

CURRICULUM/LEARNER POLICIES AND PROCEDURES		
Policy title:	Safeguarding Children and Adults at Risk Policy and Procedure	
Applies to:	All staff, volunteers, governors and learners under the age of 18	
Owner of Policy	Head of Student Services and Learning Technology;	
Dates:	Published: Sept 2019 Review: October 2020	

Policy Statement

1.1 Southwark College, as part of the NCG, has a duty to safeguard and promote the welfare of all its students as well as the families that we come into contact with. It has a statutory duty to ensure that it takes action to safeguard and promote the welfare of young people and adults receiving education and training at the College.

Southwark College is committed to the safety and wellbeing of its learning community. The purpose of this procedure is to explain how the NCG Single Safeguarding Policy will be implemented to ensure that the safety and wellbeing of all learners is maintained. This procedure has been developed in line with local authority guidance and locally agreed interagency procedures.

In 2018/19 the College continued to see a rise in the number of mental health safeguarding concerns that were raised and this will remain a priority for the next academic year. The College worked closely with the Local Children's Safeguarding Board and Safer London to provide training around County Lines. This is in recognition of the high level of casualties and fatalities for young people in knife crime incidents.

1.2 Safeguarding Young People

In June 2004 Section 175 of the Education Act 2002 came into force. The provisions of Section 175 make explicit the responsibility of governing bodies for safeguarding and promoting the welfare of children as part of fulfilling their common law duty of care towards the children for whom their organisation is responsible. In addition, arrangements must be made in accordance with any guidance issued by the Secretary of State

Keeping Children Safe in Education (KCSIE) is statutory guidance from the Department for Education issued under Section 175 of the Education Act (2002), the Education (Independent School Standards) Regulations (2014) and the Non-Maintained Special Schools (England) Regulations (2015). Schools and colleges must have regard to it when carrying out their duties to safeguard and promote the welfare of children. This means that they should comply with it unless exceptional circumstances arise. KCSIE is updated annually, this policy is in line with the September 2019 version.

KCSIE (2019, p5) defines safeguarding and promoting the welfare of children 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
- acting to enable all children to have the best outcomes.

This policy and the derivative college procedures have been developed in response to KCSIE. The Children Act (1989) defines a child as any person under the age of 18 years. This includes all 14–16-year-old children attending any College of NCG for whom additional procedures apply.

The principles of this policy also apply to Scotland, which has a different legislative framework, primarily the Children (Scotland) Act (1995), and which defines a child as any person under the age of 16.

1.2 Safeguarding Adults at Risk

This policy and the derivative procedures have been developed in response to guidance issued on the protection of adults considered vulnerable in the DfES/NIACE publication "Safer Practice, Safer Learning" (2007). The guidance applies to all education providers of post-16 learning and skills.

The Care Act (2014) Section 14.2 states: The safeguarding duties apply to an adult who: has needs for care and support (whether or not the local authority is meeting any of those needs) and; is experiencing, or at risk of, abuse or neglect; and as a result of those care and support needs is unable to protect themselves from either the risk of, or the experience of abuse or neglect. An adult is a learner aged 19 or above at the point of enrolment.

This policy also applies to Scotland which has different legislation "The Protection of Vulnerable Groups (Scotland) Act (2007) which defines a protected adult as "an individual, aged 16 or over who receives one or more types of care or welfare services".

The term 'Adult at Risk' is used to describe a vulnerable adult

- 1.3** The College will register significant concerns about a child or adult at risk through local partnership arrangements and participate as appropriate in follow up action. Where there are concerns that a child or adult at risk has been abused or might be at risk of significant harm a referral will be made to the child's Local Social Services Referral and Assessment Teams/ Multi Agency Safeguarding Hub (MASH) or their current Social Worker should they have one.

Safeguarding and promoting the welfare of a child or adult at risk is **everyone's** responsibility.

All staff should:

- Provide a safe environment in which a child or adult at risk can learn
- Know about (and feel confident to use) safeguarding systems
- How to identify children who may benefit from early help and what your local early help process is
- How to identify signs of abuse and neglect, and what to do if a child makes a disclosure
- How to maintain confidentiality by only involving those who need to be involved

If staff have concerns about a child

They should:

- Act **immediately**
- Follow the College's Safeguarding Policy
- **Speak to the DSL** (or deputy) as soon as they can

The DSL may then choose to:

- Manage any support for the student internally using the pastoral support processes
- Do an early help assessment
- Make a referral for statutory services

If the DSL or deputy is not available, staff should:

- **Not delay** taking action
- Speak to a member of the senior leadership team
- Contact the local children's social care directly, if appropriate, and follow advice
- Tell the DSL or deputy about any actions taken as soon as possible

If a child is in immediate danger or at risk of harm, staff should:

- Make a referral to children's social care (and the police, if appropriate) **immediately**
- Keep a log of all concerns, discussions and decisions made, and the reasons for those decisions
- Discuss any uncertainties about recording requirements with the DSL or deputy

If staff have concerns about female genital mutilation (FGM) they need to speak to the DSL or deputy immediately. There's a specific legal duty on **teachers** – where a teacher discovers that FGM has been carried out on a girl under the age of 18, they **must** report this to the police.

1.4 The College's Safeguarding Children and Adults at Risk Policy and Procedure

has been informed by:

- Working Together to Safeguard Children (February 2017)
- Keeping Children Safe in Education (September 2016).

