



**South Gloucestershire and Stroud College**

**Safeguarding Children, Young People  
and Vulnerable Adults Procedure**

**If you would like this document in an alternate format  
Please contact the Human Resources Department**

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<b>Approved by:</b>	Corporation
<b>Date:</b>	06/07/2017

# Impact Assessment



Main aim and purpose of the policy:					
Is this policy (or its constituent parts) relevant to a general equality duty? (please tick)	This policy development will assist in the elimination of unlawful discrimination and/or harassment of identified groups?	Implementation of this policy will promote equal opportunities for identified groups?	Implementation of this policy will promote positive attitudes and participation between groups?	Implementation of this policy will promote good relations between groups?	
<b>Age</b>	✓	✓	✓	✓	✓
<b>Disability</b>	✓	✓	✓	✓	✓
<b>Gender Reassignment</b>	✓	✓	✓	✓	✓
<b>Race or Ethnicity</b>	✓	✓	✓	✓	✓
<b>Religion or Belief</b>	✓	✓	✓	✓	✓
<b>Marriage</b>	✓	✓	✓	✓	✓
<b>Pregnancy/ Maternity</b>	✓	✓	✓	✓	✓
<b>Sex</b>	✓	✓	✓	✓	✓
<b>Sexual Orientation</b>	✓	✓	✓	✓	✓
<b>Carers/ Care givers</b>	✓	✓	✓	✓	✓
<b>Persons in care</b>	✓	✓	✓	✓	✓
Specify any groups for which there is evidence or reason to believe that some groups or individuals could be affected differently:					
How much evidence is there:	None	A little	Some	A lot	
<b>Is there any concern that the policy may operate in a discriminatory way?</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
	None	A little	Some	A lot	
	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Assessed relevance to equality (tick one row only)	High	Med	Low	None	Brief reason for this assessment
Age	<input type="checkbox"/>	✓	<input type="checkbox"/>	<input type="checkbox"/>	
Disability	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Gender Reassignment	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Race or Ethnicity	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Religion or Belief	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Marriage	<input type="checkbox"/>	<input type="checkbox"/>	✓	<input type="checkbox"/>	
Pregnancy/ Maternity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Sex	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Sexual Orientation	<input type="checkbox"/>	✓	<input type="checkbox"/>	<input type="checkbox"/>	
Carers/ Care givers	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
What is the next step? (tick one only)	What priority level is this policy?			Has the Policy been sent for Full EQIA, or do you believe the policy should have a Full EQIA?	
	High ✓	Medium <input type="checkbox"/>	Low <input type="checkbox"/>	Yes <input type="checkbox"/>	No ✓
<i>I am satisfied that an initial screening has been carried out on this policy/procedure and a full Impact Assessment is not require</i>					
Completed by: Emma Jarman		Position: Vice Principal		Date: 4 <sup>th</sup> July 2016	

# Safeguarding Children, Young People and Vulnerable Adults Procedure

## 1. Introduction

1.1. This Procedure is to be followed by all College employees and volunteers, in accordance with the South Gloucestershire & Stroud (SGS) College's Safeguarding Children, Young People and Vulnerable Adults Policy.

## 2. Responsibilities

2.1. Taking action to ensure that children, young people and vulnerable adults are safe:

2.1.1. If any member of staff has any concerns about a child, young person, or vulnerable adult they consider to be suffering or to be at risk of suffering significant harm, s/he must immediately report a concern through the 'My Concern' Safeguarding software or to directly contact a member of the College Safeguarding team for a face to face discussion

**Note:** For guidance, refer to **Appendix A** 'Procedure for Allegations/Concerns'

2.1.2. Named personnel with designated responsibility for Child Protection and Safeguarding:

Bristol Campuses			
Name	Job role and Location	Contact No	Email Address
Emma Jarman	Vice Principal Quality, Learner and Staff Services (Filton - CG21)	0117 909 2215 Mob: 07539 348726	<a href="mailto:emma.jarman@sgscol.ac.uk">emma.jarman@sgscol.ac.uk</a>
Nick Herbert Lead Safeguarding and Child protection Officer	Learner Services Room (Filton - CG24)	0117 909 2231 Mob: 07903 894527	<a href="mailto:nick.herbert@sgscol.ac.uk">nick.herbert@sgscol.ac.uk</a>
Alexandra Chodkiewicz College Sport Maker	Academy Office WISE	0117 919 2617	<a href="mailto:Alexandra.hucker@sgscol.ac.uk">Alexandra.hucker@sgscol.ac.uk</a>
Pez Perrin Deputy Head of Learner Services (Bristol)	WISE – G32	0117 919 2605	<a href="mailto:pez.perrin@sgscol.ac.uk">pez.perrin@sgscol.ac.uk</a>

