

POLICY

BACKGROUND

Richmond and Hillcroft Adult and Community College is committed to safeguarding, protecting and promoting the welfare of all its students and any children in its care in the crèche or who visit and/or stay at the college as a result of their parent or carer being on a residential course. The college seeks to ensure that the College is a safe environment for all learners to learn, work and socialise, and works within the guidance of the Safeguarding Children Boards and Adult Safeguarding Boards for Richmond, Kingston and surrounding boroughs to implement best practice in the safeguarding of children and Adults at Risk in line with the pan London guidelines.

Although the College is an adult College, a small number of 18-year olds enrol on our provision each year. Children aged 4 and under are cared for in the creche at Parkshot, and other childcare arrangements are in place at the Hillcroft campus. Otherwise, all children on site are the responsibility of their parents and carers. The College also offers provision for adult learners who have a learning difficulty, disabilities and complex needs who may be unable to care for themselves or unable to protect themselves from significant harm or exploitation.

The college recognises that learners within the safeguarded groups face the risk of abuse. It is the duty of every member of staff to prevent abuse and to take effective action when abuse is suspected or disclosed. The college also recognises that safeguarding incidents could happen anywhere and at any time and be perpetrated by a range of individuals including staff, other students and people external to the college including family and friends.

This policy has been developed in accordance with the principles established by the *Children's Acts* of 1989 and 2004, the *Education Act* 2002 and is in line with the Government publication *Working together to Safeguard Children* 2015. It also reflects guidance contained in *Keeping Children Safe in Education* September 2020 and the *Care Act* 2014, the *Mental Capacity Act* (MCA) 2005 and the *Counter Terrorism and Security Act* 2015.

Safeguarding in the context of Coronavirus

Non-statutory interim guidance regarding safeguarding during the Coronavirus outbreak was issued in summer term 2020, and then replaced with guidance for schools and colleges for reopening.¹

This includes guidance that staff should:

- Be particularly vigilant to new and additional safeguarding concerns.
- Check that the safeguarding and welfare information you hold on all learners is accurate. Ask parents and carers to tell you about any changes in welfare, health and wellbeing before the learner returns.
- Have increased awareness of mental health and wellbeing.

¹ <https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-further-education-provision/what-fe-colleges-and-providers-will-need-to-do-from-the-start-of-the-2020-autumn-term>

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Ofsted advice based on a survey conducted in summer term 2020 on impact of the pandemic are that consideration should be given to:

- Online safety
- Sending regular updates, and keeping in regular contact
- Increased requirement for pastoral support
- Protocols for live teaching sessions – clothing, backgrounds, behaviour

Risk assessments have been created for staff, learners and site, and protocols created for online learning. The learner Code of Conduct has also been updated to include protocols and guidelines for staff and learners for online learning.

COLLEGE COMMITMENT

Abuse is unacceptable in all circumstances. The College is committed to ensuring that all children and vulnerable adults are protected from risk of abuse or risk of radicalisation and extremism. The best defence against abuse is the strength of values incorporated in the College's culture. The College believes that all learners and their children on-site with them are entitled to be treated with dignity, courtesy and respect regardless of their background or of any of the protected characteristics under the Equality Act 2010.

Safety is embedded within good sound practice, and by developing the ability of learners to protect themselves, make their views known and be listened to. All learners should feel safe, secure and feel able to raise any concerns at any time.

The college will report all allegations of abuse to the London Boroughs of Kingston or Richmond Upon Thames or other relevant borough Local Authority Designated Officer (LADO), or Single Point of Access (SPA) if the LADO is not known, or a member of Adult and Community Services team or local safeguarding children's board (LSCB) where an initial fact find indicates further cause for concern. With regards to allegations of suspected radicalisation and extremism a referral to the CHANNEL services may be made. If the report involves an allegation of a criminal act, a report will also be made to the Police and the college will fully co-operate with any investigations they carry out. The College will act on all reports of alleged abuse regardless of whether they are recent, are reported to have taken place in the past, have taken place on college premises or within the community.

If staff members have any concerns about a child (as opposed to a child being in immediate danger – see below) they will need to decide what action to take. Where possible, there should be a conversation with the designated safeguarding lead to agree a course of action, although any staff member can make a referral to children's social care. Other options could include referral to specialist services or early help services and should be made in accordance with the referral threshold set by the Local Safeguarding Children Board.

