

<b>Process for: EDS 1.2</b>	<b>Safeguarding Policy and Procedure (including Prevent Strategy)</b>
Process owner:	Director of Student Experience
To ensure that:	Learners and staff have a safe learning and/or working environment: that they feel safe; they know how to keep themselves safe and know the procedures to follow in the event of any concerns. This includes any concerns relating to the Prevent Agenda.
Which applies to:	All staff, learners and all stakeholders.
Monitoring and evaluation:	Regular reports and reviews to CMG and through an Annual Equality & Diversity/Safeguarding Report which goes to Governors.

<b>Section A : Safeguarding Policy: Introduction</b>	
1.1	The Corporation of Basingstoke College of Technology has a statutory and moral duty to safeguard the welfare of children and adults at risk (vulnerable) receiving education, training and care at the College.
1.2	The College's policy is that safeguarding all its people both learners and staff, will be central to all it does. This covers all matters connected with learners and staff having a safe learning and/or working environment, ensuring that they know how to keep themselves safe and that they feel safe. It pays particular regard to the welfare of young people under the age of 18 and to that of adults at risk.
1.3	<p>The purpose of this document is to outline the policy and procedures for safeguarding children and adults at risk at the College and aims to:</p> <ul style="list-style-type: none"> <li>• Promote safe practices and challenge poor and unsafe practice;</li> <li>• Ensure that all staff are aware of the Prevent agenda and have an understanding that any concerns they have are raised in the same way that all safeguarding concerns are raised.</li> <li>• Ensure staff receive adequate training and supervision;</li> <li>• Identify instances in which there are grounds for concern about the welfare of a child or adult at risk and take action to ensure safety;</li> <li>• Take appropriate action to prevent unsuitable people from working with children, young people and adults at risk;</li> <li>• Develop a pro-active culture in which both learners and staff are aware of the actions they need to take to become and remain safe.</li> </ul>
1.4	<p>In pursuit of these aims the Board of Corporation will approve and annually review policies and procedures with the aim of:</p> <ul style="list-style-type: none"> <li>• Raising awareness of issues relating to the welfare of children, young people and adults at risk and the promotion of a safe environment for the children and young people learning within the College;</li> <li>• Aiding the identification of children and young people at risk of significant harm, and providing procedures for reporting concerns;</li> <li>• Establishing procedures for reporting and dealing with allegations of abuse against members of staff; and</li> <li>• The safe recruitment of staff.</li> </ul>

1.5	<p>This policy and procedure must be seen in the context of supporting our learners by:</p> <ul style="list-style-type: none"> <li>• Being healthy;</li> <li>• Staying safe; (this includes having due regard to the Prevent agenda and ensuring students are not at risk of radicalisation)</li> <li>• Enjoying and achieving;</li> <li>• Making a positive contribution;</li> <li>• Achieving economic wellbeing.</li> <li>• Promoting British Values</li> <li>•</li> </ul>
1.6	<p>Safeguarding children, young people and adults at risk covers more than child protection. Issues such as health and safety, dealing with bullying, E-safety, arrangements to meet the needs of children with medical conditions, providing first aid and other such requirements must also be taken into account.</p>

<b>Section A : Safeguarding Policy: Introduction</b>	
1.7	<p>The following policy and procedure has been written with the guidance of the Local Safeguarding Children Board (LSCB) for Hampshire, Isle of Wight, Portsmouth and Southampton.</p>

<b>Scope</b>	
2.1	<p>This policy and its procedures apply to all staff, visitors, contractors and volunteers at the college.</p>
2.2	<p>This policy applies to all learners with particular reference to children and young people and with appropriate adaptations to the protection of adults at risk. The Children Act 1989 defines a child as a person under the age of 18. This is regardless of domicile, marital status or any legal orders in force. The Children Act 2004 also includes young people under 21 who have a learning or other disability or who have been looked after by a local authority after the age of 16 and vulnerable adults (an adult who does not have the mental ability to make his/her own decisions). Amendments to the Safeguarding Vulnerable Groups Act 2006, by the Protection of Freedoms Act 2012, adults are no longer deemed vulnerable because of their personal attributes, characteristics or abilities. An adult is considered 'vulnerable' if they receive a health, personal or social care service from a professional</p>
2.3	<p>This document is to be read in conjunction with other College policies which are designed to ensure the safety and protection of all individuals who access the College facilities. The additional policies address the safety of the building, arrangements for safe evacuation of the building, procedures for dealing with incidents, first aid arrangements, staff training, mechanisms for protection of information and policies encouraging a focus on long-term health and the environment. A list of relevant policies is provided on staff intranet and Appendix 5.</p>
2.4	<p>In respect of this policy the Board of Corporation recognises the classifications in Appendix 1 as categories of abuse which relate to Child Protection as significant harm and form the basis of other causes of concern.</p>

<b>Statutory responsibilities and background/Equality &amp; Diversity</b>	
3.1	<p>The Policy and Procedure which follows has been drawn up in accordance with the requirements of the:</p> <ul style="list-style-type: none"> <li>• Education Act 2011</li> <li>• Department of Education's document 'Keeping Children Safe in Education' July 2016, which replaces Keeping Children Safe in Education (March 15) and Safeguarding Children and Safer Recruitment in Education (December 2006).</li> </ul>

3.2	Under the Education Act, FE colleges have a statutory duty to assist Children's Services on child protection issues and to take all reasonable measures to ensure that risks of harm to children's welfare are minimised.
3.3	The Sexual Offences Act 2003 makes it an offence for a person over 18 (e.g. a lecturer or other member of staff/contractor/volunteer/visitor) to have a relationship with a child under 18 where the person is in a position of trust in respect of that child, even if the relationship is consensual. This applies where the child is in full-time education and the person works in the same establishment as the child, even if s/he does not teach the child.
3.4	The responsibility for protecting children does not rest with any one agency as Education, Children's Services, NSPCC, Police, Health Service, Probation Service and the Armed Services are all involved in child protection. <b>BCoT acknowledges that it is not the College's role to investigate whether abuse has taken place</b> as only Children's Services, the Police and NSPCC have the statutory powers. The College does recognise, however, that children have the right to be protected from harm and that it has a duty to act if there is a cause for concern and to notify the appropriate agencies so that they can investigate and take necessary actions. A failure to pass on information that might prevent a tragedy could expose the College to criticism.
3.5	A member of the Board of Corporation is appointed with special responsibility for safeguarding and child protection issues.
3.6	A member of Senior Management Team (SMT), the Director of Student Experience, is identified as the SMT Safeguarding Lead.
3.7	A member of staff, the Transition Manager, is identified as the Designated Person (DP) whose role is to advise staff, liaise with appropriate external agencies and record and report cases for investigation.
<b>Statutory responsibilities and background/Equality &amp; Diversity</b>	
3.8	BCoT has a team of Designated Safeguarding Officers (DSO) consisting of the SMT Safeguarding Lead, Designated Person, the Transition Manager, Transition Administrator, Course Director for Specialist Provision and Careers and Employability Team Leader, all have the ability to record and report information to the appropriate authorities.
3.9	The DSO team will raise awareness of safeguarding issues relating to child protection, health and safety, bullying, cyber-bullying and security, the Prevent Agenda in order to ensure that learners are being kept as safe as possible, The team will help with Staying Safe events and activities, embed awareness in the curriculum and be a point of contact for safeguarding issues which are not child protection issues.
3.10	The College has a well-developed system of learner consultation through departmental councils and a college level Learner Parliament. The inclusion of Safeguarding as an Agenda item for Council and Learner Parliament meetings is an important part of embedding this strategy. A team of student representatives is included in annual review of this policy through consultation. A member of the Student Union represents Students wellbeing.
3.12	All members of staff have a duty to ensure the welfare of the child, young person or vulnerable adult (as defined above) is the primary consideration above all others and to report suspected or alleged abuse to the Designated Safeguarding Officers for safeguarding issues.
3.13	A common secure reference point will be established in the Hub for the collation of information causing concern about Safeguarding which is not a Child Protection issue. This is to ensure that Safeguarding concerns do not spiral out of control. The electronic Incident Management System is to be used for recording this information (link available on staff intranet).

