



SAFEGUARDING POLICY

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| Owner | Safeguarding, Prevent & Operations Officer |
| Last Review | December 2017 |
| Approved by | Corporation |
| Next Review | December 2018 |
| Related Documents | See section 7 |

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1 Scope

- 1.1 This policy applies to all teaching staff and support staff of the College and to all learners.

2 Policy Statement/Objectives

- 2.1 The College recognises that it has a statutory duty and responsibility to safeguard and promote the safety and welfare of children, young people and those adults deemed 'vulnerable'.

- 2.2 These duties and responsibilities are defined in a wide range of legislation, including the Children Act (2004), the Mental Capacity Act (2005), Equality Act 2010, the Counter Terrorism and Security Bill with particular relevance to the Prevent Duty, plus other relevant legislation. The publication of the Safeguarding Vulnerable Groups Act (2006) amended in the Protection of Freedoms Act 2012, introduced a Disclosure and Barring Service (DBS) checks for staff and others who have defined levels of contact with children, young people and 'at risk' adults.

- 2.3 Safeguarding is a term used to denote the duties and responsibilities that those providing health, social or educational service have to carry out to protect individuals from harm, including self-harm. Specifically, the Statutory Guidance for Schools and Further Education Colleges published by the Department for Education and the Department for Business, Innovation and Skills states that schools and colleges should have systems and processes in place designed to:

- Ensure children are kept safe and allow for poor and unsafe practice to be challenged;
- Foster a culture of trust between adults who work at the College and children who attend it;
- Prevent people who pose a risk of harm from working with children and 'at risk' adults;
- Contribute to effective partnership working between all those involved with providing safeguarding services for children;
- Work with partners to provide a co-ordinated offer of early help when additional needs of children are identified;
- Ensure staff receive appropriate safeguarding and child protection training which is regularly updated;
- Ensure staff are effective in providing 'early help';
- Staff are aware and can effectively respond to the following issues:
 - CSE – child sexual exploitation
 - Female Genital Mutilation (FGM)
 - Honour-based violence
 - Peer to peer bullying and self-harm
 - Mental health issues
 - Online risks

3 Prevent Strategy

- 3.1 Further Education provides students with skills they will draw on for the rest of their lives. Since many people pass through Further Education at some point it is absolutely critical that institutions embody values of openness, free debate and tolerance, and promote them through the way they operate.
- 3.2 The Government has placed a duty on educational establishments including Further and Higher Education colleges and highlighted that they have a key role in helping prevent people being drawn into terrorism, which includes not just violent extremism, but also non-violent extremism.
- 3.3 The Prevent strategy has three specific strategic objectives:
 - 3.3.1 Respond to ideological challenge of terrorism and the threat faced from those who promote it;
 - 3.3.2 Prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support; and
 - 3.3.3 Work with sectors and institutions where there are risks of radicalisation that need to be addressed.
- 3.4 Prevent aims to stop people being drawn into terrorism or supporting terrorism. The College has taken measures to raise awareness within its staff and student body by providing training and information and promoting values of openness, tolerance and facilitating free debate which is central to being a British citizen.
- 3.5 The College will seek to address radicalisation and extremism through its safeguarding arrangements using embedded and familiar safeguarding procedures. Radicalisation and extremism are defined as follows:
 - 3.5.1 **Radicalisation:** The process by which a person comes to support terrorism and forms of extremism leading to radicalisation.
 - 3.5.2 **Extremism:** 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; calls for the death of members of our armed forces, whether in this country or overseas. (Evans, G. *Emerging good practice* Ofsted)

