



| <b>Procedure 6.15 Safeguarding</b> |             |                         |            |                    |             |
|------------------------------------|-------------|-------------------------|------------|--------------------|-------------|
| <b>Prepared by</b>                 | Ian Fleming | <b>Reviewed by</b>      | John Erkus | <b>Approved by</b> | Canan Ejder |
| <b>Review No</b>                   | 15          | <b>Next Review Date</b> | March 2027 | <b>Approved on</b> | 04/03/2026  |

**Procedure Issued** : April 2014

**Procedure Owner** : Principal / CEO

- ❖ This procedure is shared with our students / staff and/or can be obtained:
  - on our website <https://docklandsacademy.co.uk/policies-and-procedures>,
  - on our internal server via their desktops of all computers in the library on the top floor,
  - by emailing us at [info@docklandsacademy.co.uk](mailto:info@docklandsacademy.co.uk).
- ❖ Also, our staff are informed about the main aspects of the procedure in the Staff Handbooks and Staff Induction.
- ❖ The policy is reviewed and monitored on a regular basis for currency and fitness as part of our 1.9 Review and Revision of Policies and Procedures.

## 1 General Statement of Intent

Docklands Academy London believes that all children and vulnerable adults attending courses or participating in any activity are entitled to thrive in a happy, safe and secure environment. All parents, adult assistants and employees/sub-contractors will be made aware of the fact that organisations that work with children must have child protection procedures in place. The Academy will take its responsibilities regarding child protection seriously and has developed a clear and common-sense set of procedures covering all children under the age of 18 for whom the Academy may have responsibility. The Academy also takes its responsibilities in the protection and safeguarding of vulnerable adults over the age of 18 seriously and does not impose an upper age limit when considering the safeguarding of any persons within the Academy. Fundamental elements are:

- the Academy has a legal responsibility to protect children and vulnerable adults in its care
- a child is defined as any person under the age of 18. Note that this might include teaching assistants and other assistants or volunteers
- in addition to employees/sub-contractors of the Academy, parents and adult assistants fulfilling nominated roles at Academy events are agents of the Academy
- parents, adult assistants and employees/sub-contractors should not put themselves in positions where they could be accused of any form of abuse
- if any parent, adult assistant or employee sees or hears anything which could be perceived as either poor practice or abuse in relation to the care of children, the incident has to be reported to the Designated Safeguarding Lead (DSL) and/or any Designated Safeguarding Officer (DSO).
- the Designated Safeguarding Lead (DSL) and the Designated Safeguarding Officers (DSO) must have the appropriate training and recognised qualification[s] that adhere to regulatory requirements to carry out their role[s].
- The Academy aligns this procedure with
  - Keeping Children Safe in Education (KCSIE) 2023
  - The Children Act 1989 & 2004
  - The Education Act 2002
  - The Health and Safety at Work Act 1974



- The Protection from Harassment Act 1997
- The Equality Act 2010

**Designated Safeguarding Lead / Prevent Lead (DSL)** : James Erkus  
**Designated Safeguarding Officers** : Canan Ejder, Eglina Bubliauskaite, Selin Doyan, Rose Aslan

## 2 DBS Checks

All staff including volunteers and group leaders coming from outside the UK, who have unsupervised access to children and young people, must be subject to DBS checks or the equivalent and the Academy must hold a copy of every DBS or equivalent check document for all relevant staff and volunteers.

Where it is not practicable to obtain actual police check documents of group leaders coming with U18s through partner agencies, a signed letter must be provided stating what type of police check has been obtained for each group leader. This should be stipulated in a standard agreement contract which must be signed between The Academy and the partner Agency. New staff will not be able to work alone with children until their enhanced DBS check has been completed and the original certificate been seen and recorded. Such staff will not be permitted to teach U18s and must never be left alone in a room with U18s without another member of staff with up-to-date enhanced DBS check.

