

ANNUAL SAFEGUARDING REPORT

2015 – 2016

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Safeguarding Annual Report

1. SAR Grading : Students feel safe at College

The chart below is taken from the Student View Point Survey. When answering the question ‘Do you feel safe in the College?’, **97% of students stated that they felt safe in College.** This mirrors the 2014/15 outcome.

2. Purpose of the Report

The report illustrates Canterbury College’s commitment to the **Safeguarding of All**, which permeates the whole of the organisation and its practice.

The purpose of this report is to provide a summary in respect of safeguarding activities for the members of the Corporation, College staff and students and helps to inform the College’s Self-Assessment Report. *At this moment it still appears in draft as not all the 15/16 data are available and it requires the Corporation to approve it.*

Information, updates and feedback about Safeguarding are also presented at every Health and Safety Committee and at each Quality Committee Meeting of the Corporation.

The report focuses on the activities relating to safeguarding– as well as the impact of these on the protection and safeguarding of young people and vulnerable adults.

The report provides statistical data and analysis and makes recommendations for the 2016 / 2017 academic year. These are encompassed in the enclosed Safeguarding Action Plan which proposes some of the actions for the 2016 / 2017 academic year.

Included in the report are graphs which include:

- The number of issues reported and addressed
- The origin of the allegations or issues : internal or external
- The type of allegations made
- The distribution of allegations by Faculty
- The dates that the allegations occurred
- The profile of the students involved in relation to their age, ethnicity, gender, social economic, looked after status (Children in Care)
- The outcomes of the allegations
- Comparisons to previous years

For those staff that deal with safeguarding allegations, the College has a well-developed support system and the College’s Counselling Supervisor provides regular support sessions.

3. The Report

3.1 Number of Allegations and Their Location

Graphs are included to illustrate the number, the type of safeguarding allegations reported, the relevant faculty area and the dates the allegations were made.

The same recording scheme used to detail Safeguarding allegations in the previous annual reports has been used to provide consistency and enable comparisons.

Chart 1 illustrates that between September 2015 and 8 July 2016, a total of 571 separate Safeguarding allegations were made and addressed. This represents a significant increase compared to previous years, as can be seen below:

Chart 1: Number of Safeguarding issues, including exclusions and non-starts

2008 / 2009	2009 / 2010	2010 / 2011	2011 / 2012	2012 / 2013	2013 / 2014	2014 / 2015	2015 / 2016
67	72	171	236	327	325	517	571

As in previous years, the number of safeguarding concerns reported has continued to increase. Compared to the previous year there has been a 10% increase in safeguarding allegations reported. This increase is attributed to the importance safeguarding has in education, the statutory obligations placed on the College and the College's response and its desire and aim to promote a safe learning environment for all. This increase also reflects the increase in numbers reported by the National Audit Office.

The National Audit Office reported in October 2016 that over the last ten years, there has been a 124% rise in the number of enquiries per 10,000 children, where local authorities believe a child may be suffering, or likely to suffer, significant harm. In the year 2014 - 15 there were 635,600 referrals for children to receive help or protection. On the 31st March 2015, 391,000 children under the age of 18 in England needed help or protection.

The wide variety of student awareness raising activities have continued this year and these included the Principal's Welcome Talk, the production of a video by the Students Union and Safeguarding Enrichment Activities during Progress Review Weeks.

The Safeguarding E-Learning (Learning Curve) package which was introduced in September 2014 for all students continued as part of all full time students' induction programme. This package aimed to make all students aware of safeguarding and Prevent, the indicators and reporting mechanisms.

The College has a well embedded reporting framework which consists of Senior Safeguarding Officers who take responsibility for responding to issues on a weekly rota. There is also an extensive list of safeguarding officers who represent each curriculum area. The list of these staff is well promoted and this helps students to raise and report issues. The use of the

safeguarding email address has also continued to be promoted to all staff and students throughout the year. These strategies contributed to the College being able to provide a safe environment for students.

In addition, the College has continued with its positive working relationships, both internally and externally. These contribute to the College's ability to address concerns raised by students efficiently and effectively. Important internal positive working partnerships include those developed with the Security Team and the IT Team.

The Student Screening Panel has continued this year with 199 disclosure forms being received from applicants starting a course in 2015/16. The screening panel enables the College to assess the risks of applicants with an offending history, prisoners and ex-offenders.

Chart 2 provides an overview of the location of safeguarding incidents over a three year period. Chart 4 (page 9) provides an overview of the location of safeguarding concerns reported in 2015 / 2016 by month.

Chart 2: Overview of the location of Safeguarding allegations

	2010 / 2011	2011 / 2012	2012 / 2013	2013 / 2014	2014 / 2015	2015 / 2016
External (inc mental health and medical)	109 (65%)	202 (86%)	263 (80%)	258 (79%)	401 (77%)	437 (77%)
Internal	52 (31%)	32 (13%)	57 (18%)	49 (15%)	74 (14%)	82 (14%)
Both	6 (4%)	1 (0.5%)	2 (0.5%)	2 (1%)	3 (1%)	1 (0%)
Online	0	1 (0.5%)	5 (1.5%)	16 (5%)	39 (8%)	51 (9%)

Overall, the percentages continue to remain static over the last two years. Most issues relate to events that happened outside to the College, some 77% in 2015 / 2016.

There continues to be an increase in online safeguarding allegations. This is explained by the increased use of mobile devices and websites, as well as a continued focus on E-Safety throughout the academic year. Emma Fruin, the Safeguarding Advisor and a Senior Safeguarding Officer remains a member of the Kent E-Safety Strategy Group, which is attended by representatives from several primary and secondary schools, the Police and the Council. Canterbury College is currently the only Further Education College in attendance.

3.2 Types (nature) of allegations

All Safeguarding allegations continue to be categorised by Specified Safeguarding Issues, as outlined in the 'Keeping Children Safe in Education' July 2015 document. Two additional Specific Safeguarding Issues, 'Child Missing from Education' and 'Child Missing from Home or Care', were added in the July 2015 update:

- **Physical Abuse:** may involve hitting, shaking, throwing, poisoning, burning, scalding, drowning or suffocating. It may be done deliberately or recklessly, or be the result of a deliberate failure to prevent injury occurring.
- **Neglect:** is the persistent or severe failure to meet a learner's or young person's basic physical and/or psychological needs. It will result in serious impairment of the learner's health or development.
- **Sexual Abuse:** involves a learner being forced or coerced into participating in or watching sexual activity. It is not necessary for the learner to be aware that the activity is sexual and the apparent consent of the learner is irrelevant.
- **Emotional Abuse:** occurs where there is persistent emotional ill treatment or rejection. It causes severe and adverse effects on the learner's or young person's behaviour and emotional development, resulting in low self-worth. Some level of emotional abuse is present in all forms of abuse.
- **Child Missing from Education:** a child missing from education, particularly on repeat occasions, is a potential indicator of abuse or neglect.
- **Child Missing from Home or Care:** when a child goes missing or runs away, from either the family home or local authority care, they are at risk. Local authorities are responsible for protecting children who go missing.
- **Child Sexual Exploitation (CSE):** when a child receives something in exchange for sexual activity, which can range from intimidation or enticement to have sex to cyber bullying and grooming.
- **Bullying** of others because of their race, gender, disability or other reason and cyberbullying: defined as behaviour which is repeated, intended to hurt someone either emotionally or physically and often aimed at certain groups, e.g. because of race, religion, gender or sexual orientation.
- **Domestic Violence:** any incident or patterns of incidents of controlling, coercive, threatening or violent behaviour or abuse between those who are, or have been, intimate partners or family members regardless of gender or sexuality.
- **Drugs:** students affected by their own or other's drug or substance misuse.
- **Fabricated or Induced Illness:** occurs when a parent or carer exaggerates or deliberately causes symptoms of illness in the child. Individuals may also exaggerate or lie about symptoms or illness in themselves as well.
- **Faith Abuse:** child abuse linked to faith or belief, commonly the belief in witchcraft.
- **Female Genital Mutilation (FGM) (female circumcision):** is a destructive operation, during which the female genitals are partly or entirely removed or injured with the goals of inhibiting a woman's sexual feelings.
- **Forced Marriage:** a marriage in which one or both of the parties is married without his or her consent or against his or her will.
- **Gangs and Youth Violence:** identifying young people vulnerable gang related and/or violent activity.
- **Gender Based Violence / Violence Against Women and Girls (VAWG):** is a cause and consequence of gender inequality, and can also be described as gender-based violence and recognises that one of the fundamental causes of VAWG is the unequal power relations between women and men in society.

- **Mental Health:** a person's condition with regards to their psychological and emotional well-being.
- **Private Fostering:** is when a child under the age of 16 (or 18 if disabled) is cared for by someone who is not their parent or legal guardian. This is a private arrangement made between the parent and carer, for 28 days or more.
- **Radicalisation (Extremist / Terrorist Behaviour)** - Channel Guidance & Protecting the UK: is the process by which an individual or group comes to adopt increasingly extreme political, social or religious ideas and aspirations.
- **Sexting:** sending / receiving sexually explicit photographs or messages via mobile devices.
- **Teenage Relationship Abuse:** aims to encourage to re-think young people's views on violent, abuse and/or controlling behaviour and what consent means within relationships.
- **Trafficking:** the trade of humans most commonly for the purpose of sexual slavery, forced labour or commercial sexual exploitation, and involves controlling a person through force, fraud or coercion to exploit the victim.

Chart 3 and Chart 4 gives an overview of the types of Safeguarding allegations which have been made in 2015 / 2016.

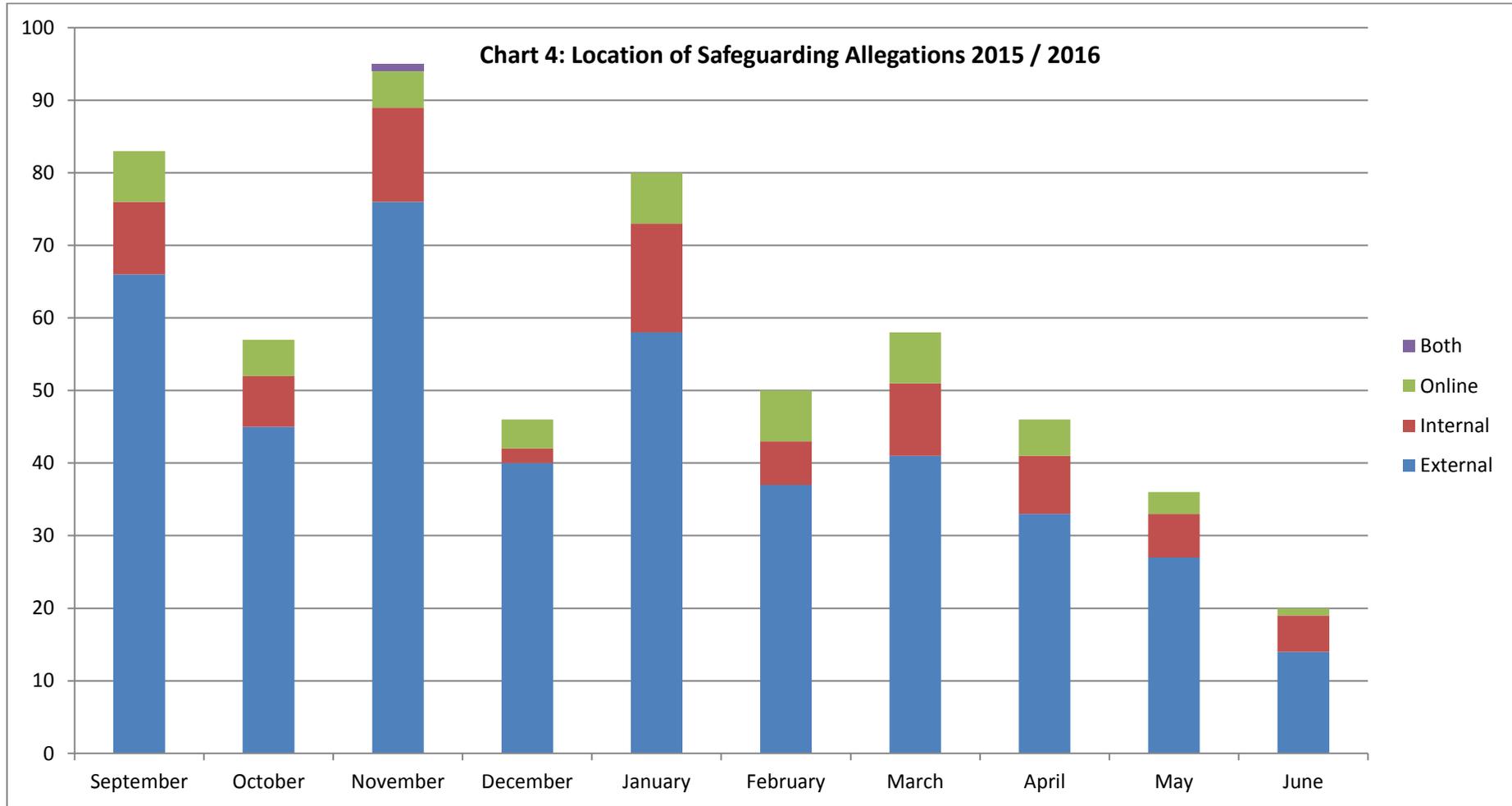
Chart 3: Overview of Specified Safeguarding Issues by Month

