutory guidance for safeguarding organisations and their practitioners (UK Government, September 2026)
- Sexual violence and sexual harassment between children in schools and colleges (DFE, 2018)
- The Right to Choose: Multi-agency statutory guidance for dealing with forced marriage (HMG, 2014)
- Disqualification under the Childcare Act (DfE, 2006, updated 2018)
- Other DFE statutory guidance including: attendance and children who go missing from home or care which is found here: https://www.gov.uk/topic/colleges-colleges-childrensservices/safeguarding-children

Communicating with parents and visitors

TMP College is committed to the principles of Working Together to Safeguard Children which states that a '*child centred approach is fundamental to safeguarding and promoting the welfare of every child. A child centred approach means keeping the child in focus when making decisions about their lives and working in partnership with them and their families*.'

TMP College also has a statutory responsibility to share any concerns it might have about a child in need of protection with other agencies and in particular police, health and children's services.

Colleges are not able to investigate child protection concerns but have a legal duty to refer and share relevant safeguarding information where required. Where the statutory information sharing duty applies, TMP College will identify the appropriate lawful basis and will not seek consent where consent is not required. Wherever it is safe and appropriate, children and families will be informed about what information will be shared and why. There may be circumstances where informing a parent/carer could increase risk, prejudice an investigation or otherwise be contrary to the child's welfare; in these circumstances information may be shared without informing the family in advance. TMP College will record the decision and rationale and will follow advice from children's services, police or other safeguarding partners where appropriate.

TMP College will always seek to work in partnership with parents and other agencies to ensure the best possible outcomes for the child and family.

Roles and responsibilities at TMP College (as at September 2026)

Principal: Jackie Manning

Senior Designated Safeguarding Leads: Kim Pulman, Joanne Wale, Jackie Manning, Caroline Fell and Andrew Dickson

Wider DSL Team: Tayla Cottom, Katie McKnight, Alex Wormald and Claire Brant The

nominated Safeguarding / Child Protection Governor is: Joanne Dockerty.

The Board of Governors should ensure that:

- TMP College meets the statutory responsibilities set out in Keeping Children Safe in Education (KCSiE 2026) and Working Together to Safeguard Children (2026).
- TMP College has a strategy for providing Early Help together with other agencies and supporting children and families by carrying out early help assessments.
- The child protection policy is reviewed at least annually.
- All adults working within TMP College are aware of TMP College's Code of Conduct and this guidance is in keeping with the guidance for safer working practice for those working with children and young people in education settings.
- TMP College's practice is reviewed in line with Local Authority guidance.
- There is a named Designated Safeguarding Lead who is a member of TMP College's Senior Leadership Team. There are colleagues trained to provide cover for the role.
- TMP College has procedures in keeping with Wigan's Local Safeguarding Children Partnership (LSCP) for dealing with any allegations made against any adult working within TMP College. https://www.wiganlscb.com/home.aspx
- The Board Member responsible for Safeguarding would manage any allegations against the Principal.
- TMP College follows safer recruitment procedures, including the statutory pre-employment checks on all staff working with young people.
- TMP College itself is a safe environment where the views of children and families are listened to and where children are taught about safeguarding and how to keep themselves safe, including on the internet or when using new technology. Any complaints about services lead to improvements in practice.
- TMP College will ensure there are appropriate filters and monitoring systems in place in respect of internet use and encourage safe and responsible use of new technologies.
- TMP College scrutinises the impact of its training strategy so that all staff, including temporary staff and volunteers, are aware of TMP College's child protection procedures. All staff must have child protection training which is regularly updated. The Designated Safeguarding Lead and Deputy Designated Safeguarding Lead undertake training in keeping with statutory training requirements.
- The governors are given guidance to support them to ensure TMP College meets its statutory safeguarding requirements.

The Board of Governors are accountable for ensuring TMP College has effective policies and procedures in line with local and national guidance, and for monitoring TMP College's compliance with them.