## Staff Responsibilities

4.1	All those working at BCoT must be familiar with and follow the College's procedures and protocols for promoting and safeguarding the welfare of children in the College and know who to contact to express concerns about a child's welfare. This is discussed in the staff inductions and promoted through the weekly All Staff Emails. Documents relating to Safeguarding can be found on the staff intranet and published on the College website. Appendix 6
4.2	Where staff are involved in delivering learning to students attending College who are aged between 14 and 16 they should recognise that all policies relating to safeguarding apply to these students, but that additional reference may need to be made to the Director of Student Experience
4.3	A summary document for staff (Appendix 4) highlights the key points, contacts and procedures relating to Safeguarding for use on a day to day basis.
4.4	Tutors should also ensure that students are aware of their rights under the Children Acts and of the college's position on issues of child protection. An early tutorial on this topic must form part of the student induction process.
4.5	All staff must embed safeguarding issues within the vocational curriculum.
4.6	All BCoT staff must be alert to, and aware of, the signs of abuse which may raise concern about child protection. Abuse or neglect can be by inflicting harm, or by failing to act to prevent harm. Signs may include changes in behaviour or a failure to perform or develop as expected. However, recognising abuse can be difficult; therefore staff need to take notice of not only major incidents but also signals which cause concern. <i>All</i> such concerns should be recorded and discussed with the Designated Person to decide on which action to take:  <b>report</b> <b>monitor</b> <b>take no further action</b>
4.7	Referral: Any member of staff can make a referral to Children's or Adult Social Services however all reports should be documented on the College Incident Management System (IMS). Designated Safeguarding Officers should be the ones to gather and examine all relevant testimony and information.
4.8	It is illegal for any member of staff to have a (sexual) relationship with a student who is under 18. It is therefore clearly unacceptable for any member of staff to be in such a relationship, or to put themselves in a situation where such a relationship might develop. It is also good practice to adopt the same policy for full-time learners aged over 18 and this is our approach. Staff must also take responsibility to protect themselves by avoiding, to the extent possible, situations which could give rise to allegations of inappropriate behaviour. Socialising with learners in anything other than a work context (including via social media networks) is therefore not permitted.
4.9	It is recognised however that, especially with adult learners on part-time courses, social relationships may either pre-exist between staff and student or could develop as a result of the interaction at college. In all such cases, the relationship must be disclosed to the SMT Safeguarding Lead or the Designated Person, who will consider each situation on its own facts, and will provide advice as necessary.
4.9	It is also recognised that apprentices employed by BCoT are both staff members and students, and that it is therefore quite possible that an apprentice will be in a peer group of learners, some or all of whom may be under 18. Friendships are very likely to develop in this situation and any ensuing relationship which goes further than normal socialising in college within the course group must be disclosed to the SMT Safeguarding Lead

4.10	<p>It is the RAP tutors responsibility to monitor and follow up on absence in line with the Attendance &amp; Punctuality Policy.</p> <p>If a student is reported missing to the College by a family member, police or external agency (including Channel) then the details must be obtained and passed to a DSO team member. No details must be released by the person receiving the telephone call in line with our Data Protection Policy. The DSO will then make contact with the person making the report and verify identity before providing information which may be required. Care must be taken not to disclose information to a family member where the student may have left due to difficulties in the home, e.g. domestic abuse, forced marriage.</p> <p>The DSO will work with colleagues and students in the College to help support the safe location and wellbeing of the student. The DSO will inform and update the Principal and Marketing &amp; Communications Manager.</p>
4.11	<p>Any member of staff employed by BCoT must not provide private tutoring services to any student currently enrolled on any course through BCoT. This exclusion applies even for subjects that they are not timetabled to deliver (for example English or Maths).</p>
<p><b>Prevent (concerns about extremism/radicalisation)</b></p>	
5.1	<p><b>Reporting Concerns</b>  <b>Early reporting</b> of any concern however apparently trivial is essential to prevent escalation in the case of an actual threat / risk. The College DSO's Officers are the first point of contact for staff where concerns have been raised. The College PREVENT Lead is the College Safeguarding Lead – Director of Student Experience. College Safeguarding Officers have links with Regional Prevent Co-ordinators and specialist police advisors via a regional 'Channel co-ordinator'.</p> <p><b>Observation</b> of changes in learner behaviour, particularly in those students who are most at risk due to their culture or religion. Staff should be aware of changes in learner behaviour, particularly isolation or withdrawal from activities previously enjoyed. In this instance, speak with the learner to try to establish the cause – if in doubt, seek advice. Any unexplained absences where the learner cannot be contacted or the family are unable to satisfactorily explain the learner absence or state their whereabouts, should be followed up with a Safeguarding Officer.</p> <p><b>External Influences</b> - report any literature whether in the form of books, leaflets or posters that promote extremist activities to the Lead Safeguarding Officer – Director of Student Experience</p>
<p><b>Staff Recruitment</b></p>	
6.1	<p>The College is committed to a policy of responsible recruitment which includes procedures for obtaining DBS checks for new employees. From April 2009 all existing employees were required to obtain DBS clearance.</p>
6.2	<p>The senior member of staff responsible for recruitment and training needs of staff is the Human Resources Manager and the Head of Teaching and Learning</p>
6.3	<p>The Human Resources Manager is responsible for ensuring that all DBS checks are undertaken and for ensuring that all staff receive basic training in child protection issues and are aware of the college child protection procedures</p>
6.4	<p>Inevitably, some staff, including many (if not most) new sessional/casual staff will start work before the DBS disclosure has been processed by DBS and their clearance received in HR. Line managers/Heads must therefore maintain "heightened supervision" on these staff until HR confirms that a satisfactory DBS report has been received. This "heightened supervision" should reflect what is known about the person, their experience, the nature of their duties and level of responsibility. A formal risk assessment should be completed by the Faculty Head and returned to HR</p>
<p><b>Staff Training</b></p>	

