

## Wiltshire College Safeguarding Policy

Agreed by SMT      November 2015

To be reviewed      November 2016

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## 1. Scope and Purpose

Wiltshire College is committed to prioritising and promoting safeguarding and protecting children, young people and vulnerable adults from harm.

The term 'safeguarding children and young people' embraces both child protection and a preventative approach to keeping young people safe. Therefore safeguarding encompasses student health and safety, preventing and dealing with abuse, bullying, meeting the medical needs of those with medical conditions, providing first aid, security (including e-safety), safeguarding from drugs, substance and alcohol abuse. This policy encompasses all aspects of safeguarding including e-safety, bullying and harassment (in person or electronically) and due regard to the prevention of young people becoming extremist or being radicalised.

'Safeguarding and promoting the welfare of children' is defined as:

- Protection from abuse and neglect
- Ensuring safety and care
- Ensuring optimum life chances
- Promotion of health and development

Wiltshire College has clearly defined responsibilities under the Children Act 1989 for learners aged under 18. The College extends these responsibilities, within the scope of this policy, to learners with learning difficulties, irrespective of age, if they are vulnerable to abuse as a result of their learning difficulty. The policy also applies to people enrolled as learners of Wiltshire College or for whom the College has accepted a responsibility for care.

This policy applies to all groups regardless of age, disability, gender (including transsexual), marital status, parental responsibilities, sexuality, race, religion, and it is the duty of all staff, governors, learners, visitors and contractors to follow it.

### 1.1 Key Principles

The following principles underpin all of our work with young people and vulnerable adults. Our approach will:

- be learner centred
- actively involve learners and their families
- support the achievement of best possible outcomes for learners
- be holistic in approach
- ensure equality of opportunity

- be multi/inter-agency in approach
- be a continuing process rather than an event
- be designed to identify and provide the service required and to monitor the impact its provision has on a learners' developmental progress
- be informed by evidence

## **1.2 Helping Learners to keep themselves safe**

- 1.2.1 Learners will be advised about college procedures in relation to safeguarding as part of their induction into the college. College documentation including the online Student Handbook will provide learners with reminders about who to contact should they have a safeguarding concern.
- 1.2.2. Learners will be advised about health and safety procedures to ensure that they know how to stay safe within the college environment; whilst undertaking practical activities and when on placement.
- 1.2.3 Learners will be provided with guidelines about keeping themselves safe on-line as part of their induction into using the college's IT network.
- 1.2.4 Through group tutorial and themed days offered as part of the Student Life programme, learners attend and participate in activities designed to raise awareness of issues and concerns which may impact on the ability of the learner to keep themselves safe. These include e-safety, sexual health and exploitation, drugs and alcohol awareness, domestic violence, crime, road safety, anti-bullying, equality and diversity emotional resilience and the dangers of being drawn into extremism or radicalization. These activities are aimed at different levels and abilities to enable all learners to participate.

## **1.3 Promoting the Welfare of Children, Young People and Adults at risk**

We recognise that because of the day to day contact with young people, staff are well placed to observe the outward signs of abuse. Wiltshire College will therefore:

- Establish and maintain an environment where learners feel secure, are encouraged to talk, and are listened to.
- Ensure that young people and vulnerable adults know that there are adults in the College whom they could approach if they are worried.
- Include opportunities in the curriculum (tutorial) for young people/vulnerable adults to develop the skills they need to recognise and stay safe from abuse.

## **1.4 Definitions of Abuse and Neglect**

Abuse is a form of maltreatment. A learner may be abused or neglected by having harm inflicted upon them or by a person failing to act to prevent harm. Learners may indirectly or directly witness, or be subject to such forms of abuse.

The College recognises the following definitions with regard to abuse, neglect and harm

**Physical abuse** which may cause harm. It may involve hitting, shaking, throwing, poisoning, burning, scalding, drowning or suffocating. It may be done deliberately or

recklessly or be the result of failure to prevent injury occurring. It can also occur when a parent or carer fabricates the symptoms of ill health or deliberately causes ill health to the child, young person or vulnerable adult who they are looking after.