If a child is in immediate danger or is at risk of harm, a referral should be made to children's social care and/or the police immediately. Anyone can make a referral. Where referrals are not made by the designated safeguarding lead, the designated safeguarding lead should be informed as soon as possible that a referral has been made.

College employees are in a position of trust and any betrayal of this trust will be viewed most seriously. Therefore any employee suspected of abuse will be subject to the College's disciplinary procedures. All

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employees have a duty to report abuse and/or allegations of abuse immediately where there is a concern that a learner's safety may be endangered, or an initial fact find suggests immediate action needs to be taken, and failure to do so is a serious abdication of responsibility and will result in disciplinary action.

AIMS OF THE POLICY

Safeguarding encompasses a range of activities aimed at protecting an adult, child or young person's right to live in safety and free from abuse and neglect. The Policy aims:

- To prevent abuse, radicalisation and extremism by providing teaching and learner support which establishes a safe environment where students can learn in confidence, independence and feel listened to;
- To raise awareness of both teaching and business support staff of the need for the safeguarding of children and Adults at Risk and of their responsibilities in identifying and reporting possible cases of abuse, radicalisation and extremism;
- To provide positive adult role models by ensuring that staff behaviour is professional at all times;
- To provide a framework for the development of internal procedures to be followed by members of the College community in cases of suspected abuse;
- To emphasise the need for good levels of communication and information sharing between all members of staff;
- To provide a systematic means of monitoring learners known or thought to be at risk
- To promote understanding and build relationships with other agencies in order to develop multi-agency working and information sharing;
- To ensure the College practises safe recruitment of staff, volunteers and governors, including specific recruitment practices for crèche staff;
- To prepare young people/children to operate safely within an adult environment to ensure that they have the skills and knowledge to stay safe;
- To prepare all young learners and vulnerable adults to operate safely within an electronic environment;
- To ensure that learners know that there are Safeguarding Officers whom they can approach if they are worried or in difficulty;
- To provide information in an accessible way to help learners understand the different types of abuse;
- To provide appropriate support to staff, volunteers and governors through supervision and training;
- To assess risk in relation to all College activities, focussing on prevention and minimising risk and putting in place safeguards;
- To ensure staff keep a written record of any injury or incident that caused harm along with any steps taken;
- To ensure staff and volunteers keep a professional distance and do not share personal information/email addresses/telephone numbers with children or young people;
- To equip learners within the safeguarded group with the skills and knowledge to identify positive life choices and to assert their preferences.

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Abuse

Abuse is defined as ‘a violation of an individual’s human and civil right by any other person or persons’. Abuse may consist of a single or repeated act and can be carried out by anyone. Whilst abuse can be intentional it does not have to be deliberate, malicious or planned to constitute abuse.

Safeguarding Adults (*Adults at risk*)

For the purposes of this policy, the safeguarding duties apply to an adult who:

- has need for care and support (whether or not the local authority is meeting any of those needs) and;
- is experiencing, or at risk of, abuse or neglect; and
- as a result of those care and support needs is unable to protect themselves from either the risk of, or the experience of abuse or neglect. (The Care Act 2014)

The Care Act 2014 covers 10 areas of abuse:

1. Physical abuse; the threat or use of force which results in pain or injury or a change in the person’s physical health OR The non – accidental infliction of physical force that results in bodily injury, pain or impairment: Including hitting, slapping, pushing, kicking, misuse of medication, restraint or inappropriate sanctions
2. Sexual abuse, including rape, indecent exposure, sexual harassment, inappropriate looking or touching, sexual teasing or innuendo, sexual photography, subjecting to pornography or witnessing sexual acts, indecent exposure and sexual assault or sexual acts to which the adult has not consented or was pressured into consenting.
3. Psychological abuse, including emotional abuse, threats of harm or abandonment, deprivation of contact, humiliation, blaming, controlling, intimidation, coercion, harassment, verbal abuse, isolation or withdrawal from services or supportive networks.
4. Financial or material abuse, including theft, fraud, internet scamming, coercion in relation to an adult’s financial affairs or arrangements, including in connection with wills, property, inheritance or financial transactions, or the misuse or misappropriation of property, possessions or benefits.
5. Neglect and acts of omission, including ignoring medical or physical care needs, failure to provide access to appropriate health, social care or educational services, the withholding of the necessities of life, such as medication, adequate nutrition and heating.
6. Self-Neglect covers a wide range of behaviours including neglecting to care for personal hygiene, health or surroundings and includes behaviours such as hoarding.
7. Discriminatory abuse; includes forms of harassment, slurs, or similar treatment because of race, gender, gender identity, age, disability sexual orientation or religion.
8. Institutional abuse, demonstrated by repeated instances of neglect, poor care, management and/or professional practice