7.1	The Board of Corporation is responsible for ensuring that members of staff are suitably trained and that internal procedures are current, adhered to, and conform to LSCB procedures.
7.2	At the initial staff induction new members of staff should be informed of the importance of safeguarding (incorporating Prevent), its inclusion of Health and Safety, bullying, cyber-bullying and security and that further formal training will be part of their induction. The initial statement will be:  Safeguarding is hugely important for all at College. It includes the right of every individual to feel safe and the duty of every member of staff to ensure safety. All new staff must receive safeguarding awareness training and existing staff must attend a refresher session every three years. In addition to this all staff will have a refresher on new guidance as it arises such as Keeping Children Safe in Education part 1 2016.
7.3	The DSO team as indicated in this policy will have completed basic child protection and safeguarding training, refreshed every two years.
7.4	A system for ensuring both initial and refresher staff training in Safeguarding is in place and provided as Appendix 8. All new staff must receive safeguarding awareness training and existing staff must attend a refresher session every three years.

<b>Section B : Procedure where a child protection issue is identified</b>	
<b>For Cases not Involving Allegations against a Member of Staff</b>	
<b>Guidelines for staff:</b>	
1	Promises of confidentiality should not be given as the matter may develop in such a way that these cannot be honoured. If the complainant is the student him/herself, questions should be kept to the minimum necessary to understand what is being alleged and leading questions should be avoided. Care must be taken in asking or interpreting responses to questions about indications of abuse as this could have an effect on the evidence which is put forward if there are any subsequent legal proceedings. Copies of reports, information, etc., should be kept securely locked at all times.
2	Such an allegation, suspicion or incident of abuse must be reported to the Designated Person as soon as possible and in any event within two hours of the initial report. If the Designated Person cannot be contacted within the timescale the report must be made to a DSO Officer. If none of the above can be contacted it falls to the Duty Manager.
3	A full written record should be made as soon as possible of the nature of the allegation and any other relevant information on the Incident Management System link available on the staff intranet. In the report the following details will be required: <ul style="list-style-type: none"> <li>• the date</li> <li>• the time</li> <li>• the place where the alleged abuse happened</li> <li>• the name of the complainant and, where different, the name of the child who has allegedly been abused</li> <li>• the nature of the alleged abuse</li> <li>• a description and diagram of any injuries observed (on a separate sheet of paper)</li> <li>• the account which has been given of the allegation</li> <li>• the account of the action taken by the staff member involved</li> <li>• Name of others present, both at the interview with the student and, if known, at the time of the alleged abuse.</li> </ul>

4	<p>If the decision is taken to report the matter to Children or Adult Social Services, the DSO shall:</p> <ul style="list-style-type: none"> <li>• contact the professional telephone number at Hampshire County Council or the police by telephone, keeping a written record of the date and time of the report and of the name/position of the person to whom the report was made</li> <li>• confirm the telephone report in writing within 24 hours</li> <li>• discuss with Hampshire County Council/police what action will be taken to inform the parents of the student</li> <li>• make a note of the conversation, sign and date it in black ink</li> <li>• Maintain communication with HCC or police to ascertain what steps they will be taking and keep the student and staff member informed.</li> <li>• ensure that the student and member of staff are offered counselling</li> <li>• notify the Principal within 24 hours that a suspected child protection case has been reported and keep informed of progress</li> <li>• Retain a copy of the report and any other relevant material for a period of seven years.</li> </ul>
5	<p>If a BCoT Apprentice discloses information, or there is a suspicion of abuse whilst in the workplace, the member of BCoT staff should follow the College's Safeguarding Policy and Procedure in the same way as for a full time student.</p>

<b>For Cases Involving Allegations against a Member of Staff</b>	
<b>Guidelines for staff:</b>	
1	<p>Any suspicion, allegation or actual abuse of a child by a member of staff must be reported to:</p> <ul style="list-style-type: none"> <li>• The Safeguarding lead within two hours of the initial concern arising; if they are not contactable within two hours, or is the subject of the allegation or complaint, the matter must be reported directly to the Deputy Principal, Curriculum Performance &amp; Innovation.</li> </ul>
2	<p>On being notified of any such matter the Safeguarding lead must:</p> <ul style="list-style-type: none"> <li>• notify the Principal and HR Manager</li> <li>• take such steps as s/he considers necessary to ensure the safety of the student in question and any other student who may be at risk</li> <li>• report the matter to the local Children's Services Department in accordance with the procedure above</li> <li>• Ensure that a report of the matter is completed by the person who reported the original concern within 48 hours.</li> </ul>
3	<p>On being notified of the allegation the Principal will take into account:</p> <ul style="list-style-type: none"> <li>• the seriousness of the allegation</li> <li>• the risk of harm to the student concerned or to other students</li> <li>• the possibility of tampering with evidence</li> <li>• The interests of the member of staff concerned and the College.</li> <li>• Make contact with the LADO (Local Authority Designated Officer)</li> </ul>

4	<p>The Principal will then decide on the appropriate action(s) from the following options:</p> <ul style="list-style-type: none"> <li>• False – there is sufficient evidence to disprove the allegation and take no action, the exonerate the member of staff</li> <li>• Malicious – there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive</li> </ul> <p>Substantiated - if there is sufficient evidence to warrant an investigation, to conduct such an investigation in accordance with the procedure in the College Staff Disciplinary Policy and Procedure, to suspend the member of staff immediately since the substance of the evidence/ the nature of the allegation is sufficient to make this desirable in the interest of the protection of students and/or staff. To initiate action under Stage 4 of the College Staff Disciplinary Policy and Procedure.</p> <ul style="list-style-type: none"> <li>• Unsubstantiated: there is insufficient evidence to either to prove or disprove the allegation. The term, therefore, does not imply guilt or innocence</li> </ul>
5	<p>In all cases of accusations against staff, the member of staff will be offered access to the College Counsellors and/or to an external counsellor.</p>
6	<p>Where it is subsequently found that an allegation was made with malice and aforethought, the College may wish to invoke disciplinary procedures against the accuser.</p>
7	<p>In the event of a police investigation being undertaken, the member of staff will be suspended and any internal investigation and/or disciplinary action may be postponed pending the outcome of the external investigation. At all times accordance with Keeping Children Safe in Education (2014) should be met.</p>

## **Appendices**

Appendix 1: Categories of abuse which relate to Child Protection

Appendix 2: Keeping Children Safe in Education part 1

Appendix 3: Prevent Duty

Appendix 4: Actions to take if you think a child is being abused

Appendix 5: Roles of staff with Designated Responsibilities for Child Protection

Appendix 6: List of College Policies Relating to Safeguarding

Appendix 7: Safeguarding – Risks Associated with Recruitment

Appendix 8: Training Staff in Safeguarding

Appendix 9: Guidance on wearing of Lanyards

## DEFINITIONS OF ABUSE

### Young Person:

**Physical Abuse** may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child/ young person.

**Neglect** is the persistent failure to meet a young person's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers); or
- ensure access to appropriate medical care or treatment

It may also include neglect of or unresponsiveness to, a child's basic emotional needs.

