

Policy 1.6a – Safeguarding Children

Policy Number	1.6a	Review Cycle	3 years	Reviewer
Date Created	March 2018	Review Date(s)	September 2019	Katie Simpson (SIAG Mgr)
Author	Katie Simpson		February 2020	Katie Simpson (SIAG Mgr)
			June 2020	Katie Simpson (SIAG Mgr)
Delegated Committee	Safeguarding, Prevent and Equalities			

This Policy should be read in conjunction with the following Landmarks policies and documents:

Policies	Documents
1.6 Safeguarding Adults	Keeping Children Safe in Education Part One, 2019 Staff Handbook Code of Conduct

All college policies are impact screened by the Safeguarding, Prevent and Equalities Committee (SPEC) when material changes are proposed to policies. It is for the Policy Author to highlight to SPEC when material changes are proposed.

The policy has been reviewed using the Equality Impact Screening tool (EIS), positive impact is explicitly intended and very likely.

This policy was EIS by SPEC on: _____

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Scope and Purpose

Landmarks fully recognises the contribution it can make to protect children (under the age of 18) and support learners in college. The aim of the policy is to safeguard and promote our learners' welfare, safety and health by fostering an honest, open, caring and supportive climate. The learners' welfare is of paramount importance. For information about safeguarding adults (over the age of 18, please refer to policy 1.6, Safeguarding Adults).

This policy is for use by all employees, volunteers, and trustees of Landmarks.

The policy draws guidance from the following documents:

- Keeping Children Safe in Education 2019
- Working Together to Safeguard Children 2018

For details of contacts in relation to safeguarding partnerships by local authority, see Annex A.

Safeguarding Team

- Designated Safeguarding Lead: Larry Brocklesby (Principal)
- Deputy Designated Safeguarding Lead/s:



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- Jayne Price (Vice-Principal)
- Katie Simpson (SIAG Manager)
- Emily Lang (HR Manager)
- Darren Mitchell (Personal Tutor and General Manager of The Archer)
- Kayleigh Searston (Personal Tutor)
- Adele Crapper (Lifelong Learning Manager)
- Jo Untisz (Tutor)
- Prevent Single Point of Contact (SPOC): Larry Brocklesby (Principal)
- Nominated Safeguarding Trustee: Sally Edwards
- Designated Person for Looked After Children: Katie Simpson (SIAG Manager)

Extended College Activities

Where the College provides services or activities directly under the supervision or management of staff, the arrangements for child protection will apply. Where services or activities are provided separately by another body, the College will seek assurance in writing that the body concerned has appropriate policies and procedures in place to safeguard and protect children.

Safeguarding Commitment

Landmarks adopts an open and accepting attitude towards children as part of its responsibility for pastoral care. Staff encourage children and parents/carers to talk about any concerns, and to see the College as a safe place when there are difficulties. Children's worries and fears will be taken seriously.

Landmarks sets out a safeguarding commitment to:

- Establish and maintain an ethos where children feel safe, are encouraged to talk about their concerns, and are listened to;
- Ensure that children know that there are adults in the College whom they can approach if they are worried or are in difficulty;
- Include in the curriculum activities and opportunities for personal and social development which equip children with the skills they need to stay safe from abuse (including online), and to know to whom they can turn for help;
- Ensure every effort is made to establish effective working relationships with parents and colleagues from other agencies;
- Operate safer recruitment procedures and make sure that all appropriate checks are carried out on new staff and volunteers who will work with children, including identity, right to work, enhanced DBS criminal record and barred list (and overseas where needed), references, and prohibition from teaching or managing in schools.

Roles and Responsibilities

All adults working with or on behalf of children have a responsibility to safeguard and promote their welfare. This includes a responsibility to be alert to possible abuse and to record and report concerns to a safeguarding lead. For a comprehensive list of potential signs of abuse, please refer to Policy 1.6 Safeguarding Adults.