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9. Domestic Abuse, incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse by someone who is or has been an intimate partner or family member regardless of gender or sexuality. This includes psychological, physical, sexual, financial, emotional abuse; so called honour-based violence, female genital mutilation and forced marriage. The age range is extended down to 16.
10. Modern Slavery; encompasses slavery, human trafficking, forced labour and domestic servitude.

Patterns of abuse vary and include:

Serial abusing - in which the perpetrator seeks out and ‘grooms’ individuals. Sexual abuse sometimes falls into this pattern as do some forms of financial abuse;

Long-term abuse in the context of an ongoing family relationship such as domestic violence between spouses or generations or persistent psychological abuse; or

Opportunistic abuse such as theft occurring because money or jewellery has been left lying around.

Abuse is difficult to assess; many situations may involve a combination of abusive elements.

6 Principles that underpin adult safeguarding

Empowerment – People being supported and encouraged to make their own decisions

Prevention – It is better to take action before harm occurs

Proportionality – The least intrusive response to the risk presented

Protection- Support and representation for those in greatest need

Partnership – Local solutions through services working with their communities

Accountability – Accountability and transparency

The 6 principles aim to encourage practice that puts the person in control and generate a more person-centred set of responses and outcomes.

Safeguarding and the Mental Capacity Act (MCA)

The legal framework provided by the MCA is supported by a code of practice. One of the most important terms in the code is ‘a person who lacks mental capacity’, which means a person who lacks capacity to make a particular decision or to take a particular action for themselves at the time the decision or action needs to be taken.

5 Statutory principles that underpin the legal requirements of the MCA

- A person must be assumed to have capacity (always assume capacity until the person shows otherwise)
- A person must be helped to make decisions
- A person must be allowed to make an unwise decision
- Actions undertaken for or on behalf of a person must be done in their best interests
- Actions or decisions made on behalf of a person must be the least restrictive option

4 Tests that someone has capacity is that the person is able to:

- Understand information about the decision to be made
- Retain that information in their mind
- Use that information as part of the decision – making process
- Communicate their decision

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Safeguarding Children and young people

Child/ Young Person

For the purposes of this policy, a young person is defined (*Children and Young Persons Act 2008, Education Act 2011, Keeping Children Safe in Education September 2020 and Working together to Safeguard Children Act 2015*) as anyone who has not yet reached his/her 19th birthday.

Safeguarding and promoting the welfare of a child is the process of:

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

Abuse of a child/young person

Abuse (physical, emotional, sexual or neglect) is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults, or another child or children.

Keeping Children Safe in Education September 2020 highlights additional safeguarding issues which staff should be aware of when ensuring the wider safety and wellbeing of a child/ young person:

- 1 Peer on peer abuse – can include bullying, cyberbullying, physical abuse, sexual harassment, sexual violence, sexting, hazing. Alleged perpetrators may try to dismiss this as “banter”.
- 2 Violence – children at risk from or involved with serious violent crime. This includes coercion to carry knives on behalf of gang members, or involvement with knife crime. See “Knife Crime, gangs and county lines” below for Richmond and Kingston context.
- 3 Female Genital Mutilation – see below for FGM reporting duty.
- 4 Children missing from education – may indicate a range of possible types of abuse, including child criminal exploitation and forced marriage. May also indicate mental health difficulties.
- 5 Child sexual exploitation – coercing a child to engage in sexual activity in exchange for something the child wants. Signs might include unexplained new possessions, changes in behaviour, and missing education.
- 6 Child criminal exploitation: county lines – criminal activity in which children are coerced into carrying drugs and money between urban areas to suburban and rural areas. Signs may include the signs above in “child sexual exploitation”. See “Knife Crime, gangs and county lines” below for Richmond and Kingston context.
- 7 Domestic abuse – may include psychological, physical, sexual, financial and emotional abuse, by intimate partners or family members.