	Bullying inc Cyberbullying	Child Missing from Education	Child Missing from Home or Care	Child Sexual Exploitation (CSE)	Domestic Violence	Drugs	Emotional Abuse	Forced Marriage	Gangs & Youth Violence	Mental Health	Neglect	Physical Abuse	Radicalisation	Sexting	Sexual Abuse	Teenage Relationship Abuse	TOTAL
September	16		3	1	13	5	1		5	24	4	1	4	1	5		83
October	7	1	1		10	7	1		3	16	3	1	2	3	1	1	57
November	15	1	1		15	5	1		10	30	5	1	3	1	5	2	95
December	5	2			6		1		5	16	4	1			4	2	46
January	16		2	3	10	5	1		3	21	6			2	7	4	80
February	6	1			8	5	2		4	13	2	1		2	4	2	50
March	11	2	1	2	10	4	1		3	12	5			2	4	1	58
April	9	1			7			1	2	13	6		2	1	2	2	46
May	4	2	1			1			2	15	4		2		5		36
June	4		1		2	1			1	6	3			1	1		20
TOTAL	93	10	10	6	81	33	8	1	38	166	42	5	13	13	38	14	571

As in previous years, Term 1 has produced the highest volume of Safeguarding allegations, some 49% of the total percentage of allegations. This is a 5% increase compared to Term 1 in 2014/15. The reported numbers of safeguarding allegations have consistently remained relatively high throughout the year.

The reason for early disclosures appears to relate to students settling into a safe and supportive environment after the holidays when support may have been lacking. At the start of the year there were also some issues relating to conflict with school peers that had not been addressed until their start at the College. Some of these involved the parents and incidents relating to primary schools.

As is evident from Chart 4, most issues occurred externally to the College, indicating that students feel secure in the knowledge that action will follow if they disclose to College staff.



Mental health concerns remain the most frequently reported issues and represent 29% (166 cases) of all safeguarding concerns reported. This is a 1% increase compared to the previous year. Issues reported are high in the first few months of the academic year and reduce as the year goes on. Contributing to this decrease is the offer of mental health support which is valued by the students who access it. They also say that they benefit from it.

The charity Young Minds reports that “One in 10 children and young people have a mental health problem, and one in four adults do too. Most mental health problems start in the teenage years, so it is important to get help as soon as you can.” Therefore the support at the College is offered at a critical time in a young person’s life.

Mental health issues now affect 1 in 4 people and additional reasons for this high percentage include the absence of service support in the community through CAMHS and the absence of dedicated and professional mental health support in schools.

In February 2016 the NHS reported that 1 in 4 people will experience a mental health problem and the cost of mental ill health to the economy, the NHS and society as a whole is £105 billion a year.

The Mental Health Task Force has pledged additional funding to young people. In Kent this is targeted at 11 to 16 year olds –leaving our students out of the loop.

Mental health concerns include 28 reports of suicidal ideation and 23 reports of students self-harming. The College counselling service plays a vital role in supporting students with mental health difficulties, including liaison with external agencies. In response to the increase of students reporting self-harming, the Director of Student Support Services and Student Counselling Coordinator developed a Self-Harm Policy: Guidance for Staff.

The focus of support on mental health continues and a variety of strategies are used to deal with mental health issues – particularly through the College’s Mental Health Tutors and Student Counselling Team, along with raising awareness of mental health as part of the students’ enrichment programme.

The second highest concern is bullying, including cyberbullying, which account for 16% of all safeguarding concerns, this is a 4% decrease compared to the previous year. This decrease is attributed to the focus on awareness raising of the consequences of bullying and the immediate response to any allegations/reports about bullying. Further information on reported bullying cases is detailed in Chart 5 on page 13.

In 2014/15 there were 44 separate cases of Domestic Abuse reported and 32 cases of homelessness. This year has seen a significant increase in domestic abuse related concerns with this category now being the third highest category and accounting for 14% of all safeguarding concerns, and a 5.5% increase compared to 2014/15. There have been 81 separate cases of Domestic Abuse reported and 30 cases of homelessness (although homelessness is categorised as either Neglect or Domestic Abuse depending on the reason why the student was homeless).

There have also been 14 cases of Teenage Relationship Abuse reported this year, which is an increase of 2 cases compared to the previous year.

The College has a long history of working with external partners in this respect, these include Rising Sun Domestic Violence charity, Porchlight and Catching Lives, and this increase is attributed to greater awareness, including the need and the opportunities to report this. In response to this increase the College has continued to develop partnership work with the charity Rising Sun. The charity delivered two enrichment sessions for students and a training session for staff in February. A monthly drop-in clinic for confidential advice on domestic abuse and healthy relationship advice began on Wednesday 25 May and this continues on the last Wednesday of each month during term time.

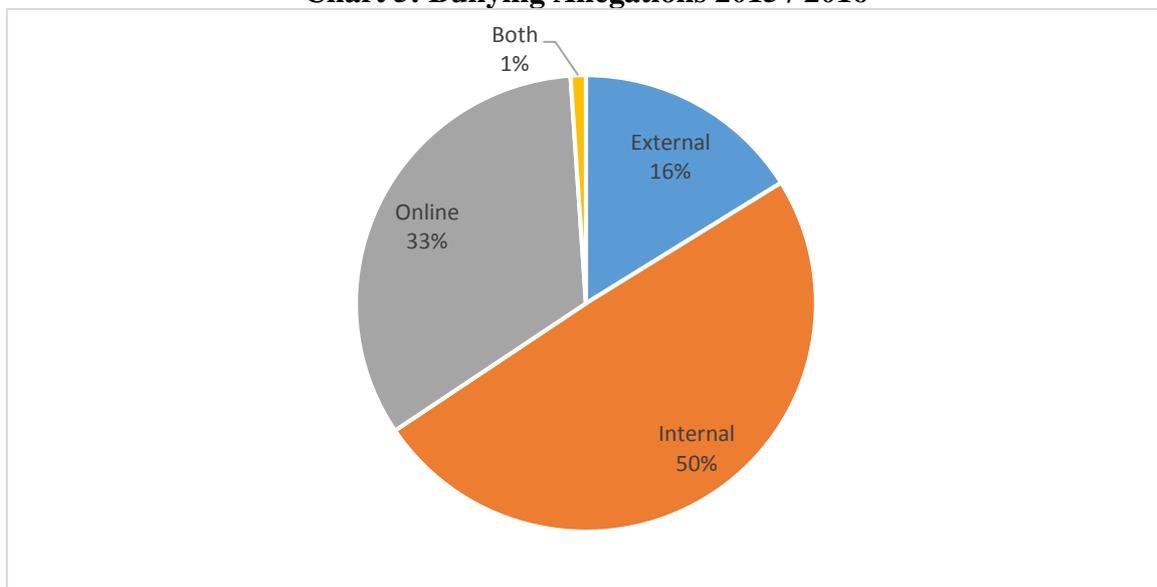
Concerns about Radicalisation have maintained high on the agenda this year and 13 concerns were reported. This is the same number as the previous year. Of these 3 required a report to Kent Police Special Branch, compared to 4 cases being reported to the Police during the previous year. This high number of concerns follows the national trend of increases in reports to the Channel process.

The Prevent Strategy continued to be high profile this year and various initiatives were introduced to ensure staff and students were made aware of this duty. This included posters visible in all areas of the College, training for staff and Governors, and awareness of students as part of their enrichment programme, as well as e-learning for al. Several highly reported terrorist related attacks also have led students to being more inquisitive and therefore there has an increase in concerns picked up from computer searches.

However, the internal inspections highlighted that although students understood their responsibilities in respect of safeguarding they were less knowledgeable about Prevent. They reported that the sessions provided by tutors were more interesting and effective and this is therefore an area of future development.

Chart 5 provides information about the number of bullying allegations made during this year and where they have occurred:

Chart 5: Bullying Allegations 2015 / 2016



There were 93 bullying allegations reported in total, this is a decrease of 10 cases compared to the previous year. 15 cases were reported by students experiencing bullying externally / by someone who was not a student at the College.

46 cases which occurred internal to the College were reported; once the Safeguarding Team became aware of these, they were immediately addressed:

- 16 reports – no further concerns following the initial report
- 15 reports – addressed successfully by the department
- 5 reports – advice given and resolved by the student
- 3 reports – the issue was resolved at the time of the report
- 3 reports – dealt with through the College's disciplinary process
- 2 reports – there was no case to follow up
- 2 reports – supported by College Student Support Teams

There were 34 cyberbullying allegations reported, these include 5 cases of online threats and 3 cases of unwanted behaviour online. The importance of e-safety has continued to be highlighted amongst students, with awareness raising opportunities within enrichment sessions. An online safety booklet for students has also been produced providing advice about appropriate online behaviour and this will be promoted further to students during induction.

Hair & Beauty have reported the highest number of bullying incidences (10 cases), followed by Animal Care (9 cases). These sections are traditionally female orientated and a recent Department of Health survey (Dec 2015) indicates that females are more likely to be bullied overall with 63% reporting that they have been a victim, compared to 48% of boys.

3.3 Overview of Safeguarding by Section

Chart 6 provides a breakdown of all the Safeguarding allegations reported in 2015/16 by Section and includes a comparison to the 2014/15 academic year. Due to the significant increase in safeguarding allegations reported over the past two years the data shown is by percentage so that there is a better comparison between the three years.

Chart 6 shows that similar trends continue with respect to all Sections, particularly those Sections which report the highest number of cases. Health & Social Care show the most significant change with reports steadily declining in this area.

Charts 6 and 7 show that the Sections with the highest number of safeguarding allegations. Swale continues to report the highest number of safeguarding concerns, 11.21% (64 cases) of all safeguarding concerns. Reasons for this could include:

- Two experienced Safeguarding Officers who are able to identify and respond to any concerns immediately
- Swale being an area of high social and financial deprivation
- Swale having a higher than national average domestic abuse reports (*Kent & Medway Domestic Abuse Strategy 2013-16*)
- Swale having a higher than national average substance abuse reports (*KCC CYPP Needs Assessment 2014*)

The Sections with the highest percentage of reported safeguarding concerns are Performing Arts, closely followed by Travel and Tourism, Early Years and Catering.

The Sections with the highest percentage the previous year were A Levels and Hair & Beauty – these Sections still remain fairly high again this year.

The Sections with the lowest number of safeguarding allegations being reported are Building Services (0.8% of students) and Access (1.4% of students). These areas have more students 19 years + than other Sections.