<b>Bristol Campuses</b>			
<b>Name</b>	<b>Job role and Location</b>	<b>Contact No</b>	<b>Email Address</b>
Patricia Pocklington Learning Mentor	Filton - CG24	0117 909 2413	<a href="mailto:pat.pocklington@sgscol.ac.uk">pat.pocklington@sgscol.ac.uk</a>
Laura Davies Learning Mentor	WISE – G32	0117 919 2605	<a href="mailto:laura.davies@sgscol.ac.uk">laura.davies@sgscol.ac.uk</a>
Kath Yeandel	Filton - Foundation Learning Department	0117 909 2261	<a href="mailto:kath.yeandel@sgscol.ac.uk">kath.yeandel@sgscol.ac.uk</a>
Ben Johnson	WISE – G32	0117 919 2608	ben.johnson@sgscol.ac.uk
Aimee Ashton- Freeman	Filton - CG24	0117 909 2336	aimee.ashton- freeman@sgscol.ac.uk
Rosie Passaway Specialist Support Worker (English and Maths)	Filton - S10	0117 909 2311	<a href="mailto:rosie.passaway@sgscol.ac.uk">rosie.passaway@sgscol.ac.uk</a>
Nicolas Shearer- Burgess Learning Mentor	Filton - Construction Department	0117 915 2415	<a href="mailto:nicolas.shearerburgess@sgscol.ac.uk">nicolas.shearerburgess@sgscol.ac.uk</a>

<b>Stroud Campus</b>			
<b>Name</b>	<b>Location</b>	<b>Contact No</b>	<b>Email Address</b>
Emma Jarman	Vice Principal Quality, Learner and Staff Services (Filton - CG21)	0117 909 2215 Mob: 07539 348726	<a href="mailto:emma.jarman@sgscol.ac.uk">emma.jarman@sgscol.ac.uk</a>
Nick Herbert Lead Safeguarding and Child protection Officer	Learner Services Room (Filton - CG24)	0117 909 2231 Mob: 07903 894527	<a href="mailto:nick.herbert@sgscol.ac.uk">nick.herbert@sgscol.ac.uk</a>
Jo Johnson Deputy Head of Learner Services	228 (Mentors Office)	01453 761119	<a href="mailto:jo.johnson@sgscol.ac.uk">jo.johnson@sgscol.ac.uk</a>
Emma Pedro Learning Mentor	228 (Mentors Office)	01453 761208	<a href="mailto:emma.pedro@sgscol.ac.uk">emma.pedro@sgscol.ac.uk</a>
Jackie Kane Learning Mentor	228 (Mentors Office)	01453 847319	<a href="mailto:jackie.kane@sgscol.ac.uk">jackie.kane@sgscol.ac.uk</a>

Stroud Campus			
Name	Location	Contact No	Email Address
Kathryn Whitaker Learning Mentor	228 (Mentors Office)	01453 847310	<a href="mailto:kathryn.whitaker@sgscol.ac.uk">kathryn.whitaker@sgscol.ac.uk</a>
Lee Ferris Deputy MIS Manager	Room 237	01453 761146	<a href="mailto:lee.ferris@sgscol.ac.uk">lee.ferris@sgscol.ac.uk</a>
Cheryl Leworthy Learning Mentor	228 (Mentors Office)	01453 847323	<a href="mailto:cheryl.leworthy@sgscol.ac.uk">cheryl.leworthy@sgscol.ac.uk</a>