**Sexual Abuse** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child/ young person 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.

**Emotional Abuse** is the persistent emotional maltreatment of a child/ young person such as to cause severe and persistent adverse effects on their 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 the 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 developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection 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 cyber bullying), 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 / young person, though it may occur alone.

**Prevention of Abuse** the College will identify and provide opportunities for young people to develop skills, concepts, attitudes and knowledge to promote their safety and well-being, by addressing relevant issues in tutorials and other areas of the curriculum.

### Adults:

**Physical Abuse** This includes hitting, slapping, pushing, kicking, rough handling or unnecessary physical force either deliberate or unintentional, misuse of medication, restraint or inappropriate sanctions.

**Sexual Abuse** This includes rape and sexual assault or sexual acts to which the vulnerable adult has not consented, or could not consent to, or was pressured into consenting. Sexual abuse can occur between people of the same sex and it can also occur within a marriage or any long-term relationship. A relationship of trust should exist between a member of staff or a volunteer and the person for whom they are caring, it would be seen as a betrayal of that trust, and therefore abusive, for that member of staff or volunteer to have a sexual relationship with the person they are caring for.

**Psychological Abuse** This includes 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.

**Financial or Material Abuse** This includes theft, fraud, exploitation, pressure in connection with wills, property, enduring power of attorney, or inheritance or financial transactions, or the inappropriate use, misuse or misappropriation of property, possessions or benefits.

**Neglect and Acts of Omission** This includes ignoring or withholding 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, clothing and heating.

**Discriminatory Abuse** This includes racist, sexist, or other forms that are based on a person's disability and other forms of harassment, or similar treatment.

**Self-Neglect** This is not a direct form of abuse but staff need to be aware of it in the general context of risk assessment/risk management and to be aware that they may owe a duty of care to a vulnerable individual who places him/herself at risk in this way.

#### **Other forms of Concern:**

- Bullying
- Substance Abuse
- Domestic Violence
- Radicalisation & Extremism PREVENT

The Prevent strategy, launched in 2007, seeks to stop people becoming terrorists or supporting terrorism. It is the preventative strand of the government's counter-terrorism strategy, (CONTEST). Objectives of the Prevent strategy are to:

- respond to the ideological challenge of terrorism and the threat from those who promote it
- prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support
- work with sectors and institutions where there are risks of radicalisation that we need to address

If there are concerns that a student is becoming radicalised and involved in an organisation which could ultimately harm the student and the community this needs to be reported to the Designated Safeguarding Officer.

#### **Forced Marriage**

Forced Marriages are marriage relationships conducted without the valid consent of both parties, where duress is a factor. If there are concerns that a student is in danger of a forced marriage the Designated Safeguarding Officer will follow government guidelines and contact will be made with the 'Forced Marriage Unit' Arranged marriage is an entirely separate issue and must not be confused with forced marriage.

- Female Genital Mutilation
- Financial Abuse or Material Abuse

Including theft, fraud, exploitation, pressure in connection with wills, property or inheritance or financial transactions or the misuse or misappropriation of property, possessions or benefits.

- Child Sexual Exploitation

Child sexual exploitation is illegal activity by people who have power over children and young people and use it to sexually abuse them.

This can involve a broad range of exploitative activity, from seemingly 'consensual' relationships and informal exchanges of sex for attention, accommodation, gifts or cigarettes, through to very serious organised crime. Children and young people at risk of sexual exploitation are some of the most vulnerable in our society. Many have experienced abandonment or have suffered from physical and mental abuse.

If you become aware of or suspect that a student is being sexually exploited this needs to be reported to the DSO using the safeguarding procedures outlined.

Keeping children safe in education: Information for College Staff: July 2016

Dfe guidance replacing Keeping Children safe in education (2015) and Safeguarding Children and Safer recruitment in Education (Dec 2006)

### What school and college staff should know and do

#### A child centred and coordinated approach to safeguarding

- 1 Schools and colleges and their staff form part of the wider safeguarding system for children. This system is described in statutory guidance Working together to safeguard children.
- 2 Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child.
- 3 No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, **everyone** who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.
- 4 Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.
- 5 Children includes everyone under the age of 18.

#### The role of school and college staff

- 6 School and college staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating.
- 7 All school and college staff have a responsibility to provide a safe environment in which children can learn.
- 8 Each school and college should have a designated safeguarding lead who will provide support to staff members to carry out their safeguarding duties and who will liaise closely with other services such as children's social care.
- 9 All school and college staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. In the first instance staff should discuss early help requirements with the designated safeguarding lead. Staff may be required to support other agencies and professionals in an early help assessment.
- 10 Any staff member who has a concern about a child's welfare should follow the referral processes set out in paragraphs 21-27. Staff may be required to support social workers and other agencies following any referral.
- 11 The Teachers' Standards 2012 state that teachers, including headteachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

## What school and college staff need to know?

- 12 All staff members should be aware of systems within their school or college which support safeguarding and these should be explained to them as part of staff induction. This should include:
- The child protection policy;
  - The staff behaviour policy (sometimes called a code of conduct); and
  - The role of the designated safeguarding lead.

Copies of policies and a copy of Part one of this document (Keeping children safe in education) should be provided to staff at induction.

- 13 All staff members should receive appropriate safeguarding and child protection training which is regularly updated. In addition all staff members should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- 14 All staff should be aware of the early help process, and understand their role in it. This includes identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.
- 15 All staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989 that may follow a referral, along with the role they might be expected to play in such assessments.<sup>6</sup>
- 16 All staff should know what to do if a child tells them he/she is being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals such as the designated safeguarding lead and children's social care. Staff should never promise a child that they will not tell anyone about an allegation- as this may ultimately not be in the best interests of the child.

## What school and college staff should look out for?

- 17 All school and college staff members should be aware of the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. Types of abuse and neglect, and examples of safeguarding issues are described in paragraphs 35-44 of this guidance.
- 18 Departmental advice: What to do if you are worried a child is being abused- Advice for practitioners provides more information on understanding and identifying abuse and neglect. Examples of potential signs of abuse and neglect are highlighted throughout the advice and will be particularly helpful for school and college staff. The NSPCC website also provides useful additional information on types of abuse and what to look out for.
- 19 Staff members working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the best interests of the child.
- 20 Knowing what to look for is vital to the early identification of abuse and neglect. If staff members are unsure they should always speak to the designated safeguarding lead.

## What school and college staff should do if they have concerns about a child?

If staff members have any **concerns** about a child (as opposed to a child being in immediate danger - see paragraph 28) 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.

