

## SAFEGUARDNG POLICY

### INCLUDING: CHILD PROTECTION THE PROTECTION OF VULNERABLE ADULTS THE PREVENT DUTY

Date of creation	July 2014
Date of last update	July 2017
Next update due	July 2018
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Approved by	ELG and Board of Governors
Date of Approval (Proposed)	3 <sup>rd</sup> October 2017
Date of Equality Impact Assessment	To be Completed Autumn 2017

#### Policy Statement

Barnet and Southgate College is committed to the responsibility that it has for the safeguarding of all learners and the protection of children and vulnerable adults.

Barnet and Southgate College is also committed to providing high quality education and training and to ensuring that our learners achieve to the very best of their ability. The College recognises that learners are more likely to complete their qualification and achieve the best life chances if they are appropriately supported and their well-being is promoted.

The College aims, at all times, to create and maintain a safe environment for all learners, staff, volunteers, Governors and visitors in partnership with Local Authority Safeguarding teams, Police and other relevant agencies in the safeguarding system.

## 1. Policy principles

This policy is one of a series in the College's integrated Safeguarding portfolio and should be read in line with a range of other policies and procedures; see Annex A (Glossary) and Annex B (policy index). Policies will be reviewed on an annual basis unless an incident or new legislation suggests the need for an interim review. All staff, volunteers and governors will be provided with a copy and expected to read, understand and sign (electronically).

The College recognises that the following principles play a vital role in safeguarding and promoting the welfare of children, young people and vulnerable adults.

- All children, young people and vulnerable adults, regardless of age, gender, ability, culture, race, language, religion, sexual identity, marriage or civil partnership or maternity have equal rights to protection and have the right to learn in a safe environment.
- Everyone who comes into contact with children and vulnerable adults has a part to play in safeguarding and must fulfil their responsibility with a **learner-centred** approach by listening and taking into account needs and wishes.
- All staff, volunteers and governors are required to be alert to indicators or signs that a child, young person or vulnerable adult may be suffering or at risk of suffering significant harm and on identifying these indicators should seek advice from the safeguarding team. This may entail multiple referrals over a period of time to understand the significance of the information being shared and ensure appropriate action is taken.
- All staff, volunteers and governors have a responsibility to be aware of the procedures to follow should a disclosure of abuse or abuse of trust be made to them, or if they have concerns that a learner may be suffering or at risk of suffering significant harm.
- Any concern must be considered a priority and be reported to the appropriate member(s) of staff without delay.
- Learners, staff, volunteers and governors involved in child protection and vulnerable adult support work will receive appropriate support and training.

The procedures contained in this policy apply to **all** staff, volunteers and governors and are consistent with those of the Local Safeguarding Boards.

## 2. Policy aims

- To provide all learners, staff, volunteers and governors with the necessary information to enable them to meet their Safeguarding responsibilities with regard to Child Protection, Vulnerable Adults and the Prevent Duty.
- To ensure consistent good practice and compliance with government legislation and guidance.
- To demonstrate the College's commitment to Safeguarding, Child Protection and Prevent Duties.

### 3. Child protection procedures and protection of Vulnerable Adults

#### **Procedure to follow in response to a disclosure or indicator of abuse\***

If a learner tells a member of staff, volunteer or Governor about substantial risks to their safety or wellbeing, or a member of staff has any concerns about a learner, the College's Safeguarding procedure is to:

- Take any appropriate, emergency action (First Aid, Duty Principal, Police etc.)
- Speak with a Safeguarding Officer about the concerns **0203 7644077**
- Complete a College Safeguarding & Equality referral form send to [\*\*safeguarding@barnetsouthgate.ac.uk\*\*](mailto:safeguarding@barnetsouthgate.ac.uk)
- Explain to learner the referral you are making and possible next actions

**Low risk (early help) concerns should be referred to Learner Services via the LRC desk in the first instance. Advisers will assess and refer any safeguarding concerns using the above procedure.**

\*Please refer to Safeguarding Quick Guidance document for further referral information and advice.

#### **Referral to external agencies**

The **Designated Safeguarding Officer (DSO)** will assess and make appropriate referrals\*, following the relevant Local Safeguarding Children's Board (LSCB) or Adult Safeguarding Board (ASB) procedures.

Any information shared will be appropriate, proportionate and respectful of confidentiality.