- Protecting Adults at Risk: London Multi-agency Policy and Procedures (January 2014)

1.5 Helping Keep Children Safe

- Students will be advised about health and safety procedures to ensure that they know how to stay safe within the college environment; whilst undertaking practical activities and when on placement or work experience.
- Students will be provided with guidelines about keeping themselves safe online as part of their induction into using the College's IT network.
- Through tutorial Key Messages and enrichment themed days offered as part of the Student Life Enrichment Programme, students will have opportunity to attend and participate in activities designed to raise awareness of national, international and local issues and concerns which may impact on the ability of the student to keep themselves safe. These include: esafety, sexual health and exploitation, drugs and alcohol awareness, domestic violence, peer on peer abuse, crime, road safety, anti-bullying, equality and diversity, emotional resilience and the dangers of being drawn into extremism or radicalisation. These activities are aimed at different levels and abilities to enable all students to participate.
- Students will learn about British Values and their impact in creating a Safe and Respectful environment in College and the wider community.
- All learners will receive training during induction on safeguarding and on how to make referrals and raise concerns. Learner understanding will be tested through learner surveys and through departmental learner voice activities carried out by Curriculum Leaders. In 2019/20 the College will run specific awareness raising campaigns around mental health and County Lines.
- All learners undergo CEOP (Child Exploitation and Online Protection) training as part of the induction and this is revisited by staff throughout the year. In 2019/20 the College will be running a further awareness raising campaign relating to online safety and safe use of social media.
- Along with key internal reporting directly to the Student Support team the IT team at College provide all round monitoring, reporting and alerts on internet access keeping our learners safe.

2. Policy Aims

2.1 The aims of this policy are to:

- Provide staff, volunteers and governors with information needed to enable them to meet their child and adults at risk protection responsibilities
- To ensure consistent, good practice
- To demonstrate the College's commitment to child and adults at risk protection and contribute to the College's safeguarding practice
- Outline how the College will deal with allegations against staff and volunteers including those who are no longer employed by the College
- Set out how the implementation of the policy and procedure will be monitored

3. Safeguarding Definitions

3.1 Child: someone under the age of 18

3.2 Adult at Risk: An adult aged 18 years or over 'who may be in need of community care services by reason of mental or other disability, age or illness; and who is or maybe unable

to take care of him or herself, or unable to protect him or herself against significant harm or exploitation' (DH, 2000). This definition is taken from the current Department of Health guidance to local partnerships.

Other definitions exist in partner organisations. An 'Adult at Risk' may therefore be a person who:

- is elderly and frail due to ill health, physical disability or cognitive impairment
- has a learning disability
- has a physical disability and/or a sensory impairment
- has mental health needs including dementia or a personality disorder
- has a long term illness/condition
- misuses substances or alcohol
- is a carer such as a family member/friend who provides personal assistance and care to adults and is subject to abuse
- is unable to demonstrate the capacity to make a decision and is in need of care and support

Please note that this list is not exhaustive.

3.3 Abuse: Abuse is a form of maltreatment of a person. Somebody may abuse or neglect a person by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or child or children.

There are four key categories of abuse, and six notable additional areas to highlight.

These are:

4.1 Physical abuse

A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to an individual. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child or adult at risk.

Indicators may include:

- bruises
- burns or scalds
- bite marks
- fractured or broken bones
- other injuries and health problems

4.2 Emotional abuse

The persistent emotional maltreatment of an individual such as to cause severe and adverse effects on the individual's emotional development. It may involve conveying to an individual 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 or adults at risk. These may include interactions that are beyond an individual's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the individual participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing the individual frequently to feel frightened or in danger, or

the exploitation or corruption of individual. Some level of emotional abuse is involved in all types of maltreatment, although it may occur alone.

Indicators may include:

- being withdrawn
- suddenly behaving differently
- anxiety
- depression
- aggression
- missing school/ college
- self-harm
- thoughts about suicide

4.3 Sexual abuse

Involves forcing or enticing a child or adult at risk to take part in sexual activities, not necessarily involving a high level of violence, whether or not the individual 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 children.

Indicators may include:

- staying away from/ avoiding certain people
- demonstrating sexual behaviour that's inappropriate for the person's age
- physical symptoms such as sexually transmitted infections (STIs) or pregnancy.

4.4 Neglect

The persistent failure to meet an individual's basic physical and/or psychological needs, likely to result in the serious impairment of the individual'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 or adult at risk 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, an individual's basic emotional needs.

Indicators may include:

- poor appearance
- health and development problems
- housing and family issues

4.5 Notable addition 1 - Child Sexual Exploitation (CSE)

CSE is a type of sexual abuse in which children are sexually exploited for money, power or status. Children or young people may be tricked into believing they are in a loving, consensual relationship. They might be invited to parties and given drugs and alcohol. They may also be groomed online.

There are a range of signs which could indicate that someone is being sexually exploited. These can include going missing for periods of time or regularly coming home late; regularly

missing school or education or not taking part in education; appearing with unexplained gifts or new possessions; associating with other young people involved in exploitation; having older boyfriends or girlfriends; suffering from sexually transmitted infections; mood swings or changes in emotional wellbeing; drug and alcohol misuse and displaying inappropriate sexualised behaviour. If you suspect that anyone is or has been subject to CSE, including non-students, this must be reported to a Designated Safeguarding Officer immediately.

Indicators may include:

- Being secretive about who they are talking to and where they are going
- Often returning home late or staying out all night
- Sudden changes in their appearance and wearing more revealing clothes
- Becoming involved in drugs or alcohol, particularly if you suspect they are being supplied by older men or women
- Becoming emotionally volatile (mood swings are common in all young people, but more severe changes could indicate that something is wrong)
- Using sexual language that you wouldn't expect them to know
- Engaging less with their usual friends
- Appearing controlled by their phone
- Switching to a new screen when you come near the computer.

4.6 Notable addition 2 - Female Genital Mutilation (FGM)

FGM (sometimes referred to as female circumcision) refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. It has no health benefits and harms girls and women in many ways. It involves removing and damaging healthy and normal female genital tissue, and hence interferes with the natural function of girls' and women's bodies. FGM causes severe pain and has several immediate and long-term health consequences, including difficulties in childbirth also causing dangers to the child. It is practised by families for a variety of complex reasons but often in the belief that it is beneficial for the girl or woman. FGM is practised in 28 African countries as well as in parts of the Middle East and Asia. The practice is illegal in the UK. If you suspect that anyone is or has been subject to FGM, including non-students, this must be reported to a Designated Safeguarding Officer immediately.