- 21 If anyone other than the designated safeguarding lead makes the referral they should inform the designated safeguarding lead, as soon as possible. The local authority should make a decision within one working day of a referral being made about what course of action they are taking and should let the referrer know the outcome. Staff should follow up on a referral should that information not be forthcoming. The online tool
- 22 Reporting child abuse to your local council directs you to your local children's social care contact number.
- 23 See page 10 for a flow chart setting out the process for staff when they have concerns about a child.
- 24 If after a referral the child's situation does not appear to be improving the designated safeguarding lead (or the person that made the referral) should press for re-consideration to ensure their concerns have been addressed and, most importantly, that the child's situation improves.
- 25 If early help is appropriate the designated safeguarding lead should support the staff member in liaising with other agencies and setting up an inter-agency assessment as appropriate.
- 26 If early help and or other support is appropriate the case should be kept under constant review and consideration given to a referral to children's social care if the child's situation doesn't appear to be improving.
- 27 If a teacher, in the course of their work in the profession, discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18 the teacher must report this to the police. See Annex A for further details.

#### **What school and college staff should do if a child is in danger or at risk of harm?**

- 28 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. Reporting child abuse to your local council directs you to your local children' social care contact number.

#### **Record keeping**

- 29 All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing. If in doubt about recording requirements staff should discuss with the designated safeguarding lead.

#### **Why is all of this important?**

- 30 It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Research and Serious Case Reviews have repeatedly shown the dangers of failing to take effective action. Poor practice includes: failing to act on and refer the early signs of abuse and neglect, poor record keeping, failing to listen to the views of the child, failing to re-assess concerns when situations do not improve, sharing information too slowly and a lack of challenge to those who appear not to be taking action.

#### **What school and college staff should do if they have concerns about another staff member?**

- 31 If staff members have concerns about another staff member then this should be referred to the Headteacher or principal. Where there are concerns about the headteacher or principal this should be referred to the chair of governors, chair of the management committee or proprietor of an independent school as appropriate. In the event of allegations of abuse being made against the headteacher, where the headteacher is also the sole proprietor of an independent school, allegations

should be reported directly to the designated officer(s) at the local authority. Staff may consider discussing any concerns with the school's designated safeguarding lead and make any referral via them. Full details can be found in Part four of this guidance.

### **What school or college staff should do if they have concerns about safeguarding practices within the school or college?**

- 32 All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school or college's safeguarding regime and that such concerns will be taken seriously by the senior leadership team.
- 33 Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies, should be in place for such concerns to be raised with the school or college's senior leadership team.
- 34 Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:
  - The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

### **Types of Abuse and Neglect**

- 35 **All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.**
- 36 **Abuse:** 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.
- 37 **Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
- 38 **Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the 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 developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection 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.
- 39 **Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, 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.

- 40 **Neglect:** 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. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

### **Specific safeguarding issues**

- 41 All staff should have an awareness of safeguarding issues- some of which are listed below. Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger.
- 42 All staff should be aware safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting. Staff should be clear as to the school or college's policy and procedures with regards to peer on peer abuse.
- 43 Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example information for schools and colleges can be found on the TES, MindEd and the NSPCC websites. School and college staff can access government guidance as required on the issues listed below via GOV.UK and other government websites:

## BRIEF GUIDE TO PREVENT DUTY

The Government's national counter terrorism strategy CONTEST has four elements:

### **Pursue, Protect, Prepare and Prevent**

**Prevent** aims to stop people becoming terrorists or supporting terrorism.

Education, like other key sectors, has a responsibility to promote values of openness, tolerance and facilitating free debate which is central to being a British Citizen. With the current government alert at severe [2015] the College needs to be aware of risks and raise awareness within its community.

New statutory guidance "Keeping Children Safe in Education" was introduced in April 2014. From this guidance the College introduced a new "keeping yourself safe guidance" which identified the behaviours it expects of staff. Further developments have also take place around safer recruitment practice to ensure that all safeguarding procedures are in place.

Further Education colleges are major education and training providers for the 16 – 25 year age group, particularly young people from ethnically diverse and socially and economically disadvantaged areas. The age and profile of our learners make it crucial to be involved in the Prevent strategy. Colleges have a part to play in fostering shared values and promoting cohesion. colleges should focus on the risks of violent extremism, which represents the greatest threat at national level, while recognising that other forms of violence and extremism can and do manifest themselves within colleges and other training settings.

### **Teaching and Learning**

To provide a curriculum which promotes knowledge, skills and understanding to build the resilience of learners, by undermining extremist ideology and supporting the learner voice. This will be achieved through:

- Embedding equality, diversity and inclusion, wellbeing and community cohesion
- Promoting wider skill development such as social and emotional aspects of learning
- A curriculum adapted to recognise local needs, challenge extremist narratives and promote universal rights
- Teaching and learning strategies which explore controversial issues in a way which promotes critical analysis and pro-social values
- Use of external programmes or speakers to support learning while ensuring that the input supports College goals and values.
- Encouraging active citizenship and learner voice.

### **Learner Support**

To ensure that all staff are confident to take preventative and responsive steps working with partner professionals, families and communities. This will be achieved through:

- Establishing strong and effective learner support services
- Developing strong community links and being aware of what is happening in the locality
- Implementing anti-bullying strategies and challenging discriminatory behaviour
- Recognising factors which may increase risk to a learner i.e. vulnerability, disadvantage or hardship and implementing early risk management strategies
- Sign posting learners and staff to access support in College and/or via community partners
- Supporting at risk learners through safeguarding and crime prevention processes

- Focussing on narrowing the attainment gap for all learners
- Working collaboratively to promote support for learners across all areas of the College to include e.g. College Nursery and learners in off-site provision

### **Managing Risks and Responding to Events**

To ensure that the College monitors risks and is ready to deal appropriately with issues which arise. It will do this through:

- Understanding the nature of the threat from violent extremism and how this may impact directly or indirectly on the College
- Identifying potential risks within the College and from external influences
- Ensuring measures are in place to minimise the potential for acts of violent extremist within the College
  - Ensuring that plans are in place to respond appropriately to a threat or incident within the college
- Responding appropriately to events reported via local, national or international news that may impact on learners and communities
- Developing effective ICT security and responsible user policies

### **British Values**

British values should be embedded across the Curriculum. The Values include

- Democracy
- Rule of law
- Individual liberty
- Mutual respect
- Tolerance of different faiths

These can support the College's promotion of Ready, Respectful and Safe.