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- 8 Homelessness – children’s services are the lead agency where a child reports that they are homeless, but referrals should be made according to the specific circumstances.
- 9 So-called “honour-based” violence (including FGM and forced marriage) – often involves a wider network of family or community pressure. See below for FGM reporting duty.
- 10 Preventing radicalisation – “extremism” is the vocal or active opposition to fundamental values of democracy, rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. “Radicalisation” is the process by which a person comes to support terrorism. All colleges are subject to a duty to have due regard to the need to prevent people from being drawn into terrorism.
- 11 Upskirting – typically involves taking a picture under a person’s clothing without them knowing, in order to obtain sexual gratification, or cause the victim humiliation or distress.

The college’s procedures and guidelines will take account of the above issues, and provide clear guidance to crèche staff and any staff dealing with children and young people about their duties regarding confidentiality in the use of digital technology.

***Female Genital Mutilation (FGM) Mandatory Reporting Duty**

The duty is a legal duty provided for in the FGM Act 2003 (as amended by the Serious Crime Act 2015).

The legislation requires regulated health and social care professionals and teachers in England and Wales to make a report to the police where, in the course of their professional duties, they either:

- are informed by a girl under 18 that an act of FGM has been carried out on her; or
- observe physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl’s physical or mental health or for purposes connected with labour or birth

There are NO circumstances in which you should be examining a learner or child. It is possible that a crèche worker, perhaps assisting a young child in the toilet or changing a nappy, may see something which appears to show that FGM may have taken place. In such circumstances, they must make a report under the duty, but should not conduct any further examination of the child.

For the purposes of the duty, the relevant age is the girl’s age at the time of the disclosure/identification of FGM (i.e. it does not apply where a woman aged 18 or over discloses she had FGM when she was under 18).

The Duty is a personal Duty which requires the individual professional who becomes aware of the case to make a report; the responsibility cannot be transferred. The only exception to this is if you know that another individual from your profession has already made a report; there is no requirement to make a second.

The duty does not apply in relation to at risk or suspected cases or in cases where the woman is over 18. In these cases, you should follow the college’s safeguarding procedures.

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Knife Crime, gangs and county lines

Richmond and Kingston are amongst the seven boroughs with the lowest volumes of weapon-enabled crime in London². Richmond and Kingston are two of the only three London boroughs which have no recognised violent street gangs.

The increase in weapon-enabled crime across England and Wales has been attributed to a range of issues, but there is some evidence which links this to gang membership, and drug dealing, including county lines crime, whereby vulnerable people are recruited to carry drugs to areas outside of London. Despite the comparatively low levels of these crimes in Richmond and Kingston, it is important that staff and learners understand the dangers of knife crime, gang membership and county lines. Anyone who has concerns that a learner or visitor to the college may be in danger of being drawn into crime connected with any of these themes should report their concerns immediately to a line manager or safeguarding officer.

Online Safety

The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

- content: being exposed to illegal, inappropriate or harmful material; for example pornography, fake news, racist or radical and extremist views;
- contact: being subjected to harmful online interaction with other users; for example commercial advertising as well as adults posing as children or young adults; and
- conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images, or online bullying.

Government Counter Terrorism Strategy (CONTEST 2015)

CONTEST is the UK's government strategy which aims to reduce the risk to the UK and its interests overseas from terrorism, so that people can go about their daily lives freely with confidence.

There are 4 main elements:

Pursue	lies within the realm of the police and security services. It is concerned with the apprehension and arrest of any persons suspected of being engaged in the planning, preparation or commission of a terrorist act.
Prevent	is concerned with working with partners to reduce support for terrorism of all kinds, challenge extremists whose views are shared by terrorist organisations and challenging and isolating extremists operating on the internet.
Protect	aims to strengthen our protection against a terrorist attack and reduce our vulnerability to such attacks. This involves managing the risks to crowded places and the safeguarding of hazardous materials.

² <https://www.london.gov.uk/what-we-do/mayors-office-policing-and-crime-mopac/data-and-statistics/weapon-enabled-crime-dashboard> visited on 27th August 2020

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Prepare	seeks to mitigate the impact of a terrorist attack where that attack cannot be stopped. This includes work to bring a terrorist attack to an end and to increase our resilience so we can recover from its aftermath.
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Prevent Duty

The duty in the Counter Terrorism and Security Act 2015 is “to have due regard to the need to prevent people from being drawn into terrorism.”

Prevent – is the Government’s national counter terrorism strategy and aims to stop people being drawn in terrorism. It aims to reduce the risks of radicalisation and ensure people are given advice and support.