It is a mandatory duty for teachers to report disclosures of FGM to the Police for anyone under the age of 18 at the time of the disclosure. Further information can be found in the Government's Guidance: Mandatory Reporting of Female Genital Mutilation – procedural information.

Indicators that someone may be at risk:

- A family arranging a long break abroad during the summer holidays.
- Unexpected, repeated or prolonged absence from College.
- A decline in academic work.

Indicators someone may have been a victim include:

- have difficulty walking, standing or sitting
- spending longer in the bathroom or toilet
- appearing withdrawn, anxious or depressed
- having unusual behaviour after an absence from school or college
- being particularly reluctant to undergo normal medical examinations

- asking for help, but not being explicit about the problem due to embarrassment or fear.

4.7 Notable addition 3 - Extremism and Radicalisation

The Counter-Terrorism and Security Act 2015 places a duty on specified authorities, including local authorities and education providers in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism. This is referred to commonly as the 'Prevent Duty'. Children, young people and adults can be exposed to extremist influences or prejudiced views, in particular those via the Internet and other social media.

There are many signs that a child or adult may be involved in or vulnerable to radicalisation. These signs can include:

- Spending time with suspected extremists
- Using derogatory names for groups of people
- Significant changes in behaviour (which can include dress) and behaviours becoming significantly centred around a particular extremist ideology
- Attempting to recruit other people to an extremist ideology

The list above is by no means exhaustive. If you require any further information, please speak to a Designated Safeguarding Officer.

There are particular risk factors which can make someone at a higher risk of being radicalised. This can include estrangement from family/friends and housing/homelessness issues. Extremists are often able to capitalise on these and other risk factors leading to the individual who has been groomed developing a sense of belonging which they may not have with others.

If you suspect a student is at risk of being radicalised, has been radicalised or is displaying extremist behaviours, you should contact a Designated Safeguarding Officer immediately. They will then decide whether or not to involve external partners to keep the individual safe.

4.8 Notable addition 4 - Forced Marriage

Forced marriage is a form of abuse. It can lead to domestic violence, as it is a form of oppression, which may generate physical violence, emotional, sexual or psychological abuse. Forced marriage is significantly different to an 'arranged marriage' where consent is given. "A marriage is forced when conducted without the valid consent of both parties and where duress is a factor." (Choice by Right, HMO). Where any party to a marriage has not given consent or is in any way put under pressure (e.g. emotional blackmail, threat of violence, abduction, etc.) that is considered to be a forced marriage.

Notable Addition 5: Private Fostering

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. (*Close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.)

The College has a responsibility to report to the local authority where we are aware or suspect that a child is subject to a private fostering arrangement.

Notable Addition 6: Financial Abuse

Financial abuse is the theft or misuse of money or personal possessions, which involves an individual's resources being used to the advantage of another person.

It can include:

- money and possessions being stolen
- money being withheld or stolen
- controlling access to money or benefits

E-Safety

The College believes that the use of information and communication technologies brings great benefits. However, dealing with potential e-safety issues need to be planned to ensure there is appropriate, effective and safer use of electronic communications across all of the College's on-line services and access methods.

All members of staff will be trained in and receive regular updates in e-safety to recognise and report concerns.

Children, young people and vulnerable adults may expose themselves to danger, whether knowingly or unknowingly, when using the internet and other technologies. Additionally, some young people may find themselves involved in activities which are inappropriate or possibly illegal. The College therefore, recognises its responsibility to teach the appropriate behaviours and critical thinking skills to enable students to remain both safe and legal when using the internet and related technologies.

The College has an Code of Conduct for IT facilities policy (including on-line safety) for staff and students which should be considered in line with this policy. Southwark College has appropriate filters and appropriate monitoring systems in place. Care is taken to not 'over block' leading to unreasonable restrictions with regards to online teaching and safeguarding.

Each week, the IT Team monitor the search engine, filtering for any evidence of Prevent or Safeguarding materials. Any findings of concern are forwarded to the relevant Safeguarding Officer who deals with the related concerns.

Photographs, video and electronic images of students and staff are classed as personal data under the General Data Protection Regulation 2018. The College has a separate policy that covers in detail the use of images and should be considered in line with this policy.

4. Southwark College SLT and Local Board

4.1 Southwark College SLT and Local Board are committed to ensuring that the College:

- raises awareness of issues relating to safeguarding and promoting the welfare of children and adults at risk in the College
- provides a safe environment for children and adults at risk
- identifies children and adults at risk who are suffering, or at risk of suffering significant harm and takes appropriate action to see that such individuals are kept safe
- has procedures for reporting and dealing with allegations of abuse against members of staff and volunteers

- operates safe recruitment procedures
- provides appropriate training for designated/staff on child protection and adults at risk
- designates a senior member of staff to take lead responsibility for child protection and adults at risk
- remedies any deficiencies in or weaknesses in regard to child protection and adult at risk arrangements that are brought to the Divisional Board's attention
- has a robust Staff Code of Conduct (Staff Charter) that sets out the core expectations staff must adhere to
- curriculum includes teaching all students about safeguarding in an age appropriate way
- develop and update Child Protection and Adults at Risk Protection Policy within the framework of the NCG Single Safeguarding Policy
- has a staff induction in place which includes child protection

The Southwark College Board will annually review and approve College policies and procedures.