## What to do if you have concerns?

### BCoT Guide

BCoT embraces the need to take action to safeguard and promote the welfare of young people and vulnerable adults receiving education and training

Safeguarding children, young people and vulnerable adults is preventative. It covers issues such as:

Health & Safety  
Bullying  
E-Safety

Child Protection/Protection of Vulnerable Adults is recognising and acting upon possible abuse

### It is everyone's responsibility to:

Recognise  
Respond  
Report  
Record  
Refer

### What kinds of abuse are there? (At risk of significant harm)

- Physical
- Emotional
- Sexual
- Neglect

### Other causes for concern

- Bullying
- Substance Abuse
- Financial
- Domestic Violence
- Forced Marriage
- Extremism
- Radicalisation

### What should cause concern?

- Unexplained injuries
- Pattern of injury
- Unrealistic parental expectations
- Continual self-deprecation – low self esteem
- Self-harm
- Neurotic behaviour
- Extremes of passivity or aggression
- Poor social development/isolation
- Lack of trust or fear of familiar adults
- Hunger, lateness, non-attendance
- Homeless

## **How to talk to a student who is disclosing abuse**

- Listen carefully and stay calm
- Do not interview – question without pressure to ensure you have understood
- Do not put words into the student's mouth
- Reassure by saying the student has done the right thing
- Inform the student that you must pass the information on but only to those who need to know   
Note the points carefully
- Make a detailed note of date, time, place and what was said

## **What you should not do**

- Promise confidentiality
- Investigate the matter yourself
- Convey any sense of judgement or shock
- Discuss the situation with anyone else except the Designated Person

## **Action you should take if you suspect abuse**

- Report to Designated Person
- Avoid excessive questioning of young person/vulnerable adult
- Make note of events
- Designated Person contacts Children/Adult Services
- Complete a written report for Designated Person
- Designated Person sends referral to Children/Adult Services
- Designated Person to support both staff and student

## **If the decision is that the concern is not serious then you should**

- Discuss options with young person/vulnerable adult and seek advice of Designated Person/Line Manager
- Agree course of action with young person/vulnerable adult
- Monitor discuss and support

## **How you should protect yourself from risk**

- Do not hold private meetings with students
- Conduct one to one meetings with visual access
- Avoid any meetings with students away from college
- Avoid all unnecessary physical contact with students
- When demonstrating use of equipment to students respect limits of reasonable contact
- If administering first aid ensure other students or another adult is present when life is not threatened
- Do not enter into a sexual relationship with a student who is under 18, or a vulnerable adult, whether you teach them or not – this would be illegal under The Sexual Offences Act
- Do not use inappropriate language or gesture
- Inform your Head of Department if a student claims to be attracted to you
- Do not use disparaging or sarcastic comments
- Be particularly careful when involved in extracurricular or residential activities
- Do not give or receive inappropriate gifts to/from students
- Do not give personal communication information to students (addresses, telephone number, email, Facebook)

# WHO TO CONTACT

## BCoT Designated Officers

### SMT Safeguarding Lead

Alexis Smith

Director of Student Experience

Tel: 01256 306471

Email: [alexis.smith@bcot.ac.uk](mailto:alexis.smith@bcot.ac.uk)

### Designated Persons:

Alexis Smith

Director of Student Experience

Tel: 01256 306471

Email: [alexis.smith@bcot.ac.uk](mailto:alexis.smith@bcot.ac.uk)

Helen Key

Transition Manager

Email: [helen.key@bcot.ac.uk](mailto:helen.key@bcot.ac.uk)

Rachel Auge de Rancourt

ALS Administrator

Email: [Rachel.AugeDeRancourt@bcot.ac.uk](mailto:Rachel.AugeDeRancourt@bcot.ac.uk)

Lynsey Spillane

Course Director Specialist Provision

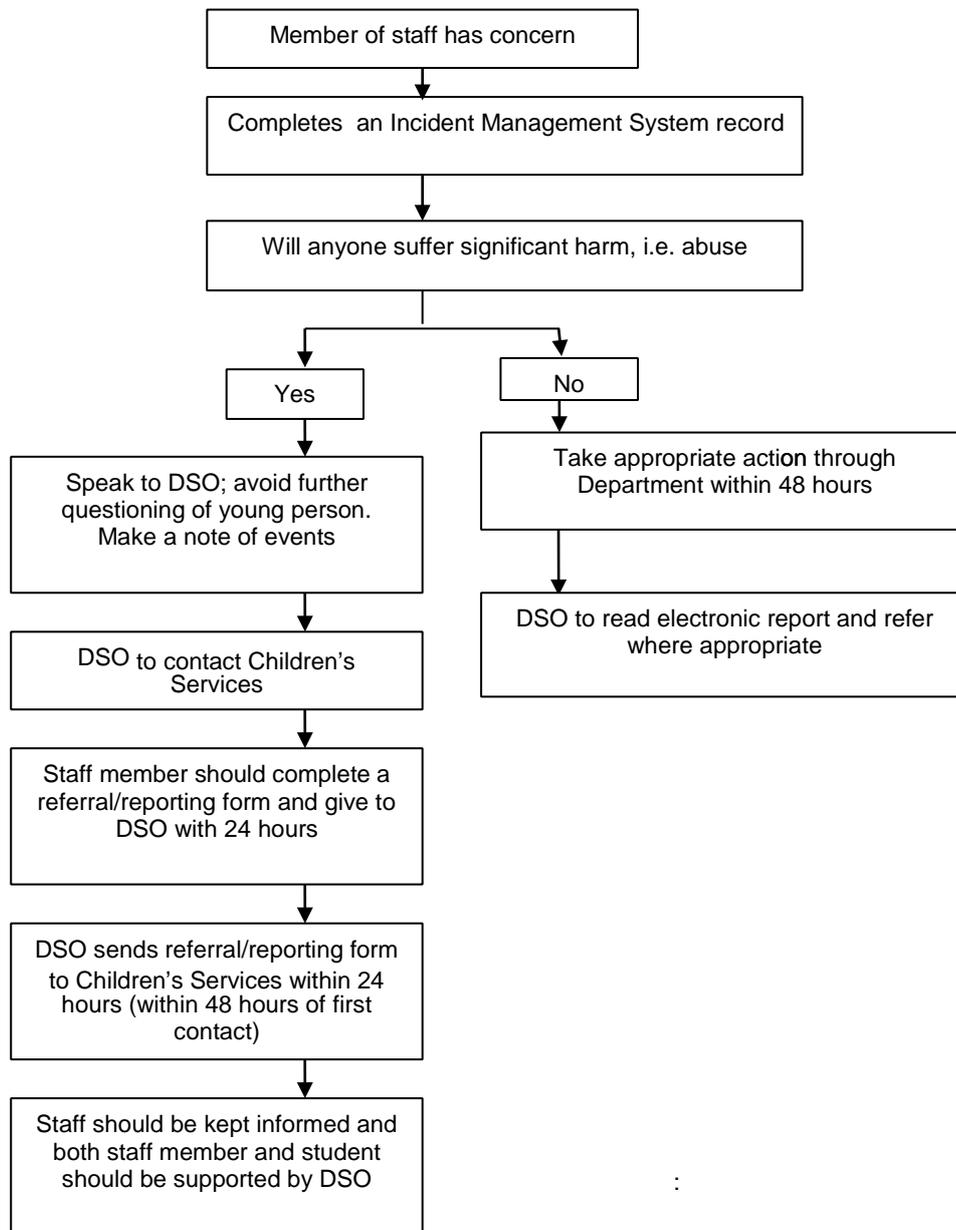
Email [Lynsey.spillane@bcot.ac.uk](mailto:Lynsey.spillane@bcot.ac.uk)

