

College Group Policy

Safeguarding

Manager Responsible: Director of Learner Development & Inclusion

Version Number: 10.0

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| Approval Date: | 26 Aug 2021 |
| Approved by: | Safeguarding Committee |
| Minute number: | |
| Ratified by: | Senior Management Team |
| Minute number: | |
| Review Date: | 30 Sep 2022 |
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| Intended Audience: <i>(Check appropriate box)</i> | | | |
| Staff: | <input checked="" type="checkbox"/> | Governors: | <input checked="" type="checkbox"/> |
| Students: | <input checked="" type="checkbox"/> | External: | <input checked="" type="checkbox"/> |

AMENDMENT SUMMARY

| <u>Version</u> | <u>Date</u> | <u>Remarks</u> |
|-----------------------|--------------------|--|
| 7.0 | 18 Aug 2017 | Inclusion of direction on: Peer-on-Peer Abuse; and Allegations Against Learners. Minor textual amendments |
| 7.1 | 20 Sep 2017 | Arrangements for assessing Vulnerable Learners |
| 7.2 | 01 Mar 2018 | Change to Safeguarding Structure for employee related matters |
| 8.0 | 08 Oct 2018 | Annual Review and inclusion of changes to KCSiE and Working Together Summer 2018 Editions. |
| 8.1 | 11 Sep 2019 | Annual Review and inclusion of changes to KCSiE Summer 2019 Edition. |
| 9.0 | 07 Sep 2020 | Annual Review and inclusion of changes included in KCSiE September 2020 Edition. |
| 9.1 | 08 Apr 2021 | Advice on recording 1:1 online meetings with learners |
| 10.0 | 22 Jul 2021 | Annual Review and inclusion of changes included in KCSiE September 2021 Edition. |

Age, Disability, Gender & Race Equality Statement

Age, Disability, Gender and Race Equality Impact Measures will be set and monitored through analysis of all data related to potential suspected or actual abuse of this policy.

A copy of the Equality Impact Assessment Initial Screening Form is attached as an Annex to the full Safeguarding Policy

Policy Summary

1. INTRODUCTION AND PURPOSE

As well as needing to provide a safe and secure environment under UK law, the College Group is committed to helping learners achieve their best by making sure they feel comfortable and safe in all College Group locations. The Safeguarding Policy tells everyone how this is going to be achieved. It also gives certain people responsibilities and tasks to make sure it happens. The Policy applies to all staff, learners, volunteers and regular visitors.

The College Group will do everything it can to protect young people from:

- Abuse, in all its forms
- Harassment
- Child criminal Exploitation; including sexual exploitation and county lines
- Forced marriage or so-called honour-based abuse
- Harm from cultural or religious practices; including Female Genital Mutilation (FGM)
- Radicalisation
- Homelessness

It is hoped that learners and parents or carers will feel free to discuss any concerns they have which may affect successful learning and will view the College as a safe place if there are any difficulties elsewhere in their lives.

The way schools and colleges are operating as a result of the coronavirus (COVID-19) pandemic is different to the way education was provided in the past, however, all of the important safeguarding principles remain the same.

2. DEFINITION

The Department for Education document '*Keeping Children Safe in Education*' defines Safeguarding and promoting the welfare of children as:

- Protecting children from maltreatment;
- Preventing impairment of children's mental and physical health or development;
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care;
- And taking action to enable children to have the best outcomes.

This means that most activities conducted through the College must include some consideration of Safeguarding matters.

The Children Acts 1989 and 2004 state that a child is any person aged under 18 years old. However, in certain circumstances this age limit may be extended; for example, in the case of a person with learning difficulties or in cases where there has been an abuse of trust.

Although the College Safeguarding Policy is generally applicable to those who must be protected, the principles apply to any concerns around the welfare of learners at the College. It includes all those aspects of support which, in schools, falls under the banner of Child Protection.

No single practitioner can have a full picture of a young person's needs and circumstances. If young people and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

3. MAIN PRINCIPLES

The College Group promotes an ethos where young people feel secure, are encouraged to talk and are listened to. Because of our duty to protect learners, where we believe an individual may be at risk of harm, we cannot promise to keep information confidential. Every learner should be told by the member of staff they have chosen to talk to, what will happen next.