5. The Role of Staff

Principal

The Principal is responsible for:

- ensuring all staff follow Safeguarding Children and Adults at Risk Policy and Procedure

5.2 Senior Lead Manager for Safeguarding

The Senior Lead Manager for Safeguarding is responsible for:

- taking lead responsibility for raising awareness within the staff of issues relating to the welfare of children and young people, and the promotion of a safe environment for the children and young people learning within the College
- overseeing the referral of cases of suspected abuse or allegations to Social Care Referral and Assessment Team or Multi Agency Safeguarding Hub (MASH)
- Liaise with the Principal to inform them of referrals and issues – especially ongoing enquiries under Section 47 of the Children Act 1989 and Police Investigations.
- ensure the College has the details for each Looked After Child (LAC) in College including the name of their Social Worker and Virtual Head teacher in the LAC's local authority ensure the Safeguarding Children and Adults at Risk Policy and Procedure is available publically and parents are aware that the College will make referrals to the Local Authority if there is a Safeguarding concern.
- providing advice and support to other staff on issues relating to child protection
- maintaining a proper record of any child protection referral, complaint or concern (even where that concern does not lead to a referral) ensuring that parents/carers of students within the College are aware of the College's Safeguarding Children and Adults at Risk Policy and Procedure
- liaising with the Local Safeguarding Boards and other appropriate agencies
- liaising with secondary schools which send pupils to the College to ensure that appropriate arrangements are made for the pupils including the sending and receipting of Child Protection Files

- liaising with employers and training organisations that receive children or adults at risk from the College on long term placements to ensure that appropriate safeguards are put in place
- ensuring that staff receive basic training in child protection issues and are aware of the College's child protection procedures.
- reporting annually to the governing body of the College on how the College has discharged its duties.
- reporting deficiencies in procedure to the governing body at the earliest opportunity.
- submitting a monthly report for the College's Senior Leadership Team on safeguarding incorporating Health and Safety, Safeguarding Referrals, caseloads, serious incidents and training undertaken/delivered by the College
- disseminating learning from Serious Case Reviews (SCRs) to the Senior Leadership/College Management Team.
- Ensuring the College carries out a risk assessment process for serious safeguarding and serious criminal disclosures

The Senior Lead Manager for Safeguarding issues is the Head of Student Services and Learning Technology.

They will receive updates in child protection issues and inter-agency working, at least annually and as required by the Local Safeguarding Boards (LSB) and will receive refresher training at least every 2 years. They will keep up to date with developments in child protection issues.

College Safeguarding Leads are required to inform Group Services of the following referrals:

1. Learner/apprentice (children and adults at risk referrals to the Local Authority Designated Officer / Children and Families or Safeguarding Adults' Duty Team / Police whereby the learner is the alleged 'subject';
2. Learner/apprentice (children and adults at risk) referrals to the Local Authority Designated Officer / Children and Families or Safeguarding Adults Duty Team / Police whereby the learner is the alleged 'perpetrator'
3. Staff referrals to the Local Authority Designated Officer / Children and Families or Safeguarding Adults Duty Team / Police whereby the staff member is the alleged 'perpetrator'

The Prevent and Safeguarding Notification Form should be completed and emailed to Referrals@ncl-coll.ac.uk within 2 days of the referral. All correspondence will be held in the strictest confidence.

Should the College Safeguarding Lead be required to complete local referral documentation that exceeds the content of the NCG referral form, then only part 1 of the Prevent and Safeguarding Notification Form should be completed. This concession is intended to remove unnecessary duplication and bureaucracy – the quality and completeness of information remains the priority

In the absence of the Head of Student Services their designated representative will fulfil this role. This is the Safeguarding and Support Officer, **Steve Curran 0203 757 3340**
steven.curran@lscollege.ac.uk

5.3 Designated Members of Staff (Designated Safeguarding Officers)

The Designated Safeguarding Officers:

- report to the Senior Lead Manager for Safeguarding

- know how to make an appropriate referral
- are available to provide advice and support to other staff on issues relating to safeguarding
- will deal with individual cases, including attending case conferences and review meetings as appropriate.
- have received updates in child protection issues and inter-agency working, at least annually and as required by the Local Safeguarding Board, and will receive refresher training at least every 2 years
- will take children's or young people's wishes into account, and where possible, involve them in decision making
- keep accurate and secure records on the safeguarding system of concerns and referrals
- understand the assessment process for Early Help and other support mechanisms within the Local Authorities (LAs)
- have a working knowledge of how the LA conducts a Section 47 and Section 17 Case
- Be alert to the specific needs of children in need, those with SEN and young carers
- Understand and support the College with regard to the requirements of the Prevent Duty and be able to provide advice and support to staff and students.
- Promote and raise awareness with staff and learners about key safeguarding issues

Designated Safeguarding Officers are:

- Student Services Team Leader (Student Support)
- Customer Services Team Leader
- Safeguarding and Support Officer/s
- Wellbeing Officer

5.4 All staff

It is the responsibility of all staff to:

- Read and understand Keeping Children Safe in Education, Part one (Sept 2016), and teaching staff to also read and understand Appendix A "Further Information".
- be aware of the signs and symptoms of abuse and neglect including Prevent, Child Sexual Exploitation, Female Genital Mutilation, Forced Marriage and Private Fostering
- be aware of the seriousness of peer on peer abuse and challenge inappropriate behaviour including 'banter'.
- behave professionally and in accordance the College's Code of Conduct
- understand the parameters of their role and be aware that (under the Sexual Offences Act 2003) it is an offence for a person over the age of 18, in a position of trust, to have a sexual relationship with a person under the age of 18, even if the relationship is consensual
- be 'professionally curious' particularly where there are warning signs of abuse and/or neglect
- ensure that they carry out their duties in accordance with the duty to safeguard all students and protect children and young people
- follow procedures if they're aware of or suspect a child is missing
- take prompt, appropriate, action when they have concerns about a child or adult at risk.

The Principal and all staff working with students will receive training adequate to familiarise them with safeguarding issues and responsibilities and the College policy and procedures, with refresher training at least every two years.

Staff will give students the opportunities to develop skills, concepts, attitudes and knowledge that promote their safety and well-being. Relevant issues will be supported through the curriculum specifically in Group Tutorials and induction to explore key areas such as self-esteem, emotional literacy, assertiveness, power, sex and relationships education, e-safety and bullying.