#### **Reporting directly to child protection agencies**

**Staff, volunteers and Governors must follow the reporting procedures outlined in this policy.** However, they may also share information directly with children's social care, police or the National Society for the Prevention of Cruelty to Children (NSPCC) if:

- The situation is an emergency and the Lead DSO or Deputies, the principal and the chair of governors are all unavailable
- They are convinced that a direct report is the only way to ensure the learner's safety.
- This should be followed up with a report to the Lead DSO (via [\*\*safeguarding@barnetsouthgate.ac.uk\*\*](mailto:safeguarding@barnetsouthgate.ac.uk)) at the earliest opportunity.

## Recognising abuse

To ensure that our learners are protected from harm, we need to understand what types of behaviour constitute abuse and have an awareness of safeguarding issues\*.

### General indicators of abuse/warning signs

- A change in behaviour: quiet to aggressive or happy-go-lucky to withdrawn
- A sudden drop in performance, motivation or engagement
- A learner who comes to College but does not attend classes
- Conflict with parents about future plans or continuing studies at College
- Poor attendance and punctuality
- Commitments overseas or extended holidays
- Self-harming, anxious or depressive behaviours such as anorexia, substance abuse, low self-esteem, suicidal ideation and so forth
- Regular injuries such as bruises, bleeding, burns, fractures, etc
- Keeping arms and legs covered even in warm weather
- Looking unkempt and uncared for
- Having no regard for own or other's safety
- Showing signs of not wanting to go home
- Being constantly tired or preoccupied
- Being involved in or particularly knowledgeable about drugs or alcohol
- A young person estranged or becomes estranged from family
- Use of new or unknown slang words
- Unexplained money or possessions
- Scared or reluctant to travel to or across certain areas
- Unexplained or unauthorised periods of prolonged absence
- Change in political, religious or societal view point
- Sudden or aggressive expression of different opinions or views
- Sudden decision to leave the country or "go on holiday"
- A change in friendship groups or social isolation

\*It is important to remember that abuse and neglect are forms of maltreatment and manifest themselves in different ways depending on the individual therefore making it difficult to make an exhaustive list of indicators.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. **Therefore it is very important that staff, volunteers and governors refer their concerns following College procedures as information may prompt a referral to specialist (Early Help) services or statutory intervention.**

Abuse can involve any one or more of the following as defined by the DoH/DfE/‘*Keeping Children Safe in Education 2016*’

**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.

**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.

**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.

**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.

**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.

*Definitions taken from Working Together to Safeguard Children 2016*

**All staff should be aware of specific Safeguarding issues, detailed in *Keeping Children Safe in Education 2016*:**

- **Child Sexual Exploitation (CSE)** *(see separate guidance: Tutor guidance on the Hub)*  
Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Definition taken from DfE CSE Guidance Feb 2017

- Peer on peer exploitation – *young people abusing under.18s; sexually, via social media, gang initiation* (see separate guidance: Tutor guidance on the Hub)
- Child missing from: education, home or care – *a young person going missing from education is a potential indicator of abuse or neglect. The College should make all reasonable attempts to contact the learner or parent to ascertain legitimate reason for absence if this is unsuccessful College procedures should be followed* (see separate guidance: Tutor guidance on the Hub)
- Bullying, harassment and Equality incidents (including cyberbullying and sexting) –see separate guidance on the Hub and Equality Diversity and Inclusion Policy that sets out how the College handles incidents and the implications for child protection and vulnerable adult procedures)
- Domestic abuse (see separate guidance: Tutor guidance on the Hub)
- Drugs (see separate policy)
- Gangs and youth violence Inc. County Lines (see separate guidance: Tutor guidance on the Hub)
- Gender-based violence/violence against women and girls (VAWG) (see separate guidance: Tutor Guidance on the Hub)
- Harmful cultural practices; honour based violence, forced marriage, female genital mutilation (FGM), faith abuse (see separate guidance: Tutor Guidance on the Hub)
- Mental health (see separate strategy)
- Hate (see separate guidance: Tutor Guidance on the Hub)
- Trafficking
- Financial abuse
- Fabricated or induced illness
- Private fostering

#### 4. Radicalisation and Extremism – The Prevent Duty

The College seeks to protect children, young people and vulnerable adults against all messages of violent extremism, radicalisation and terrorism. This is not directed at any specific ideology, religion, faith, political group or set of beliefs.