**Emotional abuse** is persistent emotional ill-treatment such as to cause severe and persistent adverse effects on emotional development. It may involve conveying to children that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of another person. It may include not giving a child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmental inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capacity as well as over protection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill treatment of another. It may involve serious bullying (including cyberbullying) causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

**Sexual** – sexual abuse involves a child, a young person, or vulnerable adult being allowed, forced or coerced into participating in or watching sexual activity. It is not necessary for the child to be aware that the activity is sexual and the apparent consent of the child is irrelevant. The acts may involve physical contact including penetrative or non-penetrative acts. They may involve non-contact activities such as involving children in looking at or in the production of pornographic material, watching sexual activities or encouraging children to behave in a sexually inappropriate way or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

**Neglect** – the persistent or severe failure to meet basic physical or psychological needs. Neglect is likely to result in a physical impairment of the individual's health or impairment. It may involve a failure to provide adequate food, clothing or shelter. Failure to protect from physical harm or danger or failure to ensure access to appropriate medical care or treatment. A child going missing from education (failing to attend with no reason given) is also a potential indicator of neglect or abuse especially on repeat occasions.

Where specific safeguarding issues arise expert and professional organisations will be contacted to provide up to date guidance and practical support. These will include the NSPCC advice which can be found on the TES website and on [www.nspcc.org.uk](http://www.nspcc.org.uk) . These issues could be about:

- Child sexual exploitation
- Child missing from education
- Child missing from home or care
- Bullying including cyberbullying
- Domestic violence
- Drugs
- Fabricated or induced illness

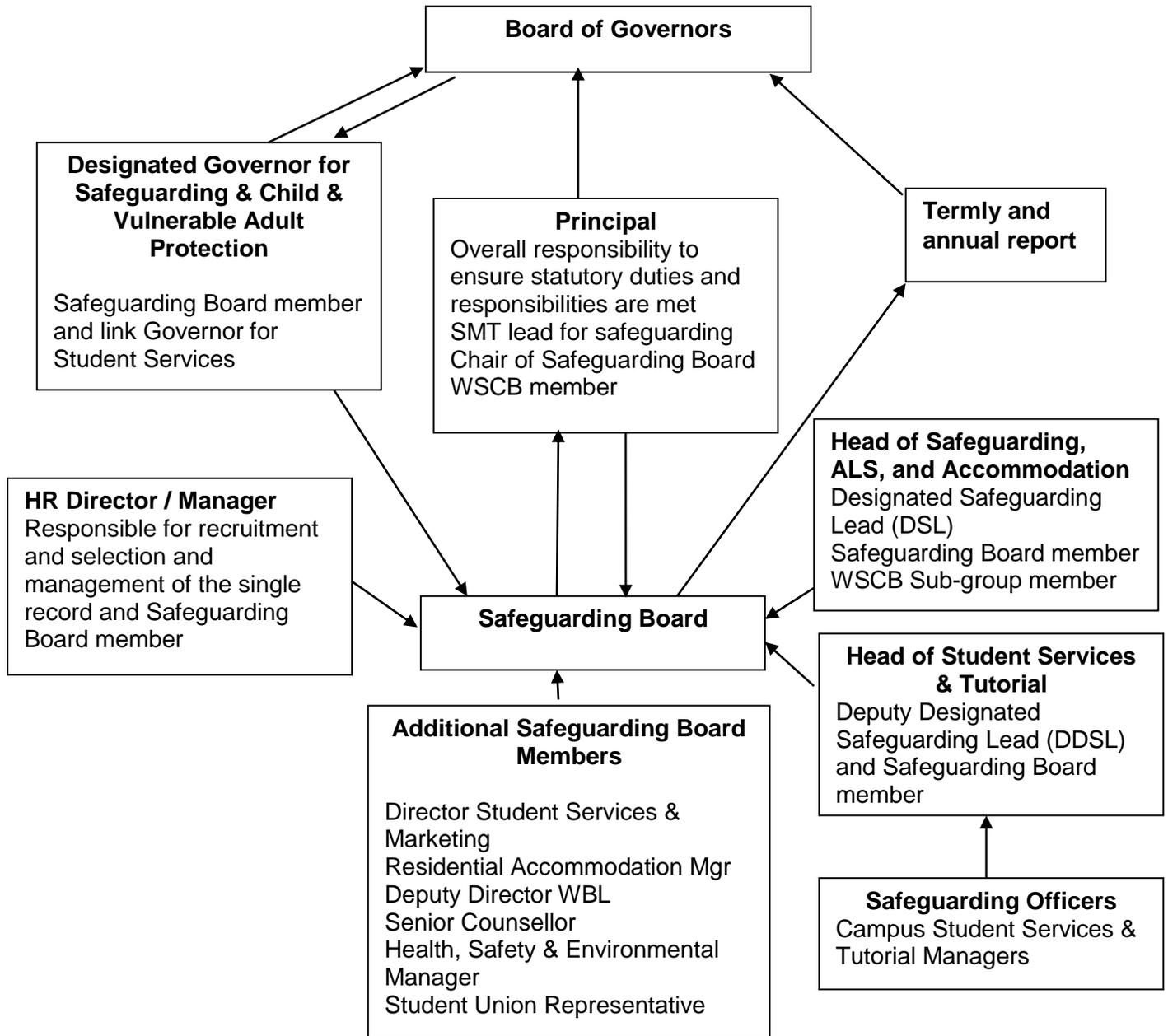
- Faith abuse
- Female genital mutilation
- Forced marriage
- Gangs and youth violence
- Gender-based violence/violence against women and girls (VAWG)
- Mental health
- Private fostering
- Extremism and radicalisation
- Sexting
- Teenage relationship abuse
- Trafficking

