

SAFEGUARDNG POLICY

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

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Policy Statement

Barnet and Southgate College is committed to its responsibility for the safeguarding of all students including 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 students achieve to the very best of their ability. In undertaking this, the College recognises that students are more likely to succeed on their course and achieve best life chances if they are in a safe environment where their well-being is paramount and student centred support is accessible and available to all.

The College aims, at all times, to create and maintain a safe environment for all students, 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 and this should* be with a **student-centred** approach this by listening and taking into account their needs and wishes.
- All staff, volunteers and governors are required to be alert to indicators or signs that a student (child, young person or vulnerable adult) may be suffering or at risk of suffering significant harm and on identification should seek advice from the appropriate service for instance the safeguarding or welfare team. This may entail multiple referrals over a period of time to understand the significance of the information being shared and ensure necessary action is taken.
- All staff, volunteers and governors have a responsibility to be aware of the procedures should a disclosure of abuse or abuse of trust be made to them, or if they have concerns that a student may be suffering or at risk of suffering significant harm.
- Any concern must be considered a priority and be reported to the appropriate staff member(s) without delay.
- 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.

*Keeping Children Safe in Education 2018 (KCSIE) - * 'must' means legally required to do something. 'Should' means the advice set out should be followed unless there is good reason not to. (These definitions will be relevant throughout this policy)*

2. Policy aims

- To provide all staff, volunteers, governors and stake holders with the necessary information to enable them to meet their safeguarding responsibilities with regard to Child Protection, Vulnerable Adults' support 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, support for vulnerable adults and Prevent Duty.

3. Child protection procedures and protection of Vulnerable Adults

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

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

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

Early help ie welfare and lower risk prevention advice or signposting should be referred to the Welfare and Equality team via email or signpost to the relevant campus welfare office.

Referral to external agencies

The **Designated Safeguarding Officer (DSO)** will assess and manage support internally at College, make appropriate referrals following the relevant Local Safeguarding Children's Board (LSCB) or Adult Safeguarding Board (ASB) procedures. This could include early help assessment or statutory intervention. Contextual information such as external factors will be included where known and available.

Any information shared will be appropriate, proportionate and respectful of confidentiality and in-line with GDPR.

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, Deputies (S&E team), the principal and the chair of governors are all unavailable
- They are convinced that a direct report is the only way to ensure the student's safety.
- This should be followed up with a report to the Safeguarding & Equality team (via safeguarding@barnetsouthgate.ac.uk) at the earliest opportunity.

Recognising abuse

To ensure that our students are protected from harm, we need to understand what types of behaviour constitute abuse and have an awareness of potential 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 student 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

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 services or statutory intervention.**

**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.*

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. Abuse can take place wholly on-line or technology can be used to facilitate off-line abuse. 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. Sexual abuse can take place on-line and technology can be used to facilitate off-line abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.

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 for example as 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.

All staff should be aware of specific Safeguarding issues as detailed in *Keeping Children Safe in Education 2018*. *Separate College guidance is available on the Hub:*

- Child Sexual Exploitation (CSE) - *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. [\(see separate guidance: Tutor guidance on the Hub\)](#)*
- 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 –*going missing is a potential indicator of abuse or neglect. The College should make all reasonable attempts to contact the student 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
- Gangs and youth violence including County Lines ([see separate guidance: Tutor guidance on Hub](#))
- Gender-based violence/violence against women and girls (VAWG) Violence against Women and Girls (VAWG) is both a form of discrimination and a violation of human rights.

Definition: 'Any act of gender-based violence that results in or is likely to result in physical, sexual or psychological harm or suffering to women [or girls], including threats of such acts, coercion or arbitrary deprivation of liberty'. United Nations Declaration on the Elimination of Violence towards Women (1993, Article 1). VAWG can include any of the following stalking; sexual assault/rape; Domestic abuse or any harmful cultural practices – see links on 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 – acts of hostility or violence directed at individuals based on one of the protected characteristics in equality law. ([see separate guidance: Tutor Guidance on the Hub](#))
- Trafficking and Modern Slavery ([see separate guidance: Tutor guidance on the Hub](#))
- Financial and material abuse ([see separate guidance: Tutor guidance on the Hub](#))
- Organisational abuse – repeated acts of inadequate care/neglect/poor professional practice/ill treatment within an institution or specific care setting
- Fabricated or induced illness: Definition - Fabricated or induced illness is a rare form of child abuse. It occurs when a parent or care, exaggerates or deliberately causes symptoms of illness in the child. (NHS Choices)
- Private fostering – applicable for students under 16 years.

4. Radicalisation and Extremism – The Prevent Duty

The College has a duty 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 students who may be at risk. Staff, students, volunteers and governors are asked to be alert to the ‘potential warning signs’ and follow the safeguarding procedures ([see separate guidance: Tutor Guidance on the Hub](#)).