Staff who observe any behaviour or who hear or are told anything significant by a learner or others, must report their concerns in accordance with the diagrams on Pages 7 & 8.

Safeguarding issues can revolve around one or more of the following; detailed definitions can be found elsewhere in this document:

- Neglect
- Physical Abuse
- Sexual Abuse
- Emotional Abuse
- Bullying or harassment
(including Cyberbullying & Peer-On-Peer Abuse)
- Forced Marriage
- Radicalisation
- Homelessness

Safeguarding incidents and/or behaviours can be associated with factors outside the College and/or can occur between young people outside the College. All staff, but especially the designated safeguarding lead (and deputies) should be considering the context within which such incidents and/or behaviours occur. This is known as **contextual safeguarding**¹, which simply means assessments of young people should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors, so it is important that colleges provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse.

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Annex B to '*Keeping Children Safe in Education*' contains important information about specific forms of abuse and Safeguarding Issues. It is required reading for all staff, governors and other individuals who support College learners.

¹ <https://contextualsafeguarding.org.uk/about/what-is-contextual-safeguarding>

The College Group recognises the positive contribution it can make towards protecting its learners from radicalisation towards violent extremism. Through Learner Voice and the tutorial programme, it will continue to help the learners to create communities that are resilient to extremism and protect the wellbeing of particular learners who may be vulnerable to being drawn into violent extremism or crime. It will also continue to promote the development of spaces for free debate where shared values can be reinforced.

Child sexual exploitation (CSE) and Child Criminal Exploitation (CCE) involve exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual or criminal activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. The Female Genital Mutilation Act 2003² creates a mandatory reporting duty requiring specified regulated professionals³ in England and Wales to make a report to the police. The duty applies where, in the course of their professional duties, a professional discovers that FGM appears to have been carried out on a girl aged under 18 (at the time of the discovery).

Radicalisation is the process by which individuals come to support terrorism or violent extremism. There is no typical profile for a person likely to become involved in extremism, or for a person who moves to adopt violence in support of their particular ideology. Although a number of possible behavioural indicators are listed below, staff should use their professional judgement and discuss with other colleagues or external partners if they have any concerns:

- Use of inappropriate language
- Possession of violent extremist literature
- Behavioural changes
- The expression of extremist views
- Advocating violent actions and means
- Association with known extremists
- Seeking to recruit others to an extremist ideology

If anyone has any significant concerns about a learner beginning to support terrorism and/or violent extremism, they should discuss the individual with the Director of Learner Development & Inclusion.

² Section 5B(11) of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015)

³ Including 'Teachers' - in relation to England, a person within section 141A(1) of the Education Act 2002 (persons employed or engaged to carry out teaching work at schools and other institutions in England)

Staff cannot guarantee to consult parents or carers first, or to keep a young person's concerns confidential, if a referral must be made to the appropriate agencies (Police or Local Authority) in order to safeguard the young person's welfare.

The Social Services and Police have the primary responsibility in the field of child protection and preventing violent extremism respectively. Local authorities must take steps to protect people at risk in appropriate circumstances and give certain powers to the police so that they can take action to protect them.

It is not the College Group's responsibility to investigate abuse. Nevertheless, it must act if there is cause for concern and must notify the appropriate agencies so that they can investigate and take the necessary action.

All staff who are in regular contact with young people will need to attend basic safeguarding training. The College Group will provide adequate training and supervision to ensure that the needs and welfare of young people are paramount. When staff join the College Group they will be trained in the Safeguarding arrangements as part of their induction. Mechanisms are in place to assist them to understand their role in safeguarding young people and adults at risk. Regular updates on Safeguarding matters will be provided to all staff.

4. ONLINE SAFETY

The starting point for online teaching is that the same principles as set out in the College's Acceptable Use of IT Resources, Online Safety Policy and Code of Conduct still apply. These will be supplemented by periodic updates disseminated through the medium of the StaySafe Newsletter.