## **1.5 Learner Behaviour and Equality of Opportunity**

Wiltshire College recognises that young people/vulnerable adults who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helpless, humiliated and some sense of blame. College may be the only stable, secure and predictable element in the lives of young people at risk. When at College their behaviour may be challenging and defiant or they may be withdrawn. Therefore the College will endeavour to support the young person by ensuring that:

- The College ethos promotes a positive, supportive and secure environment and gives learners a sense of being valued.
- The College behaviour expectations are aimed at supporting vulnerable learners in the College. The College will ensure that learners know that certain behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred towards them.
- The College liaises with other agencies that support the learner such as the Integrated Youth Service, Children's Social Care, Child and Adolescent Mental Health Service (CAMHS), the Education Welfare Service; the Independent Psychology Service (TIPS), Preservation Around Self-Harm (PASH), 0-25 SEN/Disability Service
- Statutory policies that are relevant to safeguarding and promoting the welfare of young people are implemented and reviewed.

## 2. Accountability



South West Child Protection Procedure	<a href="http://www.swcpp.org.uk">www.swcpp.org.uk</a>
Local Safeguarding Children's Board	<a href="http://www.wiltshirelscb.org/">www.wiltshirelscb.org/</a> <b>LSCBgcsx@wiltshire.gov.uk</b> 01225 718093
Disclosure and Barring Service	<a href="http://www.gov.uk/government/organisations/disclosure-and-barring-service">www.gov.uk/government/organisations/disclosure-and-barring-service</a> Tel: 0870 90 90 811
Salam Katbi, Prevent Regional FE/HE Lead South West	Email:salam.katbi@avon&somerset.pnn.police.uk Telephone: 0117 9455533

### **3 Process/Procedure**

#### **3.1 Framework**

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002, and in line with government publications: “Working Together to Safeguard Children March 2015”, “Framework for the Assessment of Children in Need and their Families” 2000, “What to do if You are Worried a Child is Being Abused” March 2015, statutory guidance ‘Keeping children safe in education’ July 2015 and Wiltshire Safeguarding Children Board Safeguarding (WSCB) procedures.

The Criminal Records Bureau (CRB) and the Independent Safeguarding Authority (ISA) merged in Dec 2012 to become the Disclosure and Barring Service (DBS). CRB checks are now called DBS checks. The College will operate within the guidelines of the Code of Practice and explanatory Guide for Registered Persons and other recipients of Disclosure Information, issued by the Disclosure & Barring Service. The Disclosure and Barring Service (DBS) requires employers to complete the DBS application for all employees who regularly come into contact with children and vulnerable adults.

**The Children Act 1989 defines a child as a person under the age of 18 years. The College works with learners from the age of 14 years.**

**A vulnerable adult is defined (under the Protection of Vulnerable Adults Regulations 2002) as:**

**“A person aged 18 or over who is receiving services of a type listed in paragraph (2) below and in consequence of a condition of a type listed in paragraph (3) below has a disability of a type listed in paragraph (4) below.**

***The services are:***

- (a) accommodation and nursing or personal care in a care home;
- (b) personal care or nursing or support to live independently in his/her home;
- (c) any services provided by an independent hospital, independent clinic, independent medical agency or National Health Service body;
- (d) social care services; or
- (e) any services provided in an establishment catering for a person with learning difficulties.