Within Landmarks there are various levels of responsibility for safeguarding dependant on roles, as stated in Keeping Children Safe in Education (2019):

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Role	Responsibility
<p>Board of Trustees</p> <p>(Trustee link: Sally Edwards)</p>	<ul style="list-style-type: none"> • Ensure there are appropriate policies and procedures in place; • Ensure all trustees, employees, volunteers and beneficiaries know about safeguarding; • Know to spot and refer or report concerns; • One member of the Board of Trustees who will champion safeguarding including child protection, attend SPEC meetings, and monitor the Single Central Record.
<p>Designated Safeguarding Lead</p> <p>(Larry Brocklesby)</p>	<ul style="list-style-type: none"> • The designated safeguarding lead and any deputies should liaise with the three safeguarding partners and work with other agencies in line with Working Together to Safeguard Children (2018); • Act as a point of contact with the three safeguarding partners; • During term time, the designated safeguarding lead and/or a deputy should always be available (during college hours) for staff to discuss any safeguarding concerns; • The designated safeguarding lead undergo training to provide them with the knowledge and skills required to carry out the role. The training should be updated every two years; • In addition to their formal training as set out above, their knowledge and skills should be updated (for example via e-bulletins, meeting other designated safeguarding leads, or taking time to read and digest safeguarding developments), at regular intervals, and at least annually, to keep up with any developments relevant to their role.
<p>Deputy Designated Safeguarding Leads</p> <p>(Jayne Price; Katie Simpson; Emily Lang; Darren Mitchell;</p>	<ul style="list-style-type: none"> • Refer cases of suspected abuse to the relevant Multi Agency Safeguarding Hub as required;

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<p>Kayleigh Searston; Adele Crapper; and Jo Untisz)</p>	<ul style="list-style-type: none"> • Refer cases to the Channel programme where there is a radicalisation concern as required; • Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required (Emily Lang); • Refer cases where a crime may have been committed to the Police as required; • Act as a source of support, advice and expertise for all staff; • Attend fortnightly safeguarding meetings with the team to discuss current and ongoing safeguarding concerns.
<p>Looked After Children (LAC) Lead (Katie Simpson)</p>	<ul style="list-style-type: none"> • Being aware of the emotional, psychological and social effects of loss and separation (attachment awareness), and how this might affect the child's behaviour; • Monitor the child's PEP and attend LAC reviews; • Ensuring there are effective procedures in place to support a looked-after child's learning.
<p>All staff, including volunteers</p>	<ul style="list-style-type: none"> • Understand the safeguarding policies and procedures; • Report concerns to safeguarding leads; • Understand the process for recording concerns on Databridge; • Understand the various types of abuse and the signs/indicators of these.

Records, Monitoring, and Transfer

Well-kept records are essential to good child protection practice. All staff are clear about the need to record and report concerns about a child or children within the college. The Designated Safeguarding Lead is responsible for such records and for deciding at what point these records should be passed over to other agencies. Child protection records are stored securely, with access confined to Designated Safeguarding Leads.

When children transfer their safeguarding records are also transferred. Safeguarding records will be transferred separately from other records and best practice is to pass these directly to a Designated Safeguarding Lead in the

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receiving school/college, with any necessary discussion or explanation and to obtain a signed and dated record of the transfer. In the event of a child moving out of area and a physical handover not being possible then the most secure method should be found to send the confidential records to a named Designated Safeguarding Lead and a photocopy kept. Files requested by other agencies e.g. Police should be copied.

Please note that the Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Please also note that safeguarding records are kept at the College for 10 years.

Support for Learners and Staff

Support for Learners - Our college recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and view the world in a positive way. For such children, College may be one of the few stable, secure and predictable components of their lives. Other children may be vulnerable because, for instance, they have a disability, are in care, or are experiencing some form of neglect. Our College seeks to remove any barriers that may exist in being able to recognise abuse or neglect in learners with Special Educational Needs or Disability. We will seek to provide such children with the necessary support and to build their self-esteem and confidence.

Support for Staff - As part of their duty to safeguard and promote the welfare of children and young people, staff may hear information from the child/young person as part of a disclosure or from another adult that will be upsetting. Where a member of staff is distressed as a result of dealing with a child protection concern, he/she should in the first instance speak to a safeguarding officer about the support they require. The safeguarding officer or Designated Safeguarding Lead should seek to arrange the necessary support.

Working with Parents and Carers

The College will:

- Ensure that parents/carers understand the responsibility placed on the College and its staff for child protection via the website;
- Undertake appropriate discussion with parents/carers prior to involvement of Children's Social Care or another agency, unless to do so would place the child at risk of harm or compromise an investigation.

Specific Safeguarding Concerns Relating to Child Protection

There are a wide range of safeguarding issues and concerns detailed in Policy 1.6 Safeguarding Adults which all staff and volunteers should be aware of. The concerns below are those that pertain specifically to children aged under 18, as stated in Keeping Children Safe in Education (2019).