- 3.6 In accordance with our Prevent Strategy, the expectation is that the College will deliver in the following areas:
- 3.6.1 Partnerships: active engagement across all levels of the College and regular contact and discussion with the regional further education prevent co-ordinators.
 - 3.6.2 Risk Assessment: the College will address the physical management of the College's estate, including policies and procedures for events held by staff, students or visitors and relationships with external bodies and community groups who may use the premises. The College recognises the need to have clear and visible policies in place covering staff, students, learning and infrastructure (use of premises), capable of identifying where students or staff may be at risk of being radicalised and drawn into terrorism, therefore, there is a mechanism in place to raise concerns regarding radicalisation or extremism which is detailed in Appendix 1.
 - 3.6.3 Action Plan: The College has a Safeguarding and Prevent Action Plan in place which is reviewed and updated regularly through the regular Safeguarding meetings which are chaired by the Vice Principal. In the event of any person becoming a cause for concern, and therefore a potential risk, it may be necessary to develop an individual action plan to ensure the College can address whatever risk may have been identified.
 - 3.6.4 Staff and Governance Training: The College will identify the appropriate training requirements across all sectors of the College in accordance with the Prevent Duty Guidance document and implement training schedules and awareness sessions in line with these requirements accordingly. These sessions can be booked via Staff Development.
 - 3.6.5 Welfare & Pastoral care: The College understands the duty of care to their students and has sufficient support mechanisms in place for all students according to their needs. Further guidance can be sought via the Assistant Principal of Business & Technology or the Safeguarding, Prevent & Operations Officer.
 - 3.6.6 Safety Online: The College has strict policies on the use of IT on the premises and uses filtering as a means of restricting access to harmful content.
 - 3.6.7 Prayer and Faith facilities: The College has dedicated Prayer/Reflection rooms and access control is monitored accordingly.

3.6.8 Monitoring & Enforcement: Ofsted inspects under the Common Inspection Framework. Safeguarding is inspected as part of the leadership and management judgement and there is now an increased focus on fundamental British values and preventing extremism. The College senior management team and Governors are required to monitor this.

3.6.9 Where possible, full-time students should not be taught solely by agency staff. Where this is not practical, i.e. for part-time students, the manager in the area should ensure that they regularly make contact with the agency member of staff to ask the specific question '*Do you have any safeguarding/Prevent concerns?*'

3.7 All of the above points are intended to provide the right foundations for learners to achieve their full potential and provide a safe, lawful and open environment in which to learn.

4 Definitions of Terminology

4.1 '**Vulnerable**' adult is defined as a person 'who is or may be in need of community care services by reason of mental or other disability, age or illness; and who is or may be unable to take care of him or herself, or unable to protect him or herself, or unable to protect him or herself against significant harm or exploitation' (Department of Health, 2000).

4.2 Policy – The College will have all necessary policies and procedures in place (including the *Safeguarding Policy* and the *Child Protection and Vulnerable Adults Policy*) to ensure that children, young people and 'at risk' adults are:

- Protected from abuse by others.
- Learning and working in safe environments.

It will also ensure that:

- Safe staff and volunteer recruitment practices are in place.
- Staff are aware of their moral and legal responsibilities for safeguarding.
- Reporting and information management procedures allow for effective monitoring of safeguarding issues.
- An effective complaints and compliments policy is in place
- Governors [the corporation] undertake their specific duties relating to safeguarding.

5 Roles and Responsibilities

5.1 Principal and Chief Executive

5.1.1 Responsible for overseeing all matters concerning safeguarding.

5.2 Designated Governor

5.2.1 Responsible for liaising with the Principal via the Director of Human Resources who is also a nominated Child Protection/Safeguarding Officer over matter regarding child protection.

5.3 College Safeguarding, Prevent & Operations Officer

5.3.1 Nominated Lead for Child Protection/Safeguarding Officer.

5.3.2 Nominated Prevent Co-ordinator.

5.4 Director of Human Resources

5.4.1 Nominated Child Protection/Safeguarding Officer.

5.5 Senior Student Services Officer

5.5.1 Nominated Child Protection/Safeguarding Officer.

5.6 Progress Coach Team

5.6.1 Nominated Child Protection/Safeguarding Officers.

5.7 All staff are expected to be proactive in reporting, monitoring and managing learner behaviour that may lead to harm in others.

6 Access to Information

6.1 The College will ensure that there are adequate procedures in place within existing policies to identify, monitor and report on issues linked to safeguarding and to uphold its legal obligations by:

6.1.1 Informing the Disclosure and Barring Service (DBS) of any individual (employee, volunteer or other) who poses a threat to children, young people or vulnerable adults which will include:

- Reporting of all disclosed staff criminal records;
- Reporting on disclosed learner criminal convictions;
- Liaising with children's services departments in child protection and 'vulnerable' adults matters, and as appropriate with the Local Safeguarding Children Board;
- Reporting on the incidence of bullying and harassment.