***The conditions are:***

- (a) a learning or physical disability;
- (b) a physical or mental illness, chronic or otherwise, including an addiction to alcohol or drugs; or
- (c) a reduction in physical or mental capacity.

***The disabilities are:***

- (a) a dependency upon others in the performance of, or a requirement for assistance in the performance of, basic physical functions;
- (b) severe impairment in the ability to communicate with others; or

- (c) impairment in a person's ability to protect himself (herself) from assault, abuse or neglect.

The College recognises that all adults, including temporary staff, volunteers and governors, have a full and active part to play in protecting our learners from harm, and that the learner's welfare is our paramount concern.

All staff have a role in providing a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual learner. To this end, safeguarding is considered to be "everybody's responsibility".

### **3.2 The aims of this Policy are:**

- To support the development of all learners in ways that will foster security, confidence and independence.
- To provide an environment where learners feel safe, secure, valued, respected, and feel confident, knowing how to approach staff within the college if they are in difficulties, believing they will be effectively listened to.
- To raise the awareness of all teaching and support staff of the need to safeguard young people and vulnerable adults and of their responsibilities in identifying and reporting possible cases of abuse.
- To provide a systematic means of monitoring young persons and vulnerable adults known or thought to be at risk of harm, and ensure we, the College, contribute to assessments of need and support packages for them.
- To emphasise the need for good levels of communication between all members of staff.
- To develop a structured procedure within the College which will be followed by all members of the College community in cases of suspected abuse.
- To develop and promote effective working relationships with other agencies, especially the Local Authority, the Local Safeguarding Children Board, the Youth Offending Team, the Police and Social Care.
- To ensure that all staff working within our College who have substantial access to children and vulnerable adults have been checked as to their suitability, including verification of their identify, qualifications, and a robust vetting policy aligned to the DBS process and a single central record of checks is maintained.

## **4. Implementation**

The College will follow the guidelines set out by DfE and the Safeguarding Children's Board for Wiltshire. In particular, the College will:

- Have a named person as the Designated Safeguarding Lead (DSL), that person being the Head of Safeguarding, ALS and Accommodation
- Ensure that all staff are aware of their individual responsibility for the protection of children and vulnerable adults in their care and that they are aware of the name and the role of the DSL.

- Arrange basic training for all staff in child abuse awareness, that will include what to do if they are worried about a child or vulnerable adult and how to respond to a child or vulnerable adult who tells them about abuse. This is online training delivered through e-Study
- Set up a good, accurate record-keeping system to monitor all learners about whom concerns have been expressed, whether or not these concerns lead to a child protection referral. These records will be held electronically in a secure drive, with access limited to the safeguarding team.
- Ensure that clearance is received from the Disclosure and Barring Service (DBS) service for all staff who may, in the course of their work, be alone with a learner.
- Ensure that members of host families for under 18 international learners have undergone (DBS) checks at the appropriate level.
- With staff colleagues, develop effective links with other agencies, such as Social Services, police, and health and contribute to inter-agency enquiries, child protection conferences, common assessments framework meetings and other related groups as appropriate.
- Publish the College's responsibilities for safeguarding and the protection of children and vulnerable adults in student handbooks and information to staff and parent/ carers.
- Fulfil any special responsibilities or task required in the care of children on the child protection register.
- Ensure all members of staff are provided with safeguarding and child protection awareness at induction.
- Ensure that child protection type concerns or allegations against adults working in College are referred to the Local Authority Designated Officer for Allegations (LADO) for advice, and that any member of staff found not suitable to work with children will be notified to the Disclosure and Barring Service for consideration for barring, following resignation, dismissal, or when we cease to use their service in the case of a volunteer.

The DSL will be trained and supported in the task of overseeing all child protection matters within the College. All staff members of the Safeguarding team will undertake Advanced Multi-agency training and update training every two years and on appointment.

The College undertakes to adhere to the principles and practices of the Common Assessment Framework (termed 'Early Help' and 'Signs of Safety' 2014) when referring learners in need of multi-agency support.