The Principal will ensure that:

- TMP College works with an appropriate agency to carry out DBS checks and will update the Single Central Record. Ensure the safer recruitment practices set out in Keeping Children Safe in Education (KCSiE 2026) are followed in line with TMP College's Recruitment and Selection Policy and Procedures.
- Job descriptions and person specifications for all roles should make specific reference to child protection and safeguarding.
- There is a listening culture within TMP College where both staff and children are able to raise concerns about poor or unsafe practices.
- Referrals are made to the Disclosure and Barring Service as appropriate.
- They liaise with the Local Authority Designated Officer where an allegation is made against a member of staff.
- The curriculum provides opportunities to help learners stay safe especially when online. Children should be aware of the support available to them.
- In keeping with the Prevent Duty reasonable checks are made on visiting speakers.

The Principal will normally be informed of any allegations against staff and will ensure appropriate referrals to the Disclosure and Barring Service or Teaching Regulation Agency are made.

The **Designated Safeguarding Lead** will quality assure TMP College's child protection practices including the auditing of safeguarding records and the supervision of the Deputy Safeguarding Lead and other members of the safeguarding team to ensure that actions and decisions are reviewed appropriately and that staff's emotional needs are met.

Keeping Children Safe in Education 2026 sets out the broad areas of responsibility for the Designated Safeguarding Lead, which include the following:

- 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;
- Support staff who make referrals to the Channel programme;
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required;
- Refer cases where a crime may have been committed to the Police as required.
- Liaise with the Principal to inform him or her of issues – especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- As required, liaise with the "case manager" (as per Part Four of KCSiE 2026) and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member);
- Liaise with staff (especially support staff, IT technician and the named person with oversight of SEND in college) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies.
- Act as a source of support, advice and expertise for staff.
- Undertake Prevent awareness training.

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The **Designated Safeguarding Lead** (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other Designated Safeguarding Leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- Understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements.
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- Ensure each member of staff has access to and understands TMP College's child protection policy and procedures, especially new and part time staff;
- Are alert to the specific needs of children in need, those with special educational needs and young carers;
- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation.
- Understand the importance of information sharing, both within TMP College, and with the three safeguarding partners, other agencies, organisations and practitioners.
- Are able to keep detailed, accurate, secure written records of concerns and referrals;
- Understand and support TMP College with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- Are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up-to-date capability required to keep children safe whilst they are online at TMP College;
- Can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online
- Obtain access to resources and attend any relevant or refresher training courses; and
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and any measures TMP College may put in place to protect them.

The **Designated Safeguarding Lead** should also:

- Ensure TMP College's child protection policies are known, understood and used appropriately;
- Ensure TMP College's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;

Link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.

Where children leave TMP College, the **Designated Safeguarding Lead** shall ensure their child protection file is transferred to the new college upon request. This should be transferred separately from the main student file, ensuring secure transit and confirmation of receipt should be obtained. Receiving colleges should ensure key staff such as Designated Safeguarding Leads and SENCOs or the named person with oversight for SEN in colleges, are aware as required.

In addition to the child protection file, the **Designated Safeguarding Lead** should also consider if it would be appropriate to share any information with the new college in advance of a child leaving. For example, information that would allow the new college to continue supporting victims of abuse and have that support in place for when the child arrives.

During term time the **Designated Safeguarding Lead** (or a deputy) will be available (during college hours) for staff in TMP College to discuss any safeguarding concerns.