**Extremism:** (as defined by the government) vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

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

**“Terrorism”** for these purposes has the same meaning as for the Terrorism Act 2000 (section 1(1) to (4) of that Act)

The principle aim is to ensure that the College gives “*due regard to the need to prevent people from being drawn into terrorism*” in line with the Counter-Terrorism and Security Act 2015 and Prevent Duty. Protecting from the risk of radicalisation is seen as part of the College’s Safeguarding Duties and not unlike protection from other forms of grooming and abuse.

There is no single way of identifying learners who may be at risk. Staff, learners, volunteers and governors are asked to be alert to the ‘potential warning signs’ and follow the safeguarding procedures.

In order to protect our learners from external speakers who may deliver such messages whilst balancing our commitment to Freedom of Expression we have an External Speakers policy (see Annex B). This policy provides staff guidance on how to assess an external speaker and details the database recording process.

**The College takes action to promote protection from radicalisation through:**

### **Teaching and Learning**

Provision of a curriculum that includes critical thinking, knowledge, skills, understanding and British Values (the rule of law, democracy, individual liberty and mutual respect and tolerance for others). This is in order to build the resilience of learners and support the learner voice, thus undermining extremist ideology.

### **Learner Support**

Provision of a fair, equal and accessible to all, learner support service which includes, but not limited to: the learner support team, counselling, career advisers, safeguarding and equality team and personal tutors:

- To ensure that learners are heard and staff are responsive to any concerns or grievances
- Those identified with additional vulnerabilities have equal access to help and support
- To ensure all staff, volunteers and Governors appropriately and confidently refer learner(s) to the correct internal support

### **Risk assessment and Action Plan**

The College has a Prevent risk assessment and action plan to determine the risk to learners and staff, volunteers or Governors of being drawn into terrorism. The assessment has informed the College’s Prevent action plan which details steps the College has and will take in order to minimise risk.

### **Staff Training**

Members of staff, learners, volunteers and governors receive appropriate training to ensure an understanding of factors which make people vulnerable to being drawn into terrorism. This includes delivery of the Home Office WRAP package and College internal referral processes.

## Partnership

The College policies and safeguarding arrangements take into account the LSCB arrangements for Prevent. The College has contacts in the relevant boroughs with Prevent Coordinators and also engages with the Prevent FE Co-ordinator and Prevent Community Police Team.

## Channel

- Channel is an early support intervention, multi-agency process designed to safeguard vulnerable people from being drawn into violent extremist or terrorist behaviour.
- Referrals to Channel are made via the College Safeguarding team who are trained and have an understanding of when to make a referral and who to contact for advice in regards to a referral.

## 5. Safeguarding Roles and Responsibilities

Key Personnel	Contact details
Toni Beck, Lead Safeguarding & Equality	4047
Deputy Lead/Safeguarding & Equality team	0203 7644077 <a href="mailto:safeguarding@barnetsouthgate.ac.uk">safeguarding@barnetsouthgate.ac.uk</a>
Fiona Bulmer – nominated Safeguarding Governor	Contact via ELG office

### The Safeguarding and Child Protection Lead:

Takes lead responsibility for safeguarding and child protection at College, as a member of ELG, updating Governors and the Principal as required. In doing so the Lead has certain duties to fulfil in regards to keeping learners safe, the management of safeguarding cases, supporting staff and ensuring relevant training is taking place.

Key responsibilities include:

- Coordination of referrals and appropriate recording of suspected abuse and the contribution to strategy meetings with; children's social care, adult social care, Police or Channel (as appropriate) in line with KCSIE 2016
- To understand and use LSCB procedures (information sharing, assessments and thresholds); taking part in inter-agency safeguarding arrangements
- Developing effective links with statutory and voluntary agencies following Working Together to Safeguard Children 2015
- Acting as a source of support and expertise to the College Community
- Promoting an ethos among all staff of acting in the **best interests of learners** and taking their wishes into account
- Supports the liaison with social care if a learner is missing from education; in line with LSCB procedures and Missing from Education guidance
- Ensuring that staff are made aware, read, understand and sign updates to the College Policy, KCSIE 2016 and other relevant legislation, duty and policy updates



- Overseeing a record of staff, volunteers and governors' attendance at Safeguarding training
- To be appropriately, formally trained to carry out the role to include Prevent (updated every two years). In addition, informally, updating skills and knowledge at regular intervals but at least annually
- Referring cases to the Disclosure and Barring Service (DBS) as required and liaising with the local authority designated officer (LADO) in cases which concern a staff member
- Is alert to the needs of children in need, those with Special Educational Needs (SEN), looked after children, care leavers and young adult carers
- Ensures that in their absence, there is an appropriately trained deputy during term time and College hours. The responsibility however cannot be delegated and remains with the Safeguarding Lead.