#### **4.1 How our College will support learners**

The College recognises the importance of high self-esteem and self-confidence in keeping learners safe. The College tutorial programme includes activities designed to promote the well-being of learners and give them personal safety information. The increased vulnerability of people with special needs, Looked after Children and those who have been bullied or isolated by their peers is recognised and early intervention strategies put in place as soon possible using information shared as part of the transition process or flagged up on enrolment. The College seeks to support those learners who may be especially vulnerable to abuse through sensitive monitoring and by ensuring that all learners have around them a network of people they can go to for help when necessary. Learners will be supported by:

- Encouraging self-esteem and self-assertiveness, through the curriculum, tutorials, as well as our relationships, whilst not condoning aggression or bullying.
- Promoting a caring, safe and positive environment within the College.
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children and young people.
- Notifying Social Care as soon as there is significant concern.
- Providing continuing support to a learner about whom there have been concerns who leaves the College by ensuring that appropriate information is copied under confidential cover to the learner's new College or other educational setting where known and forwarded as a matter of priority.

## **4.2 Confidentiality**

**We recognise that all matters relating to child protection need to be handled sensitively but confidentiality should not be promised.**

The Designated Safeguarding Lead, deputy DSL or a safeguarding officer will disclose any information about a learner to other members of staff on a 'need to know' basis only.

All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children, young people and vulnerable adults.

All staff must be aware that they cannot promise a young person to keep secrets which might compromise the young person's safety or wellbeing or that of others who may be at risk.

We will always undertake to share our intention to refer a young person to Social Care with their parent/carers unless to do so could put the young person at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with one of the WSCB team.

## **4.3 Supporting Staff**

We recognise that staff working in the College who have become involved with a young person who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful and upsetting.

We will support such staff by providing an opportunity to talk through their anxieties with the DSL, HR Manager and/or their immediate line manager, and to seek further support as appropriate.

## **4.4 Roles and Responsibilities**

The Governing Body of Wiltshire College recognises that under section 175 (section 157 for the Independent sector) of the Education Act 2002, it has a statutory duty to make arrangements to ensure all its functions are discharged with regard to safeguarding and promoting the welfare of young people.

The Governing Body recognises that the Local Authority and the Local Safeguarding Children Board has a statutory responsibility to monitor schools'/FE Colleges' compliance with the statutory guidance.

#### **4.4.1. Role of Governing Body**

In order that duties under legislation are complied with, the Governing Body has nominated a Designated Governor for Safeguarding & Child & Vulnerable Adult Protection who works with the Designated Safeguarding Lead to ensure that through regular updates and training fellow governors they have a clear understanding of their duties with regard to safeguarding; liaises with the Designated Safeguarding Lead and the Principal, who is the member of the Senior Management Team with lead responsibility for safeguarding young people; and has a place on the Safeguarding Board.

The Governing Body executes its duty to ensure that the policies, procedures and training at Wiltshire College are effective and comply with the law at all times by:

- Delegating operational responsibility to the Principal for the purpose of safeguarding and promoting the welfare of children receiving education or training at Wiltshire College
- Giving scrutiny to regular reports provided by the Safeguarding Board which provides an update on the College Safeguarding action plan and details numbers and types of incidents and concerns which have arisen, along with updates from the counselling service, health & safety and HR (recruitment and staff training).
- Remedying any deficiencies or weaknesses in safeguarding arrangements without delay
- Ensuring that Wiltshire College has a safeguarding policy and procedures which are updated annually and satisfy statutory requirements as outlined in DCSF 'Working Together to Safeguard Children' A guide to inter-agency working to safeguard and promote the welfare of children March 2015
- Ensuring that Wiltshire College has a staff code of conduct which provides staff/volunteers with clear guidelines about expected behaviour and handling of allegations made against staff/volunteers and complies with WSCB procedures, balance the need to protect children whilst protecting staff/volunteers from false/unfounded accusations.
- Ensuring that a senior staff member is appointed to lead on safeguarding, advise/support staff/liase with the LA and other agencies. He/she will have status/authority to carry out role e.g. commit resources to safeguarding and direct staff as appropriate
- In addition, the Chair of Governors is nominated to be responsible for liaising with partner agencies, as appropriate in the event of the allegation of abuse being made against the Principal

#### **4.4.2. The Role of the Principal**

The Principal will ensure, through the Senior Management Team and the Safeguarding Board that:

- Policies and procedures are fully implemented and followed by all staff
- Sufficient resources and time are allocated so that the DSL and staff can attend strategy discussions, inter-agency meetings, contribute to assessments etc.
- Staff/volunteers feel able to raise concerns about poor/unsafe practices by addressing these sensitively and effectively in a timely manner in accordance with whistle blowing policies

- Policy/procedures are available to parents/carers on request
- Safer recruitment is adhered to and checks on new staff and volunteers carried out.
- Cases are reported to the Disclosure and Barring Service (DBS) if a person ceases to work in an education setting and there are grounds for believing he/she may be unsuitable to work with children, or may have committed misconduct.