## 3 Safe Recruitment Procedures

The Academy will ensure that all staff and volunteers recruited to work with children will be subject to the following procedures:

- Paid and unpaid staff must complete written application forms which include a section about past convictions, cautions, reprimands and final warnings including any pending cases and a section about any previous complaints of abuse against them
- All candidates short-listed must be interviewed by a panel of at least two
- There must be a full investigation of every applicant's employment history and any gaps in their CV must be questioned and fully explained
- Applicants must provide references from two referees that specify there is no reason why the applicant should not be engaged in situations where they will have responsibility for, or substantial access to, persons under 18
- Applicants must provide proof of ID and address.

Full information about safe recruitment procedures can be found in Procedure 6.1 Staff Recruitment and Selection.

## 4 Safeguarding at Docklands Academy London

The Academy is based near Crossharbour DLR close to open water and park land and children need to be supervised by an appropriate adult if they are walking outside the building. The Academy may offer work placements and internships to U18s in its restaurant chain. While working in the restaurants and making trips from the Academy to the restaurants, U18s must be supervised by an appropriate member of staff or group leader.

## 5 Induction and Training for Staff and Volunteers

All staff and volunteers must:

- participate in a full induction briefing session on taking up their employment, which includes reading and responding to the Academy's Safeguarding and Health and Safety procedures

- attend training courses on safeguarding annually, so that they are able to recognise signs of abuse and know the appropriate reporting systems for it and how to respond to disclosures of abuse, and provide a recognised certificate upon completion of the course
- be supervised on a daily basis and their progress monitored and reviewed once every year by their line manager and submitted to the Board of Governance for evaluation.

## **6 Definitions of the Four Forms of Abuse**

There are four main forms of abuse:

### **6.1 Neglect**

This is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. It includes such things as failure to protect a child from physical harm or danger, failing to ensure access to appropriate medical care or treatment, allowing a child to wear inappropriate clothing, providing inappropriate food, providing insufficient attention including unresponsiveness to basic emotional needs, lack of supervision, deficient safety provision, exposure to undue cold, unnecessary risk of injury.

### **6.2 Physical Abuse**

This involves physically hurting a child in any way such as hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocating, giving a child alcohol, giving medication without permission, intensity of training beyond the capacity of the individual. Physical harm may also be caused when a parent/carer feigns the symptoms of, or deliberately causes ill health to a child they are looking after. A person might do this because they enjoy or need the attention, they get through having a sick child. Physical abuse, as well as being the result of an act of commission can also be caused through omission or the failure to act to protect.

### **6.3 Sexual Abuse**

This involves any aspect of sexual abuse, whether physical or verbal including inappropriate physical contact. Sexual abuse involves forcing or enticing a child or young person to take part in all kinds and degrees of sexual activity whether or not the child is aware of or consents to what is happening. Physical contact includes penetrative and non-penetrative acts such as fondling. Sexual abuse may also include non-contact activities such as involving children in looking at, or the production of pornographic material or watching sexual activities or encouraging children to behave in sexually inappropriate ways. Boys and girls can be sexually abused by males and/or females, by adults and other young people regardless of their background.

### **6.4 Emotional Abuse**

This is the persistent emotional ill treatment of a child such as to cause severe persistent adverse effects on the child's emotional development. It may involve making a child feel or believe they are worthless or unloved, inadequate or valued only as a means of meeting the needs of another person and not their own. This type of abuse can often take the form of shouting, threatening or taunting children, constant criticism, bullying or unrealistic pressure to perform.

#### **6.4.1 Signs of Abuse**

To recognise child abuse, look for the following physical and behavioral symptoms:

##### **Some signs of physical child abuse**

- burns, bite marks, cuts, bruises, or welts in the shape of an object
- reluctance to return home
- fear of adults

##### **Some signs of emotional child abuse**

- apathy, depression

- hostility
- difficulty concentrating

### **Some signs of sexual child abuse**

- inappropriate interest in or knowledge of sexual acts
- seductiveness
- avoidance of things related to sexuality, or rejection of own genitals or body
- either over compliance or excessive aggression
- fear of a particular person or family member

### **Some signs of neglect of a child**

- clothing unsuited to the weather
- being dirty or unbathed
- extreme hunger
- apparent lack of supervision

It is important to note that the underlying cause for any type of abuse could be Honour-Based Abuse therefore, the relevant guidance for dealing with this should be followed.