The **Designated Safeguarding Lead** will arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

In addition to the role outlined in Keeping Children Safe in Education (DfE, 2026) the Designated Safeguarding Lead is also expected to ensure that:

- The social worker is informed when a child subject to a child protection plan or a child in need plan moves to a new setting, where college has been made aware.
- A training log is kept of all child protection training including the names of those attending. All staff must have regular training and updates.
- Child protection records are kept securely and separately from the child's normal file. Records will be transferred and/or retained in keeping with the Local Authority's and NSPCC guidance.
- TMP College attends and contributes to child protection case conferences and child in need meetings, ensuring actions are completed in a timely manner. TMP College will complete the LSCB agency report ahead of each child protection conference.
- TMP College will use the current local safeguarding partnership professional challenge and escalation procedures where it considers that a child's needs or risks are not being adequately addressed.
- All members of the Safeguarding Team have received appropriate training; that all referrals made are quality assured and the supervision is provided to the Safeguarding Team to monitor all decisions, actions taken and the wellbeing of each team member.
- All staff must read and understand Part One of Keeping Children Safe in Education (DfE, 2026) in full. The Part One overview may be used as a quick reference but does not replace Part One.

All staff (and volunteers) should:

- Contribute to ensuring learners learn in a safe environment.
- Read and understand Part One of Keeping Children Safe in Education (DfE, 2026) in full and engage in safeguarding training and regular updates appropriate to their role.

  Recognise that any child may benefit from early help, but all college staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs ○ has Learning Support needs or special educational needs ○ has special educational needs (whether or not they have a statutory Education,
  Health and Care Plan) ○ is a young
  carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- is frequently missing/goes missing from care or from home ○ is at risk of modern slavery, trafficking or exploitation ○ is at risk of being radicalised or exploited
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse
- is misusing drugs or alcohol themselves
- has returned home to their family from care or is in care ○ is showing early signs of abuse and/or neglect ○ is a privately fostered child ○ is experiencing housing issues
- are young parents (or about to become young parents) ○ has been excluded from school

- Report any concerns about a child's welfare without delay to the Safeguarding Lead, or Deputy.
- Understand that any member of staff can make a referral to children's services should that be required, informing the Safeguarding Team of any action taken.
- Report any concerns without delay about the behaviour of a worker towards a child to the Director, Designated Safeguarding Lead, the Board (Safeguarding Lead) or if required the Local Authority Designated Officer for Allegations against Staff.
- Understand their responsibility to escalate their concerns and 'press for reconsideration' if a child remains at risk or their needs are not met. This includes the understanding that any member of staff can make a referral to Children's Services if required to do so.
- Tutors and those providing teaching must personally report to the police cases where they discover that an act of FGM appears to have been carried out on someone under 18.
- Follow TMP College's policies including this child protection policy and the 'Guidance for safer working practice for those working with children and young people in education settings' (Safer Recruitment Consortium, 2022)[10]
- Be aware safeguarding issues can manifest themselves via child-on-child abuse
- Understand that some children, including those with Special Educational Needs or those Looked after, may be more vulnerable to abuse. The DfE has recommended additional practice guidance 'Safeguarding Disabled Children' (The Children's Society, 2009)[9]

[10] https://c-cluster-110.uploads.documents.cimpress.io/v1/uploads/d71d6fd8-b99e-4327-b8fd-1ac968b768a4~110/original?tenant=vbu-digital

Understand that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration; being more prone to peer group isolation than other children

[9] https://www.gov.uk/government/publications/safeguarding-disabled-children-practice-guidance

- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying - without outwardly showing any signs; and
- o communication barriers and difficulties in overcoming these barriers; staff must avoid diagnostic overshadowing and must not assume that changes in behaviour, presentation, attendance, mood, injury or communication are explained by a learner's SEND or diagnosis.
- Have access to TMP College's Code of Conduct and Whistleblowing policy. The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285
- Have access to 'What to do if you are worried a child is being abused 2015 – Advice for practitioners' (DfE, 2015)

Safeguarding Framework

In addition to this Child Protection Policy TMP College has procedures or policies in relation to other areas for safeguarding children and adults at risk, including as examples:

- attendance
- anti-bullying including cyber bullying
- code of conduct for staff (guidance on safer working practices)
- data protection
- First Aid
- safe recruitment practices
- safeguarding for adults at risk
- Single Equality Scheme and Action Plan
- whistleblowing
- photography and filming policy

Procedures for reporting child protection or child welfare concerns

All safeguarding concerns must be reported without delay to a Senior DSL or member of the wider DSL team and recorded promptly on Databridge. Urgent concerns must be reported directly and must not be left solely as an electronic record. Records must include a clear summary of the concern, actions taken, decisions made, the rationale for those decisions and outcomes. Where a child is in immediate danger, staff must call 999 and inform the safeguarding team as soon as possible.