Chart 6: 2015 / 2016 Safeguarding Allegations by Section (%)

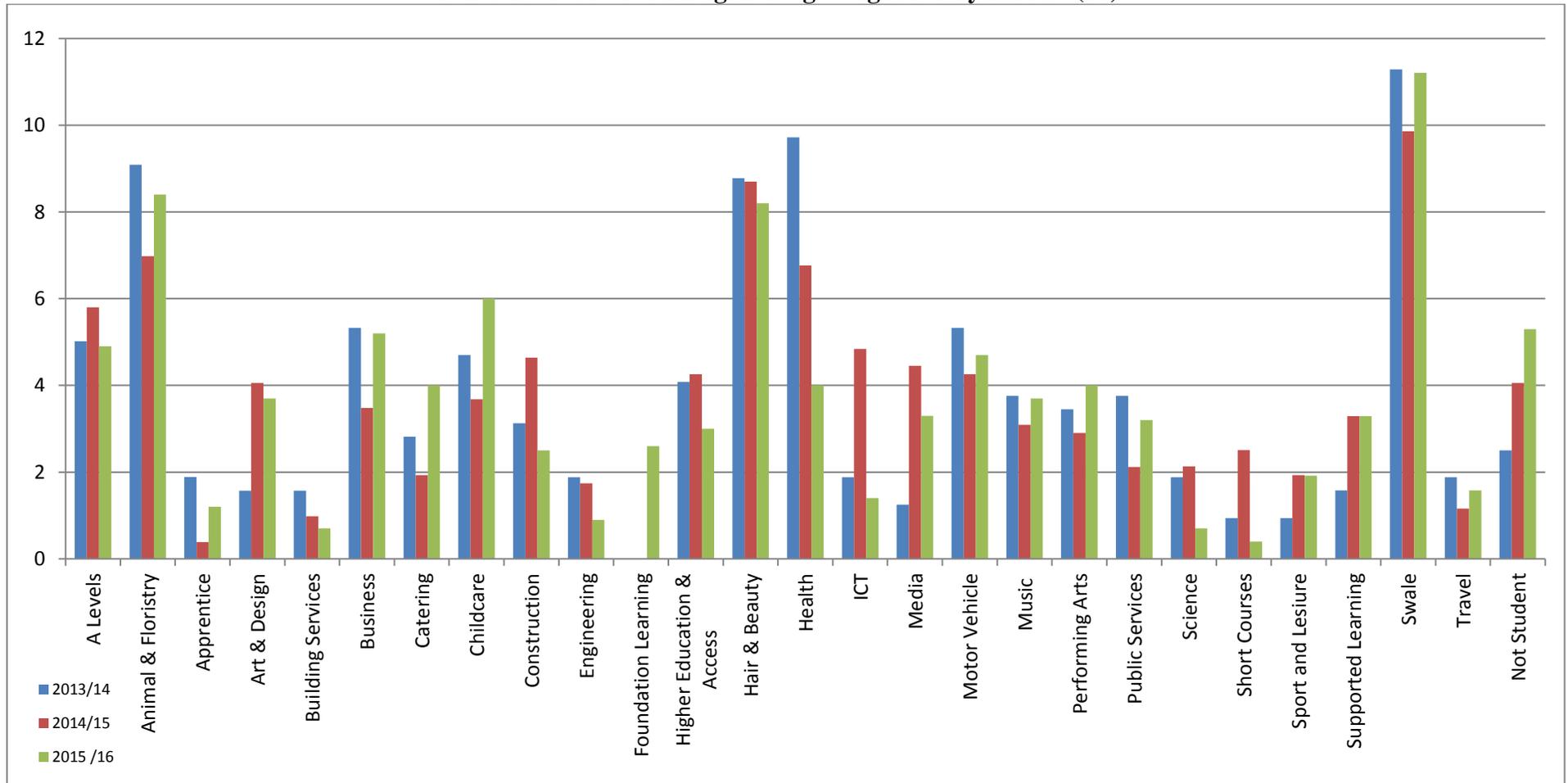


Chart 7: Safeguarding concerns by Section

	Bullying inc Cyberbullying	Child Sexual Exploitation (CSE)	Domestic Violence	Emotional Abuse	Forced Marriage	Gangs & Youth Violence	Mental Health	Missing from Education	Missing from Home or Care	Neglect	Physical Abuse	Radicalisation	Sexting	Sexual Abuse	Substance Abuse (Drugs / Alcohol)	Teenage Relationship Abuse	TOTAL	% of all students in Section
A Levels	1		3	1		1	12		1	1		1		2	3	1	28	10.6
Access			4				2	1									7	1.4
Animal Care & Floristry	9		7	1		3	17		1	4			1	3	1	1	48	6.8
Apprenticeship							6							1			7	-
Art & Design	6		4				7	1		1				1	1		21	8.9
Building Services			2			1	1										4	0.8
Business	3		4	1		3	11	2		3				1	1	2	31	4.9
Catering	3		4	1		1	6	2		2			1	1	2		23	13.8
Construction	1		2				3	1		2			1	1	3		14	6.2
Early Years	7		8			1	9			4	1			2		2	34	13.9
Engineering	1		1				1			1		1					5	1.8
Foundation Learning	2	1	1			2	2	1		3		1		2			15	3.5
Hair & Beauty	11	1	5			6	12	1		2			2	2	3	2	47	10.4
Health & Social Care	3		4				8		2	1	1		2	2			23	4.8
Higher Education	1		2				6							1			10	3.4
I.T.	2						1		1	2		1			1		8	3.7
Media	3	1	3			2	6			2		1			1		19	5.6
Motor Vehicle	6		2			3	3	1		1		2	1	3	4	1	27	7.4
Music	2		5			2	6			1				1	3	1	21	10.8
Performing Arts	7		2	1		1	6			1	1	1		1	2		23	15.1
Public Services	7		3				3		1	1		1	1	1			18	9.4
Science	1						3										4	2
Short Course												1			1		2	-
Sport	1		1			1	2					2		3	1		11	6.5
Supported Learning		1	1		1		5	1		3	2		3	1			18	8.9
Swale	11	2	9	3		8	14		2	5				5	3	1	64	9.9
Travel	1		1				3							1	1	2	9	14.8
Non Student	3		3			3	11		1	2	1	1	1	3	1		30	-

Chart 7 provide a further and more detailed breakdown of the different Safeguarding allegations by Section.

The highest number of safeguarding concerns relating to mental health issues have been reported from Animal Care & Floristry (17 cases), Swale (14 cases), A Levels (12 cases) and Hair & Beauty (12 cases). This follows a similar trend to the previous year when the Sections with the highest concerns were Swale, A Levels and Health & Social Care, all with 14 cases. Targeted Mental Health Awareness and Self Harm Awareness enrichment sessions continued to be offered to these Sections during the Progress Review Weeks.

The Additional Learning Support Team also continues to have two dedicated members of staff to support identified students with mental health concerns.

The Director of Student Support Services and the Student Counselling Coordinator have developed a Self-Harm Policy: Guidance for Staff.

Swale has the highest reported allegations relating to Domestic Abuse (9 cases) and the second highest Section reporting allegations relating to Substance Abuse (3 cases). This follows the same trend as last year with Swale having higher reported domestic and substance abuse reports (*Kent & Medway Domestic Abuse Strategy 2013-16 / KCC CYPP Needs Assessment 2014*).

3.3.1 Safeguarding by Course Level

An analysis of which level course students are enrolled onto indicates that students on Level 3 courses have reported the highest number of safeguarding concerns, with 33.3%, followed by students on Level 1 course with 29.1%. This follows the same trend as the previous year.

Following the same trend as the previous year the majority of safeguarding concerns from students on Level 3 courses result from mental health and therefore additional learning support is targeted at these students.

Bullying accounts for:

15% of safeguarding concerns for Entry Level

21% for Level 1

22% for Level 2

10% for Level 3

10% for Level 4+.

This follows a similar trend to the previous year, with the only significant difference being that there has been a 9% drop in bullying allegations from students on Level 3 courses. There is no apparent reason to explain this drop.

3.4 Equality and Diversity

3.4.1 Gender

Chart 8 provides information about the breakdown of Safeguarding allegations by gender over a six year period.

Chart 8: Safeguarding allegations by gender

	2010 / 2011	2011 / 2012	2012 / 2013	2013 / 2014	2014 / 2015	2015 / 2016
Male	81 (48%)	123 (52%)	144 (44%)	121 (37%)	202 (39%)	202 (35%)
Female	86 (50%)	112 (47%)	181 (55%)	202 (62%)	306 (59%)	364 (64%)
n/a (allegation did not relate to a particular student)	4 (2%)	1 (1%)	2 (1%)	2 (1%)	8 (2%)	5 (1%)

The figures show a 4% decline in allegations made by males and a 5% increase from females, compared to the previous year.

The College gender split for 15/16 was 52.2% female / 47.8% male, compared to last year when the gender split was 50.7% female / 49.3% male.

There has been a gradual decline over the years in the % of allegations reported by males compared to females.

Our interpretation of available research is that females' experience of safeguarding concerns peaks between 15–19 years, whereas males' safeguarding concerns peak at an older age.

3.4.2 Age

Chart 9 demonstrates that 79% of safeguarding allegations arise from the 16-18 age group which reflects the student numbers in the different age bands. Younger learners are more prone to challenge others, are relatively new to forming relationships and are as yet less experienced in addressing difficulties.

Chart 9: Safeguarding Allegations by Age

	Male	Female	Total
16 – 18	150	302	452
19+	50	57	107

3.4.3 Ethnicity

Chart 10 provides information about the ethnic profile of the students who have reported safeguarding concerns to date. 87% of students identified themselves as White British. This is a 1% decrease compared to 2014 / 2015.

Chart 11 provides information of safeguarding concerns by student ethnicity. It would appear from this information that ethnic minority groups are less likely to be involved in bullying. They also report fewer mental health issues, but they are three times likely to be involved in a concern relating to gangs and youth violence and substance abuse. They are also four times more likely to be involved in a concern about radicalisation.