### 3. Procedure

#### 3.1. What concerns should be passed on:

- 3.1.1. Any suspicion or allegation that a child, young person or vulnerable adult is injured or bruised in a way which is not readily attributable to normal activities.
- 3.1.2. Any explanation given which appears inconsistent or suspicious.
- 3.1.3. Any behaviours which give rise to suspicions that a young person or vulnerable adult may have suffered harm (e.g. worrying emails, texts).
- 3.1.4. Any concerns that the young person or vulnerable adult may be suffering from inadequate care, ill treatment or emotional maltreatment.
- 3.1.5. Any concerns that the young person or vulnerable adult is presenting signs or symptoms of abuse or neglect.
- 3.1.6. Any significant changes in a young person or vulnerable adult's presentation, including non-attendance.
- 3.1.7. Any hint or disclosure of abuse from any person.
- 3.1.8. Any concerns regarding person(s) who may pose a risk to young person or vulnerable adult (e.g. living in a household with young people present).
- 3.1.9. Any concerns regarding a young person or vulnerable adult's mental health

#### 3.2. Responding to Disclosure/Allegation

**Note:** For guidance, refer to **Appendix A** 'Procedure for concerns about a learner' and **Appendix B** – Child Protection Safeguarding procedures

- 3.2.1. Disclosure or information may be received from learners, parents or other members of the public. The College recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly, all staff will handle disclosures with sensitivity. Such information cannot remain confidential and staff will immediately communicate what they have been told to a designated safeguarding officer and ensure a safeguarding referral form is completed and passed on to a designated officer within two hours of the disclosure.
- 3.2.2. Young people with learning difficulties and/or disabilities (SEND learners) may need a different approach than other young people. Staff must be aware of any special considerations with regard to communication difficulties and equal opportunities.
- 3.2.3. In all other respects, including record-keeping and confidentiality, the procedure relating to vulnerable adults is identical to that which should be followed in respect of children and young people, and which is detailed in the main body of the document.

### 3.3. **What not to do**

- 3.3.1. Staff should not:
  - 3.3.1.1. express judgement;
  - 3.3.1.2. promise confidentiality;
  - 3.3.1.3. ask leading questions;
  - 3.3.1.4. criticise or give their views;
  - 3.3.1.5. jump to conclusions;
  - 3.3.1.6. examine the learner (or ask them to show injuries);
  - 3.3.1.7. collude with anyone in relation to an allegation or hold onto significant information; or
  - 3.3.1.8. refer on without consulting a designated safeguarding officer
- 3.3.2. Remember – it is not the College's responsibility to investigate a case of alleged abuse. This responsibility lies with the Police or Social Services who are trained to undertake such investigations.
- 3.3.3. Asking detailed questions about the allegations may later be interpreted as leading a learner towards providing certain answers and could invalidate a later investigation by the Police or Social Services.

### 3.4. Principles

- 3.4.1. Staff will not investigate but will, wherever possible, elicit enough information to pass on to the designated person in order that s/he can make an informed decision of what to do next.
- 3.4.2. Staff will:
  - 3.4.2.1. listen to and take seriously any disclosure or information that a young person or vulnerable adult may be at risk of harm;
  - 3.4.2.2. try to ensure that the person disclosing does not have to speak to another member of College staff;
  - 3.4.2.3. clarify the information;
  - 3.4.2.4. only ask open questions, "Tell me", "Explain to me", "Describe to me";
  - 3.4.2.5. remain calm and don't look shocked;
  - 3.4.2.6. not express feelings or judgements regarding any person alleged to have harmed the young person or vulnerable adult;
  - 3.4.2.7. explain sensitively to the person that they have a responsibility to refer the information to the senior designated person;
  - 3.4.2.8. reassure and support the person as far as possible;
  - 3.4.2.9. explain that only those who 'need to know' will be informed; and
  - 3.4.2.10. explain what will happen next and that the person will be involved as appropriate.
  - 3.4.2.11. Complete a new concern through the 'My Concern' software and make a professional judgement on urgency, within 2 hours.
- 3.4.3. Following any information raising concern, the designated person will consider:
  - 3.4.3.1. any urgent medical needs of the young person or vulnerable adult;
  - 3.4.3.2. making an enquiry to find out if the child is subject to a Child Protection Plan;