6.1.2 Notifying the Provider Manager if safeguarding incidents that require referral.

In terms of the information required, as the agreement states we will notify the ESFA and we will provide the reason for referral. If any further information is required we will respond to the request.

6.1.3 It will also be proactive in:

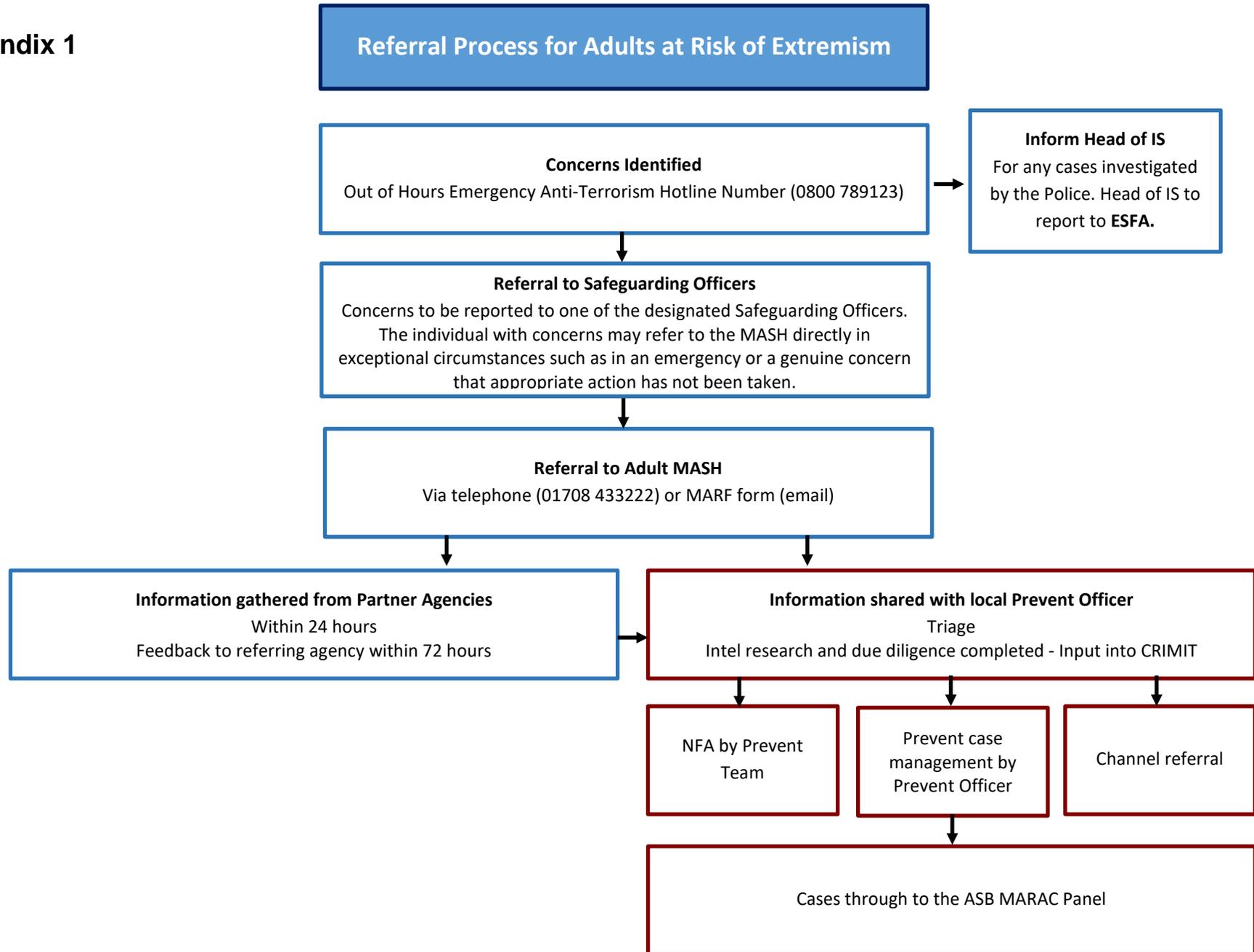
- keeping learners' contact details current;
- maintaining confidential records of learners' medical conditions where appropriate;
- Identifying and addressing issues at home or at College which may affect the safety, welfare or education of individual learners;
- ascertaining if additional control measures in regard to safety and security of the learners are required;
- seeking the views of learners on the adequacy of the College's safeguarding arrangements.