Chart 10: Ethnicity of students who report safeguarding allegations

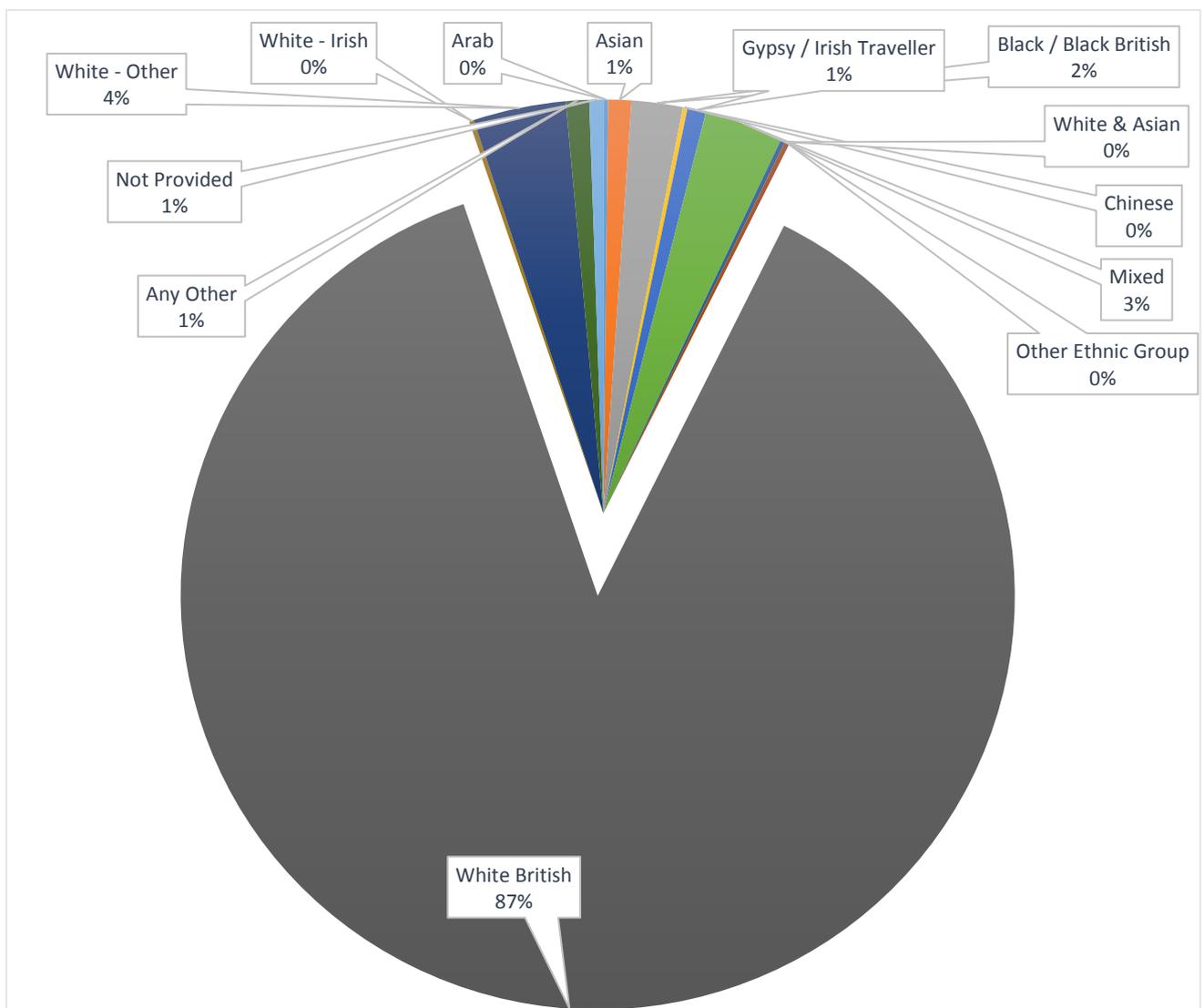


Chart 11: Safeguarding concerns by Ethnicity

	Bullying inc Cyberbullying	Child Sexual Exploitation (CSE)	Domestic Violence	Emotional Abuse	Forced Marriage	Gangs & Youth Violence	Mental Health	Missing from Education	Missing from Home / Care	Neglect	Physical Abuse	Radicalisation	Sexting	Sexual Abuse	Substance Abuse (Drugs / Alcohol)	Teenage Relationship Abuse
Any Other		1										2			2	
Arab	1															
Asian			1			1	1			1	1					
Black / Black British	2		3				3			1					2	
Chinese														1		
Gypsy / Irish Traveller						1	3									
Mixed	1		2		1		3		1	3		1		1	3	1
Not Provided			1				2									
Other Ethnic Group												1				
White & Asian														1		
White - Irish								1								
White - Other	2		1			4	5	2	2			1			3	
TOTAL (BME)	6	1	8		1	6	17	3	3	5	1	5		3	10	1
TOTAL (White British)	84	4	70	8		30	146	7	7	36	4	8	13	34	22	13

3.4.4 Social Economic

In 2015/16 a total of 1,376 students received the discretionary College Learning Allowance (CLA), this is 16.4% of all learners. CLA is a fund designed to assist students whose household income was below £22k to access provision at College. 192 of students involved in a Safeguarding allegation received CLA funding which is 36% of the total number of students reporting Safeguarding. Therefore students from lower income families and in receipt of CLA are slightly more likely to report a Safeguarding incident than students not in receipt of the fund.

This is an increase of 13% compared to the previous year and an increase of 6% compared to the previous two years. One reason for this could be that the CLA team are based in the Student Information Centre where two Senior Safeguarding Officers are also based therefore students

accessing CLA are more aware of where they can report any safeguarding concerns they may have. Along with this at least 34 students were directly referred to the CLA team as an outcome of the safeguarding concern which they reported therefore resulting in more students accessing the financial support available to them.

3.4.5 Children in Care

The term Children in Care refers to Looked After Children (LAC) and Young Care Leavers. Children in Care have continued to remain high on the agenda for 2015/16.

A LAC refers to a young person under the age of 18 years who is:

- The subject of an interim or full time care or emergency protection order
- An unaccompanied minors who are asylum seekers
- Accommodated by a local authority with the agreement of their parent(s) or legal guardian
- Compulsorily accommodated as a result of criminal proceedings

Between the ages of 16 and 18 years a young person who has been a LAC will be in transition towards independent living to become a Young Care Leaver. Young Care Leavers can remain under Social Services until 21 years or longer if necessary.

In 2015/16, 211 students identified themselves as Children in Care.

46 students who reported safeguarding concerns were Looked After Children / Young Care Leavers – this is 8% of the total number of students who reported safeguarding concerns. This is a 2.4% decrease compare to last year, and a 8% decrease over the past two years. This is attributed to the activities and focus of the dedicated members of staff who continue to support these students. They have regular contact with these students, their carers and social workers. Any issues and concerns are usually dealt with before they escalate to becoming a safeguarding concern.

3.4.6 Declared Learning Difficulties and / or Disabilities

56%, 322 students, have declared a learning difficulty and / or disability. The majority of needs are associated with dyslexia, autistic spectrum disorder, behaviour difficulties and mental health.

Of these 322 students who declared a learning difficulty / disability, 85% completed their course, which is a 1% decrease compared to the previous year.

4.1 Outcomes

Chart 12 provides information about the outcomes and action taken following safeguarding allegations in 2015/16 and a comparison with the previous two years.

31% of all safeguarding allegations resulted in an external agency referral and/or involvement. These agencies included Social Services, Child and Adolescents Mental Health Service, the Police, the Early Intervention Service, the Regional Counter Terrorism Unit, the Rising Sun Domestic Violence Project and Porchlight (charity for the homeless). This is a 7% decrease compared to the previous year and a 13% decrease over the past two years. This is partly due to funding cuts to some external agencies making their services more limited, however it is also due to the increase in the Safeguarding team's knowledge and capabilities to deal with Safeguarding concerns as they arise.

Noteworthy is also that in 2015 / 16 over a third of allegations were addressed by staff within the College. This is an increase from a quarter of allegations being dealt with internally the previous year. This demonstrates that staff in the College are confident and able to support students appropriately in College when the issue does not require an external referral.

20% of Safeguarding allegations were resolved at the time of them being reported which is a 6% decrease compared to the previous year, however more students had advice given to them and no further concerns were raised as a result.

The Safeguarding allegations which resulted in a disciplinary affected 11 students, which follows a similar trend as the previous year. No students were excluded as a direct result of the Safeguarding concern this year, however six students who reported Safeguarding concerns were excluded during the year.

Chart 12: Outcomes/Action Taken (Comparison over past three years)

	2013 / 2014	2014 / 2015	2015 / 2016
External agencies involved	139	189	179
Support & Advice in College (Student Support Services / Safeguarding Team)	44	71	128
Issue resolved / no further concerns	74	129	117
Dealt with internally (Academic Section / Duty Officer / Security)	36	39	65
Counselling	26	38	59
Disciplinary	9	9	11
Financial support	4	7	4
No case to follow up	0	7	4
Attending an Enrichment workshop	3	3	3
Not suitable to enrol at this time	2	3	1
Excluded	4	2	0

4.2 Outcomes – Retention and Progression

Chart 13 provides information relating to students' retention and compares data over the past six years.

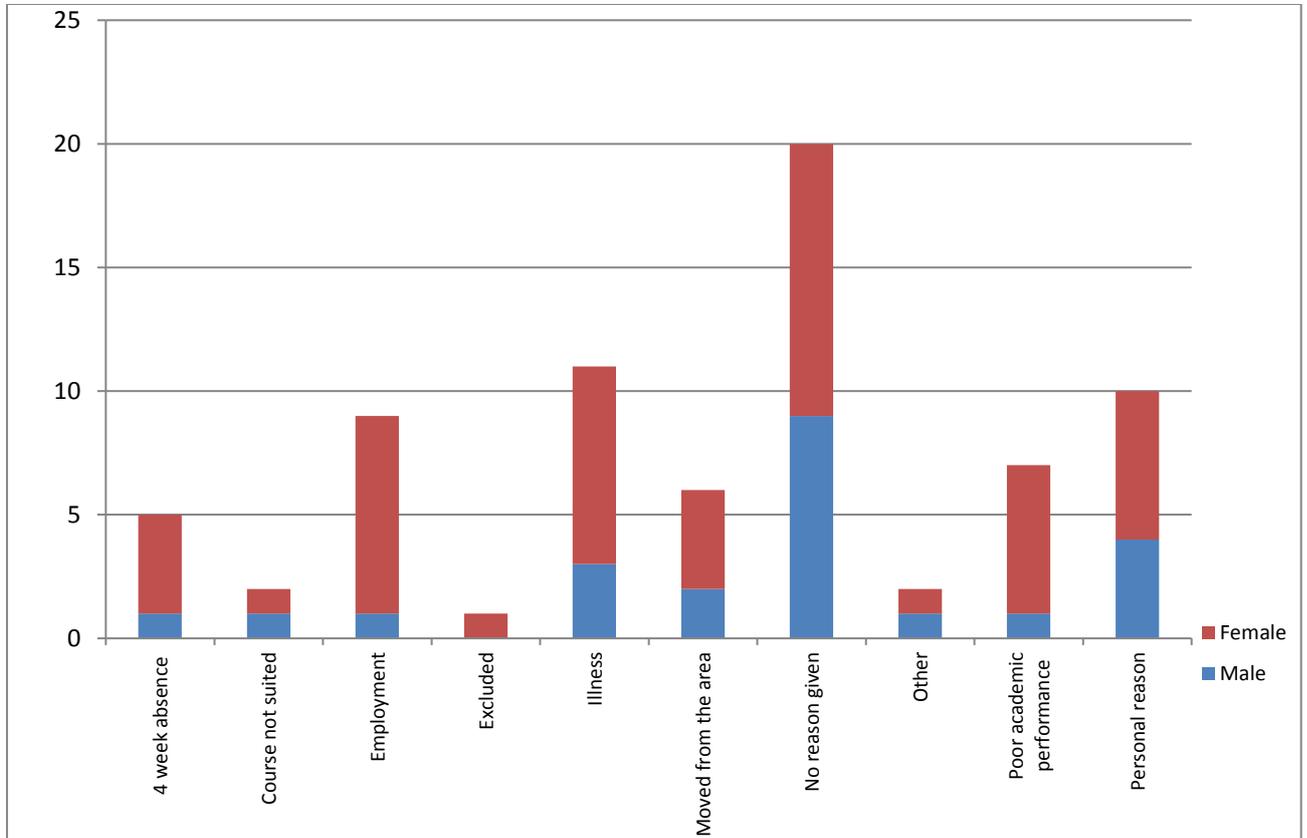
Chart 13: Retention / Withdrawal Information compared to previous 6 years

	2010 / 2011	2011 / 2012	2012 / 2013	2013 / 2014	2014 / 2015	2015 / 2016
Completed	104 (70.2%)	173 (80.1%)	241 (80.6%)	239 (78.6%)	396 (86.7%)	441 (85.8%)
Withdrew	44 (29.7%)	43 (19.9%)	58 (19.4%)	68 (21.4%)	61 (13.3%)	73 (14.2%)
Excluded	8	11	9	12	3	6
Non Starters / Applicants	15	9	19	9	57	51

There has been an increase in safeguarding concerns relating to non-students or students who are recorded as 'Did Not Attend' due to withdrawing within six weeks of enrolling onto the course. There is a lower number of excluded students compared to all years.

4.3 Reasons for Withdrawal

Chart 14: Reasons for Student Withdrawal



85% of students receiving the discretionary College Learning Allowance (CLA) who reported safeguarding allegations completed their course, therefore receiving CLA could be a factor which has assisted the students in completing their course. This compares to 90% of students who received CLA and reported a safeguarding concerns completing their course the previous year.

Of the 11 students who withdrew due to illness, the specific Safeguarding issue which 8 of them had reported concerned their mental health. The initiatives which the College has developed over the past two years in respect of mental health will continue for the 2016 / 17 academic year, including the opening of a new Emotional Wellbeing Centre for students to be able to drop-in and speak to a qualified counsellor five days a week.

5 Referrals to the Personal Advisor

5.1 Types of Referrals

The Personal Advisor, Kay O'Connell, is a Senior Safeguarding Officer whose work is important in the prevention of the escalating of issues, referral to internal and external agencies and the support for individual students.

The College's Personal Advisor works in the Student Information Centre full time and sees students from across the College who have a wide range of welfare issues, and these include Safeguarding allegations.