As learners increasingly interact more online for learning and socialising, the need for staff to set clear expectations about respectful online behaviour remains paramount – regardless of their comfort level or proficiency with technology. Communication and content should always reflect professional staff/learner or staff/parent/carer relationships.

In line with guidance provided in the *Personal Data Privacy Notice – Recording of Meetings*, where it is unavoidable to meet one-to-one with a learner staff should consider the benefits of recording the meeting, either using the functionality provided by Teams or by making an audio recording in some other way. In almost all cases, the meeting should be recorded.

5. STAFF WITH SPECIFIC SAFEGUARDING RESPONSIBILITIES

The staff listed below have specific responsibilities detailed in the full Policy document:

- Designated Governor
- Director of Learner Development & Inclusion
(*Designated Senior Safeguarding Manager*)
- Directors of Curriculum
(*Deputy Senior Safeguarding Managers*)
- Curriculum Area Managers
- Manager Dovedale Nursery (*Early Years Safeguarding Manager*)
- Director of Information Systems (*Online Safety Manager*)

- Human Resources Manager (Staff Safeguarding Manager)
- Student Support Team Leader (*Safeguarding Lead*)

6. ASSESSMENT OF VULNERABLE LEARNERS

The College has specific arrangements in place to assess the risks to, and vulnerabilities of, learners in the following categories:

- 14-16 year olds
- Category 1 students
- Students identified as potentially at academic risk
- Learners with a live Safeguarding Alert
- Learners with Education, Health and Care Plans
- Learners who may be considered as an 'Adult at Risk'.

For all learners who fall into these groups, staff must carry out a Vulnerable Learner Assessment using the form at Appendix 3.

7. MANAGEMENT OF VISITORS

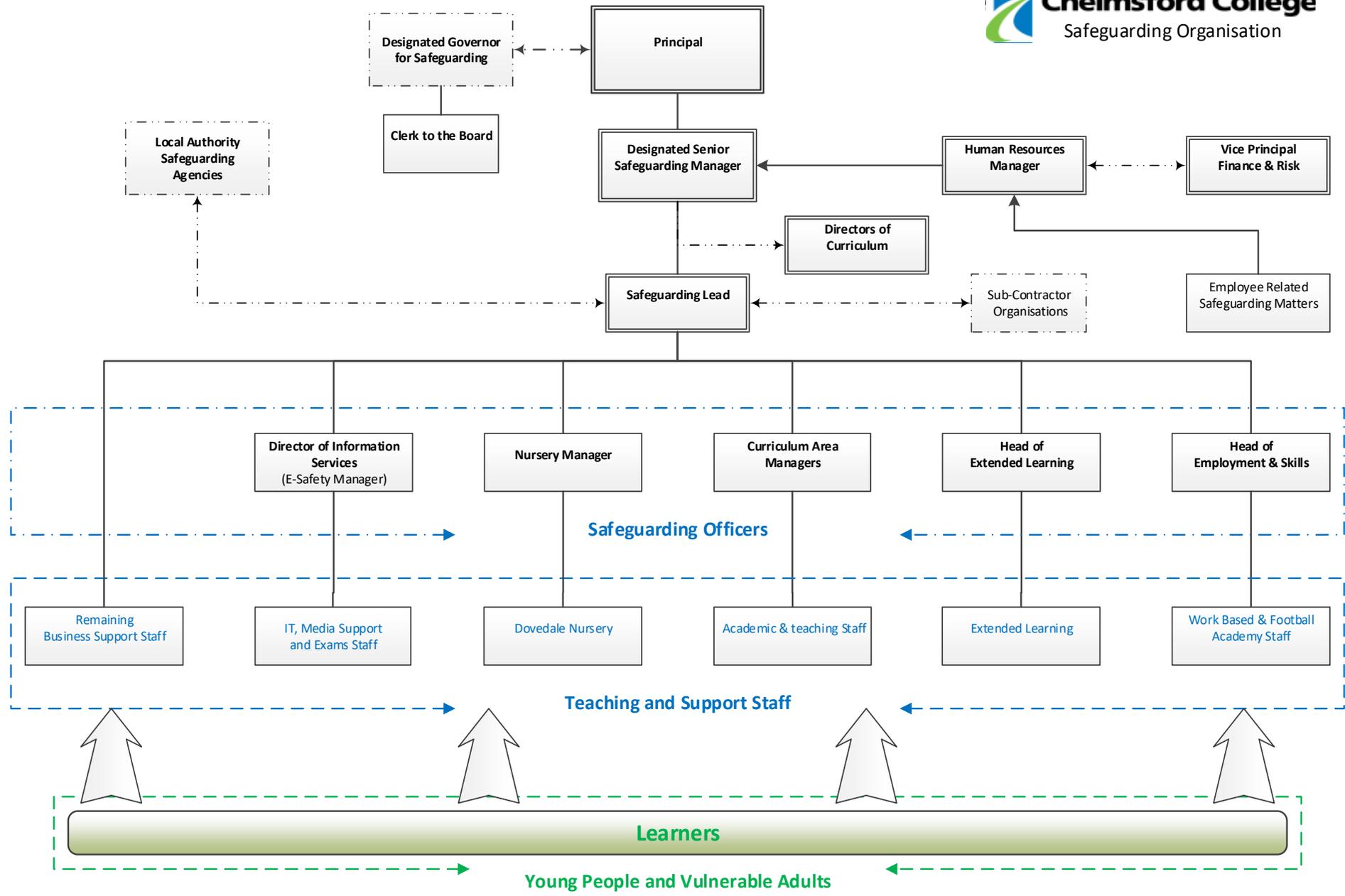
All visitors to the College must go to the appropriate Reception desk before proceeding to any other part of the College estate. Their details should be recorded, they are to be given a Visitor's badge and must be escorted appropriately throughout their visit. Approval for Visiting Groups and Speakers must be obtained following the guidance contained in Appendix 6.