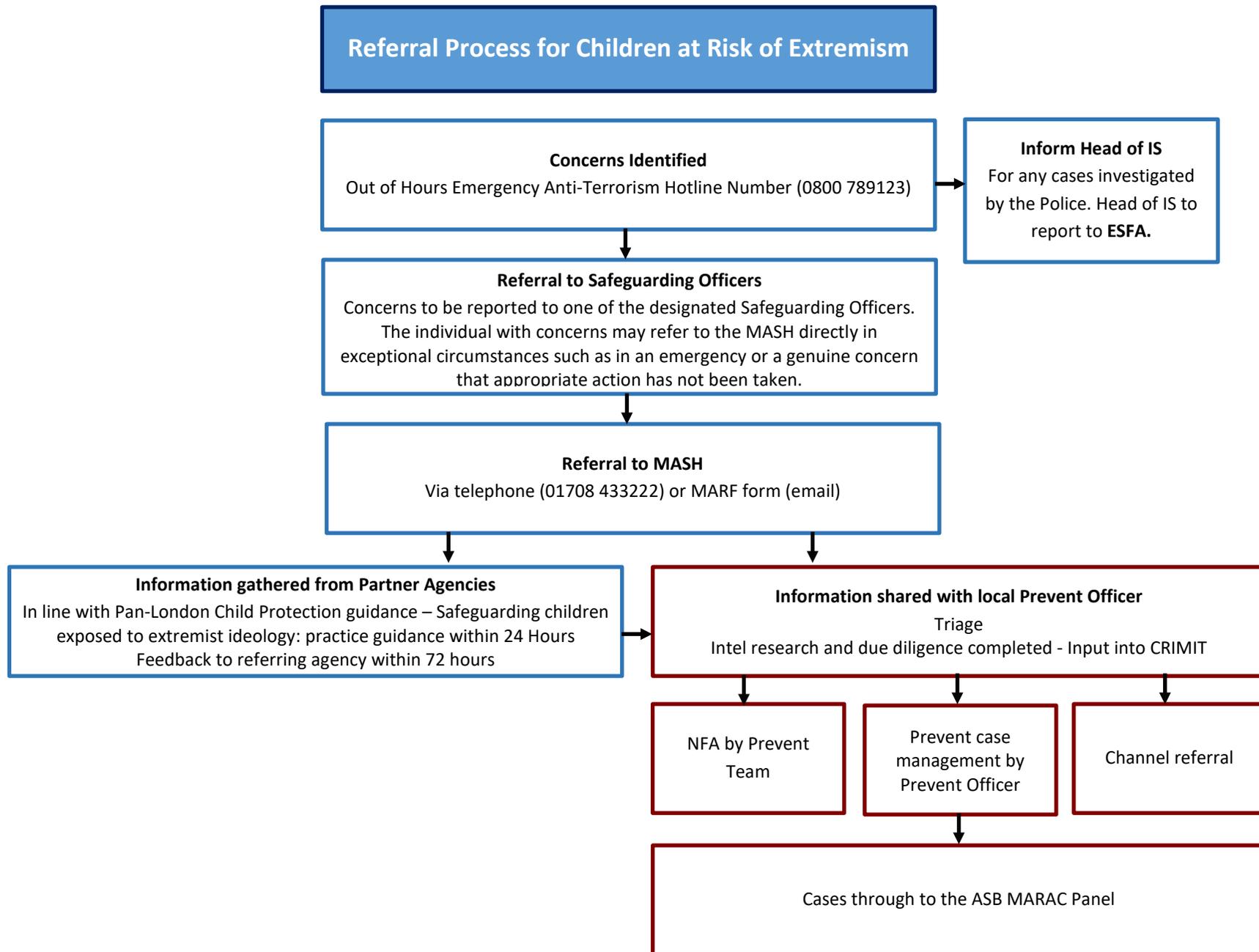
7 Safeguarding within College Policies, Procedures and Common Practice