#### **4.4.3 Role of Safeguarding Board**

The Safeguarding Board will:

- oversee and review the Wiltshire College Safeguarding Policy and Procedures including linked policies (section 12)
- Raise awareness of developments in Safeguarding good practice and links to ECM outcomes (particularly 'Stay Safe')
- Ensure the quality assurance of provision of safeguarding information, advice and guidance
- Ensure compliance with national standards and WSCB guidance through annual audits
- Monitor the Staff Training record
- Receive and review the annual College Safeguarding Report prepared by the DSL prior to presentation to SMT and Governors
- Develop initiatives which maintain the highest profile for Safeguarding in the College and its partners

The Safeguarding Board will meet for a minimum of 3 times a year.

On the occasion of a serious safeguarding concern, a safeguarding panel meeting will be convened. A panel meeting must comprise of a minimum of three members of the Safeguarding Board and not including the Designated Governor nor Student Union representative.

#### **4.4.4 Role of Designated Safeguarding Lead**

The Designated Safeguarding Lead (DSL) is the Head of Safeguarding, ALS and Accommodation  
The DSL will:

- Refer cases of suspected abuse or allegations to the relevant investigating agencies.
- Act as a source of support, advice and expertise within the College when deciding whether to make a referral by liaising with relevant agencies.
- Liaise with managers to inform of any issues/ongoing investigations, and ensure there is always cover for the role.
- Arrange training in how to recognise signs of abuse, and when it is appropriate to make a referral
- Use working knowledge in how Local Safeguarding Children Board's (LSCB) work, the conduct of case conferences, and be able to attend and contribute to these when necessary.
- Ensure all staff have access to and understand the College Safeguarding Policy.

- Ensure all staff have induction training and are able to recognise and report any concerns as they arise. Provide update training annually for all College staff.
- Ensure that detailed, accurate and secure written records of referrals/concerns are kept
- Have access to resources and attend relevant or refresher training courses at least every 2 years.
- Ensure the Safeguarding Policy is updated and reviewed annually by the Safeguarding Board and Governors.
- Ensure learners/parents/carers see copies of the Safeguarding Policy, which alerts them to the fact that referrals may be made, and the role of Wiltshire College.
- Where a young person leaves Wiltshire College and progresses or transfers within an educational establishment, ensure that file/information is transferred to the new establishment.
- Refer a child if there are concerns about possible abuse, via the relevant referral process and acting as a focal point for staff to discuss concerns. Referrals should be made in writing, following a telephone call.
- Keep written, chronological records of concerns about a child even if there is no need to make an immediate referral.
- Ensure that all such records are kept confidentially and securely, separate from learner records, until the young person's 25<sup>th</sup> birthday, and are copied on to their next education provider.
- Ensure that an indication of further record-keeping is marked on the learner records.
- Liaise with other agencies and professionals as necessary and appropriate.
- Ensure that either they, the Deputy, a member of the safeguarding team or the personal tutor attends case conferences, core groups, or other multi-agency planning meetings, contributes to assessments, and provides a report which has been shared with the parent/carers.
- Ensure that any learner currently with a child protection plan who is absent without explanation for two days is referred to their key worker's Social Care Team.
- Provide an annual report for the Governing Body, detailing any changes to the policy and procedures; training undertaken by self, staff with specific responsibility and all other staff and Governors; number and type of incidents/cases, and number of children with child protection plans (anonymised).

#### **4.4.5 Role of all staff and duty of care**

Staff must:

- prioritise safeguarding and adopt a preventative approach to engagement
- promote a safe environment for learners
- identify learners who are experiencing or are likely to experience significant harm
- Identify learners who they consider may be in danger of becoming radicalised or engaging in extremist behaviour
- seek assistance from the DSL when appropriate as stated in the Safeguarding Policy
- promote the welfare of young people and vulnerable adults
- promote the ethos of the College that learners feel secure, valued and listened to
- promote learner health and safety at induction and throughout their period of study

- access first aid / medical resources when required
- promote the learner's well-being primarily via integration into the tutorial and curriculum programmes
- recognise learners experiencing distress and to act to support
- challenge behaviour where it isn't appropriate eg bullying, substance misuse and to use the Duty Manager, Student Services & Tutorial Manager and relevant College policy to address such instances.