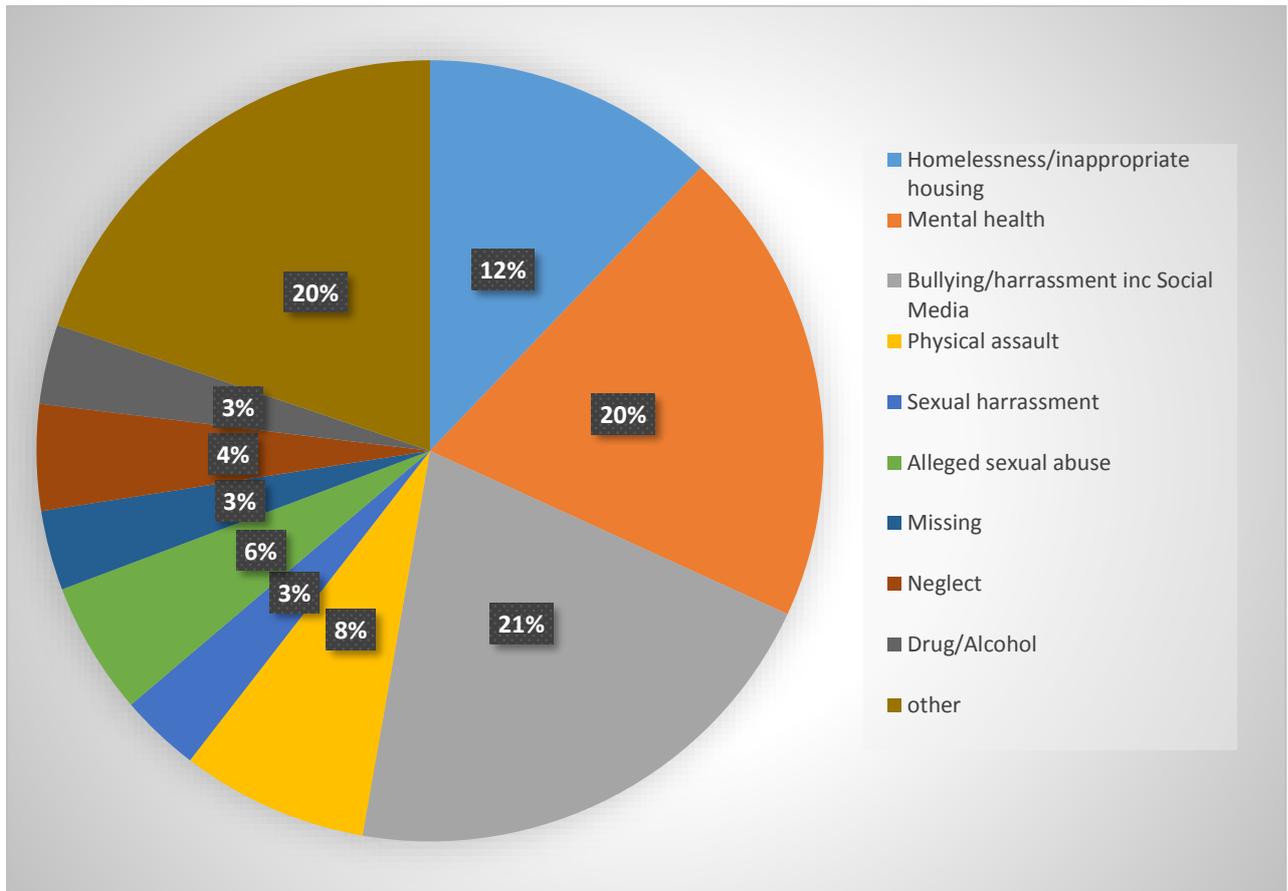
502 students/prospective students were referred/self-referred to the College's Personal Advisor between August 2015 and July 2016. This is an 11% increase (452 clients previously) in clients on the previous year and a 21% increase over the previous two years. Of these students, 89 were referred more than once with new issues or a further escalation of initial issues. The total number of interventions numbered 599.

Following the same trend as previous years, and in line with referrals for both Safeguarding and counselling, 33% (193 of 502) were concerning a student's mental health difficulties, this is a 2% decrease compared to the previous year. 11% (67 of 502) were referrals for meetings or reviews with Social Services, for example Child in Need meetings, which is a 3% increase compared to the previous year.

15% 17% (91 of the 599) of referrals were safeguarding issues. All Safeguarding details are recorded and sent to the Student Safeguarding Advisor to be compiled with across College Safeguarding records. This is a 2% decrease compared to 2014/2015.

Chart 15 below provides details about the type of referrals which were safeguarding concerns. The highest number of referrals, 21%, were safeguarding concerns about bullying or harassment, including cyberbullying, this is no change to the previous year. The second highest, 20%, came from students with mental health difficulties, this is a decrease of 1% compared to the previous year.

Chart 15: Safeguarding Referrals to the Personal Advisor



5.2 Where the Referrals come from

36% of referrals to the Personal Advisor were made by the student's tutor which is where the majority of referrals came from. This is a decrease of 11% compared to the previous year and 18% decrease over the previous two years. 24% of referrals were made by the student themselves, which is a 2% increase compared to the previous year and 3% increase over the previous two years. This continues to demonstrate that staff in the College know where they can refer students when they needs further assistance and also that students are aware of how they can access support themselves as well. 23% of referrals come from external agencies which is an 6% increase compared to the previous year, GPs and other agencies are advising referral to the College service as CAMHS and other agencies face funding and restructuring difficulties.

33% of referrals for support were to the College Counselling service compared to 38% the previous year. There continues to be a rise in the number of referrals to ALS services for mental health and behaviour support as well.

Of the 502 students referred, 386 (77%) were female and 116 (23%) male, this is no change to the previous year. This follows a similar trend to the gender split of safeguarding concerns reported which is mostly by females.

93% of the 502 students referred were White British, with 7% from nine other ethnic categories including: Black British, British Asian, Polish, Turkish, Afghani, African, and Asian.

The students referred attended the following level of course:

- 217 (36%) students referred were from Level 3
- 138 (21%) students referred were from Level 2
- 194 (32%) students referred were from Level 1
- 20 (4%) students referred were Entry Level / Pre-Entry
- 8 (2%) students referred were on Higher Education or Access courses
- 18 (3%) students referred were applicants

This follows a very similar trend to the previous year, and follows the same pattern as students reporting Safeguarding concerns or those accessing the College's counselling service.

There was no obvious link between the type of issues students were referred for and the courses they were on. There was also no obvious link between courses and the number who withdrew. 85 students (17%) withdrew which is a 3% decrease in withdrawals compared to the previous year. The main reason for withdrawal was mental health difficulties, which accounted for 41% of withdrawals.

14% (71 of 502) of students referred to the Personal Advisor were identified as either in Child in Care or a Young Care Leaver. Of these students 32 were seen more than once (a small number numerous times), resulting in a total of 142 interactions.

The Personal Advisor attended Child Protection meetings for four students and took part in two Conference Call as part of initial Child Protection investigations. Due to time constraints, Child in Need (CHIN) and Early Help meetings could not always be attended, but were attended when there was an escalation of issues or serious concerns. Unfortunately, social services often invite staff at a very late stage – a few days before the meeting is due. This then results in staff not being able to attend.

In total the Personal Advisor worked with a 43 different agencies, this included Social Services, local councils, homelessness charities (e.g. Porchlight, Shelter and Canterbury Housing Advice Centre), mental health services (e.g. CAMHS), other support agencies (e.g. East Kent Rape Line, Rising Sun Domestic Violence Project and Job Centre Plus).

Feedback was obtained via a general form used by all teams in the Student Information Centre; all students completing the form continued to rate the service at 4 or 5 (1 = very bad 5 = Very Good).

5.3 Retention

85 students (17%) withdrew which is 3% decrease in withdrawals compared to the previous year. The main reason for withdrawal was mental health difficulties, which accounted for 41% of withdrawals. Six of the 85 students referred were already in the process of being withdrawn.

While many of the 85 who withdrew/were withdrawn experienced multiple issues, the main issues affecting their retention were as follows: 41% were regarding a student's mental health, 16% was due to a student's poor behaviour or attendance at College and 8% was due to homelessness. This follows a similar trend as the previous year, with the significant change being there was a 4% decrease in students withdrawing due to homelessness.

6 Staff / Student Safeguarding Training 2015 / 2016

6.1 Staff Safeguarding Training Programme

During the 2015 / 2016 academic year an extensive training schedule was made available to both the Designated Safeguarding Officers, members of the Corporation, Students' Union members and staff across the College. All staff had the opportunity to attend a range of sessions around safeguarding issues which were included as part of students' Enrichment Programme.

The new Prevent training designed by the Home Office was released on 1 September 2015 and it is mandatory that all staff and Governors complete this training. This is being monitored and the majority of staff have completed this training, with new staff being followed up by the Training Development Officer.

The Regional Prevent Coordinator delivered an input to all staff during the All Staff Conference on 4 September 2015.

The British Red Cross delivered 'Train the Trainer: Everyday First Aid' training to an additional 8 staff, included Senior and Designated Safeguarding Officers, Support Staff and staff from Swale on 23 September 2015. This training has enabled these staff to deliver a two hour 'Drugs & Alcohol Related Everyday First Aid' session to students as part of their enrichment programme. Sessions have since been delivered to students at Canterbury as part of their enrichment programme throughout the Progress Review Weeks.

Designated Safeguarding Persons Basic Training took place on 12 October 2015 which was attended by 18 staff.

Addaction (formally KCA) delivered an in-house one day DUST (Drug Use Screening Tool) training session to 16 Senior and Designated Safeguarding Officers on 6 November 2015 and to 15 staff from across the College on 18 March 2016.

Two Safeguarding Officers attended a half day training on 'The Effects of Domestic Abuse on Children and Young People' delivered by Rising Sun (a local Domestic Abuse charity) on 19 November 2015.

A member of the Senior Safeguarding Team was trained to facilitate WRAP (Workshop to Raise Awareness of Prevent) training and delivered training to staff on 5 February and 24 March 2016.

The Rising Sun (a local Domestic Abuse charity) delivered a half day training on 24 February 2016 on 'The Effect of Domestic Abuse on Young People' for 18 staff members.

Three Senior Safeguarding Officers attended a half day training on 'Signs of Safety' on 3 March 2016. The training is delivered by Kent County Council and provided an update for multi-agencies involved with safeguarding children and young people.

The Director of Student Support Services and two Safeguarding Officers attended a one day training delivered by Kent County Council on 'Protecting Children and Young People from Sexual Abuse' on 16 March 2016.

The Student Safeguarding Advisor and Senior Safeguarding Officer for Swale attended a two day NSPCC Designated Safeguarding Lead for Schools and Colleges refresher course on 21-23 June 2016, to ensure that the College maintains its legal obligations.

The Student Safeguarding Advisor continues to attend the Kent E-Safety Strategy Group. An E-Safety Booklet, giving advice to students, was designed by the Safeguarding Team and accredited by Kent County Council.

A Senior Safeguarding Officer continues to provide a 30 minute induction on Safeguarding, including Prevent and staff code of conduct, to all new staff. To date 173 new staff members have received a safeguarding induction input.

6.1.1 Other Initiatives

Senior Safeguarding Officers and Designated Safeguarding Officers' meetings continue to take place twice a term. The Senior Safeguarding Weekly Team meetings have continued and a rolling log of all open cases which is updated weekly has been introduced this academic year, and has proved to be very beneficial in ensuring all students are followed up.

As a result of the restructure within the Estates department a subsequent restructure was required within the Senior Safeguarding Team. The Information, Advice & Guidance Manager joined the Senior Safeguarding Team and currently acts as Thursday's initial contact for any safeguarding concerns which arise.

In June 2016 a Deputy Safeguarding Officer post was advertised and the Student Counsellor, who is also part of the Senior Safeguarding Team, was recruited into this role.

The Safeguarding Microsite on the College intranet, which was introduced in May 2015 has continued to expand during 2015/16. The Microsite provides staff with a wide variety of Safeguarding information and resources to help staff Safeguard and support their students whilst at College. A similar site is in the process of being designed specifically for students and should be in place for September 2016.

Attendance of students who have reported safeguarding concerns has continued to be regularly monitored and followed up, this has led to several students being reinstated onto their course, due to additional support being put in place for them. This initiative is a contributing factor to the withdrawal rate for students reporting safeguarding concerns being 4.3% lower than the College's withdrawal rate.