| Element of Safeguarding | Summary | Related Policies |
|---|---|---|
| Protection from abuse by others | The College will have in place policies and procedures that include effective mechanisms for setting out expectations of appropriate behaviour by staff and learners and sanctions applicable to those in breach of them. The College will, in line with its information sharing protocol, inform the police if a learner is expelled due to committing sexual assault. | <ul style="list-style-type: none"> • Child Protection Policy and Vulnerable Adult Safeguarding Policy and Procedure • Misuse of Drugs and Alcohol Guidance • Dignity at Work Policy • Disclosure and Barring Service Policy • Student Disciplinary Procedures • Professional Practice and Boundaries Policy • E-Safety and IT • Acceptable Use Policy • Public Interest Disclosure Procedure • Equality and Diversity Policy • Anti-Bullying Policy • Student Code of Conduct |
| Prevent – Safeguarding Staff and learners from being drawn in radicalisation or extremism | The College will ensure sufficient mechanisms are in place to ensure staff and learners know what to do should they believe a person or persons are potentially being drawn into radicalisation or extremism violent or non- violent. | <ul style="list-style-type: none"> • Safeguarding Policy • Security Policy and Guidance • Recruitment, Selection and Appointment Policy • Equality and Diversity Policy • E-Safety and IT • Acceptable Use Policy • Anti-Bullying Policy • Student Code of Conduct |
| Safe staff and volunteer recruitment | The College will make sure that its recruitment policies and procedures ensure that those at Havering College involved in regulated activities (in the sense of the Safeguarding Vulnerable Groups Act) are safely recruited. | <ul style="list-style-type: none"> • Recruitment, Selection and Appointment Policy • Agency Workers Policy • DBS Policy • References Policy • Volunteer Policy • Ex-offenders: Statement of Recruitment |

| Element of Safeguarding | Summary | Related Policies |
|--------------------------------|--|--|
| Health and Safety | <p>The College will ensure that its risk assessment and health & safety policies and procedures facilitate the maintenance of healthy and safe environments on the College's sites, and in worksites on employer's premises and off the College's sites. This will include risk assessments in cases of known self-harmers and youth offenders.</p> <p>Looked-after children will be assessed and allocated to a finance/welfare worker.</p> | <ul style="list-style-type: none"> • Health and Safety Policy • First Aid Procedures • Fire Safety Policy • Risk Assessment Guidelines • Work Experience Guidelines |
| Staff Development Provision | <p>The College will ensure that it has appropriate provision in its policies and procedures to ensure that all staff are aware of their responsibilities for safeguarding.</p> | <ul style="list-style-type: none"> • Staff Learning and Development Policy • Physical Intervention Policy |

Appendix 1





Appendix 2

Glossary

| | |
|-----------|--|
| ASB MARAC | Anti-Social Behaviour Multi Agency Risk Assessment conference |
| Channel | Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. The programme uses a multi-agency approach to protect vulnerable people. |
| CRIMIT | Criminal Intelligence Report System |
| MARF | Multi Agency Referral Form |
| MASH | Multi Agency Safeguarding Hub |

Appendix 3

Equality Impact Assessment

| EQUALITY IMPACT ASSESSMENT | |
|--|---|
| Lead Manager: | Catherine Foley |
| Area: | Safeguarding |
| Policy/Service/Function to be Assessed: | Safeguarding Policy |
| New or Existing Policy/Service/Function? | <input type="radio"/> New <input checked="" type="radio"/> Existing |
| Which Stakeholders/Beneficiaries/Groups are intended to benefit from this policy/service/function? | Staff, Learners |
| 1. Briefly describe the aims, objectives and purpose of this policy/service/function or area of work | Provide guidance to help staff to establish safe and responsive working practices and environments which safeguard young people and vulnerable adults and reduce the risk of staff being unjustly accused of improper or unprofessional conduct |
| 2. Are there any other policies, procedures, guidance documents, services, functions, etc. that will interact with this policy/service/function? | Child Protection, Misuse of Drugs and Alcohol, , e-Safety and IT Acceptable Use Policy, Bullying and Harassment, DBS, Equality, Public Interest Disclosure, Health & Safety and Security Policy |
| 3. Does the policy/service/function affect the employees including contract or agency workers? | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 4. Does the policy/service/function affect the learners? | <input checked="" type="radio"/> Yes <input type="radio"/> No |

| | |
|---|---|
| 5. Does the policy/service/function affect the public directly? | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 6. Does the policy/service/function affect how other services are provided? | <input checked="" type="radio"/> Yes <input type="radio"/> No |