Consideration will need to be given to immediately protecting the child and contacting the police and/or ringing for an ambulance if the child is injured or at risk of immediate harm.

The Designated Safeguarding Lead or Deputy Designated Safeguarding Lead will take immediate action and will make a referral to children's services by telephone if a child is believed to be suffering or likely to suffer significant harm. This referral will always be followed up in writing.

The DSL or Deputy DSL will follow local multi-agency procedures and consider whether universal/community-based early help, targeted Family Help, a section 17 child in need response, or a section 47 child protection response is required.

Concerns about a child should always lead to help for a child. TMP College may need to escalate its concerns with Children's Services to ensure a referral is accepted or work with other agencies to ensure an Early Help Assessment is completed.

TMP College will always seek to follow the Local Safeguarding Children Partnership procedures which can be found on their website.

https://www.wigan.gov.uk/WSCB/index.aspx

Part 1 of Keeping Children Safe in Education (DfE, 2026) provides key flowcharts and guidance to support staff and volunteers' understanding and decision making. This will support staff to make a referral themselves should that become necessary. The Safeguarding Team should be informed, as soon as possible, following the need for another member of staff to make a referral. Guidance is also available on the NSPCC website:

https://www.nspcc.org.uk/preventing-abuse/

Concerns that a child is being radicalised should follow the normal safeguarding referral mechanism with an additional Channel referral being made to the Local Authority's Prevent and Channel team.

Managing safeguarding concerns and allegations about staff and volunteers

TMP College takes all safeguarding concerns and allegations about adults working in or on behalf of the College seriously. This includes concerns relating to staff, supply staff, trainee teachers, volunteers and contractors.

Where a concern or allegation may meet the harm threshold, the procedures set out in Part Four of *Keeping Children Safe in Education 2026* and the relevant Local Authority Designated Officer (LADO) procedures will be followed. Staff who are the subject of an allegation have the right to have the matter dealt with fairly, consistently and as promptly as possible and to be kept informed in accordance with safeguarding and employment procedures. Suspension is not automatic and will only be considered where appropriate following assessment of the circumstances and risk.

All staff and volunteers must report any safeguarding concern or allegation about the behaviour of an adult working in or on behalf of TMP College to the Principal without delay. Concerns may also be raised with the Designated Safeguarding Lead. Where the concern relates to the Principal, it must be reported to the Chair of the Board of Governors (or equivalent). Where appropriate, concerns may also be raised directly with the LADO.

The College will consider whether the concern indicates that an adult has harmed or may have harmed a child, may have committed a criminal offence against or related to a child, behaved towards a child or children in a way that indicates they may pose a risk of harm, or behaved in a way that indicates they may not be suitable to work with children. Where the harm threshold may be met, or there is uncertainty, advice will be sought from the LADO as appropriate.

Under the Sexual Offences Act 2003, members of staff may be in a position of trust in relation to learners under the age of 18. A sexual relationship with a learner under 18 where the position-oftrust provisions apply may constitute a criminal offence, regardless of whether the learner is over the age of consent. TMP College also considers a sexual or inappropriate relationship between a member of staff and a College learner aged 18 or over to be a serious breach of professional boundaries and the Staff Code of Conduct and this may result in disciplinary action, including consideration of gross misconduct.

Low-level concerns

TMP College promotes an open and transparent safeguarding culture in which all concerns about adults working in or on behalf of the College are reported and responded to appropriately, no matter how small they may appear. A low-level concern is a concern that an adult may have acted in a way that is inconsistent with the Staff Code of Conduct, including inappropriate conduct outside work, but which does not meet the harm threshold.