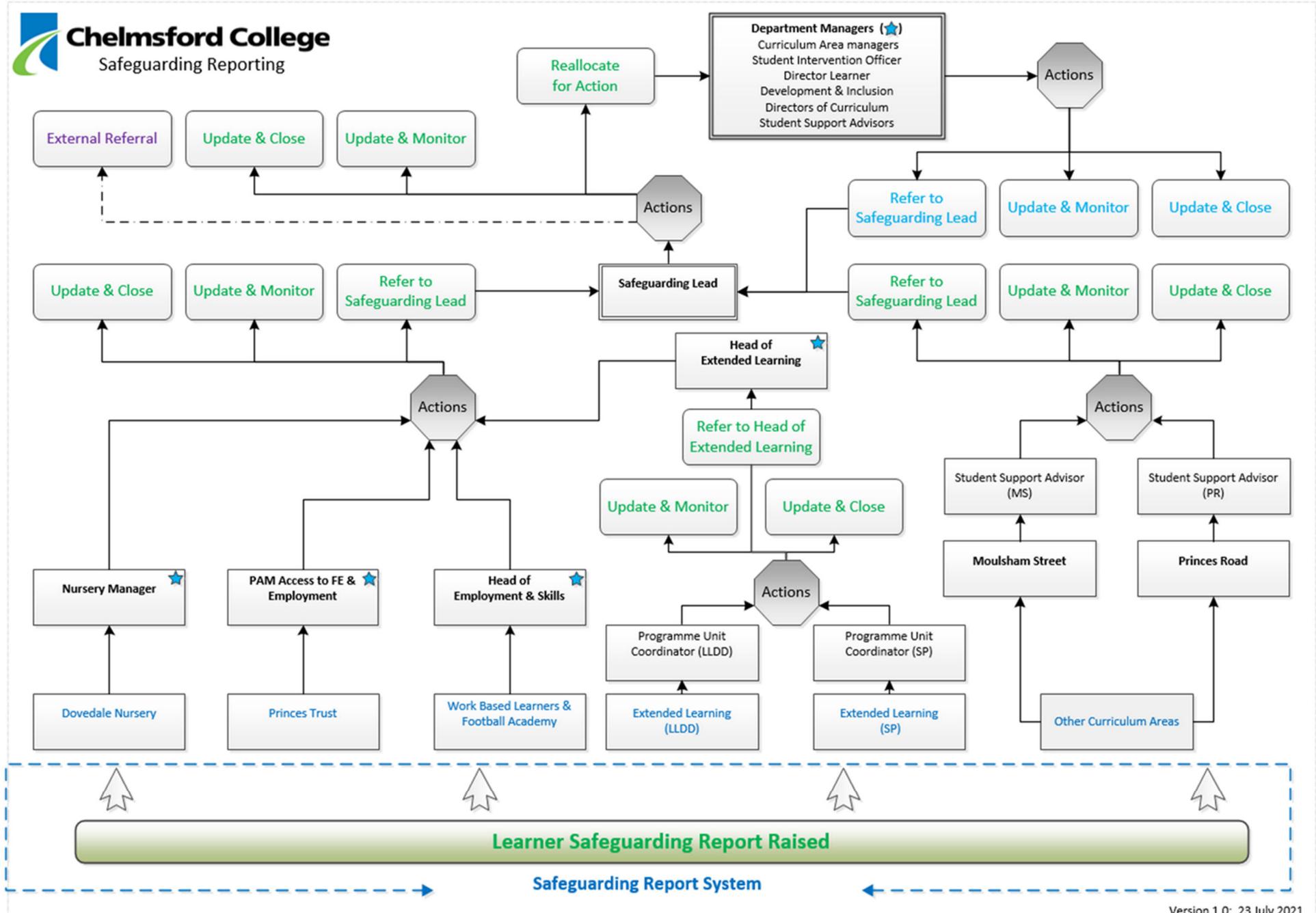
8. TRAINING FOR VOLUNTEERS

The College generally supports the opportunities that volunteering potentially provides to both parties. However, it is important that normal safer recruitment processes are followed which will include the need for some induction including training on: Safeguarding & PREVENT; Health & Safety; and Equality & Diversity.

9. SAFEGUARDING ORGANISATION

The diagram overleaf shows the Safeguarding organisation within Chelmsford College Group:





Equality Impact Assessment (EIA) Initial Screening Form

Name of the Policy, Procedure, Practice or Proposal being screened:

College Group Safeguarding Policy

Provide a brief description of its purpose:

This policy provides a statement of the mechanisms by which the College will meet its statutory and moral duty to ensure that it promotes the welfare of young people and adults at risk receiving education and training in the College; or under the auspices of the College.

Are there controls in place to monitor the uniform application of this practice? (if no please explain below)

Yes**No**

Safeguarding practices should be applied universally to all those who interact with the College. All employees undergo Safeguarding training which is refreshed at least once every 3 years to ensure that they understand their responsibilities. Any Safeguarding concerns are raised with the appropriate manager or the Safeguarding Committee if appropriate. Oversight is provided by the nominated Governor.

Does the policy or process have the potential to affect a particular group disproportionately in either a positive or negative way? Please provide comments with supporting evidence:

As the procedure applies equally to all groups, it has not been identified that it has the potential to affect any particular group disproportionately to any another.

If you have identified a medium or high equality impact please complete the following, otherwise leave blank. Add additional comment below the questions as necessary.

Are there any other policies or practices that need to be assessed alongside this screening?

Yes**No**

Should the policy or practice proceed to a full Equality Impact Assessment?

Yes**No**

If the answer to the above question is no, please give the reasons for this decision:

If a full impact assessment is required, please give the date by which it will be completed

(Note – If you have assessed a negative impact as high, you must seek advice and conduct a full EIA on a high priority basis)

Declaration:

We are satisfied that an initial screening has been carried out and a full Equality Impact Assessment [~~is~~ / is not] required at this time.

(If a full EIA is required, a template form is available within the EIA Guidance Notes which must be read before completing a full EIA).

Manager:

Signature:

M Iciek

Date:

07 Sep 2020

Countersigned

Signature:

A Sparks

Date:

07 Sep 2020