Peer-on-Peer Abuse - Landmarks recognises that children sometimes display abusive behaviour themselves and that such incidents or allegations must be referred on for appropriate support and intervention. Such abuse will not be



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tolerated or passed off as “banter” or “part of growing up”. This abuse could for example include:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence, such as rape, assault by penetration and sexual assault;
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- upskirting, which 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;
- initiation/hazing type violence and rituals.

Sexting – Another form of peer-on-peer abuse. The College will always respond if informed that children have been involved in ‘sexting’ (youth produced sexual imagery). The UK Council for Child Internet Safety (UKCCIS) guidance, “Sexting in schools and colleges: Responding to incidents and safeguarding young people” (2016) will be used to guide the College’s response on a case by case basis.

The key points being:

- Inform the Safeguarding Team as soon as possible;
- Support the victim as appropriate and in accordance with their best interests;
- Inform all parents of involved children unless by doing so you put a child at risk;
- Images will not be viewed by staff;
- If College is to deal with the matter, involve parents in ensuring the images are deleted;
- If there is evidence of exploitation or the targeting of a vulnerable learner, inform the police.

Children Missing from Education – Landmarks recognises the entitlement that all children have to education and will work closely with the local authority to share information about learners who may be missing out on full time education or who go missing from education. The local authority will also be informed where children are to be removed from the college a) to be educated outside the college system; b) for medical reasons; c) because they have ceased to attend; d) because they are in custody; d) because they have been permanently excluded. See Annex 4 for the procedure for children who go missing during college hours.

Child Sexual Exploitation - This is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. Staff training includes raising awareness of this issue and any concerns are passed to the Designated Safeguarding Lead

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who will make a risk assessment and refer to Local Authority First Response Children's Duty if appropriate.

Serious Violence - All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from college; a change in friendships or relationships with older individuals or groups; a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.



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Annex 1 – Safeguarding Partnership Contacts by Local Authority

Derbyshire

Derbyshire Child Protection Manager for Education and LADO:

Tel: 01629 535353, Monday to Friday between 8am and 6pm

This line can also be contacted if you are a professional working with children and require advice.

All other referrals including Starting Point (early help):

Tel: 01629 533190

Email: derbyshire.scb@derbyshire.gcsx.gov.uk

Nottinghamshire

Steve Baumber (NSCP Business Manager)

Tel: 0115 9773917

Email: steve.baumber@nottscc.gov.uk

Nottingham City

Mandy Smith (Nottingham City Safeguarding Children's Board Officer)

Tel: 0115 8764822

Email: mandy.smith@nottinghamcity.gov.uk

Rotherham

No named contact.

Tel: 01709 382121

Email: CYPs-SafeguardingBoard@rotherham.gcsx.gov.uk

Sheffield

No named contact.

Tel: 0114 273 4450

Email: sscb@sheffield.gov.uk



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Annex 2 – Procedure to follow in cases of suspected abuse or cause for concern about a child