The above signs of abuse is not limited to children under 18 and may be prevalent in vulnerable adults suffering from different types of abuse too.

For further information check the following websites:

[www.helpguide.org](http://www.helpguide.org)

[www.chidline.org.uk](http://www.chidline.org.uk)

[www.nspcc.org.uk](http://www.nspcc.org.uk)

Sexual Offences Act 2003:

<https://www.legislation.gov.uk/ukpga/2003/42/contents>

<http://nationalfgmcentre.org.uk/>

## **6.4.2 Effects of abuse**

Abuse in all its forms can affect a person of any age. The effects can be so damaging that they may follow an individual into adulthood.

A number of studies suggest that children with disabilities are at increased risk of abuse through various factors such as stereotyping, prejudice, discrimination, isolation and powerlessness to protect themselves or adequately communicate that abuse has occurred. Children from ethnic minorities, who may also be experiencing racial discrimination, may be doubly powerless.

## **7 Responding to the Child / Vulnerable Adult**

If a child / vulnerable adult says or indicates that he or she is being abused, or information is obtained which gives concern that a child / vulnerable adult is being abused, the person receiving this information should:

- react calmly so as not to frighten the child / vulnerable adult
- do not interrogate the child / vulnerable adult. It is not your job to carry out an investigation – this will be up to the police and social services
- don't cast doubt on what the child / vulnerable adult has told you and don't interrupt or change the subject
- don't say anything that makes the child / vulnerable adult feel responsible for the abuse. Tell the child / vulnerable adult that he or she is not to blame and that it was right to tell



- take what the child / vulnerable adult says extremely seriously, recognising the difficulties inherent in interpreting what is said by a child who has a speech disability and/or differences in language
- act at all times towards the child / vulnerable adult as if you believe what they are saying
- keep questions to the absolute minimum to ensure a clear and accurate understanding of what has been said
- reassure the child / vulnerable adult but do not make promises of confidentiality which might not be feasible in the light of subsequent developments
- take further action immediately. Inform the DSL and / or DSO who must follow it up
- make a full written record of what has been said, heard, and/or seen as soon as possible using the confidential Incident Record Form.

## **8 The Academy`s Code of Behaviour**

### **8.1 General**

The following notes are provided to give general guidance to avoid the possibility of claims of abuse against parents, adult assistants or employees/sub-contractors. If parents, adult assistants or employees/sub-contractors have any uncertainty over whether they are using good practice they should seek guidance from his or her supervisor or senior manager. Avoid doing anything which is not totally open and make sure that all children are treated the same way.

- avoid any favouritism
- avoid being overly tactile
- avoid fitting clothing or equipment; try to get the children to put things on for themselves
- if it is necessary to assist a child to put on clothing or equipment, get him or her to agree that you will fit it and explain what you are doing while you are assisting him/her
- if you have to assist a child to put on clothing or equipment, make sure you do so openly and in sight of other participants
- avoid making any contact with the child`s genitalia and, in the case of a girl, her chest
- if you are required to lift, carry or support a child, for instance, lifting a child into a chair after a fall, avoid making contact with sensitive parts of the body, explain what you are doing while you are doing it and, where practicable, gain their consent
- do not put yourself in a position where you find yourself alone with a child out of public view
- do not make any sexually suggestive comment to any child
- do not engage in rough physical or provocative games or horseplay with any child
- if you are working with groups where physical contact is inevitable, such as disabled or younger children (under 12 years old), it is essential that carers` or parents` consent to the methods of lifting, carrying or other contact which will take place
- never leave a child or a group of children unsupervised

### **8.2 Parents and Guardians in Lessons**

**Parents entering a lesson can be disruptive to the children`s learning. Therefore, parents/guardians will be asked not to enter the classroom during a lesson and group leaders will be informed about this rule before lessons begin**

### **8.3 Toilets and changing rooms**

Males should not enter female toilets or changing rooms unless there is an emergency. Females should not enter male toilets or changing rooms unless there is an emergency.