Extremism – is vocal or active opposition to fundamental British Values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. This also includes extremism calls for the death of the armed forces, whether in the UK or overseas (Home Office 2015)

Radicalisation – refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

CHANNEL Process

CHANNEL is a Government initiative early intervention process; it is a key element to the Prevent strategy and is a process for safeguarding individuals by assessing their vulnerability to being drawn into terrorism.

Channel assesses vulnerability using a consistently applied vulnerability assessment framework built around three dimensions:

- Engagement - with a group, cause or ideology;
- Intent - to cause harm
- Capability - to cause harm.

The dimensions are considered separately as experience has shown, for example, that it is possible to be engaged without intending to cause harm and that it is possible to intend to cause harm without being particularly engaged.

Vulnerability to Radicalisation

All staff have a responsibility to take notice of patterns of behaviour that show whether a person is **engaged** in an ideology, is **intent** in causing harm or **capable** of committing violent acts.

There are a number of behaviours and other indicators that may indicate a vulnerability to radicalisation and extremism.

Dimension	Definition/ Factors	Potential Indicators
Engagement	Engagement factors are sometimes referred to as psychological hooks. These could include the needs of a person, their susceptibilities, their motivations and influences. Engagement factors can also include: - Feelings of grievance or injustice	<ul style="list-style-type: none"> • spending increasing time in the company of other suspected extremists; • changing their style of dress or personal appearance to accord with the group; • their day-to-day behaviour becoming increasingly centred around an extremist ideology, group or cause;

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	<ul style="list-style-type: none"> - Feeling under threat - A need for identity, meaning or belonging - A desire for status - A desire for excitement or adventure - A need to dominate and control others - A desire for political or moral change - Opportunistic involvement - Family or friends involvement in extremism - Mental health issues 	<ul style="list-style-type: none"> • loss of interest in other friends and activities not associated with the extremist ideology, group or cause; • possession of material or symbols associated with an extremist cause (e.g. the swastika for far right groups); • attempts to recruit others to the group/cause/ideology; or • communications with others that suggest identification with a group/cause/ideology.
Intent	Intent factors are those that show a person is ready to use violence to promote their views or achieve their aims.	<ul style="list-style-type: none"> • clearly identifying another group as threatening what they stand for and blaming that group for all social or political ills • using insulting or derogatory names or labels for another group • speaking about the imminence of harm from the other group and the importance of action now • expressing attitudes that justify offending on behalf of the group, cause or ideology • condoning or supporting violence or harm towards others; or plotting or conspiring with others.
Capability	To have capability to cause harm requires skills resources and networks to be successful.	<ul style="list-style-type: none"> • having a history of violence • being criminally versatile and using criminal networks to support extremist goals • having occupational skills that can enable acts of terrorism (such as civil engineering, pharmacology or construction); or • having technical expertise that can be deployed (e.g. IT skills, knowledge of chemicals, military training or survival skills).

The examples above are not exhaustive and vulnerability may manifest itself in other ways. There is no single route to terrorism nor is there a simple profile of those who become involved. For this reason, any attempt to derive a 'profile' can be misleading. It must not be assumed that these characteristics and experiences will necessarily lead to individuals becoming terrorists, or that these indicators are the only source of information required to make an appropriate assessment about vulnerability.

PREVENTION

The College employs various strategies to control the risk of abuse, radicalisation and extremism and target the causes and opportunities for abuse and neglect. These include:

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- Communication with the College community about the nature of abuse and College safeguarding activity
- Embedding the principles of safeguarding into management expectations and professional practice
- Awareness raising training for all College employees, governors, volunteers and employees of partner organisations
- Learner/activity risk assessments prior to the start of learning programmes
- Training for young people and adults who may be at risk of abuse on personal safety, health and wellbeing. Safeguarding issues will be explored as a fundamental part of the curriculum with learners in the target groups.
- Monitoring local reports of abuse and researching their causes

Targeted Prevention

Prevention strategies are specifically targeted at staff working with children/young people and/or adults at risk. This is because research shows that a significant number of abuse incidents involve professionals, carers and service managers as well as fellow students.