All staff are expected to report low-level concerns promptly to the Principal or appropriate designated senior leader. Concerns must not be managed informally within departments. A confidential record will be maintained separately from learner safeguarding records, with appropriate oversight to identify patterns, repeated concerns or matters requiring escalation. Staff will receive guidance through induction and safeguarding updates on how to report low-level concerns and allegations about colleagues.

All low-level concerns will be taken seriously and will not be dismissed as insignificant. The College will establish the facts as appropriate by speaking with the member of staff, relevant witnesses and reviewing available information. The concern, actions taken, decisions made and the rationale for those decisions will be recorded securely.

Where the concern does not meet the harm threshold, the response will be determined on a caseby-case basis. This may include professional advice and guidance, additional training or supervision, an extension of probation, or a formal performance management/improvement plan, in accordance with the relevant College employment procedures.

Where information indicates that the concern may meet the harm threshold, or there is uncertainty about whether it does, the matter will be escalated immediately and managed under the College's allegations procedures, including consultation with the LADO where appropriate.

Low-level concerns will be reviewed to identify patterns of behaviour, repeated concerns or wider safeguarding issues. Where a pattern is identified, the College will consider whether the matter should be managed under the harm-threshold procedures or another appropriate College procedure.

Allegations of abuse against another learner (child-on-child abuse)

Child-on-child abuse includes harassment and violence and may occur face-to-face or online. This includes the non-consensual creation or sharing of self-generated intimate images and/or videos, including images generated or manipulated using artificial intelligence, such as deepfakes. Such concerns must never be dismissed as banter or normal behaviour.

All concerns must be reported and discussed with the Designated Safeguarding Lead or Duty or a member of the leadership team. This is most likely to include, but not limited to: bullying (including cyber bullying), gender-based violence/sexual assaults and self-generated intimate images and/or videos, including AI-generated or manipulated images such as deepfakes. Staff should recognise that children are capable of abusing their peers. Staff must challenge any form of derogatory and sexualised language or behaviour. Staff should be vigilant to sexualised/aggressive touching/grabbing particularly towards girls. Behaviours by children should never be passed off as 'banter' or 'part of growing up'.

The DfE states 'child-on-child abuse should be taken as seriously as abuse by adults and should be subject to the same child protection procedures. Professionals should not dismiss abusive behaviour as normal between young people and should not develop high thresholds before taking action.' (KCSiE 2026).

Children with special educational needs and disabilities are more vulnerable to sexual violence and harassment and staff should be aware that additional barriers can exist when recognising abuse in these children. Children who are LGBT or perceived to be, may also be targeted by their peers and harassed or assaulted.

Victims of child-on-child harm will be supported by TMP College's pastoral system and referred to specialist agencies including, as examples, 'CAMHs', 'Brook' and 'Barnardo's'. A risk assessment may need to be in place. The TMP College curriculum will support young people to become more resilient to inappropriate behaviours towards them, risk taking behaviours and behaviours that children may be coerced into including 'sexting' or 'initiation/hazing' behaviours.

TMP has a separate policy which gives more information on Child on Child Abuse, including the different type of abuse, how to assess them and the procedures for reporting concerns and incidents.

Physical Restraint

The Education and Inspections Act 2006 confirmed the right of staff (those fully employed by the school) to use 'such force as is reasonable' for the purpose of preventing a student from:

- committing an offence
- causing personal injury to, or damage to the property of, any person (including themselves); and
- prejudicing the maintenance of good order and discipline.

The explanatory notes to the Act give an example of 'reasonable force' - leading a student by the arm to enforce an instruction to leave the class. However, nothing in the law concerning the use of reasonable force legitimizes corporal punishment. Where a school has students with known severe behavioural difficulties, only trained staff are allowed to use restraint techniques. The member of staff must be trained in the technique that is to be used. No staff can physically restrain students exhibiting extremes of behaviour unless so trained.