6.2 Student Enrichment Programme

Student enrichment sessions have been delivered to students across the College during five Progress Review Weeks. There was an increase of sessions available compared to the last academic year and participation from Sections has increased as well. 296 sessions took place across these five weeks with approximately 6,500 attendances by students. Attendance has significantly improved compared to last academic year as curriculum staff are more involved in ensuring attendance. Participation from Health & Social Care, Animal Care and Hair &

Beauty continues to be good and feedback from sessions from students and tutors has been positive. The impact of students attending these enrichment sessions is that by increasing their knowledge they are more likely to take measures to protect themselves against abuse. (*reference TES 17 April 2015*).

Sessions included:

- Students are undertaking safeguarding training as part of their induction via the new online learning resource “Learning Curve”.

Term 1 - October / December 2015:

- Drugs & Alcohol Related Everyday First Aid – delivered by our staff and supported by the British Red Cross
- Facebook: Friend or Foe? – Workshop raising awareness of the importance of staying safe online and highlighting the effect Social Networking sites can have on an individual.
- ‘Zac’ Exploring Radicalisation – session run by Kent Police raising students’ awareness of terrorist and extremist behaviour, particularly what factors make a young person vulnerable to radicalisation.
- Confidence Building / Anxiety Awareness – delivered by the College Counselling Coordinator and includes an input from students.
- Mental Health Awareness – delivered by ALS staff and raising awareness of students keeping themselves mentally healthy, particularly during the exam period.
- Resilience Building – delivered by the Senior Safeguarding Team, designed to give students the skills to make fair and independent decisions about their life, with a focus on peer pressure, online safety and radicalisation.
- Sexual Health Awareness – delivered by the NHS Sexual Health Nurses who run the College’s Sexual Health Clinic.
- Drugs & Alcohol Workshops – this workshop is run as two sessions, delivered by Addaction (formally KCA) and explores the reasons by young people take drugs and alcohol, and attitudes around them.
- A class on British Values was offered focusing on what democracy and freedom of speech are. This will be offered in subsequent Enrichments to all areas.

An Enterprise Fair was also held over 3 days during the December’s Progress Review Week, giving students the opportunity to enhance their enterprise skills. Students from Health & Social Care, Animal Care, Supported Learning, Access, Business and Floristry had stalls during the fair. £90 was raised for charity, which has been split between Demelza House and the Refugee Council.

Term 2 - February / March 2016:

Additional sessions for Term 2 included:

- Local charity The Rising Sun delivering two workshops on Healthy Relationships for students as part of their enrichment programme.
- Sex on Trial – a session highlighting the importance of sexual consent.
- Self-Harm Awareness – delivered by the College’s Mental Health Tutor and the College Counsellor.

- Drive iQ – an online software package with a series of 30 interactive modules, which teaches students to become better and safer drivers.
- Selfie to Stalker – a session teaching students to stay safe online and find out how social networking sites can affect health, relationships and how they interact with others in real life.

Term 3 - May 2016:

The take up from staff and students was significantly lower due to exam prep.

A new enrichment sessions which was popular during this week was ‘Understanding the EU’, which gave factual information about the European Union and engaged students in a debate about the EU Referendum. Further bookings of this sessions were during June as well.

Partnerships were made with the National Citizenship Service (NCS) which lead to them facilitating sessions on ‘Prevent & British Values’, ‘Budgeting’, ‘Teamwork & Communication’ and ‘Resilience Building’. All sessions received very positive feedback from staff and students and NCS will be returning to deliver an increased number of sessions during the Induction Enrichment Programme in September 2016.

As an outcome of The Rising Sun delivering enrichment sessions for students a monthly clinic in the College for students to drop in for confidential advice on domestic abuse and healthy relationship advice began on Wednesday 25 May and will continue on the last Wednesday of each month during term time.

The Students’ Union arranged to extend the sexual health NHS clinic at the College by an extra day. The nursing team will now be present on a Tuesday and Wednesday from 12-2pm. The Sexual Health Nurses are also able to deliver Sexual Health Awareness sessions for students when required.

6.2.1 ‘Mojo Meter’ – Resilience Survey:

Partnerships with an external company. Tonic, were made this year and the College supported them in developing a new initiative to assess student wellbeing, promote positive behaviour and support personal development. The outcome is the ‘Mojo Meter’, a 20 minute survey which students complete to help assess their current resilience and gives advice how to increase their resilience. The survey was piloted in February 2016 with 800 students, and following minor amendments to the survey it is planned for all full time students to complete the survey in term1 or 2 in the 2016/17 academic year.

In a changing climate with pressure on resources and cost efficiencies, there is a greater need to deliver support and interventions that have a positive impact before problems occur rather than afterwards. There is an increasing amount of research now being published that strongly links a lack of resilience in young people to a wide variety of societal and health issues. A 2014 Public Health England briefing ‘*Building children and young people’s resilience in schools*’ made the following observations:

Resilient individuals, families and communities are more able to deal with difficulties and adversities, and are therefore more likely to experience conditions which are positive for health.

In the face of adversity, resilient individuals, families and communities may show better outcomes than those who are more vulnerable, including:

- *Lower incidence of unhealthy or risky behaviours*
- *Higher attainment at school, qualifications, and skill levels*
- *Better employment prospects*
- *Higher mental wellbeing and flourishing*
- *Improved recovery from illness*

At the college being able to identify trends and patterns within the student body and then using our support services in a more targeted way to address vulnerabilities or behaviours should have a positive impact on our students' achievement, attendance and behaviour. The Mojo Meter survey identifies 'norms' within student attitudes and reinforces good attitudes and behaviours that already exist.

What the survey asks:

The survey asks a series of multiple choice questions about our students' attitudes to drugs, alcohol, sex, and other risk taking behaviours. It also covers issues with protective factors such as support networks, aspirations and home life experiences that can have a positive or negative effect on students and their capacity to achieve. The survey is anonymous and not linked to any log in details, however students can be identified by section and district.

What the survey generates:

Apart from the overall data package which will provides the opportunity to identify trends and patterns by age, gender, course, length of time at the College and which district they live. The survey also generates a personalised set of responses to the answers that students give, which includes both positive indicators and areas or issues which may raise concern to the student. The feedback includes links to contacts both internal support and external organisations which may be beneficial to the student.

Following the completion of the survey by students a detailed report is generated with recommendations, positive or concerning social norms and a wide variety of statistical data which the College can use in planning for the upcoming year, particularly relevant to targeting enrichment sessions.

Benefits for the College:

- Provides a framework for personal tutors to engage students on Personal Development, Behaviour & Welfare (PDBW).
- Highlights specific issues and attitudes across a variety of cohorts and other demographics.
- Provides an opportunity to deliver targeted enrichment sessions.
- Provides a similar opportunity to promote and reinforce positive behaviours back to student population.
- Benchmarks levels of resilience, vulnerabilities, protective factors and adverse conditions across student population and specific demographics.
- Capacity to track attitudes towards risk through the students' journey.
- Supports bid applications with needs analysis.

7 Student Screening Panel

The Student Screening Panel has continued during 2015 / 2016. This panel assesses the potential risks of applicants with an offending history attending College. All applicants are asked to declare any criminal convictions, cautions and / or warnings.

This year the Panel was made up of the Director of Student Support Services, the Registry Manager, the Information, Advice & Guidance Manager, the Welfare Officer at Swale and Student Safeguarding Advisor. The Section Manager of the relevant areas are also invited to risk assessments.

The number of Disclosure Forms from applicants has continued to significantly decrease compared to the previous year with 50 Disclosure Forms being received between September 2015 and September 2016 for a 2016/17 start (as of 18 August 2016). This compares to 133 Disclosure Forms being received at the same time last year for a 2015/16 start.

The total number of Disclosure Forms which were processed for students applying for a course in 2015 / 2016 was 199, this is the same number as 2014 / 2015. Out of the 199 Disclosure Forms received, 80 risk assessments were carried on out and 13 applicants were considered to be too high risk to enrol, this compares to 18 applicants the previous year. The reason applicants are considered too high risk is usually because they had recently committed violent crimes, were on the sex offenders list, or the victim of their crime was also in College etc.

Breakdown of the Disclosure Forms received in for a **September 2015** start:

- 199 Disclosure Forms have been received and processed by the Panel, this is the same number as 2014/15. Of these forms:
- 43 Applicants could progress without further information (the nature of the crimes being low risk)
- 80 Risk Assessments took place
- 13 Applicants were assessed as being too high risk
- 25 Applicants were from Day Release Prisoners, of which five have enrolled.
- 38 Applicants had no further action, because they did not continue with their application.

Breakdown of the Disclosure Forms received in for a **September 2016** start:

- 50 Disclosure Forms have been received for students applying for a September start, of these:
- 16 Applicants could progress without further information (the nature of the crimes being low risk)
- 24 Risk Assessments were scheduled, of these 2 applicants are not currently suitable for College.
- 4 Applications have been received from students currently in / recently left Prison and risk assessments are required.
- 4 Applicants have been rejected without a risk assessment due to serious previous concerns making them unsuitable for College.

Whilst carrying out this exercise it became apparent that a high proportion of applicants with criminal convictions also required additional support, such as Basic Skills support, welfare

support or financial assistance. This exercise has enabled the College to address these support needs early on to give the students the best possible chance of succeeding on their course.

8 Counselling

The College counselling service provides important support for students that experience difficulties in relation to friends, family and College. This is an important support service for providing support for students that have experienced safeguarding issues. This service has continued to grow and during the 2015 / 2016 academic year, the Counselling service operated with 1 full time College Counsellor, 1 part time paid Counsellor in Swale, 6 qualified volunteers and 8 student placement counsellors. 4 counsellors work 5 hours each per week in the both the counselling department and Foundation Learning. Placement counsellors are recruited from the Level 4 Counselling Courses held at the College and prove a cost effective way of being able to respond to requests very quickly.

The counselling team have been successful in introducing groups work with students with anxiety in providing understanding about anxiety and useful strategies in dealing with their anxiety. The team have also delivered workshop sessions in increasing confidence and self-esteem for Supported Learning students. The counselling team also started delivering self-harm sessions students which has led to a reduction in students accessing counselling for self-harm concerns.

In total, 10.3% (59 of 571) students were referred for counselling as an outcome of their Safeguarding allegation, this is an increase of 3% compared to the previous year

On average 100 students were seen on a weekly basis at peak times, with a total of 1,983 counselling sessions having taken place during the year, this is a 16% increase compared to the previous year. Students who attended four or more counselling sessions are more likely to remain in the College. The retention figure for students that accessed four or more sessions was 93.5%, which although is a 3.9% decrease in retention compared to the previous year is 12.4% higher rate of retention than the College's overall retention rate.

Since September 2015, 262 students accessed the counselling service at Canterbury and 14 students at Swale campus, this is an increase of 40 students compared to the previous year and an increase of 86 students over the previous two years.

Of the 276 students who accessed counselling 214 were female and 62 were male. The lower number of male participation reflects the proportion of client access externally and is indicative of male reluctance to discuss feelings. According to the NHS statistics (2014), two thirds of counselling is accessed by women and the College continues to mirrors that pattern.

This year the team trialled a drop-in centre providing emotional support for students in both Early Years and Health & Social Care departments, two days per week. 70 students accessed this service for emotional support. Following this trial the Student Counsellor has opened an Emotional Wellbeing Centre located in the Learning Resource Centre, which will open in September 2016. The Centre will be an area of counselling and for students to drop-in and speak to a qualified counsellor five days a week.

There has been a slight decrease in students with learning difficulties / disabilities accessing counselling sessions compared to the previous year, with the team seeing 15 students with ADHD and 21 students with Autism.

Students from all Sections and levels access counselling. 48% of students who accessed counselling were from level 3 course, this continues to follow the same trend as previous years, and also mirrors the same trend as students reporting safeguarding concerns as well.

Chart 16 gives a breakdown of the age of the students who accessed counselling. 70% of students are aged 16-18; this is a decrease of 5% of students in this age group accessing counselling compared to the previous year, and a decrease of 7% compared to the previous two years.