### **Deputy Lead Safeguarding and Equality and DSO team:**

Support the work of the Safeguarding Lead by deputising during College term time and hours and ensuring that the Lead is informed of any on-going and/or new cases.

Key responsibilities include:

- To lead on the referral of suspected abuse or concern, providing support to learners and the contribution to strategy meetings with; children's social care, adult social care, Police or Channel (as appropriate) in line with KCSIE 2016
- Keeping up-to-date, written, secure records of all safeguarding concerns, action taken, support offered and referrals made
- Acting in the **best interests of learners** and taking their wishes into account
- To be appropriately, formally trained to carry out the role to include Prevent (updated every two years). In addition, informally, updating skills and knowledge at regular intervals but at least annually
- Acting as a source of support and expertise to the college community
- Developing effective links and liaison with statutory and voluntary agencies following Working Together to Safeguard Children 2015
- To understand and use LSCB procedures (information sharing, assessments and thresholds); taking part in inter-agency safeguarding arrangements
- Supports the liaison/referral to social care (and relevant agencies) if a learner is missing from education; in line with LSCB procedures and statutory Missing from Education guidance
- To be alert to the needs of additionally vulnerable groups; children in need, Looked After Children, those with SEN and young carers and collate details of social worker, local authority and virtual school where appropriate

### **The Governing Body**

Ensures that the College complies with its duties under legislation in regards to Safeguarding, Child/Adult Protection and Prevent and that any deficiencies or weaknesses are remedied without delay. In doing so the Governing Body has nominated a Governor to work with the College Designated Lead in taking responsibility for the College's Safeguarding arrangements as follows:

- confirms policies, procedures, practice and training are effective in compliance with legislation, LSCB requirements, Working Together to Safeguard Children KCSIE 2016 and the Prevent Duty
- Ensures Part 1 of KCSIE 2016 and current Safeguarding Policy are available to all staff and volunteers on induction with arrangements that all temporary staff and volunteers are made aware of the college's procedures for.
- that staff are made aware, read, understand and sign updates to KCSIE 2016 and other relevant legislation, duty and policy updates
- are responsible for liaising with the local authority and other agencies in the event of an allegation being made against the Principal
- have arrangements in place to be assessed on the effectiveness of safeguarding at College under the Ofsted inspection framework
- has procedures to refer cases to the Disclosure and Barring Service where employment has ceased due to safeguarding concerns.
- promotes an ethos among all staff of safeguarding all learners, acting in the **best interests of the learners** and taking their wishes into account

#### **All staff, governors and volunteers must:**

- Understand the importance of their role to identify concerns and take action
- On identification of support needs refer for Early Help through the College's Learner Services team or on identification of concerns of significant harm refer to the Safeguarding and Equality Team (S&E).
- Provide the DSO leading on the case with all information for evidence and centrally secured storage.
- Ensure that the **best interests** of the learner are at the centre of any support
- Read, at least, Part 1 of KCSIE 2016 and this policy
- Be alert to indicators of abuse, abuse of trust and maltreatment (see below)
- Ensure a safe environment for learning and demonstrate professional practice in line with Teachers' Standards 2012; the Staff Code of Conduct and Working with Learners a Guide for all Staff
- Undertake Safeguarding, Child Protection and Prevent training on Induction and as required attend regular updates via meetings, newsletter and bespoke training at least annually.
- Notify the Safeguarding and Equality Team if a child or vulnerable adult goes missing without explanation or authorisation for 10 days or over

#### **6. Learners who may be particularly vulnerable**

Staff members must maintain an attitude of '*it could happen here*'. Below is a list of specific factors that can contribute to an increased risk.