## 8.4 Being approached by a child

If any child makes approaches to you or is overly familiar, you should extract yourself from the situation and report the matter to your supervisor or senior manager as soon as possible.

## 9 Online Safety

The Academy has necessary filters in place in the IT systems on site to ensure a good level of Online Safety. Children will be given a full induction at the beginning of their learning which covers the Online Safety protocols in place and, are then asked to sign an Online Safety Agreement which outlines the key points for maintaining online safety. Check the following website for further information: <https://www.saferinternet.org.uk/>.

Also, all the DAL staff and learners will be informed about possible adverse effects of AI misuse:

- **Bias:** AI can be biased, which could lead to certain groups being unfairly targeted.
- **Data privacy:** AI systems need access to data, which can raise privacy concerns.
- **Misuse:** AI technologies could be misused, such as to create AI-generated CSAM.
- **Psychological impact:** Constant surveillance and monitoring of children can have long-term psychological implications.

## 10 Supervision

The Academy has a clear responsibility for supervising children when undertaking any programme or activity on the premises or outside. The person responsible for supervising children at any given time must:

- keep a check on visitors and guests using a visitors book to record whether their visit is by invitation or unsolicited to ensure the welfare of children is safeguarded at all times
- ensure there is a minimum of two members of suitably appointed staff in attendance at all times children are present and unaccompanied by a parent/carer and a minimum ratio of 2 adults to every 20 children
- ensure Health & Safety procedures are adhered to and equipment checked on a regular basis
- ensure parents/carers complete the written consent form before children or young people can be taken off site.

## 11 Responsibilities

For all classes/events the following table identifies who is responsible and when. The table is applicable to most other Academy activities and the Activity Organiser is responsible for examining the table for applicability, and drawing up and publishing a similar table if necessary.

**Table 1**

| <b>Activity</b>   | <b>Responsibility</b>   |
|---|---|
| From stated start of teaching, activities or events until declared completion of training activities or events for the day. | Teacher, leisure activities supervisor, group leader or child-carer, recruited by the Academy.  |
| Child unable to participate in activities through being unwell.   | Teacher, leisure activities supervisor, or assistant until specifically relieved of this obligation by the child's own parent/guardian or nominated guardian. |



|   |  |
|---|--|
| From declared completion of teaching, activities or events for the day until stated start of subsequent day's activities. | Parent or guardian nominated by the child's own parent/guardian. |
|---|--|

## 11.1 Children Who are Unwell

If an unaccompanied child is unwell while participating in a class, activity or event, the Academy is responsible for the child's care. If more than a minor nature, that is, needing to see a doctor or be taken to hospital, the child's own parents (or guardians) must be contacted to inform them of the situation. No young person under the age of 18 can be left unattended with either a doctor or at a hospital. A child who is unable to participate in activities through being unwell must be supervised. Senior management must be informed of the situation.

## 11.2 If you suspect abuse or poor practice is taking place

You have a responsibility to report any concern you may have that a child attending a class, activity or event is being subjected to any form of abuse or poor practice. If you have a concern, you must take the action identified in the Child Protection procedures management flow chart.

## 12 Child Protection Procedures

### 12.1 Routine Precautionary Procedures

#### 12.1.1 For all activities involving children

*The designated safeguarding officer:*

- Nominates a Group Supervisor from the teachers, play-workers or child-carers recruited and identifies who is in charge overall during events/activities involving children.

*The Group Supervisor:*

- Ensures relevant medical details are made available to the designated child protection officer.
- Ensures details of parents' home addresses and contact phone numbers are available to the designated child protection officer.
- Ensures that an adult nominated by each child's parent or carer is available in the locality of the venue and that a contact telephone number is held by the designated child protection officer on site.

#### 12.1.2 Whistle - Blowing Protocols

All staff and volunteers have a duty to report concerns about a member of staff or volunteer. It is important that any concerns for the welfare of a child or vulnerable adult arising from suspected abuse or harassment by a member of staff or volunteer must be reported to either the designated safeguarding lead or his/her deputy immediately. Anyone reporting concerns in good faith about a colleague abusing a child or any other Safeguarding concerns, will receive the Academy's full support. Whistleblowers will be regarded as witnesses and not complainants so that it is possible to separate the message from the messenger.