Chart 16: Age of students who accessed counselling in 2015 / 2016

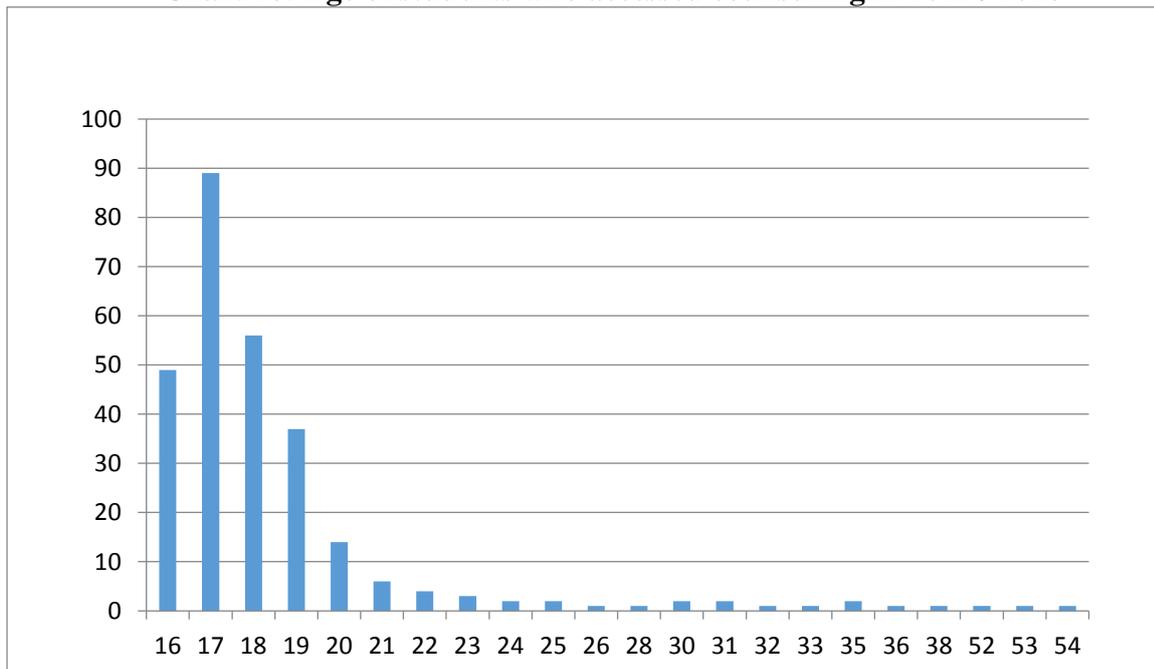
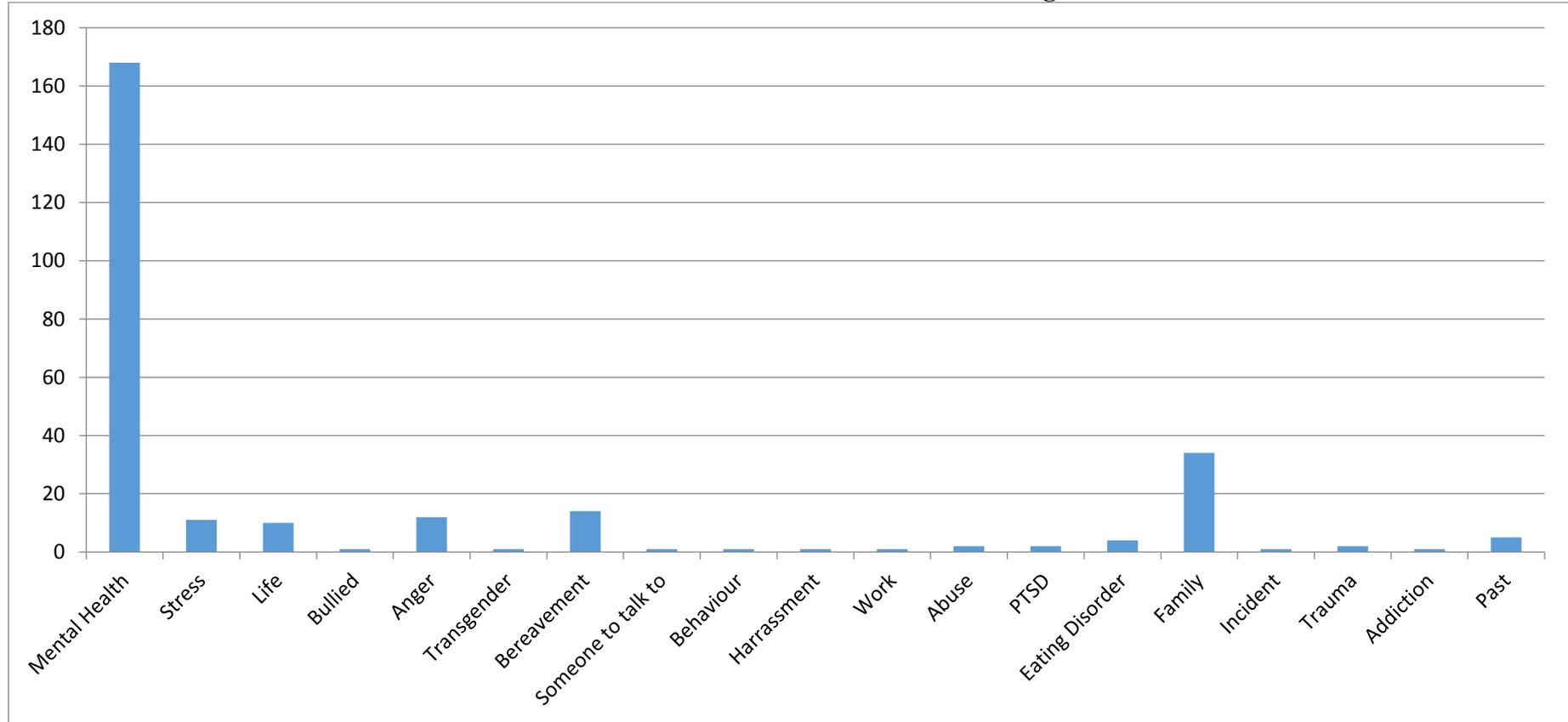


Chart 17 gives a breakdown of the reasons the student has given for accessing the College counselling service and clearly shows that there are a wide range of issues which have affected students which has led them to access counselling.

As with previous years, mental health difficulties, in particular depression, remains the reason the highest number of students give for accessing counselling and represents 60.8% of all referrals, this is a 17.2% increase compared to the previous year. This follows a similar trend to the type of safeguarding concerns reported where mental health concerns were the highest type reported. Family / home life issues was the second reason (12.3%) followed by Bereavement (5.1%), again this follows the same trend as the previous year.

Chart 17: Reasons students access counselling



9.1 Safeguarding Action Plan

In previous Annual Safeguarding Reports a number of safeguarding targets were detailed and reviewed on annually. In January 2016 a detailed Safeguarding Action Plan was developed and updated throughout the year. A separate Prevent Action Plan was also developed (Annex..)

<u>SAFEGUARDING ACTION PLAN 2015 / 2016</u>					
Area	Impact/ Objective	Action	Who	When	Completion
Prevent Strategy	Staff Development: For all staff to have adequate training and continuously updated awareness of the Prevent Strategy, as well as knowledge and confidence of its implications and expectations for their vigilance, recognition and referral of concerns within the College community.	Prevent input to be given by Jo Ferris (Regional FE & HE Prevent Coordinator) at the All Staff Conference.	All Staff	4 September 2015	Completed.
		Training Development Officer to ensure all staff and Corporation members complete Home Office Prevent Awareness e-learning.	Elaine Hunt Lut Stewart Emma Fruin	18 December 2015	Completed in part
		Deputy Safeguarding Lead to deliver WRAP training to cross college staff.	Justin Hill	February 2016 onwards	Completed in part
	Update and maintain all relevant policies and procedures to ensure staff maintain	Update Safeguarding Policy, including ensuring there is specific reference to the Prevent Duty.	Lut Stewart Susanna Taylor	April 2016	

	appropriate standards.	Update Prevent Policy and Action Plan.	Lut Stewart Susanna Taylor	April 2016	Now superseded as EKC policy will be used
		Develop and implement External Speakers Policy.	Lut Stewart Susanna Taylor	April 2016	Now superseded as EKC policy will be used
		Develop and implement Multi-Faith Room Policy.	Lut Stewart Ros Sykes	April 2016	In place
		Complete Risk Assessment of where and how students may be at risk of being drawn into terrorism.	Lut Stewart Justin Hill	No local intelligence provided by police, however confirmed with the Prevent Coordinator: Extreme right groups Dover – live animal transport Fox hunting	No intelligence received – Prevent Coordinator recommends “common sense”
	To be fully updated on local and national situations as they happen, to be aware of risks and to be able to keep staff and students safe by communicating these appropriately as they arise.	Email communication directly with police and special branch, including legal threat information from police to distribute as required	Justin Hill Kent Police	Ongoing	Intelligence communicated

	To have effective open lines of communication with external partners, to quickly and effectively seek advice, get updates on guidance and input support for students as required.	Deputy Safeguarding Lead maintains open communication and regular contact with Police, Local Authorities and Prevent Co-ordinators, as required.	Justin Hill Kent Police	Ongoing	Completed/new role for Justin
		Members of Kent Prevent Steering Board.	Lut Stewart Justin Hill	Ongoing Group has now ceased to exist	Completed/new arrangements
		Channel Panel Meeting attendance and input, as required.	Justin Hill	Ongoing	Completed—June 2016 final attendance for student X
	Students to have exposure to such topics in order that they might have more knowledge with which to protect themselves and others. To raise awareness, and challenge and change attitudes.	Prevent Awareness Enrichment sessions to be delivered to students by both Kent Police and the Senior Safeguarding Team	Emma Fruin Senior Safeguarding Team Kent Police	During the five Progress Review Weeks throughout the year.	Completed—see enrichment activities
		Student Prevent Awareness Posters to be maintained and updated, when required.	Emma Fruin All students, available to be seen round the College	Ongoing	Completed
	To encourage students to safely and sensibly discuss these	Keep the ‘News’ section of the	Emma Fruin	Ongoing	Completed—added on micro-site and updates

	issues and any fears or ask any questions with peers.	Safeguarding Microsite updated.			at safeguarding meetings
		Consider developing a 'News' section for students on the VLE.	Emma Fruin IT Department	16/17 academic year	
		Tutorial group debates and input – Tutorial packs available from LRC for staff to encourage safe and helpful discussions with students regarding radicalisation and terrorism.	Staff for tutorials to encourage discussion.	Ongoing	Limited resources in place
Enrichment Programme	For students to be aware of vulnerabilities for themselves and one another, recognising the dangers of online or face to face safeguarding concerns, and for them to feel able to challenge or seek help as required.	Enrichment Programme to be development for implementation during the five Progress Review Weeks throughout the year.	Emma Fruin Staff across the College who deliver enrichment sessions.	19-23 October 2015 14-18 December 2015 8-12 February 2016 21-24 March 2016 23-27 May 2016	Completed
		Rising Sun to deliver enrichment sessions focusing on the effects of domestic abuse and the important pf healthy	Emma Fruin Rising Sun	February 2016	Completed

		relationships amongst young people.			
		Develop tailored safeguarding training for students dependent on year and level of course.	Lut Stewart Emma Fruin Susanna Taylor Richard Dwyer	Ongoing – ready for September 2016	Completed September 2016
		Students’ Union President to deliver ‘I Heart Consent’ enrichment workshops for students.	Emma Fruin Charlotte Butler	Progress Review Weeks	Charlotte off sick and replacement sessions offered ‘Sex On Trial’
		British Red Cross to train a further 15 staff members to deliver ‘Everyday First Aid’ to students as part of their enrichment programme.	Emma Fruin British Red Cross	September 2015	Completed
Staff Development	Ensure all new staff are aware of Safeguarding and the College’s Safeguarding Policies and Procedures.	Continue delivering a safeguarding input as part of all new staff’s Induction Programme.	Emma Fruin	Ongoing	Completed
	For all staff to have adequate training and continuously updated	Further develop the Safeguarding Training Programme	Lut Stewart Emma Fruin		Completed in part – further developed 16/17

awareness of Safeguarding, including updated relevant policies and procedures.	/ Refresher Training for all staff to tailor programme to individual sections.	Senior Safeguarding Team		
	Organise training for staff focusing on mental health, self-harm and anxiety awareness.	Emma Fruin Vicki Smith	Ongoing	Achieved eg ALS team
	Students' Union President to deliver 'I Heart Consent' enrichment workshops for students.	Emma Fruin Charlotte Butler	Ongoing	SU President ill and replacement offered : Sex On Trial
	Addaction to deliver <i>DUST (Drug Use Screening Tool)</i> Training, for Cross College staff	Emma Fruin Elaine Hunt Addaction	March 2016	Achieved
Ensure there is a fully trained team of Senior and Designated Safeguarding Officers.	Student Support Services Administrator to be trained as a Designated Safeguarding Officer	Susanna Taylor	October 2015	Achieved
	All new Designated Safeguarding Officers to receive DSO training delivered by the Kent	Designated Safeguarding Officers	October 2015	Achieved