Staff to highlight key themes across the year through events, workshops, guest speakers and Students Union in line with the tutorial calendar.

6. Dealing with Disclosure of Abuse and Procedure for Reporting Concerns

6.1 Sometimes a member of staff may have suspicions that a student is being abused or is at risk of significant harm. A student may also disclose to a member of staff that s/he is being abused. In these circumstances, the procedure outlined below should be followed:

6.2 Disclosure of Abuse/Suspicion of Abuse:

If a child or adult at risk discloses abuse, or if abuse is suspected, staff should:

- **Receive** - listen carefully and stay calm
- Use open questions without pressure, in order to be sure that what the child/young person is saying is understood by the member of staff. *The member of staff should not ask questions about the incident/s*
- **Reassure** the child that by telling a member of staff, they have done the right thing.
- Inform the child/adult at risk that the information must be passed on, but that only those who need to know about it will be told. Inform the child/adult at risk to whom the matter will be reported and what may happen next.
- **Record** the main points carefully.
- make a note of the date, time, place, what the child/adult at risk said, did and the questions asked by the member of staff together with what they said to the child/adult at risk, etc.
- **Report** the matter immediately to a Designated Safeguarding Officer followed up with a completed Safeguarding Referral form (Appendix A)

The full Safeguarding Flow Chart can be found in Appendix B

6.3 Staff should not:

- put words into the child/adult at risk's mouth or ask leading questions
- **investigate** concerns or allegations,
- promise confidentiality.

7. Missing Children or Young People

7.1 Where there are cases of students going missing or repeatedly going missing, the Procedure regarding Missing Students should be referred to. It may be that a Designated Safeguarding Officer(s) needs to be notified if the concern is that the young person (or adult at risk) is in danger of being harmed. The Designated Safeguarding Officer(s) will seek advice and/or refer to Children's Social Care as appropriate.

8. Reporting to Designated Staff

8.1 Staff should report any concerns, suspicions or disclosures of abuse as soon as possible, and within 24 hours, to one of the Designated Safeguarding Officers via a

Safeguarding Referral form (appendix A). If a Designated Safeguarding Officers cannot be contacted, the report should be made to the Senior Lead Manager for Safeguarding (Head of Student Services and Learning Technology).

9. Contact with *Social Care*

9.1 The Designated Safeguarding Officer (or the Principal) must report the matter by telephone within 24 hours to social workers in the Social Care Department for the local authority where the child or adult at risk lives. A referral form should be completed and submitted within 48 hours depending on the referral route needed for the appropriate social care team. **This form should also be forwarded to the Senior Lead Manager for Safeguarding.**

9.2 A written record of the date and time of the report should be made and the report must include the name and position of the person to whom the matter is reported. The telephone report must be confirmed in writing, using the appropriate referral form where possible, to the *Children's Social Care* department within 24 hours.

9.3 The Designated Safeguarding Officer/ Principal should discuss with the Social Worker:

- what action will be taken and if there is a need to inform the parents/carers of the child/young person and a note of that conversation should be made (it may be that informing the parents/carers is not appropriate)
- the process for keeping the College informed of further action taken

10. 14-16 School Link Students

10.1 In the case of a 14-16 School Link student, the Designated Safeguarding Officer should liaise closely with the school's Child Protection Officer. The Designated Safeguarding Officer at the College and the Child Protection Officer for the school will decide who is responsible for undertaking the referral to the appropriate *Children's Social Care* team.

11. Allegations against Students

11.1 In the case of an allegation or actual abuse of a child by a student (peer on peer abuse), the Designated Safeguarding Officer having due regard to other college procedures, shall:

- notify the Principal
- take such steps s/he considers necessary to ensure the safety of the student/child in question and any other student/child who may be at risk
- report the matter to the local *Social Care Department within 24 hours* and in accordance with the College procedure
- ensure that the person who reported the concern completes a written report.

12. Written Records

12.1 The Designated Safeguarding Officer shall retain a copy of:

- the referral form
- any written reports, notes or correspondence dealing with the matter

- any other relevant material
- reports, notes should be kept securely at all times. Access to records will be confined to the College's Designated Safeguarding Officers.

12.2 The College recognises the importance of recording interventions and that this could be used as evidence by the Police and Domestic Homicide/Serious Case Reviews. All Designated Safeguarding Officers have access to and record their work on the safeguarding system as part of the College's efforts to safeguarding and support students.

13. Significant Concerns:

13.1 The College recognises that many students require support to safeguard and enhance their welfare, however, this may not warrant intervention by Children's Social Care. In these cases, students should be referred to the College's Student Support Team. The Student Support Team provide a range of support which includes:

- Counselling and mental health support
- Behaviour management support
- Welfare advice and guidance
- Referral to Internal and External specialist support.

13.2 If a member of staff has significant concerns about a student, but does not believe that they are being abused or are at risk of immediate significant harm s/he should:

- talk to the student about the concerns
- speak to the Student Support Team who will consider whether the concerns about the student should be discussed with local safeguarding professionals or a 'Team Around the Child' meeting arranged
- arrange ongoing support for the young person in conjunction with the Student Support Team.

14. Notifications to the College

14.1 Occasionally, the College may receive information e.g. a disclosure under MAPPA (Multi Agency Public Protection Arrangements) about an individual attending college who may present a risk to children/adults at risk. In these circumstances the Principal and Senior Lead Manager for Safeguarding will call a professionals meeting to:

- discuss the case with the professionals supporting and monitoring the individual concerned e.g. Police, Probation, Youth Offending Service
- undertake a risk assessment
- determine what action should be taken to ensure the college fulfils its safeguarding responsibilities

14.2 It is also recognised that students attending the College may have previously had a criminal conviction which may present a cause for concern about the safety of our other students. In the majority of cases, this is picked up as part of the interview and assessment stage, although we recognise that sometimes these students will disclose to College staff after they have enrolled or start learning.