All allegations of abuse against a member of staff or volunteer must be fully recorded and reported using the **Incident Record Form**.

Any abuse or harassment concerns towards staff must be reported to HR or Principal. Online abuse or threats must be reported to IT and HR.



If unsure about how to proceed with a whistle blowing situation staff and/or volunteers should seek immediate advice from Social Services or the NSPCC (see contact details below).

### **13 Safeguarding Staff**

The Academy is committed to ensuring a safe, inclusive, and supportive environment for all of its students and staff. Safeguarding is a shared responsibility, and all employees have the right to work free from abuse, harassment, or intimidation from any party. It is the Academy's duty to:

- Ensure staff understand their safeguarding duties.
- Outline zero tolerance for any form of abuse towards staff.
- Provide clear procedures for reporting concerns.
- Establish best practices for online safety, mental health support, and safer recruitment.

#### **13.1 Zero Tolerance Towards Staff Abuse**

The Academy operates a zero-tolerance policy against any form of abuse, harassment, or violence towards staff from students, parents, external stakeholders, or colleagues. Abuse includes but is not limited to:

- Verbal abuse (threats, insults, offensive language).
- Physical assault (pushing, hitting, spitting).
- Sexual harassment (unwanted touching, inappropriate messages).
- Online abuse (cyberbullying, harassment via email or social media).
- Discrimination (racism, sexism, homophobia, disability discrimination).
- Intimidation or coercion (attempting to influence staff through threats).

#### **13.2 Reporting Abuse Towards Staff**

If a staff member experiences abuse, they must:

- Report the incident immediately to their line manager and HR.
- If the abuse involves a student, escalate to the Designated Safeguarding Lead (DSL).
- If the abuse involves an external stakeholder, document the incident and report it to line manager and HR.
- If the abuse is physical, violent, or an ongoing threat, call emergency services (999) if necessary.
- Record evidence (screenshots, emails, witness statements, CCTV footage).

#### **13.3 Actions Taken by the Academy**

Depending on the severity of the incident, the Academy may:

- Issue formal warnings or restrictions (e.g., limiting interactions with the abusive party).
- Suspend or expel students who engage in serious abuse.
- Ban external stakeholders from accessing the campus.
- Involve legal authorities if a crime has been committed.
- Provide staff with counselling or support services if needed.

#### **13.4 Professional Conduct & Boundaries**

To safeguard students and staff, all staff must:



- Maintain professionalism in all interactions.
- Avoid private communication with students and formal stakeholders (e.g., WhatsApp, personal phone, emails).
- Not tolerate abuse in any form and report concerns immediately.

### **13.5 Online & Digital Safeguarding**

- Staff must not engage with students or stakeholders on personal social media.
- All online teaching and communication should occur via Academy-approved platforms.
- Report any cyberbullying, harassment, or inappropriate content to IT or safeguarding teams.

### **13.6 If a Staff Member Witnesses Abuse**

- Step in if safe to do so or seek immediate support.
- Document what happened and report it.
- Support affected colleagues and signpost them to well-being services if needed.

### **13.7 Consequences for Breaching This Policy**

- Students who abuse staff may face disciplinary action, suspension, or expulsion.
- External stakeholders who harass or threaten staff may be banned from college premises.
- Colleagues who engage in misconduct may face HR disciplinary procedures, up to dismissal.

### **13.8 Support for Staff**

Docklands Academy London prioritises staff well-being. If a staff member experiences abuse, they can access:

- Confidential HR support
- Mental health and well-being services
- Legal advice where necessary

## **14 Safe Environment**

It is the policy of the Academy to comply with the terms of the Health and Safety at Work Act 1974 and subsequent legislation to provide and maintain safe and healthy working conditions, equipment and systems of work for all our employees and volunteers, and to provide such information, training and supervision as they need for this purpose.