Those affected by:

- Special Education Needs (SEN)
- substance misuse
- caring for a family member, relative or loved one (Young Adult Carer -YAC)
- a domestic abuse situation
- mental health problems

- seeking asylum
- living in temporary accommodation or live transient lifestyles
- discrimination or hate on the grounds of the nine protected characteristics (EDI)
- involved directly or indirectly in trafficking
- living away from home or looked after by the local authority (Looked After Child) – (see separate guidance)

\*This list provides examples of additionally **vulnerable groups** and is not exhaustive.

## 7. Protection from exploitation and the abuse of trust - (staff allegations)

The College has a duty to reinforce professional conduct of all staff and this is detailed within the following policies\*

- Staff Code of Conduct
- Working with Learners a Guide for all Staff
- Managing Allegations Against Staff
- Whistleblowing

\*this is not an exhaustive list

Where a staff member may have behaved in a 'harmful' way or committed a criminal offence or there are indications that they pose a risk to learners it should be reported without delay to the Principal, Designated Safeguarding Lead or Deputy Safeguarding Lead. Should the concern relate to the Principal, it should be reported to the Chair of Governors or Nominated Safeguarding Governor.

## 8. Helping learners keep themselves safe

Learners are entitled to access to Learner Services within the College. These services include:

- range of tutorial workshops covering Safeguarding and Prevent, Cyberbullying and Sexting, Drugs Awareness and Healthy Relationships (including Consent and Pornography)
- a range of advice and support available on [iLearn](#)
- awareness raising events providing information around safeguarding and welfare topics

## 9. Injury Resulting from Suspected Abuse, Requiring Emergency Treatment

In cases where it is suspected that an injury is the result of abuse, the following procedure should be followed:

- Depending on the nature/extent of the injury, arrangements for the learner to attend Accident and Emergency (A&E) will be made, or paramedics called to College, immediately by the member of staff to whom the disclosure of injury has been made.
- The learner will be suitably supervised in line with First Aid procedures.
- Particular attention should be paid to learners who have additional needs i.e., autism, behavioural issues, hearing impaired, etc. which may entail enlisting the support of specialist staff members to meet their needs.
- **On completion of the Health and Safety online incident form the Safeguarding notification must be ticked where a safeguarding issue is suspected.**

## 10. Support for the Learner

The learner's wishes and feelings are taken into account when determining what action to take and what services to provide to protect and support them. Occasionally DSOs will have to act outside of the learner's wishes where there is a risk of significant harm to them self or others. This will be discussed with the learner.

The DSO dealing with the concern will refer the learner to a range of services internally such as Learner services team, counsellors, etc or externally as appropriate and agreed with the learner.

## 11. Online Safety

The College recognises the dangers that online activity can pose from harmful and inappropriate material (including violence, pornography, scams and gambling) for both staff, learners, volunteers and governors. The College has an Online and Social Media policy which covers these issues.

Learners are made aware of the dangers they could face online and given advice through teaching and workshops about how to protect themselves.

Staff, volunteers and governors are also made aware about how to protect themselves and behave in a professional manner whilst online. This is done through the safeguarding induction, updates and Working with Learners a Guide for All Staff.

## 13. Confidentiality and sharing information

It is important that the College has a procedure for dealing with learner's information, especially when this is of a sensitive nature. The College operates in line with the Data Protection Act 1998.

All members of staff, volunteers or Governors must understand the importance of confidentiality legislation and consent when working with learners. A respectful approach to learners' privacy will help learners to feel comfortable, build trust and enable disclosure.

There are instances in which confidentiality will need to be broken and these are when a learner, or another person, is at risk of **significant harm or there is a risk to national security**. In these cases, appropriate information sharing is essential to ensuring safety and protection.

## 14. Confidentiality, Counselling and Safeguarding

College Counsellors work to the British Association for Counselling and Psychotherapy ethical framework. This allows the Counsellor to break confidentiality in exceptional circumstances, with or without the learner's consent, where there is a risk to the learner or others.

All members of staff, volunteers and governors, including the counsellors, must follow the College's Safeguarding Procedures. It is imperative that Counsellors outline the limitations of confidentiality during assessment and explain when a breach of confidentiality may occur and who information will be shared with.

## 15. Record Keeping

Safeguarding concerns, discussions and decisions should be recorded on the Safeguarding & Equality central database which is held centrally and confidentially. Completed forms/records will be kept securely in line with the Data Protection Act. Where children/young people leave, the college will ensure that their child protection file is copied for any new school or college within the bounds of confidentiality and as soon as possible, separately from the main file.