## **Duty of Care**

Staff are accountable for the way in which they exercise authority, manage risk, use resources, and actively protect children and young people from discrimination and avoidable harm

Staff should develop respectful, caring and professional relationships between themselves and young people. Staff behaviour should demonstrate integrity, maturity and good judgement. eg management of risk in external visits/residential visits.

(See: Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings March 2009)

### **4.4.6 Learners aged 14-16 on school roll**

- Where young people are on the roll of another education establishment there should be protocols in place between the DSL or Deputy, via the School Links Co-ordinator and the designated teachers at these establishments for communication regarding unexplained absence or other concerns.
- There will also be liaison with the parent/carer and the schools.
- The School Links Co-ordinator will identify individual young people of statutory school age who are attending college to ensure appropriate curriculum and safeguarding in College.
- The School Links Co-ordinator must be informed when a safeguarding issue concerns a pre-16 learner. Either the DSL, Deputy or the School Links Co-ordinator will contact the Head Teacher in such circumstances without delay.

### **4.4.7. Role of Local Safeguarding Children Boards (LSCBs)**

The role of the LSCBs is to coordinate local work to safeguard and promote the welfare of children, including the protection of children from harm and to ensure the effectiveness of that work.

The scope of LSCBs' role, set out in Chapter 3 of *'Working Together'* includes safeguarding and promoting the welfare of children in three broad areas of activity:

- activity that affects all children and aims to identify and prevent maltreatment, or impairment of health or development, and ensure children are growing up in circumstances consistent with safe and effective care, eg mechanisms to identify abuse and neglect wherever they may occur;
- proactive work that aims to target particular groups, eg work to safeguard and promote the

- welfare of groups of children who are potentially more vulnerable than the general population, such as children living away from home, children in custody, or disabled children; and
- responsive work to protect children who are suffering, or at risk of suffering harm, including: children abused and neglected within families and children abused outside families by adults known to them.

Whilst the LSCB has a role in coordinating and ensuring the effectiveness of local individuals' and organisations' work to safeguard and promote the welfare of children, it is not accountable for their operational work. Each Board partner retains their own existing lines of accountability for safeguarding and promoting the welfare of children by their services. The LSCB does not have a power to direct other organisations.

LSCBs are responsible for ensuring that training on safeguarding and promoting welfare is provided in order to meet local needs. This covers both the training provided by single agencies to their own staff, and multi-agency training where staff from more than one agency train together.

#### **4.5 Learners who may pose a risk**

Where a learner's history indicates that they pose a risk to other learners/staff, a risk assessment must be undertaken by appropriate professionals. This will establish whether College is an appropriate environment for that person, and if so, what arrangements can be put in place to support that person to ensure the safety of others and their own safety. This is usually undertaken at a Safeguarding Board Panel meeting or by the Independent Psychological Service (TIPS), as deemed appropriate given the profile of the individual concerned).

#### **4.6 Staff Training**

All staff will receive adequate training to familiarise themselves with safeguarding issues and responsibilities.

##### **Key messages for staff are:**

- Child abuse can affect any young person, and may be carried out by anyone. It is usually carried out by someone well known to the young person
- Safeguarding is everyone's responsibility
- Abuse has a profound emotional and/or physical effect on the young person, the family and the wider community
- All people who work with young people need to know of their responsibilities
- Some groups of young people seem to have an increased risk of abuse, for example, looked after children, children with disabilities or children living in stressful, violent or chaotic situation

Consideration will also be given to:

- The prevalence of abuse
- Signs which may indicate abuse

- Up to date legislation and guidance
- The roles of individual agencies, and the importance of working together

#### **4.7 Procedures:**

The Safeguarding Policy is supported by a set of procedures which include:

- Safer recruitment and employment
- DBS registration of contractors/self-employed people
- Responding to an allegation/ disclosure of abuse
- Responding to an allegation/ disclosure against a member of staff
- Responding to an allegation/disclosure in the evening
- Responding to an allegation/disclosure of bullying
- Responding to a concern of self-harm
- Responding to concerns about risky behaviour including use of alcohol and drugs

#### **4.8 Wiltshire LSCB Escalation Policy**

Where a dispute emerges concerning the action taken by fellow agencies with responsibilities for specific aspects of safeguarding, Wiltshire College will engage with the procedure set out in Wiltshire's LSCB "Escalation Policy" – Resolution of professional disagreements in work relating to the safety of children Oct 2014.