The Academy also recognises and accepts its responsibility to protect the health and safety of all visitors to the workplace (including contractors, temporary staff, visiting teachers, students, children and other centre users and any members of the public) who might be affected by our activities.

The Academy will also ensure suitably robust Health and Safety procedures are in place in any other locations where we may run activities for children and/or adults.

A copy of this procedure will be issued to each member of staff and volunteer. The procedure will be kept up to date and the way in which it has operated will be reviewed each year. Please refer to Policy 9 *Facilities and Health and Safety* and its associated procedures for further details.

The DSL or DSO's will be responsible for the following:



- liaising with the Board of Governance regarding all health and safety issues relating to children involved in activities run by the Academy.
- carrying out risk assessments prior to any away days or trips
- ensuring adequate monitoring of the safety and suitability of all materials and equipment has been carried out prior to use by children including the study/play area(s), play equipment, transport arrangements and vehicles
- ensuring that adequate First Aid provision is available on site with a qualified First Aider that has immediate access to a phone with emergency contact phone numbers.

### **Contact details**

#### **Tower Hamlets Safeguarding Children Partnership (THSCP) for concerns about children Tower Hamlets Local Area Designated officer (LADO) for allegations about staff**

THSCP Business Unit at [THSCP@towerhamlets.gov.uk](mailto:THSCP@towerhamlets.gov.uk).

To contact the THSCP, email the THSCP Business Unit at [THSCP@towerhamlets.gov.uk](mailto:THSCP@towerhamlets.gov.uk). Add 'Confidential to the THSCP Chair' in the subject line.

Also write to

Strategy and Partnership Manager

Tower Hamlets Town Hall

160 Whitechapel Road

London

E1 1BJ

#### **Contact Melanie Benzie for allegations against professionals, staff or volunteers on:**

020 7364 0677

07903 238827

[LADO@towerhamlets.gov.uk](mailto:LADO@towerhamlets.gov.uk)

**Emergency: if you believe a child is in imminent danger: call 999**

**Police Child Abuse Investigation Team (CAIT) call 020 8217 6484**

#### **NSPCC**

Child protection helpline **0808 800 5000**

## MANAGEMENT FLOW CHART

### IF YOU HAVE CONCERN

|  |   |   |
|--|---|---|
| <b>Your action</b>   | <b><i>You have concern that a child might be being subjected to abuse or poor practice by an employee, adult assistant or accompanying parent/carer.</i></b>                |   |
|  | Record what you saw or heard on the <b>child protection report form.</b>  |   |
|  | Report the incident to the designated safeguarding officer, or duty officer at social services if the child protection officer is unavailable and it is deemed appropriate. |   |
|  | <i>Due to the sensitive and confidential nature of these incidents you should not discuss the matter with other staff or members of the public.</i>                         |   |
| <b>Action</b> – normally initiated by the responsible person at the time indicated by Table 1.   | Take report from whoever reported the matter and complete the child protection report form.   |   |
| <b>If it appears to be a case of poor practice:</b>  |   | <b>If it appears to be a case of abuse:</b>   |
| Interview the reported person immediately.   |   | Interview the reported person immediately.  |
| Record details on child protection report form.  |   | Record details on child protection report form.   |
| If not an employee of the Academy, report to the organisation concerned verbally and in writing. |   | Contact Course Supervisor and Centre Manager who will discuss incident with Board of Governance.  |
| Identify the poor practice.  |   | Deal with internally or refer to external agencies.   |
| Treat as a misconduct issue. Identify areas for improvement.                                     |   | If not an employee, report to the organisation concerned verbally and in writing.   |
| Record details for future reference on child protection report form.                             |   | <b>If internal</b> , treat as disciplinary matter. Record details on child protection report form. Identify aspects below required standard. Issue warning and file on personal file. |

|                        |  |   |
|------------------------|--|---|
| Monitor the situation. |  | <b>If referred externally:</b>  |
|                        |  | Suspend employee pending inquiry.   |
|                        |  | Inform social services and co-operate with them and/or the police during the inquiry. |
|                        |  | Keep CEO / Principal informed of investigation and outcomes.                          |
|                        |  | Comply with inquiry findings.   |