14.3 In this case, a Safeguarding Officer will carry out a risk assessment, with a recommendation for the Principal to approve. In the cases of students that are here for short

periods of time through Job Centre Plus/Work Programme provision, the College reserves the right to refer students back to the referring agency and share information appropriately.

15. Staff Code of Conduct

The College has a Staff Code of Conduct. Staff must comply with the Code of Conduct and ensure students are safe. Staff must take prompt, appropriate action when they have concerns about a child, young person, or vulnerable adult. Staff also have a right to be treated fairly if an allegation of abuse is made against them.

Staff are expected to be aware of the Safeguarding Children and Adults at Risk Policy and Procedure and all are responsible for its implementation.

Volunteers are expected to adhere to the Staff Code of Conduct in the same way as an established member of staff/agency worker.

Failure to follow this may result in disciplinary action.

16. Reporting and Dealing with Allegations of Abuse Against Members of Staff or volunteers

16.1 The College recognises that an allegation of abuse made against a member of staff may be made for a variety of reasons and that the facts of the allegation may or may not be true. The College recognises that the Children Act (1989) states that the welfare of the child is the paramount concern. It is also recognised that hasty or ill-informed decisions in connection with a member of staff can irreparably damage an individual's reputation, confidence and career. Therefore, allegations of abuse by a member of staff shall be handled with sensitivity.

16.2 If an allegation is made regarding a staff member who is no longer a volunteer at the College or employed by the College, the matter will be immediately reported to the Police. A referral to the LADO should also be considered.

16.3 Where concerns are raised regarding a member of staff or volunteer's suitability to work with children and/or adults at risk, all relevant checks must be undertaken again as if they were joining the organisation

17. Receiving an Allegation from a Child/young person

17.1 A member of staff who receives an allegation about another member of staff from a child/young person should follow the guidelines in the section entitled Disclosure of Abuse/Suspicion of Abuse. The allegation should be reported immediately to the Principal, unless the Principal is the person against whom the allegation is made, in which case the report should be made to the NCG Senior Lead for Safeguarding (Louise Dawson 0191 200 4289) – at which point the appropriate NCG policy and procedures shall be followed. The Principal should:

- Obtain written details of the allegation from the person who received it, that are signed and dated.
- The written details should be countersigned and dated by the Principal (or Senior Lead Manager for Safeguarding).

- Appoint a Case Manager

18 Initial Assessment by the Principal and Senior Lead Manager for Safeguarding

18.1 The Principal should make an initial assessment of the allegation, consulting with the Senior Lead Manager for Safeguarding. Where the allegation is considered to be either a potential criminal act or indicates that the child or adult at risk has suffered, is suffering or is likely to suffer significant harm, the matter should be reported *within 24 hours* to the Local Authority Designated Officer (LADO) in the appropriate Local Authority and the local Safeguarding Children's Board.

18.2 The LADO for Lewisham is Finola Owens – 020 8314 3114,
Finola.Owens@lewisham.gov.uk

The LADO for Southwark is Eva Simcock - 020 7525 0689,
Eva.Simcock@southwark.gov.uk.

18.3 It is important that the Principal (or designated person) does not investigate the allegation. The initial assessment should be on the basis of the information received and is a decision whether or not the allegation warrants further investigation.

Other potential outcomes are:

- the allegation represents inappropriate behaviour or poor practice by the member of staff and is neither potentially a crime nor a cause of significant harm to the child/ adult at risk. The matter should be addressed in accordance with the College disciplinary procedures.
- the allegation can be shown to be false because the facts alleged could not possibly be true.

19 Enquiries and Investigations

19.1 Safeguarding enquiries by Social Care, or the police are not to be confused with internal, disciplinary enquiries by the College. The College may be able to use the outcome of external agency enquiries as part of its own procedures. The safeguarding agencies, including the Police, have no power to direct the College to act in a particular way, however, the College should assist the agencies with their enquiries. The College shall hold in abeyance its own internal enquiries while the formal police or social services investigations proceed; to do otherwise may prejudice the investigation.

19.2 Any internal enquiries shall conform to the existing staff disciplinary procedures. If there is an investigation by an external agency, for example the Police, the Principal and (or designated person) should normally be involved in, and contribute to, the inter-agency strategy discussions. The Principal (or designated person) is responsible for ensuring that the College gives every assistance with the agency's enquiries. He/she will ensure that appropriate confidentiality is maintained in connection with the enquiries, in the interests of the member of staff about whom the allegation is made.

19.3 The Principal (or designated person) shall advise the member of staff that he/she should consult with a representative, for example, a trade union.

19.4 Subject to objections from the police or other investigating agency, the Case Manager shall:

- inform the student or parent/carer making the allegation that the investigation is taking place and what the likely process will involve.
- ensure that the parents/carers of the individual making the allegation have been informed that the allegation has been made and what the likely process will involve.
- inform the member of staff against whom the allegation was made of the fact that the investigation is taking place and what the likely process will involve.
- Appoint a named representative to keep the person subject to the allegation informed.

19.5 The Principal (or Case Manager) shall keep a written record of the action taken in connection with the allegation.

20 Suspension of Staff

20.1 Suspension should not be automatic. All options to avoid suspension should be considered prior to suspension. In respect of staff other than the Principal, suspension can only be carried out by the Principal.

20.2 Suspension may be considered at any stage of the investigation. It is a neutral, not a disciplinary act and shall be on full pay. Consideration should be given to alternatives: e.g. paid leave of absence; agreement to refrain from attending work; change of, or withdrawal from, specified duties.

20.3 Suspension should only occur for a good reason. For example:

- where a child/adult at risk is at risk.
- where the allegations are potentially sufficiently serious to justify dismissal on the grounds of gross misconduct.
- where necessary for the good and efficient conduct of the investigation.