David Richards

Careers and Employability Team Leader

Email: [David.Richards@bcot.ac.uk](mailto:David.Richards@bcot.ac.uk)

**ACTIONS TO TAKE IF YOU THINK A YOUNG PERSON IS BEING ABUSED**



**CONFIDENTIAL**

**SAFEGUARDING REFERRAL/REPORTING FORM: Section B**

**To be completed with the Designated Person**

- One copy to be sent to Children's Services/Police (if appropriate)
- One copy to be sent to the Principal
- One copy to be retained by the Designated Safeguarding Officer

Designated Person: \_\_\_\_\_

Contact Telephone Number: Work: \_\_\_\_\_

Home: \_\_\_\_\_

Name of Staff Member: \_\_\_\_\_ (Making  
the Referral/Reporting the Incident)

Contact Telephone Number: \_\_\_\_\_

Name of Complainant: \_\_\_\_\_

If different, name of child allegedly being abused: \_\_\_\_\_

Date and Time of Allegation: \_\_\_\_\_ Place of Allegation: \_\_\_\_\_

Details of the alleged allegation/concern: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Description of any injuries observed. If possible attach a diagram. \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name(s) of any others present at time of the allegation: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

What action was taken by staff member in relation to the young person?

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Names of any others present at the interview: \_\_\_\_\_

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Action taken by Designated Safeguarding Officer: \_\_\_\_\_

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Names of people contacted and times: \_\_\_\_\_

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Was a referral made? \_\_\_\_\_

Action agreed with Children's Services:

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Further action to be taken:

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Signature of staff member making referral/reporting incident: \_\_\_\_\_

Signature of Designated Safeguarding Officer: \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_

**ROLES OF DESIGNATED STAFF RESPONSIBLE FOR SAFEGUARDING****Roles of Designated Staff Responsible for Child Protection**

- a) The senior member of staff responsible for recruitment and training needs of staff is the Human Resources Manager.
- b) This member of staff is responsible for ensuring that all DBS checks are undertaken and for ensuring that all staff receive basic training in child protection issues and are aware of the college child protection procedures
- c) The senior member of staff with operational responsibility for child protection Alexis Smith, Director of Student Experience
- d) This member of staff has a key duty to take lead responsibility for raising awareness with the staff of issues relating to the safeguarding of children, young people and vulnerable adults and the promotion of a safe environment for these learners within the college.
- e) **The SMT Safeguarding Lead is to:**
  - Fully co-operate and work with the LSCB
  - Be aware of the methods and requirements of inter-agency working
  - Keep up-to-date with developments in child protection issues
  - Oversee the referral of cases of suspected abuse or allegations to the Children's Services
  - Provide advice and support to all other staff on issues relating to child protection
  - Maintain a proper and auditable record of any child protection or safeguarding referral, complaint or concern including cases where that concern does NOT lead to a referral
  - Ensure that all data and information relating to Child Protection matters are stored securely in locked accommodation
  - Ensure that all parents and guardians of children and young people within the college are aware of the College Safeguarding Policy
  - Liaise with the local education authority and the LSCB and any other appropriate agencies
  - Liaise with secondary schools which send pupils to the college to ensure that appropriate protection arrangements are made for those pupils enrolling at college
  - Ensure that all other persons in partnership with the college, including volunteers, subcontractors and service level agreement holders are aware of this policy and understand their obligation to protect and safeguard children, young people and vulnerable adults
  - Produce an annual report to the Board of Corporation setting out how the college has discharged its duties. The report must include any deficiencies in procedure or policy identified by the LSCB
  - Report any deficiencies identified by the LCSB or any other relevant agency to the Board of Corporation at the earliest opportunity
  - Have direct access to the Principal on a no notice basis

## **Specially Designated Staff Members (DSOs)**

The designated staff members with responsibility for safeguarding issues are Alexis Smith, Director of Student Experience, David Richards Careers and Employability Team Leader, Helen Key Transition Manager and Rachel Auge de Rancourt ALS Administrator Lynsey Spillane, Course Director for Specialist Provision.

These designated staff members are to:

- Report to the SMT Safeguarding Lead
- Know how to make an appropriate referral
- Be available to provide advice and support to other staff on issues related to child protection
- Have particular responsibility to be available to listen to children and young people studying at the college or at a work placement
- Deal with individual cases, including attending any case conferences and review meetings as appropriate
- Receive child protection training and inter-agency working training as required by the LSCB
- Undergo refresher training in child protection at least every two years

### **f) Duties of the Designated Governor**

The designated member of the Board of Corporation with responsibility for safeguarding is Gareth Moores.

The designated governor is responsible for liaising with the Principal and Senior Staff Member with lead responsibility over matters regarding safeguarding and child protection, including:

- Ensuring that the college has procedures and policies which are consistent with the Local Safeguarding Children Board (LSCB) procedures
- Ensuring that the governing body considers the college policy on safeguarding each year
- Ensuring that each year the governing body is informed of how the college and its staff have complied with the policy including, but not limited to, a report on the training that staff have undertaken

The designated governor is further responsible for overseeing the liaison between the LSCB, the Police, Children's Services and any other agency defined by the LSCB in connection with allegations against the Principal or Senior Staff Member with lead responsibility. This will NOT involve undertaking any form of investigation but will ensure good communication between the parties and provide information to assist enquiries.

To ensure that the designated member of the Board of Corporation is supported in their duties they shall receive appropriate safeguarding training.

## LIST OF COLLEGE POLICIES RELATING TO SAFEGUARDING

### 1. Policies relating to the safety of the facilities:

H & S 1fr	Car Parking Policy
H & S 1g	Security Policy

### 2. Policies relating to incidents and activities

H & S 1a	Offsite Activities Policy and Procedure
H & S 1b	Reporting and Investigation of Incidents, Accidents, Diseases and Dangerous Occurrences
H & S 1c	Emergency Procedures for Fire and Bomb Evacuation
H & S 1i	Procedure on Staff response to College Incidents and Queries
Stu 2b	Learner Involvement Strategy
Stu 3c	Work Experience Placements for Full Time Students Policy and Procedure
Stu 2j	Student Complaints Policy and Procedure
EDS 1d	Anti-Bullying Policy

### 3. Policies relating to data protection

G & M 1f	Policy on Access to College Information
G & M 1h	Data Protection Statement
H & S 1h	IT Security Policy
Stu 2h	Electronic Communication Acceptable Use Policy and Procedures for Student Use

### 4. Policies relating to development of long term physical, social and financial well-being

H & S 1d	Smoke Free Policy
H & S 1e	Environmental Policies
EDS 1a	Equality and Diversity Policy
Stu 2i	Drugs Policy (Substance Use, Misuse or Abuse)