Any reasonable request for access to information will be referred to the Lead DSO who will assess each case individually and may seek legal advice before acting.

## 16. Whistle-blowing

All staff, volunteers and governors should be aware of their duty to raise concerns about poor or unsafe practice of colleagues or processes in the College. Such concerns will be addressed sensitively and effectively and in a timely manner. In the first instance, concerns should be raised with line-managers or, if the matter is in relation to the line-manager, escalate to that individual's line-manager.

If a staff member feels that their genuine safeguarding concerns are not being addressed adequately by the College and having initially raised this with the safeguarding team, the College Whistleblowing Policy (see separate HR policy and procedure) should be followed.

In cases where a staff member feels unable to raise an issue following College procedures they should consult the **NSPCC whistleblowing helpline: 0800 0280285**.

## 17. Allegations against staff

The College Managing Allegations against Staff Policy details the procedures in place to handle allegations made against staff and volunteers (including Governors). All staff, volunteers and Governors should read and adhere to this policy.

It is important to remember that if you have a concern about a member of staff, volunteer or governor you must report to the Principal or Designated Safeguarding Lead in the first instance. Where the allegation is against the Principal the Chair of Governors should be notified.

## 18. Staff training

All staff, volunteers and governors will be expected to read and sign to the effect that they have read and understood both this policy and *KCSIE, Part 1 2016*.

All staff receive training through induction to the College covering child protection; the protection of vulnerable adults and the Prevent Duty; including College referral procedures. In addition, the College will provide updates via meetings, emails and newsletters at least annually, with a cross college training updates as appropriate.

The Safeguarding and Child Protection Lead and DSOs will undertake relevant training at least every 2 years.

## 19. Safer recruitment

The Human Resources Team act as the co-ordination and compliance function for all Disclosures and Barring Service checks (DBS). This means all staff, volunteers and governors are subject to a suitable DBS and barred list check prior to starting work at the College. Where necessary alternative working arrangements and a risk assessment will be conducted until the DBS is received. Where a volunteer, at the College, works in regulated activity they are also subject to these checks. The DBS records are held confidentially on the College's Single Central Record within the HR department.

The recruitment of all staff, volunteers and governors is conducted in line with *KCSIE 2016* and follows LSCB guidelines and training.

## **20. Site security**

Visitors to the college, including contractors, are asked to sign in and are given a badge which confirms they have permission to be on site.

All visitors are expected to observe the College's Safeguarding and Health and Safety and Evacuation procedures which will be provided to them on their arrival.

## **21. Use of contractors Sub-contracting outside the College**

Where the College sub-contract to outside organisations, the service provider is responsible for having a current safeguarding policy and procedures which are compliant with Working Together, LSCB and relevant guidance and legislation. Staff members must be adequately trained and there should be a Lead DSO responsible for seeing that staff and learners are safe and records as described in the guidance documents are kept securely. Those working closely with, or supervising young learners, should be DBS checked in accordance with legislation. The College will periodically check that appropriate arrangements are in place and safeguarding arrangements will be included in the curriculum health checks conducted by the Quality Team.

## **22. Work experience**

Where a learner is engaging in work experience externally to the college the necessary DBS checks on both placement staff and/or learner will be carried out if appropriate and in line with relevant legislation, the learner's age and activity.

## **23. Host families**

The College will periodically make arrangements for learners to be provided with accommodation with a host families ie people to which they are not related as part of a foreign exchange or sports tour. Such arrangements could amount to Private Fostering if any of the learners are under 16 (or under 18 should the learner have a recognised disability) and stay with the family for more than 28 days. For any advice in respect of this please speak to the safeguarding and equality team to ensure compliance with the Children's Act 1989 (and subsequent guidance) and Safeguarding Vulnerable Groups Act 2006.

Where accommodation arrangements for learners are made by the College, the College becomes the regulated activity provider and will therefore obtain the necessary enhanced DBS check, including barred list information, to check suitability of the arrangement. Where the parents make arrangements for accommodation for their child with host families, this is a private matter and in these circumstances the College is not the regulated activity provider.