20.4 If suspension is being considered, the member of staff should be encouraged to seek advice, for example from a trade union.

20.5 If the Principal considers that suspension is necessary, the member of staff shall be informed that he/she is suspended from duty. Written confirmation of the suspension, with reasons, shall be despatched as soon as possible and ideally within one working day.

20.6 Where a member of staff is suspended, the Principal should address the following issues:

- the NCG Senior Lead for Safeguarding should be informed of the suspension in writing.
- The parents/carers of the student making the allegation should be informed of the suspension. They should be asked to treat the information as confidential. Consideration should be given to informing the student making the allegation of the suspension
- senior staff who need to know of the reason for the suspension should be informed
- depending on the nature of the allegation, the Principal should consider with the Divisional Board Member whether a statement to the students of the College and/or parents/carers should be made, taking due regard of the need to avoid unwelcome publicity

- the Principal shall consider carefully and review the decisions as to who is informed of the suspension and investigation. The *LADO* and external investigating authorities should be consulted.
- the suspended member of staff should be given appropriate support during the period of suspension. They should also be provided with information on progress and developments in the case at regular intervals by the Case Manager
- the suspension should remain under review in accordance with the College disciplinary procedures.

21 The Disciplinary Investigation

21.1 The disciplinary investigation should be conducted in accordance with the College's existing staff disciplinary procedures.

21.2 The member of staff should be informed of:

- the disciplinary charge against them.
- their entitlement to be accompanied or represented by a trade union representative or friend.

21.3 Where the member of staff has been suspended and no disciplinary action is to be taken, the suspension should be lifted immediately and arrangements made for the member of staff to return to work.

21.4 The child/adult at risk making the allegation and/or their parents/carers should be informed of the outcome of the investigation and proceedings. This should occur prior to the return to College of the member of staff (if suspended).

21.5 The Principal (or Case Manager) should give consideration to what information should be made available to the general population of the College

22 Allegations without foundation

22.1 False allegations may be indicative of problems of abuse elsewhere. A record should be kept and consideration given to a referral to the Social Care Department in order that other agencies may act upon the information.

22.2 Records of malicious allegations will be removed from personnel records.

22.3 In consultation with the Case Manager and the Senior Lead Manager for Safeguarding the Principal shall:

- inform the member of staff against whom the allegation is made orally and in writing that no further disciplinary or safeguarding action will be taken.
- inform the parents/carers of the alleged victim that the allegation has been made and of the outcome.
- where the allegation was made by a child other than the alleged victim, consideration to be given to informing the parents/carers of that child
- prepare a report outlining the allegation and giving reasons for the conclusion that it had no foundation and confirming that the above action had been taken.

23 Partnership Working with Parents/Carers

23.1 is our policy to work in partnership with parents/carers to secure the best outcomes for our children and young people. We will therefore communicate as clearly as possible about the aims of the College. We will

- use clear statements in our parent/carer guide and other correspondence.
- involve parents/carers and students in the review of key policies and procedures of
- liaise with agencies in the statutory, voluntary and community sectors and locality teams that are active in supporting families
- be alert to the needs of parents/carers who do not have English as their first language and will utilise the translation services as necessary.

24 Records

24.1 It is important that documents relating to an investigation are retained in a secure place, together with a written record of the outcome and, if disciplinary action is taken, details retained on the member of staff's personal and confidential file. If a member of staff is dismissed or resigns before the disciplinary process is completed, he/she should be informed about the College's statutory duty to inform *the Disclosure and Barring Service*.

Where a young child or adult at risk leaves the college the designated safeguarding lead should ensure their child protection file is transferred to the new college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving colleges should ensure key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEN in colleges, are aware as required.

In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the new College in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

The principle set out in Keeping Children Safe in Education, the statutory guidance for schools and colleges on safeguarding, is helpful:

"Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children."

25 Monitoring Effectiveness

25.1 Where an allegation has been made against a member of staff, the nominated Governor, together with the Senior Lead for Safeguarding should, at the conclusion of the investigation and any disciplinary procedures, consider whether there are any matters arising from it that could lead to the improvement of the College's procedures and/or policies and/or which should be drawn to the attention of the Local Safeguarding Children's Board. Consideration should also be given to the training needs of staff.

26 Safer Recruitment Policy

26.1 The College has in place a safer recruitment policy (Recruitment and Selection Policy and Procedures) recruitment procedures which will ensure that every care is taken to ensure that children/young people are protected from unsuitable people. The recruitment procedures will apply to all staff and volunteers (*for volunteers where attendance is long term and unsupervised*) within the College who may work with children or young people. The recruitment procedures will include the following:

- the post or role will be clearly defined
- the key selection criteria for the post or role will be identified.
- the requirement to produce documentary evidence of academic/vocational qualifications.
- obtaining professional references
- verification of previous employment history
- DBS checks
- use of a variety of selection techniques (e.g. qualifications, previous experience, interview, reference checks).
- For agency staff, the College will check that the person presenting at the College, is the same person that the agency provided the vetting checks for

26.2 Recruitment and Selection processes are designed to assist managers to recruit and select the best candidates for a vacancy. The College takes account of all relevant legislation.

In addition to the above, all staff will:

- complete a Southwark College application form
- be asked about significant gaps in their CV/application form

26.3 Where the candidate:

- has been disqualified from working with children, young people or ‘adults at risk’
- has provided false information, on or in support of, his or her application
- is a cause for concern with regard to their suitability to work with children, young people or ‘adults at risk’

The facts will be reported to the Disclosure and Barring Service

Appendix A



Appendix 2

PREVENT AND SAFEGUARDING NOTIFICATION FORM

Strictly Confidential

This form is to be used by employees or volunteers to record any Prevent issues and safeguarding incidents, disclosures or suspicions of abuse or potential risk of harm relating to a child (under 18 years), young person or adult at risk.

The completed form should be sent to the Designated Divisional Safeguarding Advisor immediately to the referrals e-mail [***Divisions to include email details here***].