7. What impact is the policy/service/function likely to have on the following protected characteristics:

- (a) A **positive impact** is an impact that will improve equality of opportunity, have a positive impact on an equality group and/or improve relationships between members of different equality groups?
- (b) A **negative impact** is an impact that could disadvantage one or more equality groups and/or have less beneficial outcomes for one or more groups when compared with another?
- (c) A **neutral impact** is one where there is no disadvantage; experience will be the same for everyone?
- (d) A **legal requirement** is where a negative impact can be justified on the basis of a legal requirement?

| Protected characteristic | Impact? | What data/evidence has informed the assessed impact and/or what initial action has been taken to deal with adverse or negative impact where practicable (further improvement measures can be added to the improvement plan at the end of this assessment where necessary)? |
|--------------------------|----------|--|
| Age | Positive | n/a |
| Disability | Neutral | n/a |
| Gender | Neutral | n/a |

| | | |
|--------------------------------|--------------------------------|--|
| Gender reassignment | Neutral | n/a |
| Marriage and civil partnership | Neutral | n/a |
| Pregnancy and maternity | Neutral | n/a |
| Race | Negative but Legal Requirement | Care has to be taken in the case of dealing or responding to radicalisation and Prevent agenda that particular ethnicities or faiths do not suffer from negative stereotyping. |
| Religion or belief | Negative but Legal Requirement | In the case of extremism of and radicalisation some faiths may feel they are subject to victimisation, this will need to be monitored and care taken to ensure that fears or concerns are acted upon promptly. |
| Sexual Orientation | Neutral | n/a |

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|---|--|
| 8. Consultation / Involvement: | |
| (a) Who was consulted when the policy/service/function was written, amended or changed? | Senior Management Leadership Team, Governors and Safeguarding, Prevent and Operations Officer. |
| (b) What does available data and the results of any consultation show about the impact of this policy/service/function? | n/a |
| 9. Are there any staff development and/or training issues on equalities arising from this assessment (included these in your improvement plan) | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 10. How is the policy/service/function going to be monitoring in regards to how it affects the different equality groups? | This function is monitored and records kept by Human Resources, Security and Safeguarding Officers. |
| 11. How is the policy/service/function going to be communicated ? | Policy is available on the staff intranet and available on request, in addition policy is discussed through staff development training and e-learning modules. |
| 12. Are there any further improvements that are required in relation to this Equality Impact Assessment? (included these in your improvement plan) | <input type="radio"/> Yes <input checked="" type="radio"/> No |

| | |
|--|--|
| Signed (Completing Officer): (Completing Officer will implement this area of work) | |
| Print Name (Completing Officer): | <input type="text" value="Catherine Foley"/> |
| Date: | <input type="text" value="April 2017"/> |
| Signed (Lead Manager): (Lead Manager is responsible for the effective working of this policy/service/function) | |
| Print Name (Completing Officer): | <input type="text" value="Lorri Garnell"/> |
| Date: | <input type="text" value="April 2017"/> |

| EQUALITY IMPACT ASSESSMENT IMPROVEMENT PLAN | | | | | |
|---|--|---------------|------------------|--------------------|-----------|
| Ref No. | Improvement required | Timescale | Responsible | Date of completion | Signature |
| 1. | Continued safeguarding training for all staff as per staff development programme | December 2017 | Staff Dev. & SLT | | |
| 2. | Prevent Training schedule to be implemented as per guidance | December 2017 | Staff Dev. & SLT | | |
| 3. | | | | | |
| 4. | | | | | |
| 5. | | | | | |
| 6. | | | | | |
| 7. | | | | | |