Should College staff or a volunteer become aware of a potential Private Fostering arrangement ie where a learner under 16 (or 18 if disabled) is staying with a Host Family (someone that is not related to them) for more than 28 days it should be referred a DSO who will make the necessary referral to the local authority if appropriate.

Should the College arrange for learners to stay with families overseas they should work with partner schools and colleges to ensure that similar assurances are undertaken prior to the visit as the DBS cannot access criminal records held overseas. The College will if appropriate contact the relevant foreign embassy or High Commission to find out if similar checks can be made in that country.

#### **24. Contractors employed by the College**

Where Contractors are employed by the College, it is the responsibility of the Lead Safeguarding Officer and Managers of the areas employing the contractors to ensure that the companies have undertaken appropriate checks on their employees. For those providing a service e.g. for catering, security or cleaning, all employees should be subjected to the appropriate level of DBS check. The appropriate level of DBS check will be determined by whether their role is classed as regulated activity\*

For Contractors engaged to undertake work on a short-term basis e.g. builders, risk assessments are carried out; entry and exit routes of contractors are agreed and they are not allowed to leave their work area except at agreed times.

*\*Further guidance on 'regulated activity' is available in KCSIE 2016.*

#### **25. Health and Safety**

Our Health and Safety Policy and associated procedures (see separate documents) reflect the consideration we give to the protection of our learners, both within the College and when on College trips and visits.

## Annex A: Glossary

**Safeguarding and promoting the welfare of children, young people and vulnerable adults:** refers to the process of protecting from maltreatment, preventing the impairment of health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care so as to enable optimum life chances and to enter adulthood successfully and taking action to enable all children to have the best outcomes.

**Child protection:** refers to the processes undertaken to protect children/young people identified as suffering, or being at risk of suffering, significant harm.

**Staff:** refers to all those working for or on behalf of the College, full time or part time, in either a paid or voluntary capacity.

**Child:** includes everyone under the age of 18.

**Parent:** refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

**Vulnerable adult:** refers to adults with additional needs, such as disability or mental health problems, who are not able to protect themselves from maltreatment/significant harm.

**ASB:** Adult Safeguarding Board

**DBS:** Disclosure and Barring Service

**DSO:** Designated Safeguarding Officer

**EDI:** Equality, Diversity and Inclusion

**KCSIE:** Keeping Children Safe in Education 2016

**LADO:** Local Authority Designated Officer

**LSCB:** Local Safeguarding Children's Board

**LAC:** Looked After Child (by the Local Authority)

**NSPCC:** National Society for the Prevention of Cruelty to Children

**YAC:** Young Adult Carer

**Early Help:** providing support as soon as a problem emerges to prevent escalation. Referral or signposting internally or externally for suitable help identified. All staff can be asked to help or support the young person.

**Equality Impact Assessment:** Barnet and Southgate College is committed to the promotion of equality and diversity for all staff and learners. As part of our commitment to equality and diversity, an equality impact assessment has been undertaken for this policy in relation to race, gender, age, disability, sexual orientation and religion/belief and is published separately.



## **Annex B:**

### **List of other policies, procedures and guidance documents in the College's Safeguarding, Child Protection and Prevent Duty portfolio**

*\*Please note that this is not an exhaustive list.*

#### **Policies:**

Health and Safety Policy  
Staff Code of Conduct  
Working with Learners Guide for all Staff  
Behaviour and disciplinary policy  
Personal and intimate care policy  
Complaints procedure  
Anti-bullying policy  
Whistleblowing policy  
Safer recruitment policy/procedure  
Managing allegations policy/procedure  
Drug and Alcohol Policy  
Equality, Diversity and Inclusion Policy  
Grievance and Disciplinary procedures  
IT Security and Acceptable use policy  
Data protection policy  
Attendance and Punctuality policy  
On-line safety and Social Media  
Mental Health Strategy

#### **Guidance Notes (available on the Hub under Tutor Guidance):**

Missing from Education  
Child Sexual Exploitation (CSE)  
Peer on peer exploitation  
Domestic abuse  
Gangs and youth violence including 'county lines'  
Violence against Women and Girls/Gender based violence (VAWG)  
Harmful cultural practices; honour based violence, forced marriage, female genital mutilation (FGM), faith abuse  
Hate  
Looked After Children (LAC)  
Young Adult Carers (YAC)  
Confidentiality and Information Sharing