Circumstances Where Physical Restraint may be Justified:

- Physical restraint should only be used as a last resort; other non-physical strategies for diffusing the situation must be tried first.
- Whenever possible, the age, level of understanding and gender of the student should be considered. In addition, staff should be mindful of any student who is on the Child Protection Register.
- If there is a need to restrain a student with known behavioural difficulties, only staff trained in appropriate restraint techniques should attempt to restrain such students.
- The Governors recognise that in some instances (such as stopping a student who is running down a corridor) staff may have to act quickly, and without having the time to consider all the circumstances.

Examples of behaviour likely to lead to restraint:

- physical attack by a student on an adult/other student;
- deliberate damage to school property
- a student behaving in a way which places others at risk, e.g. pushing, tripping on a staircase, rough play or running in a corridor;
- preventing a student running into a busy road;
- refusal by a disruptive student to leave the classroom.

Restraint is not a punishment and must not be used as such.

Assistance should be sought whenever possible.

- the student(s) should be told that this has been done.
- any other students who are at risk should be removed.
- the use of restraint in a one-to-one situation should be avoided, witnesses are important.

Restraint should not lead to injury: staff should not:

- hold a student around the neck or collar, or in a way that might restrict breathing;
- slap, punch or kick;
- twist or force limbs against a joint; trip;
- hold or pull by the hair or ear; or
- hold a student face down on the ground.

On-line safety, data protection and the use of mobile phones and digital photographic equipment

Staff should also report any concerns about self-generated intimate images and/or videos, including AI-generated or manipulated images such as deepfakes to the Designated Safeguarding Lead (or deputy) or a member of the leadership team who will follow the guidance in: Sexting in schools and colleges: Responding to incidents and safeguarding young people (UK Council for Child Internet Safety).

The following guidance provides clarity as to how staff should respond to these incidents:

https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis

TMP College's e-safety policy clearly outlines the way in which the college uses technology and the measures in place to ensure safe and responsible use by all. There is a clear code of conduct for staff which sets out the use of new technologies, mobile phones and personal photographic equipment around children. TMP College will consider, in particular, Looked After Children (Children in Care) who might be put at risk by being included in publicity materials or college photographs.

The DfE highlights the risks of new technologies:

Technology is a significant component of many safeguarding issues and can facilitate abuse, exploitation, harassment, radicalisation and other harm. Online safety is an integral part of safeguarding at TMP College.

- content: exposure to illegal, inappropriate or harmful content, including misinformation, disinformation, conspiracy theories, misogynistic content and AI-generated or manipulated material
- contact: harmful interaction with other users, including grooming, exploitation, coercion and radicalisation
- conduct: personal online behaviour that increases the likelihood of, or causes, harm, including sharing self-generated intimate images and/or videos
- commerce: risks such as online gambling, inappropriate advertising, phishing, scams and financial exploitation

Staff should bring immediately to the attention of the Designated Safeguarding Lead (or deputy) or a member of the leadership team any behaviours by adults or children themselves that may be risky or harmful.

Monitoring Attendance

A child missing from an education setting is a potential indicator of abuse or neglect including exploitation. Local Authority guidance and procedures will be followed for dealing with a child who is missing from education, particularly on repeated occasions. Unauthorised attendance will be closely monitored. The attendance of children with known welfare and attendance concerns will be monitored closely, particularly those with chronic poor attendance or persistent absentees. Colleges should also scrutinise the attendance of off-site provision to ensure children are attending and are safe. Similarly, the attendance of children who are vulnerable or with known welfare and safeguarding concerns such as children who have a child protection plan, are children in need, are Children Looked After and/or SEN will be monitored on a regular basis.

TMP College will ensure it has emergency contacts for each family and consider what urgent action it may need to take when a vulnerable child and family are not contactable and the child has not attended college.

It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, Female Genital Mutilation and forced marriage.