Action taken so far:

10. Is this a case of poor practice or potential abuse?

11. Poor practice – state action taken:

12. Is it potential abuse?

13. Contact DSL and inform Principal immediately.

14. Brief notes of this discussion:

15. If agreed follow external investigation procedure.

16. Suspend employee in writing, pending investigation.

Date of suspension:  
Time of suspension:  
Attach copy of letter

17. Inform Social Services, who will carry out an investigation or involve police.

Date:  
Time of call:  
Contact officer:  
Telephone number:

18. Action taken as a result of external investigation:

## 14. Related Documents

### 14.1 Policies

- 1 Governance
- 2 Academic Management
- 3 Teaching Learning Assessment
- 4 Student Admissions
- 5 Student Support, Engagement and Learning Resources
- 6 Human Resources
- 7 Information

### 14.2 Procedures

- 1.5 Equal Opportunities
- 1.7 Data Protection
- 1.9 Review and Revision of Policies and Procedures
- 2.6 Self-Assessment and Programme and Annual monitoring
- 4.6 Student Induction
- 4.11 Student Protection Plan
- 5.2 Welfare Services and Pastoral Care
- 5.3 Equality, Diversity and Special Needs
- 6.1 Recruitment and Selection
- 6.2 New Starters and Induction
- 6.3 Equality and Diversity
- 6.9 Continuing Professional Development (CPD)
- 6.13 Staff Code of Conduct
- 6.14 Academic Misconduct by Staff
- 6.16 Prevent Duty (Racist, Discriminatory, Abusive and Extremist Behaviour)

### 14.3 Terms and Conditions

### 14.4 External Reference Points

- **UK Professional Standards Framework for teaching and supporting learning in Higher Education** at [https://s3.eu-west-2.amazonaws.com/assets.creode.advancehe-document-manager/documents/advance-he/UK%20Professional%20Standards%20Framework\\_1570613241.pdf](https://s3.eu-west-2.amazonaws.com/assets.creode.advancehe-document-manager/documents/advance-he/UK%20Professional%20Standards%20Framework_1570613241.pdf)
- **CIPD Code of Professional Conduct** at [https://www.cipd.co.uk/Images/code-of-professional-conduct-april-2020\\_tcm18-14510.pdf](https://www.cipd.co.uk/Images/code-of-professional-conduct-april-2020_tcm18-14510.pdf)
- **Office for Students (OfS) Requirements and Guidance** at <https://www.officeforstudents.org.uk/advice-and-guidance/regulation/>
- **UK Quality Code Advice & Guidance – Concerns, Complaints and Appeals** at <https://www.qaa.ac.uk/en/quality-code/advice-and-guidance/concerns-complaints-and-appeals>
- **Higher Education Code of Governance** (Committee of University Chairs, December 2014) at <https://www.universitychairs.ac.uk/wp-content/uploads/2020/09/CUC-HE-Code-of-Governance-publication-final.pdf>
- **Association of Employment and Learning Providers (AELP) principles of Good Governance for Independent Training Providers** at <https://www.aelp.org.uk/media/2595/code-of-governance-final-sept-2018.pdf>
- **OIA The Good Practice Framework for Complaints and Appeals** at <https://www.oiahe.org.uk/resources-and-publications/good-practice-framework/>



- **Competition and Markets Authority Guidance for HE Providers** at <https://www.gov.uk/government/publications/higher-education-consumer-law-advice-for-providers>
- **UKCISA Code of Ethics** at <https://www.ukcisa.org.uk/Membership/Codes-of-practice/Code-of-ethics>
- **UK Visa & Immigration (UKVI) regulations** at <https://www.gov.uk/government/organisations/uk-visas-and-immigration> & <https://www.gov.uk/study-visit-visa>
- **Equality Act – 2010** at <https://www.legislation.gov.uk/ukpga/2010/15/contents>
- **Data Protection Act 2018** at <https://www.legislation.gov.uk/ukpga/2018/12/contents>