#### **4.9 Whistle-blowing**

We recognise that young people cannot be expected to raise concerns in an environment where staff fail to do so.

All staff and students should be aware of their duty to raise concerns, where they exist, about the management of child protection and the protection of vulnerable adults, which may include the attitude or actions of colleagues, and are encouraged to do so.

#### **4.10 Physical Intervention**

We understand that physical intervention may be required where a learner, staff member or visitor may be at risk but understand that physical intervention of a nature which causes injury or distress may be considered under child/vulnerable adult protection or disciplinary procedures.

#### **4.11 Bullying**

Our procedure on bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under safeguarding/child protection procedures. This includes cyber, racist, homophobic and gender-related bullying.

#### **4.12 Racist Incidents**

The College takes allegations of racism seriously and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under safeguarding/child protection procedures.

### **4.13 Prevention**

We recognise that the College plays a significant part in the prevention of harm to our learners by providing learners with good lines of communication with trusted adults, supportive friends and an ethos of protection.

The College community will therefore:

- Work to establish and maintain an ethos where children, young people and vulnerable adults, feel secure and are encouraged to talk and are always listened to.
- Ensure that all children, young people and vulnerable adults in the College know who they can approach if they are worried or in difficulty.
- Include across the curriculum and tutorial opportunities which equip young people with the skills they need to stay safe from harm and to know to whom they should turn for help.

### **4.14 Health & Safety**

Our Health & Safety policy, set out in a separate document, reflects the consideration we give to the safety and security of our learners both within the College environment, and when away from the College when undertaking College placements and educational visits.

Staff may be made aware that a child or vulnerable adult may have been abused through an incident being relayed to them by a learner or by another person, or from their own observations.

All complaints, allegations or suspicions of abuse shall be taken seriously. However, staff should not investigate suspected incidents since this may contaminate evidence in a future investigation by the Police or Social services. The Police or Social services who are specially trained in this area take responsibility for investigations.

Where safeguarding concerns have an impact on the student being able to commence or complete a programme of study a Safeguarding Panel meeting will be convened. The Health & Safety team will, in conjunction with the Safeguarding team (Safeguarding Board members) review the issues and produce a safeguarding risk assessment if the student is to commence or continue with their study.

## **5. Associated Documents**

The College recognises that a Safeguarding Policy does not in isolation summarise its absolute commitment to safeguard, protect and promote the welfare of children, young people and vulnerable adults.

This policy should therefore be read alongside the following policies and protocols: -

- The College Charter

- The Equality and Diversity Policy and Procedure
- The Health and Safety Policy
- The Risk Assessment Procedure
- The Workplace Vetting Procedure
- The Data Protection Policy
- The Acceptable Use Policy (AUP)
- The Student Code of Conduct and Disciplinary procedure
- Fitness to Study Procedure
- The Staff Code of Conduct and Disciplinary procedure
- The 'Minimum Standards' for the supervision of under 18 students in residential care
- The College Complaints procedure
- Staff Recruitment and Selection Policy
- Admissions Policy
- Teaching and Learning Policy
- Public Disclosure Policy
- Prevent Procedure at Wiltshire College

### **5.1 Counsellors' discretion**

The Counsellors of the student counselling service have a duty of confidentiality to learners/clients of the counselling service (*British association for counselling and psychotherapy, ethical framework 2002 pp 3-7*)

Therefore, where the first person to become aware of a case of physical, sexual, emotional abuse or neglect is a Counsellor within the student counselling service, the Counsellor will exercise his or her professional judgement and discuss the situation with the Senior Counsellor after initial discussions with the learner.

In all cases the Counsellor will discuss both the disclosure of abuse and the decision to report with their counselling supervisor.

## **6. Equality Impact Assessment**

It is intended that this policy is fair to all. Where any part could potentially lead to unequal outcomes, the policy then justifies why this is a proportionate means of achieving a legitimate aim.