		Safeguarding Children's Board			
		Continue the Senior Safeguarding and Designated Safeguarding Officers' meetings at regular intervals and include feedback from the Local Authority Designated Officer	Senior Safeguarding Team Designated Safeguarding Team	Ongoing	Achieved
		Senior and Designated Safeguarding Officers to complete e-learning packages on a wide variety of safeguarding topics, including e-safety, FGM and forced marriage.	Senior Safeguarding Team Designated Safeguarding Team	July 2015	Achieved
		The Rising Sun charity to deliver training on <i>The Effects of Domestic Abuse on Young People</i> .	Emma Fruin The Rising Sun	November 2015 February 2016	Achieved

		Addaction to deliver <i>DUST (Drug Use Screening Tool)</i> Training.	Emma Fruin Addaction	November 2015	Achieved
	Ensure the College continue to meet its legal requirements.	Designated Safeguarding Lead to attend DSL training.	Lut Stewart Emma Fruin	June 2016	Completed in part LS to do in 16/17
Policies and Procedures	Ensure policies and procedures are accessible to all staff and students.	Develop a user-friendly safeguarding policy.	Lut Stewart Emma Fruin Susanna Taylor	April 2016	Superseded
	To provide advice and guidance to staff / students at weekends and during holiday periods, as required.	Develop a safeguarding out of hours facility.	Senior Safeguarding Team	February 2016	Achieved and advertised
External Partnerships	Ensure students can access external support and guidance when required.	Reintroduce ESOL drop-in with the new Community Liaison Officer for Equality & Diversity on a monthly basis.	Richard Dwyer	December 2015	Completed
		Organise clinics with TG Pals and The Police Community Liaison officer to help raise the profile of hate crimes.	Richard Dwyer	December 2015	TG Pals out of business but LGBTQ* group met termly

		Continue with the NHS Sexual Health Clinics.	Tony Payne	Ongoing	Completed
		Set up monthly drop-in clinics with the Rising Sun for students who have concerns about domestic abuse	Emma Fruin	April 2016	Completed
		Continue attendance at the Kent E-Safety Strategy Group	Emma Fruin	Ongoing	Achieved
Welfare of students	Ensure the Senior Safeguarding Team are kept up to date with previous concerns reported.	Ensure safeguarding notes are put against all students who have reported safeguarding concerns on REMs (information only accessible to Senior Safeguarding Team).	Emma Fruin Senior Safeguarding Team	Ongoing	Achieved
		Weekly Senior Safeguarding Officers Meetings	Senior Safeguarding Officers	Weekly	Achieved
		Regularly following up on attendance of students who report safeguarding concerns throughout the year.	Emma Fruin Senior Safeguarding Team	Ongoing	Achieved

	Ensure students can be appropriately supported when they report a safeguarding concern.	Consider IT software 'Securitise' which reviews all searches online and offline and picks up on a wide range of welfare concerns.	Justin Hill	September 2015	Cost of software is too expensive for the College to purchase at this time.
		Update the Designated Safeguarding Officers List to include a representative from each academic area and circulate to all staff.	Emma Fruin	September 2015	Achieved
		Update the Senior Safeguarding Officers rota and circulate to all staff	Emma Fruin	September 2015	Achieved
	Ensure students are aware of the importance of safeguarding, signs to be aware of and how they can report a safeguarding concern.	Ensure all safeguarding posters and information on the College website are kept up to date.	Emma Fruin	Ongoing	Achieved
		Develop a safeguarding poster using photos / pictures for Supported Learning students	Richard Dwyer Chris Ord	December 2015	Achieved

		Continue to raise safeguarding as an important College concern at every Principal Welcome Talk.	Alison Clarke Lut Stewart	September 2015	Completed
		Develop a Support Welcome Pack 2015 / 2016 for all new students, which will include key information about safeguarding and relevant contacts at the College.	Lut Stewart Emma Fruin Student Support Services Managers Marketing	September 2015	Completed
For students to be aware of vulnerabilities for themselves and one another, recognising the dangers of online or face to face safeguarding concerns, and for them to feel able to challenge or seek help as required.		Consider developing a Safeguarding Microsite for students on the VLE.	Emma Fruin IT Department	2016/17	
		Further develop the Wellbeing Page on the VLE and advertise to all staff and students.	Vicki Smith Richard Dwyer	15/16 academic year	Completed
		Continue with targeted Anti-Bullying workshops, with a focus in November during Anti-Bullying Week.	Richard Dwyer	November 2015 and ongoing	Completed

Resilience Survey	Understanding the needs of the current student population and how to better target support.	Develop an online resilience programme for students, which also provides students with individual feedback on their own behaviours and values.	Lut Stewart Justin Hill Tonic Consultations	December 2015	Completed January 2016.
		Work with Sections to ensure all students in pilot complete the resilience survey.	Lut Stewart Justin Hill Section Managers	March 2016	Completed – Results September 2016
		Organise targeted enrichment sessions, following analysis of resilience survey results	Justin Hill Emma Fruin	May 2016	Survey timetable does not allow for this action – Results September 2016
Student Screening Panel	Ensure safer student recruitment practices.	Continue to implement the Screening Panel initiative and work with the Police, Youth Offending Teams and the Prison to ensure that information about applicants and students is accurate, timely and robust and informed decisions	Student Screening Panel	Ongoing	Completed see Safeguarding report

		can be made by the Panel.			
Reporting	Informing Senior Management Team and Cross College Team of current safeguarding analysis and trends.	Continue to report on safeguarding, including College trends, at each Health & Safety Committee, Quality Committee and annually.	Lut Stewart Emma Fruin	Ongoing	Completed-see report
		Compare College safeguarding data with relevant local and national data.	Lut Stewart Emma Fruin	Ongoing	Completed-see report
	Ensure all student safeguarding concerns are followed up appropriately and in a timely manner.	Keep a weekly log of all open safeguarding cases, including any actions required and by whom, to be discussed at each Weekly Senior Safeguarding Meeting.	Senior Safeguarding Team	Ongoing	Completed-see safeguarding logs

Annex 1: List of 2016 / 2017 Senior / Designated Safeguarding Officers

Any member of staff can listen to a student's allegation of abuse and report this to the Senior Member of Staff with a Lead Responsibility or a Designated Person (see list below).

Please remember to LISTEN, TAKE NOTE and REFER. Do not promise confidentiality.

Do NOT interview, interrogate, ask for details or discuss the allegation the student makes.

You can report any concerns to safeguarding@canterburycollege.ac.uk or **07894478737**
 Messages will be viewed on the same day by the Senior Safeguarding Team and the appropriate referral will be made.

Any staff member can make an urgent / emergency referral to the Local Authority Designated Officer (LADO) on 03000 418503 or call the Police on 999

Senior Staff with Lead Responsibility:

College Partnership Lead: Lut Stewart (Director Student Experience)

Campus Lead: Lucy McLeod (Head of Canterbury College)

Deputy Safeguarding Lead (Student): Martyn Rogers (Head of Campus Operations) /
Vicki Smith (Student Counsellor)

Senior Safeguarding Team:

Richard Dean (Information, Advice & Guidance Manager)

Richard Dwyer (Additional Learning Support Manager)

Emma Fruin (Student Safeguarding Advisor)

Kay O'Connell (Personal Advisor)

Designated Persons – Curriculum:

Animal Care & Landbased: **Mel Yates** ext 1336 / A104
 Art & Design: **Jean Pressley** ext 1324 / E101
 Beauty: **Anna McCreadie** ext 1130
 Building Services: **Emma Mitton** ext 1223 / T101
 Business & Travel: **Sarah Penny** ext 1126
 Catering & Hairdressing: **Berni Till** ext 1294 / A130
 Construction: **Maggie Connelly** ext 2056 / T101
 Engineering: **Jacqui Walter** ext 1120 / T209
 GCSE Maths: **Debbie Chandler** ext 2016 / P202
 Health & Social Care / Early Years: **Susan Weaver** ext 1205 /
 A220
 Higher Education: **Anna Webber** ext 1339 / H102
 Media: **Dave Turner** ext 1341 / E102
 Music: **Aaron Davies** ext 1215 / GG06
 Motor Vehicle: **Carl Hudson** ext 1369 / T202
 Performing Arts: **Ian Mollatt** ext 1160 / GG08
 Science: **Bernard Wathey** ext 1235 / P302
 Sport & Uniformed Public Services: **James Reeves** ext 1318 /
 BG14
 Supported Learning: **Amanda Fordham** ext 1320 / HG08

Student Designated Person:

Ross Manning (SU Welfare Officer) ext 1328/AG01

Designated Persons – Support:

Colin Davis (Security Team Leader) ext 1136 /
 PG08
Debra Rowse (Additional Learning Support
 Coordinator) ext 1342 / K108
Heather Scribbins (Behaviour Coach – English &
 Maths Dept.) ext 1474 / P232
Ros Sykes (LRC & Copy Shop Manager) ext 1166
 / LRC
Tony Payne (Student Activities Manager) ext 1328
 / AG01

Designated Persons Nursery:

Sarah Hopkins (Manager Children's Centre) ext
 1108

Sheppey Campus:

Senior Safeguarding Officer:

Jo Cattermole (Welfare Support) ext 2507

Designated Persons:

Mark Howland (Head of Campus) ext 2501
Martin Owen (LRC Manager Swale)
Julie George (LSP) ext 2303

Annex 2: Safeguarding Information Provided for All Staff

What is Safeguarding? Safeguarding students means:

- Protecting them from physical, sexual, neglect or emotional harm
- Preventing damage to their health and development
- Making sure there is safe and effective care



Who does it apply to?

- Colleges have a legal responsibility to Safeguard all students under 18 years and vulnerable students with learning difficulties and/or disabilities of any age
- At Canterbury College, Safeguarding applies to **all**: students, staff, visitors,..
- **All** Canterbury College staff have a responsibility for Safeguarding.

What is your role? You have a responsibility to:

- Provide a safe environment in which students can learn
- Identify and report students who are suffering, or likely to suffer, significant harm
- Maintain an attitude of 'IT COULD HAPPEN HERE' where safeguarding is concerned

What should you look out for?

- Changes in behaviour that are significant
- Behaviour that is out of character
- Noticeable changes in personal appearance e.g. lack of hygiene, dirty clothes
- Important changes in attendance and / or academic achievement

What if you are concerned?

- Contact the team on safeguarding@canterburycollege.ac.uk or **07894478737** for advice and guidance.
- LISTEN to and REASSURE the student
- Explain that you will only be passing information on to those who need to know, that appropriate action will be taken and the student will be kept informed
- Never promise confidentiality
- Do not interview the student, only report what the student tells you
- Make a detailed note of the date, time and place – you can use the pro forma in the Safeguarding Policy
- Please note that information about safeguarding issues is confidential and shared on a need to know basis only
- **Any staff member can make an urgent / emergency referral to the Local Authority Designated Officer (LADO) on 03000 418503 or call the Police on 999**

Senior Safeguarding Team Rota: 07894 478 737

Monday	Kay O'Connell Richard Dwyer
Tuesday	Kay O'Connell / Richard Dwyer
Wednesday	Emma Fruin
Thursday	Richard Dean
Friday	Vicki Smith