Targeted Prevention Strategies include:

- Safer recruitment processes – Please refer to safer recruitment policy and procedures. (R:\Human Resources\Safer Recruitment)
- DBS renewal programme – Please refer to DBS matrix for renewal intervals. (Appendix x in procedures)
- Termly single central record sign off by the Executive.
- Monthly monitoring of DBS checks and risk assessments and training at the Safeguarding group.
- Employee Recruitment
 - a DBS Disclosure will be obtained as required for all new and existing appointments to the College’s workforce;
 - an up to date single central record will be maintained, detailing a range of checks carried out on College staff;
 - the College will ensure that contract/agency staff have undergone the necessary checks and have been made aware of this policy;
 - Identity and employment history checks will be carried out on all appointments to the College workforce before the appointment is made.
- Policies and Procedures employees are expected to follow. The College reinforces expectations of employees through rules for conduct and practice which, if broken, could lead to disciplinary action.
- Employee Training and Induction. On joining the organisation and when necessary thereafter, all employees, volunteers and governors are provided with training regarding professional standards, policy and procedures and how to address the possibility of abuse appropriate to the roles and responsibilities as defined in the college safeguarding plan.
- Employee Supervision and Support. Employees working with adult learners who may be at risk of abuse or neglect receive role specific training and regular supervision sessions from their line manager where they are supported in reflecting on their practice and areas for improvement.

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- Other Learners – All learners will receive information at induction on the college’s safeguarding policy and procedures and be informed that any concerns regarding suspected abuse of learners by staff, volunteer or fellow learners should be reported immediately using the contact details advertised on college noticeboards or directly via reception or their tutor.

Safe Practice

Safe working practice ensures that students are safe and that all staff, governors and volunteers:

- are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions;
- work in an open and transparent way subject to data protection law;
- work with other colleagues where possible in situations open to question;
- discuss and/or take advice from College management over any incident which may give rise to concern;
- record any incidents or decisions made;
- apply the same professional standards regardless of gender or sexuality;
- are aware of the confidentiality policy, including the use of digital technology and social media with children and young people;
- are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

Multi-agency working

Schools and colleges have a pivotal role to play in multi-agency safeguarding arrangements. Governing bodies and proprietors should ensure that the school or college contributes to multi-agency working in line with statutory guidance Working Together to Safeguard Children.

New safeguarding partners and child death review partner arrangements are now in place. Locally, the three safeguarding partners (the local authority; a clinical commissioning group for an area within the local authority; and the chief officer of police for an area (any part of which falls) within the local authority area) will make arrangements to work together with appropriate relevant agencies to safeguard and promote the welfare of local children, including identifying and responding to their needs.

It is especially important that schools and colleges understand their role in the three safeguarding partner arrangements. Governing bodies, proprietors and their senior leadership teams, especially their designated safeguarding leads, should make themselves aware of and follow their local arrangements.

ROLES AND RESPONSIBILITIES

The **Board** will ensure that:

- the College has a safeguarding policy and procedures in place that are in accordance with the appropriate Local Safeguarding Boards and locally agreed inter-agency procedures, and the policy is made available to parents/carers on request;
- the College has procedures for dealing with allegations of abuse against fellow students, staff and volunteers that comply with guidance from the local authority and locally agreed inter-agency procedures;
- they remedy, without delay, any deficiencies or weaknesses regarding safeguarding arrangements;

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- a governor is nominated to be responsible for safeguarding who will provide an overview and scrutiny and take action in the event of allegations of abuse being made against the Principal;
- they review their policy annually and provide information to the appropriate sub committees of the Local Safeguarding Board as and when requested;

The **Principal** will be responsible for ensuring that:

- there is a Lead Designated Safeguarding person on the Senior Management Team (the Vice Principal Teaching & Learning) and that sufficient designated safeguarding staff are available;
- the safeguarding policy is updated and reviewed annually;
- the College has procedures to fully implement the policy adopted by the Board;
- sufficient resources and time are allocated to enable the designated person/s and other staff to discharge their responsibilities;
- the Health & Safety Committee review and approve procedures annually to enable the College to comply with the policy adopted by the Board;
- the Health & Safety Committee will monitor the College's compliance with policy;
- the Health & Safety Committee make regular reports to the Board;
- the Health & Safety Committee establishes a Safeguarding sub-committee comprising the safeguarding staff and chaired by the College Lead Designated Safeguarding Person to make recommendations about policy and procedures and to monitor safeguarding reports;
- the Health & Safety Committee review and if necessary act upon reports received from the safeguarding committee;

The **Vice Principal Teaching & Learning** will be responsible for ensuring that:

- the Principal is provided with summary information about Safeguarding alerts at Academic Board;
- the Principal is immediately informed of any serious Safeguarding alerts which require a Safeguarding report or referral to be made to external agencies, or to the Police for suspected criminal acts;
- appropriately trained safeguarding staff are in place;
- all Staff are required to undertake appropriate safeguarding training;
- there is an ethos whereby all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to safeguarding, and such concerns are addressed sensitively and effectively in a timely manner;
- where services or activities are provided on the College premises by another body, the body concerned has appropriate policies and procedures in place in regard to safeguarding and liaises with the College on these matters where appropriate;
- the procedures approved by the Health & Safety Committee are fully implemented.