You suspect a child is at risk from abuse or neglect



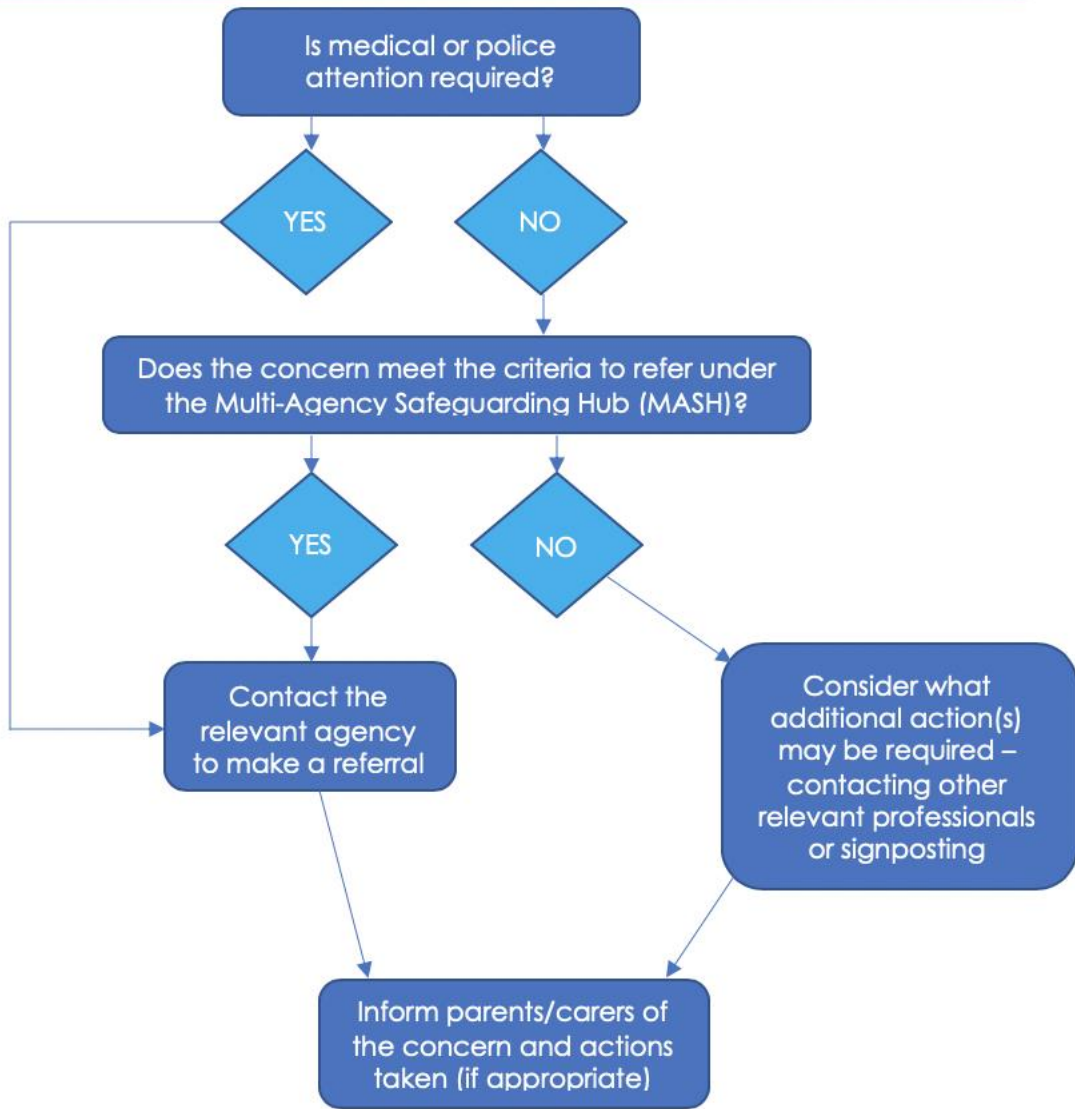
CONCERN

Assess if anyone is in immediate danger and ensure the immediate safety and welfare of the child at risk

RAISE A CONCERN:
Contact a Deputy Designated Safeguarding Lead (DDSL) by calling 01246 433 788

COMPLETE AN EVENT LOG ENTRY:
The DDSL will advise you on what to enter on the event log

The Deputy Designated Safeguarding Lead will assess...



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Annex 3 – Process for dealing with allegations against staff (including the Principal) and volunteers

These procedures should be followed in all cases in which there is an allegation or suspicion that a person working with children has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children.

Individual Staff/Volunteers/Other Adults who receive the allegation:

- Write a dated and timed note of what has been disclosed or noticed, said or done;
- Report immediately to a safeguarding lead including the written notes – the safeguarding lead will then inform the Principal;
- If the allegation concerns the conduct of the Principal, the safeguarding lead will report immediately to the Chair of Trustees (If there is difficulty reporting to the Chair of Trustees, contact the Allegations Manager, Safeguarding and Improvement Unit as soon as possible – see contacts in Annex 1).

Principal (or Chair of Trustees)

- If there is no written record, write a dated and timed note of what has been disclosed or noticed, said or done;
- Before taking further action notify and seek advice from the Allegations Manager, Safeguarding and Improvement Unit on the same day (see contacts in Annex 1);
- You may be asked to clarify details or the circumstances of the allegation, but this must not amount to an investigation;
- You will be advised on what to do next.



Annex 4 – Children who go missing in education

Definition - When a learner's whereabouts cannot be established; where the circumstances are out of character, or the context suggests the person may be the subject of a crime or at risk of harm to themselves or another.

Is the learner at significant risk?

A learner missing during college hours would be prioritised as significant risk where the risk posed is immediate and there are substantial grounds for believing that the child/young person is in danger through their own vulnerability. Vulnerability characteristics may include:

- Children on a plan (Early Help, Child in Need, Looked After or Child Protection Plan)
- A disability and/or special educational needs
- Substance misuse
- The risk posed is immediate and there are substantial grounds for believing that the public is in danger.
- There are indications that the child/young person has already come to harm (CSE, grooming, radicalisation etc.)