- 3.4.3.3. discussing the matter with other agencies involved with the family, e.g. Social Services First Response, LADO (Local Authority Designated Officer); and
  - 3.4.3.4. the young person or vulnerable adult's wishes. As per guidance from the Local Safeguarding Childrens Boards, the approach must be child centred and the child or vulnerable adult's wishes must be central to decision making
  - 3.4.3.5. Informing the parents. Parents will only be informed IF this does not put the young person or vulnerable adult at further risk of harm
- 3.4.4. Then decide:
- 3.4.4.1. whether to make a child protection referral to Social Services and the Police because a young person or vulnerable adult is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately.
- 3.4.5. Or
- 3.4.5.1. not to make a referral at this stage;
  - 3.4.5.2. if further monitoring is necessary through their Learning Mentor; and/or
  - 3.4.5.3. if it would be appropriate to undertake an assessment and/or make a referral for other services.
- 3.4.6. All information and actions taken, including the reasons for any decisions made, will be fully documented within the My Concern site. All referrals to Social Services (Child and Adult) will be accompanied by a referral form, which should be uploaded to the My Concern site.
- 3.4.7. Where there is a disagreement with a decision made by one of the designated team, e.g. not to apply Child Protection Procedures, this should be referred to the Vice Principal Learner Services & Quality, the cross-college designated safeguarding lead. The decision of the Vice Principal Learner Services & Quality is final.
- 3.5. Action following a child, young person or vulnerable adult protection referral**
- 3.5.1. A designated safeguarding officer will:
    - 3.5.1.1. make regular contact with the Social Worker/Case Worker involved to stay informed;



- 3.5.1.2. provide a report for, attend and contribute to any subsequent Child/Vulnerable Adult Protection Conference;
- 3.5.1.3. contribute to any Child Protection Plan, attend Core Group Meetings and Review Child Protection Conferences; and
- 3.5.1.4. attend any Channel meetings is a Prevent referral, as and when appropriate.

### 3.6. Definitions of Abuse and Neglect

#### **There are four main types of abuse:**

**Note:** *For guidance refer to **Appendix C** 'Child Protection Definitions'*

#### 3.6.1. Physical Abuse

A form of abuse that may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child/young person. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

#### 3.6.2. Neglect

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

#### 3.6.3. Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as

involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

#### 3.6.4. Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

### 3.7 **Specific Safeguarding Issues**

All staff should have an awareness of specific safeguarding issues in relation to safeguarding children, young people and vulnerable adults:

- bullying including cyberbullying
- children missing education
- child missing from home or care
- child sexual exploitation (CSE)
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM)
- forced marriage- and Annex A
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- hate
- mental health
- missing children and adults strategy
- private fostering
- preventing radicalisation
- relationship abuse
- sexting
- trafficking:

### 3.8 Further Information on Specific Issues

Further information on a child missing from education

All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area.

A child going missing from education is a potential indicator of abuse or neglect. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns.

If a learner of compulsory education age, is missing, the college should work collaboratively with the appropriate local authority in order to share information about the attendance and/or absences of that child as the local authority deems necessary, as set out in departmental advice. The college should also inform the relevant local authority immediately if a 14-16 year studying at the College is removed from roll so that the local authority can as part of their duty identify children of compulsory school age who are missing education.

#### 3.8.1 Further information on child sexual exploitation

Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual

activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or do not take part in education.

### 3.8.2 Further information on so- called 'honour based' violence

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. All staff need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV. If staff have a concern regarding a child that might be at risk of HBV they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

#### FGM

Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers

#### Forced marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning

disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage.

Staff can contact the Forced Marriage Unit if they need advice or information. Contact: 020 7008 0151 or email: [fm@fco.gov.uk](mailto:fm@fco.gov.uk).

### 3.8.3 Further information on preventing radicalisation

Protecting children from the risk of radicalisation is part of colleges' wider safeguarding duties. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people. As with other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.

#### Prevent

From 18 September 2015 the college, is subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 ("the CTSA 2015"), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty. Section 36 of the CTSA 2015 places a duty on local authorities to ensure Channel panels are in place. Section 38 of the CTSA 2015 requires partners of Channel panels to co-operate with the panel in the carrying out of its functions, in providing information about a referred individual.

#### Prevent and Channel Contact Protocols at SGS

##### Introduction

South Gloucestershire & Stroud (SGS) College has a responsibility under the Prevent Duty Guidance (March 2015), to have Internal and external information sharing arrangements for extremism related concerns and a single point of contact for Prevent related activity and if appropriate an internal college Channel panel

This document sets out these key contacts and protocols.