Private Fostering

TMP College has a mandatory duty to report to the local authority if they believe a child is subject to a private fostering arrangement. (This does not include close family relatives e.g. grandparent, brother, sister, uncle or auntie.) A private fostering arrangement is made without the knowledge of the local authority for the care of a child under the age of 16 years (under 18 for children with disabilities) whereby the child is in the care of someone other than their parent or close relative. Further guidance is available in Keeping Children Safe in Education (DfE 2025). When a child is privately fostered a social worker must carry out an assessment to ensure the placement is appropriate and consider any support needed.

Safer recruitment

TMP College will ensure that all appointments follow its recruitment policy and the guidance set out in Keeping Children Safe in Education (DfE, 2026). TMP College will undertake all the required DfE pre-employments checks and where appropriate record these checks on the single central record and retain evidence in personnel files. TMP College will seek written confirmation that third-party organisations including contractors and alternative education providers have undertaken appropriate checks.

TMP College is required to investigate relevant staff who fall within the scope of Disqualification under the Childcare Act 2006[10] and establish they are not disqualified. The criteria for disqualification under the 2006 Act and the 2018 Regulations includes inclusion on the Disclosure and Barring Service (DBS) Children's Barred List or committing a relevant offence.

The Safeguarding Curriculum

TMP College will ensure the curriculum covers safeguarding and sets out how to help children keep themselves safe from harm. Children will be supported to develop their understanding, at the appropriate age, of risks including: using technology, the internet, and risks associated with grooming and radicalisation, gang and criminal exploitation and misusing drugs and alcohol. Children will also learn about the wider safeguarding curriculum which for children would include road safety, anti-bullying and know how to seek support when needed. TMP College will ensure the curriculum promotes British Values as set out in the Counter Terrorism and Security Act 2015[11].

Confidentiality, Information Sharing, Record Keeping and Retention

TMP College understands the need to keep child protection and safeguarding records securely.

[10] https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006

[11] https://www.gov.uk/government/collections/counter-terrorism-and-security-bill

Where requested by a new provider, TMP College will transfer records securely to the next setting and discuss the child's needs. TMP College will retain records in keeping with Local Authority guidance and NSPCC guidelines:

https://learning.nspcc.org.uk/media/1442/child-protection-records-retention-and-storageguidelines-september-2019.pdf

This in turn references the Information and Records Management Society (IRMS) 2018 Information management toolkit for schools version 6.0[12].

Staff cannot promise children confidentiality but must always act in the best interests of the child and share safeguarding concerns with the Safeguarding Lead (or deputy). TMP College will follow the Information Sharing Duty statutory guidance effective from 30 September 2026. Where section 16LA of the Children Act 2004 applies, relevant information must be shared with appropriate safeguarding organisations or practitioners where it may assist them to safeguard or promote a child's welfare. Staff must not wait for concerns to reach a child protection threshold before considering whether relevant information should be shared. Staff will be told information on a need-to-know basis.

Consent is not required where information is shared under the statutory information sharing duty. TMP College will work openly with children and families and explain information-sharing decisions wherever it is safe and appropriate to do so. Information shared must be relevant, accurate, proportionate and transferred securely. The College will consider whether sharing would be more detrimental to the child than not sharing and will record the information shared, the receiving organisation or practitioner, the purpose of sharing, decisions made and the rationale for those decisions.

For learners aged 18 and over, TMP College will follow its Safeguarding Adults at Risk procedures and relevant legislation. Adult learners will be presumed to have capacity to make their own decisions unless there is evidence to indicate otherwise. Having SEND or an Education, Health and Care Plan does not, by itself, mean that a learner lacks capacity. Adult learners' wishes regarding confidentiality and parental involvement will be respected wherever possible. Where information needs to be shared without consent for a lawful safeguarding reason, the decision and rationale will be clearly recorded. Where information about an adult is relevant to safeguarding a child, the College will also consider its duties under applicable child safeguarding legislation.