Other contributory factors should be taken into consideration when determining if the pupil is at significant risk, for example:

- Have there been past concerns about this child and family which together with the sudden disappearance are worrying?
- Is there any known history of drug or alcohol dependency within the family?
- Is there any known history of domestic violence?
- Is there concern about the parent/carer's ability to protect the child from harm?
- Is this very sudden and unexpected behaviour?
- Have there been any past concerns about the child associating with significantly older young people or adults?
- Was there any significant incident prior to the child's unexplained absence?
- Has the child been a victim of bullying?
- Are there health reasons to believe that the child is at risk? e.g. does the child need essential medication or health care?
- Was the child noted to be depressed prior to the child's unexplained absence?
- Are there religious or cultural reasons to believe that the child is at risk? e.g. rites of passage, female genital mutilation or forced marriage planned for the child?

Procedure

Once a learner is identified as missing by any member of staff, the Designated Safeguarding Lead will be informed. Staff will use professional judgement and risk assess the urgency of the situation to help inform the timeframe required in establishing the learner's whereabouts before notifying the Police. Timeliness should be on a case by case basis.

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The Designated Safeguarding Lead should, together with the learner's personal tutor, assess the child's vulnerability and risk of immediate harm – where there is deemed to be significant risk, the Police will be contacted.

If the learner is known to abscond, details of any specific procedural requirements will be listed in their individual risk assessment. Where the learner is not known to abscond:

- The Personal Tutor or Designated Safeguarding Lead will contact the learner's parents/carers to inform of the situation;
- Staff will attempt to locate the learner;
- If the learner is found, the Personal Tutor or Designated Safeguarding Lead will contact the learner's parents/carers to either inform that the learner has returned to the college premises or has refused to return;
- If the learner is not found within the agreed timeframe, the Designated Safeguarding Lead will inform the relevant MASH team and/or the Police;
- The learner's risk assessment will be updated to reflect the risk of going missing.



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Annex 5 - Visiting Speaker & Events Risk Assessment

Name of Speaker / Event Lead	
Speaker's Organisation	
Speaker Email address	
Date of Proposed Visit	
Name of Contact at Landmarks	
Title of Talk / Topic	
Please outline below the information you wish to communicate in your talk to Landmarks learners'.	
Has the speaker been refused to speak publicly or at any other educational establishment before? If yes, please provide details.	
Yes / No	
Are there any other details about the event that should be noted, i.e. if the event is approved, is there a likelihood of media interest?	
Yes / No	
Please sign below to confirm:	
<ul style="list-style-type: none"> ▪ That the information you have provided is true and accurate ▪ That you agree to the 'Guidelines for Visiting Speakers' overleaf ▪ That you will bring valid photo ID (Driving License or Passport) with you on the day as proof of your ID. 	
Signature:	Date:

Please now send this form back to your contact at Landmarks College as soon as possible.

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Guidelines for Visiting Speakers

Landmarks values visits from speakers that enrich our learners' experience of College, providing them with information that helps them make decisions at different phases of their education, widening their understanding of world and global issues and providing motivational inspiration through the sharing of a speaker's experience. Our responsibility to our learners is to ensure that they can critically assess the information they receive as to its value to themselves, and that the information is aligned to the ethos and values of the College and British Values.

The 'Prevent Duty' statutory guidance requires colleges to have clear protocols for ensuring that any visiting speakers, whether invited by staff or learners, are suitable and appropriately supervised. As per the 'Prevent Duty' guidance, visiting speakers are required to agree to the following terms and conditions:

- The presentation must not incite hatred, violence, or call for the breaking of the law.
- The visiting speaker is not permitted to encourage, glorify or promote any acts of terrorism, including individuals, groups or organisations that support such acts.
- The visiting speaker must not spread hatred and intolerance of any minority group/s in the community.
- The visiting speaker must seek to avoid insulting other faiths or groups, within a framework of positive debate and challenge.
- Visiting speakers are not permitted to raise or gather funds for any external organisation of cause without express permission from the Principal.
- College staff have the right and responsibility to interrupt and/or stop the presentation for any violation of this agreement.