The **Head of HR** will be responsible for ensuring that:

- the College operates safe recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children, young people and Adults at Risk;
- the college staff induction process covers how to keep safe and how to use the Safeguarding procedures;
- staff receive regular safeguarding updates, as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children and Adults at Risk effectively

Owner:	Vice Principal Teaching & Learning	Approved by:	Board
Review interval:	Annual	Approved on:	September 2020
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Safeguarding Children and Adults at Risk and Prevent Policy 2020 - 2021

The **College Lead Designated Safeguarding Person (Vice Principal Teaching & Learning)** will:

- be a member of the Senior Management Team;
- act as a source of support, advice and expertise on matters of student safety and safeguarding within the educational establishment;
- liaise with the Principal and the designated Safeguarding Governor to inform them of any issues and ongoing investigations and ensure there is always cover for the role of Safeguarding Officers;
- refer cases of suspected abuse or allegations to the relevant investigating agencies as appropriate;
- ensure that learners are aware of the Safeguarding procedures, and appropriate content on keeping safe and wellbeing are incorporated into courses as relevant to the learner group;
- ensure that all staff have access to and understand the College's Safeguarding and Prevent Policy;
- ensure parents, guardians or named responsible adults are made aware of the policy which alerts them to the fact that referrals may be made and the role of the establishment in this to avoid conflict later

The **College Deputy Designated Safeguarding Lead (Head of HR)** will:

- be a member of the Senior Management Team;
- work with the Designated Lead to act as a source of support, advice and expertise on matters of student safety and safeguarding within the educational establishment;
- Deputise for the Designated Lead in their absence.

Safeguarding Officers will:

- recognise how to identify signs of abuse and when it is appropriate to make a referral;
- represent the college at the sub-committees of the LSCB (Local Safeguarding Children's Board) and LASB (Local Adult Safeguarding Board) as required and have a working knowledge of how to operate and conduct a child protection/adult safeguarding process and be able to attend and contribute to the case conference;
- keep detailed, accurate and secure written records and/or concerns;
- undertake investigations as directed by the Lead Designated Safeguarding Person
- obtain access to resources and attend any relevant or refresher training courses at least every two years;
- as part of the Safeguarding Team, plan and implement training and disseminate information for young people and Adults at Risk on staying safe at the College.
- support or arrange support for children or adults at risk who have been abused or are at risk of abuse

All staff and volunteers will:

- work in an open environment, where possible avoiding private and unobserved situations;
- treat all students fairly with dignity and respect;
- not share personal information and personal e-mail addresses/Facebook friends/personal mobile;
- keep a written record of any injury or incident (including verbal attacks) along with any steps taken;
- fully comply with the College's policies and procedures, including advising their line manager of any injury or incident;

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- attend appropriate training;
- be alert and vigilant to indicators of abuse;
- report all concerns or possible indicators of abuse to a College Safeguarding Officer.

It is the responsibility of all employees to be alert to possible indicators of abuse and to raise concerns to a College Safeguarding Officer. Staff members may become aware of the possibility that abuse has occurred by witnessing an act, receiving a verbal report from a learner or member of staff or by suspicions raised by indicators listed in the guidelines associated with this policy.

CONFIDENTIALITY

Information about abuse must never be withheld intentionally (deliberately withholding information will lead to disciplinary action) as failure to disclose may have an influence on the future safety of an individual.

Disclosures and concerns should not be treated as confidential. Individuals who have made a disclosure should be informed of the next steps that will be taken and should be assured discretion.

Whilst the Data Protection Act 2018 places duties on organisations and individuals to process personal information either as a legal obligation or for a legitimate interest, it is not a barrier to sharing information where the failure to do so would result in a child being placed at risk of harm. Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

If a learner lacks the capacity to consent (as prescribed in current legislation), the College will report the alleged abuse immediately in order to act in the best interests of the individual.

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