### 5. Policies relating to employment

HR 2c	Bullying and Harassment
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## SAFEGUARDING - RISKS ASSOCIATED WITH RECRUITMENT

As part of our review of Safeguarding in the College, two areas of risk regarding the recruitment and employment of staff, especially sessional/casual staff, have been identified. These are:

- 1.1 The possibility that a new member of staff will not have their identity and right to work in the UK checked. (Note that it is illegal to knowingly employ anyone without the right to work in the UK and we are obliged by law to undertake appropriate checks).
  - 1.2 The likelihood that new members of staff will be placed in a position of trust/responsibility for children and/or vulnerable adults before the College has had the opportunity to check their DBS status. This is a particular issue in the case of teaching staff.
- 2 Recently revised recruitment practice for permanent staff requires individuals to produce, at the time of interview, the relevant documentation to check their right to work in UK. Thus, for permanent staff, the risk of 1.1 above occurring should be minimal.
  - 3 On being offered a post, permanent staff are sent the DBS forms to complete and are asked to provide the supporting documentation in advance of commencing work (or, as a last resort, on their first day of work). A phone call is made to arrange a date for documentation to be brought in. The length of time that we have to wait for the DBS clearance to come through, after they have commenced work, is thus minimised, although the waiting time is often not eliminated as the DBS clearance can take several weeks to be processed.
  - 4 In order to reduce the risks associated with 1.1 and 1.2 above, the following measures must now be implemented by Heads with immediate effect.

### **A Recruitment of sessional/casual staff**

- 5 Inform candidates *before* you offer them a post, ideally when you call them to interview, that an enhanced DBS check, as well as proof of their right to work in the UK, will be required in order for their post to be confirmed.
- 6 Tell successful candidates that they must, at the latest, bring the necessary DBS documents/proof of identity documents with them on their first day of work, and provide them to HR that day. If they can provide them to HR before their first day at work, then that would be preferred. They should allow approximately 30 minutes for HR to record the documents and ensure a DBS disclosure from is completed. Note: people who will be working outside the standard working hours (8.30 am. to 5 pm.) will be expected to visit during these standard hours to complete the documentation.
- 7 On offering a post to a sessional member of staff, send an email to HR (Karen Pearn) that you have made an offer, giving the person's name, the role and the proposed start date.
- 8 The employment cannot be confirmed and no pay claims will be processed until the required documents have been received, and casual/sessional staff should be warned of this at the time you make them the offer.

Note that, for permanent staff, no offer will be confirmed until the documents have been received.

## **B Staff awaiting DBS clearance.**

- 9 Inevitably, some staff, including many (if not most) new sessional/casual staff will start work before their DBS disclosure has been processed by the DBS, and their clearance received in HR. Line managers/Heads must therefore maintain “heightened supervision” on these staff until HR confirms that a satisfactory DBS report has been received. This “heightened supervision” should reflect what is known about the person, their experience, the nature of their duties and level of responsibility. HR will inform Line Managers/Heads immediately on receipt of a satisfactory DBS check.
- 10 Inconvenient though it may be, if there is any doubt in the Head’s mind – if necessary, after discussion with the Additional Learner Support Manager and or Assistant Principal, STEM and Learner Engagement Services – any staff member in question (including sessional teaching staff) should not be allowed unsupervised contact with learners.
- 11 Staff who teach elsewhere and/or are experienced teachers may well have been DBS checked by another establishment. If this is the case the individual will have a copy of that disclosure, and they could be asked to provide HR with copy details (in a sealed envelope marked “confidential”) as an interim measure until the new clearance comes through. This would not obviate the need for our own check to clear through the DBS but it would provide some level of reassurance.
- 12 For each member of staff awaiting DBS clearance, Heads are to keep a brief note of their risk assessment regarding their access to learners and should be prepared to justify the “heightened supervision” measures they have implemented.

**TRAINING STAFF IN SAFEGUARDING****Training Plans to Implement Whole College Approach to Safeguarding**

- 1 All Staff employed by BCoT need to undertake training in Safeguarding, Such training is available through LSIS.
- 2 Provision needs to be made for training governors, contractors and volunteers.
- 3 Initial training to be up-dated every three years.
- 4 The level of training for personnel will vary.
  - a. All staff to undertake modules 1 & 2
  - b. Staff involved in recruitment to undertake all four modules.
  - c. The level of training required by Contractors will relate to the amount of time spent by contract staff in College. Our premises are a specified place. Where contract staff are involved in regulated activity frequently, intensively or overnight, the College will provide training in modules 1 & 2 and this will be negotiated as part of the terms of contract. Local Managers of contract companies will be expected to undertake this training. Staff whose employment in College is infrequent or occasional or whose hours of work do not coincide with student presence in the building will be provided with a brief introduction to the topic reinforced by a leaflet. The contractor will make any necessary arrangements about staff time.
- 5 Staff whose BCoT training is out of date can up-skill by completing the LSIS on-line training, units 1 and 2, as a refresher. Units are certificated and sent to Human Resources.
- 6 Staff to be identified by issuing of a list by HR.
- 7 Staff involved in recruitment to undertake modules 3 and 4 of the LSIS training.
- 8 Contractors to be issued with the Brief BCoT Guide to Safeguarding.
- 9 All Staff and Contractors (dependent on the amount of time spent in College) to complete the Channel On-line training (Prevent).
- 10 Safeguarding updates will be given through teacher forums, all staff email, team meetings, on training days.

## Management guidelines – Lanyards

To support the College Policy that all staff and students should wear their lanyards at all times. To ensure we are keeping everyone safe at college it is important that everyone wears lanyards. The expectation is that lanyards are visible for all Staff/Students/Visitors at all times. The students badge must be visible, it is not enough for the Students to have their badge in their pocket with the lanyard hanging down should wear their badges at all times (in workshops for health and safety if they do not have a belt clip they may need to remove them when working with machinery). To ensure that there is a consistent approach across the college all staff must challenge anyone they see without a lanyard.

### **Guidance for students**

Through induction, tutorials and lessons the importance of wearing lanyards at all times will be reiterated, it will be linked with keeping everyone safe.

Students will not be served in the canteen without their badge being visible. When supporting students in any area the student should have their badge visible and challenged if not.

### **Guidance for staff**

The expectation is that **all** staff challenge any person not wearing a lanyard and visible badge. Staff should not enter into conversation with a student if the badge is not visible. If the student does not have one they go to student services to get a temporary badge.

Students will not be allowed into class without a badge, if they have forgotten it they should be sent to student services. Badges should be kept on during lessons as this will support the students wearing them consistently and so they cannot leave their badge in the classroom and it promotes the consistency we are aiming for across the College

If you see students in common areas without their badge being visible ask them to put it on.

### **Consequences**

If a student is rude or uncooperative take the students name and log it as a behaviour alert on the eilp. If the student has three behaviour alerts there will be a disciplinary meeting.

If there is any member of staff who would like support on how to challenge students please do contact Alexis Smith X6471