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For Landmarks Staff Use Only

By signing this document, you are confirming that research has been carried out on the Speaker and the organisation(s) they are affiliated to.		
Please list research activities undertaken:		
Risk Level:	Low Acceptable Moderate Extreme	
Decision by Organiser:	Signature of Organiser:	Date:
Approved Not Approved		
Approved by Principal:		Date:

Risk Level	Rating Description
Low	The speaker or guest is a known expert in their field and is not known to be controversial, or to hold controversial views. His/her presence on college premises is not likely to be regarded as provocative in any way. The topic of the talk is not controversial nor is it likely to be regarded as offensive by anyone. Access to the event is limited to Landmarks learners and staff only.
Acceptable	The speaker or guest may hold a strong position on their topic, but this would not be regarded as controversial. The speaker / guest may not have a publicly established reputation in their field. The talk is not likely to be regarded as controversial. It is very unlikely to attract adverse media attention or require security presence. Attendance may be high, but the event is open to Landmarks learners and staff only.
Moderate	The speaker and/or topic may be uncontroversial, but the event is open to non-Landmarks learners and staffs, including the general public and high numbers are likely to attend. The topic may be regarded by some as controversial and this could be a cause for concern even if attendance is likely to be low.
Extreme	The speaker/guest and or topic are highly controversial and will likely attract adverse media attention. The speaker/guest has been refused permission to attend an event at Landmarks and other institutions before. High attendance is expected at the event. The speaker/guest and or topic may attract protest from other learners or outside organisations. Non-Landmarks learners and staff are invited to attend. Security presence would be essential. The event should not take place unless strict controls are put in place to protect individuals and property.

Annex 6 – Updates to Policy

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This policy is updated annually in reflection to updates from key guidance – see references.

The updates to this policy from 2018 are from Keeping Children Safe in Education (2019) and are as follows:

Location	Updates
Page 2	Scope and purpose: What was previously an introduction to the policy has been condensed into the scope and purpose paragraphs.
	Safeguarding in the curriculum: This section has been omitted as this is included within Policy 1.6 Safeguarding Adults.
Page 3	Roles and responsibilities: This has been condensed down to the key points.
Page 5	Records, monitoring and transfer: The sentence, "Please note that the Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe" has been included, along with the clarification that safeguarding records are kept for 10 years.
Page 6	Specific safeguarding concerns: References to "upskirting" and "serious violence" have been included.
Annex 1	Safeguarding Partnerships replace what was previously known as the Local Children's Safeguarding Board and comprises a three-way partnership between the local authority; a clinical commissioning group; and a chief police officer within the local authority. This section was previously at the start of the document and has been moved to the annex.
Annex 2	This section has been adapted to follow the same format as Policy 1.6 Safeguarding Adults.
Annex 5	The visiting speakers' policy has been included.

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Annex 7 – References

Keeping Children Safe in Education (2019) -

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Working Together to Safeguard Children (2018) -

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

Sexting in schools and colleges (2016) -

<https://www.gov.uk/government/publications/sexting-in-schools-and-colleges>



Throughout the period of lockdown and home learning, Landmarks continues to have a duty of care to all learners in safeguarding them against abuse and neglect. It is therefore of vital importance that the College is able to maintain consistent, regular contact with learners and their families on an agreed level of frequency.

It is equally important that Landmarks continues to work in partnership with other professionals to ensure the safety of learners during this time. The College will continue to keep open lines of communication with other professionals where safeguarding concerns do not meet MASH thresholds; for example, contacting adult social care, mental health support teams, or the learner's GP.

Landmarks has been producing risk assessments for all learners to determine their level of risk while away from College. From 23rd March, all learners were asked to remain at home if it was safe for them to do so, however a small number of learners have continued to access the provision for various reasons including having parents/carers who are keyworkers, or other significant concerns that mean that the learner needs to access on-site provision. These risk assessments have been reviewed at least half-termly and submitted to the local authority, but they have also been updated in response to changing learner needs.

On 15th June, Landmarks reopens to all ESFA learners who are able to attend the provision on-site, with continued home learning in place to support those who cannot attend. All staff have received regular safeguarding updates and training remains up to date. Staff are asked to be vigilant to safeguarding concerns when learners reattend and follow the usual procedure for reporting concerns without delay. A Deputy Designated Safeguarding Lead will always be accessible either on-site or through a phone call, including coverage across all sites.

Landmarks recognises that online safety concerns may arise during lockdown while learners have likely been accessing more online content than usual. Social isolation can cause online vulnerabilities which may have been affecting some learners since the lockdown period started. Landmarks continues to encourage safe use of the internet; a guide for parents/carers will be published online for supporting e-safety at home, and a guide for learners will be recirculated.

For more information about what steps the College is taking to safeguard learners following the June 15th reopening to all ESFA learners, please see the Landmarks College Covid-19 Risk Assessment on our website.