5. Safeguarding Roles and Responsibilities

Key Personnel	Contact details
Toni Beck, Lead Safeguarding & Equality	0203 764 4047
Deputy Lead/Safeguarding & Equality team	0203 764 4077 safeguarding@barnetsouthgate.ac.uk
Fiona Bulmer – nominated Safeguarding Governor	Contact via ELG office

The Designated Safeguarding Lead (DSL):

Takes lead responsibility for safeguarding and child protection, welfare and support for vulnerable adults at College. As a member of ELG this is detailed as part of their job responsibility profile, updating Governors and the Principal as required. In doing so, the Lead has certain duties to fulfil in regards to keeping students 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 2018. This could include but is not limited to s.17 and s.47 (of the Children’s Act) enquires where there is reasonable cause to expect that a child is suffering or is likely to suffer significant harm.
- To have an understanding of early help interventions and ensure they are monitored and reviewed with consideration to referral to Children’s services, or similar.
- 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
- 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 students and taking their wishes into account
- Supports the liaison with social care if a student 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 2018 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 Team (DSO's):

Support the work of the Safeguarding Lead by deputising during College term time 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 students and the contribution to strategy meetings with; children's social care, adult social care, Police or Channel (as appropriate) in line with KCSIE 2018. This could include, but is not limited to, s.17 and s.47 (Children's Act) enquires where there is reasonable cause to expect that a child is suffering or is likely to suffer significant harm
- Keeping up-to-date written, secure records of all safeguarding concerns, action taken, support offered and referrals made
- Acting in the **best interests of students** 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
- 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 student 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

Must ensure that the College complies with its duties under legislation in regards to Safeguarding, Child/Adult Protection and Prevent Duty; ensuring that policies, procedures and training at College are effective and comply with the law. 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 2018 and the Prevent Duty
- ensures Part 1 of KCSIE 2018 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 2018 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 students, acting in the **best interests of the students** and taking their wishes into account

All staff, governors and volunteers must:

- follow the procedures within this policy to refer students for Early Help (Welfare) through the Welfare and Equality team or on disclosure of abuse or identification of concerns of significant harm refer to Safeguarding and Equality Team (safeguarding@ ...).
- understand the importance of their role to identify concerns and take appropriate action; to provide support as soon as a problem arises and take advice from internal or external specialist services.
- be aware that the Designated Safeguarding Lead (and deputies) are most likely to have the complete picture and be appropriate to advise on safeguarding concerns
- provide the DSO leading on the case with all information for and centrally secured storage.
- ensure that the **best interests** of the student are at the centre of any support
- read, at least, Part 1 of KCSIE 2018 and this policy
- be alert to indicators of abuse, abuse of trust and maltreatment
- ensure a safe environment for learning and demonstrate professional practice in line with Teachers' Standards 2012; the Staff Code of Conduct and Working with Students a Guide for all Staff
- attend 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 student goes missing without explanation, contact or authorisation for 10 days or over

6. Students who may be particularly vulnerable or require intervention

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. Staff should be particularly alert to the need that these groups may have for 'Early help' services.

Those affected by:

- Special Education Needs and Disabilities (SEND) – with or without EHCP
- their own substance misuse
- their own domestic abuse situation
- their own mental health problems
- a circumstance of 'toxic trio' (familial/adult mental health problems, substance misuse or domestic abuse)
- caring for a family member, relative or loved one (Young Adult Carer -YAC)
- seeking asylum
- living in temporary accommodation or live transient lifestyles
- is at risk of modern slavery, trafficking or exploitation
- frequently missing from home or care
- shows signs of being involved in anti-social behaviour, gangs, criminal exploitation or organised crime
- has returned home to their family from care or classed as a 'care leaver'
- 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 Students 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 students, 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. This is laid out in detail in the Managing Allegations against Staff policy.

8. Helping students keep themselves safe

Students are entitled to access to Student Services within the College. These services include:

- a 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 keeping safe 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 student 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 student will be suitably supervised in line with First Aid procedures.
- Particular attention should be paid to students 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 it is suspected that a student is at risk of further harm.**

10. Support for the Student

The student'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 student's wishes where there is a risk of significant harm to them self or others. This will be discussed with the student.

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

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, students, volunteers and governors. The College has an Online and Social Media policy which covers these issues.

Students 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 Students a Guide for All Staff.

13. Confidentiality and sharing information

It is important that the College has a procedure for dealing with student's information, especially when this is of a sensitive nature. The College operates in line with the GDPR and staff should follow the Data Protection Policy.

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

There are instances in which confidentiality will need to be broken and these are when a student, 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. Please see the [Information Sharing Advice](#) or call the safeguarding hotline to talk through as required.

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 student's consent, where there is significant risk of harm to the student 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 with whom information may be shared with.

15. Record Keeping

All staff concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. Safeguarding referrals and subsequent interventions with the S&E or W&E team will be recorded on the central database accessible to only limited staff members. Completed forms/records will be kept securely in line with college protocols. Where children/young people leave, the college will where appropriate and destination known, forward their child protection file to new school or college within the bounds of confidentiality and as soon as possible, separately from the main file.

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 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 (or Deputy) 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 2018*.

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.. 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 the College's Recruitment Policy. At least one person on the interview panel should have completed safer recruitment 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.

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 to Safeguard Children, 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 students are safe and records as described in the guidance documents are kept securely. Those working closely with, or supervising young students, 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 student is engaging in work experience externally to the college the necessary DBS checks will be carried out if appropriate and in line with relevant legislation, the student's age and activity at placement.

23. Host families

The College will periodically make arrangements for students 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 students are under 16 (or under 18 should the student 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 relevant child protection legislation for instance Keeping Children Safe in Education and Safeguarding Vulnerable Groups Act 2006.

Where accommodation arrangements for students are made by the College, the College will 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 student 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 students 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 2018..*

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 students, 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 2018

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. **In college this is referred to as Welfare concerns.**

Equality Impact Assessment: Barnet and Southgate College is committed to the promotion of equality and diversity for all staff and students. 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 Students –a Guide for all Staff
Positive Behaviour Policy
Complaints procedure
Anti-bullying policy
Whistleblowing policy
Safer recruitment policy/procedure
Managing allegations against Staff
Drug and Alcohol Policy
Equality, Diversity and Inclusion Policy
Grievance and Disciplinary procedures
IT Security and Acceptable use policy
GDPR and Data Protection policy
Attendance and Punctuality policy
On-line safety and Social Media

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