Complaints

Complaints about safeguarding should follow the procedures set out in TMP College's complaints policy.

TMP College and Local Authority also have whistleblowing procedures.

(The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285)

[12] https://irms.org.uk/page/SchoolsToolkit

Useful Telephone Contact Numbers/websites

Children's Social Care: Child Protection Unit: 01942 481147

Referral and Assessment Team (EHH): 01942 486213

Local Authority Designated Officer (LADO): 01942 828300

Safeguarding in Education Team: 01942 486025

Wigan Safeguarding Children Board 01204 486025

Emergency Duty Team – Out of Hours: 0161 834 2436

Police – Safeguarding Vulnerable Persons Unit: 0161 8566583

Local Authority	Children / Young People	Adults at Risk
Wigan	Wigan Council - Worried About a Child	Wigan Council - Safeguarding Adults
Lancashire	Lancashire - Safeguarding Children	Lancashire - Safeguarding Adults
Bolton	Bolton - Report a Child Safeguarding Concern	Bolton - Safeguarding Adults
Salford	Salford - Safeguarding Children	Salford - Safeguarding Adults
Warrington	Warrington - Children's Safeguarding / MARS	Warrington - Safeguarding Adults
Halton	Halton - Safeguarding Children	Halton - Adult Social Care
Sefton	Sefton - Safeguarding Children	Sefton - Safeguarding Adults
Wirral	Wirral - Children's Social Care / Safeguarding	Wirral - Safeguarding Adults

Appendix 1 – Safeguarding Reporting Flowchart

What to do if you are worried about a learner's safety or welfare

BOX 1: IDENTIFY THE CONCERN

A learner discloses abuse, or you notice injuries, changes in behaviour, attendance, presentation, online harm or other safeguarding concerns. Do not assume concerns are explained by SEND.

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BOX 2: LISTEN AND RESPOND

Stay calm, listen, reassure the learner and explain that information may need to be shared. Do not promise secrecy, ask leading questions, investigate or approach the alleged abuser.

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BOX 3: IS THERE IMMEDIATE DANGER?

YES: Call 999 and take immediate action to protect the learner; tell a DSL. NO: Continue to Box 4. Urgent concerns must not be left only as an electronic record.

↓

BOX 4: REPORT AND RECORD

Inform a TMP DSL promptly, or another DSL/senior leader if unavailable. Open a Safeguarding event on Databridge. Record facts, the learner's own words, actions, who was informed, decisions and reasons.

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BOX 5: DSL ASSESSES THE CONCERN

The DSL reviews risk, the learner's age, wishes, and whether others may be at risk. For under-18s use child safeguarding procedures; for adults 18+ use adult safeguarding procedures. Record the reasons for information-sharing decisions.

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BOX 6: Decision and next steps

EXTERNAL REFERRAL / ADVICE NEEDED

DSL contacts the relevant safeguarding agency, children's services, adult safeguarding or police as appropriate. Record agency, referral, advice, agreed actions, owner and timescale. Escalate if risks remain.

BOX 7: NO EXTERNAL REFERRAL AT THIS STAGE

DSL records why, agrees internal welfare/pastoral support if needed, identifies a responsible person and review date, and sets triggers for further action.

BOTH ROUTES

Keep concerns under review. Update Databridge with actions and outcomes. Re-refer or escalate if new concerns emerge.

Separate process: Concerns about staff

Report concerns about TMP staff, volunteers or contractors to the Principal without delay (or to the Chair of Governors if the concern relates to the Principal). Low-level concerns must also be reported and securely recorded. Consult the LADO where the harm threshold may be met or is unclear.

TMP DSLs: Jackie Manning, Kim Pulman, Caroline Fell, Joanne Wale, Andrew Dickson, Tayla Cottom, Katie McKnight, Alex Wormald and Claire Brant.

Emergency: 999 | Police non-emergency: 101 | NSPCC whistleblowing: 0800 028 0285. Check the college's current contact details for local referral routes.