The Designated Divisional Advisor will notify the HR Manager and Managing Director

Division:		Name of person making this referral: (please print name)	
Job title of referrer:		Contact phone number	
Place of work of referrer:		Email of referrer:	
Is this a safeguarding incident?:	Yes/No	Is this a Prevent incident?:	Yes/No
The Learner's details			
Is the referral in respect of a: <i>(tick as appropriate)</i>		Child or young person (under 18 years of age) Yes/No	
		Adult Yes/No	
Name of learner/customer:			
Learner/customer number if applicable:			

Address:			
Telephone number:			
Date of birth:		Was interpreter: required? arranged?	Yes/No Yes/No
First preferred language:		Any specific needs?	

Other relevant details about the person involved:

Include family circumstances (e.g. substance misuse, domestic abuse, parental mental health issues, or any other factor which may impact on parenting), physical and mental health of the person concerned, any communication or learning difficulties they may have.

What is the safeguarding concern?	
Is the person in danger of further abuse:	Yes/No
Is the person any risk to others:	Yes/No
Parent/guardian/carer's contact details:	
Relationship to person concerned:	
Any siblings/children/dependents if known:	Yes/No/Not known <i>(siblings/children/dependents)</i> <i>delete as appropriate</i>

Name		D.o.b.		Gender	
Name and address of GP if known:					
If the child, young person or adult at risk is in work based learning or completing a work placement, please give details of the employer:					
Name of Employer:					
Contact details:					
Details of the allegation/suspicious					
Are you recording: <i>(tick as appropriate)</i>			A disclosure made directly to you by the learner? Yes/No		
			A disclosure or suspicions from a third party? Yes/No		

	Your suspicions or concerns? Yes/No						
Date and time of disclosure:							
Date and time of incident:							
Are there any previous reports?	Yes/No						
Date(s) of any previous reports (if applicable)							
Is there a Risk Assessment in place for any learners involved in the disclosure?							
Yes/No <i>(delete as appropriate)</i>							
Name of learner (if different to report name):							
Date of risk assessment:							
Risk status: <i>(please tick as appropriate)</i>	<table> <tr> <td>Radicalisation</td> <td>Yes/No</td> </tr> <tr> <td>Pregnant</td> <td>Yes/No</td> </tr> <tr> <td>Has responsibility for children</td> <td>Yes/No</td> </tr> </table>	Radicalisation	Yes/No	Pregnant	Yes/No	Has responsibility for children	Yes/No
Radicalisation	Yes/No						
Pregnant	Yes/No						
Has responsibility for children	Yes/No						

	<p>Current or recent suicide attempts Yes/No</p> <p>History of self-harming Yes/No</p> <p>Self-neglect Yes/No</p> <p>Threats or violence to others Yes/No</p> <p>Misusing substances Yes/No</p> <p>Currently receiving medication Yes/No</p> <p>Mental health problems Yes/No</p> <p>Other [<i>please state</i>]</p> <div data-bbox="715 1319 1302 1491" style="border: 1px solid black; height: 77px; width: 368px;"></div>
<p>Action taken to date:</p>	<p>Referral to Social Services <input data-bbox="1230 1865 1291 1915" type="checkbox"/></p>

Details of first aid administered:	
Has the person concerned been informed and consents to the sharing of this information with other professionals/organisations:	
Information shared with: <i>(please include contact details)</i>	
The person concerned is now: <i>(describe current condition and whereabouts)</i>	<i>e.g. living in a hostel, in a safe environment, still at risk</i>

Ethnicity *(please tick as appropriate)*

<p>White</p> <p>Welsh / English / Scottish / Northern Irish / British</p> <p>Irish</p> <p>Gypsy or Irish Traveller</p> <p>Any other White background, please describe</p>	
<p>Mixed / Multiple ethnic groups</p> <p>White and Black Caribbean</p> <p>White and Black African</p> <p>White and Asian</p> <p>Any other Mixed / Multiple ethnic background, please describe</p>	
<p>Asian / Asian British</p> <p>Indian</p> <p>Pakistani</p> <p>Bangladeshi</p> <p>Chinese</p>	

Any other Asian background, please describe	
Black / African / Caribbean / Black British African Caribbean Any other Black / African / Caribbean background, please describe	
Other ethnic group Arab Any other ethnic group, please describe	
Signed: 	Dated:

PLEASE ENSURE THIS FORM IS CHECKED AND ANY FURTHER ACTION REQUIRED IS TAKEN.

ENSURE THIS FORM IS STORED IN A SECURE FILE AND A COPY HAS BEEN FORWARDED TO YOUR SAFEGUARDING MANAGER. EMAIL THIS FORM TO [referral e-mail]

PLEASE REMEMBER TO COMPLETE THE FOLLOW UP FORM ATTACHED

Names of Safeguarding Managers:

Newcastle College:	Paula Miller
Newcastle Sixth Form College:	Simon Ross
West Lancs College:	Jane Hines
Intraining and Rathbone:	Gina Steele/Diane Thompson
Kidderminster College:	Cat Draper
Carlisle College	Danielle Skelton
Southwark	TBA



Please ensure that you retain a copy of this form in your secure Safeguarding file or secure network folder

Please inform the Divisional Designated Advisor of all follow up details

PREVENT AND SAFEGUARDING INCIDENT FOLLOW UP FORM

Division:		Name of referrer: <i>(please print)</i>	
Student number:		Name of student:	
If referred to Social Care, please ensure that the referral is followed up within 7 working days to establish status			
Date of follow up:			
Further action required:			
Referral to other Agencies			
Name of Agency:			

Date of referral:			
Follow up/outcome of referral:			
Signed:		Dated:	

Please print name:			
		

Divisional Designated Officer to keep Executive Lead (Louise Dawson) appraised of outcomes.

Updated: Aug 2019

Review date: Aug 2020