## Key Contacts

SGS Single point of contact for Prevent:

Nick Herbert (Deputy Designated Safeguarding Lead)  
Tel: 0117 9092231 / Safeguarding Mobile: 07903 894527  
E-mail: nick.herbert@sgscol.ac.uk

Prevent Regional HE/FE Lead:

Salam Katbi (Prevent Regional HE/FE Lead – South West  
Department for Business, Innovations and Skills),  
Telephone: 0117 9455533, Extension: 65541 / Mobile Number:  
07824083307  
Email: Salam.Katbi@avonandsomerset.police.uk

## Protocol

- All staff have responsibility for ensuring that ALL suspected cases of radicalisation, whether heard directly from the alleged victim, or as 'hearsay' from other learners or staff, are reported directly to the single point of contact for Prevent
- The single point of contact will log the referral as a safeguarding concern
- The single point of contact will liaise with the Vice Principal, Learner Services and Quality, regarding Police requests for information
- The single point of contact will contact the Regional Prevent Lead to discuss concerns and make a referral if appropriate
- If deemed necessary a CHANNEL meeting will be convened, with a multi-agency approach to protecting and supporting the young person/ vulnerable adult at risk from radicalisation:

### 3.7. Recording and Monitoring

- 3.7.1. Accurate records recorded with My Concern will be made as soon as practicable and will clearly distinguish between observation, fact, opinion and hypothesis. All records and information given will be recorded verbatim where possible and a note made of the location and description of any injuries seen. Those completing the referral should ensure that the details recorded are those of the young person / vulnerable adult who have disclosed and not those of the member of staff.

3.7.2. All copies of reports, notes and any other relevant material, will be uploaded until the My Concern portal within the relevant learners profile. Access to these will be limited to:

3.7.2.1. Nominated Designated Persons at each campus

3.7.2.2. Vice Principal (Quality, Learner and Staff Services ) and Principal

### **3.8. Allegations regarding person(s) working in or on behalf of College (including volunteers)**

3.8.1. Any suspicion, allegation of actual abuse of a child/young person or vulnerable adult by a member of staff or volunteer must be reported to the appropriate Designed Safeguarding Officer and Head of Human Resources (HR), as soon as possible. If, within 2 hours of the initial concern arising, it has not been possible to contact the nominated member of staff, the matter must be reported to the Principal.

3.8.2. On being notified of any such matter the nominated member of staff shall:

3.8.2.1. notify the Principal; and

3.8.2.2. take such steps, as s/he considers necessary to ensure the safety of the child / vulnerable adult in question and any other child / vulnerable adult who might be at risk.

3.8.3. The College must also advise the Local Authority Designated Officer (LADO) within 1 working day of the allegation, who may undertake a suitable assessment.

3.8.4. Ensure that the person who reported the original concern completes a safeguarding referral form of the matter.

3.8.5. If the nominated member of staff is the subject of the allegation of the complaint, the matter must be reported to the Principal.

3.8.6. Disciplinary action in the case of proven allegations against staff will be undertaken in accordance with the Staff Disciplinary Policy as set out in Contracts of Employment.

3.8.7. Appendix E – ‘Flow Chart for review of process of managing an allegation of abuse by a member of staff’, outlines this process

### **3.9. Work Placements and Work Based Learning**

3.9.1. Staff responsible for co-ordinating work placements/work experience must take the safeguarding of learners, whether children or

vulnerable adults, into account at the planning stage when assessing the suitability of the placement. Although learners may be deemed more vulnerable to harm or abuse when in long-term placement in the workplace, all placements must be assessed for safeguarding risks. However, the College has a duty to put in place additional safeguards when one or more of the following conditions apply:

- 3.9.1.1. The placement is for more than one day per week;
- 3.9.1.2. The placement is aimed at learners who are vulnerable (e.g. those who have special needs or are aged under 16), regardless of the length of the placement;
- 3.9.1.3. The workplace supervisor or a colleague will have substantial unsupervised/one-to-one access to the learner (e.g. sole trader); and
- 3.9.1.4. The placement has a residential component.

3.9.2. If any of the above factors apply:

- 3.9.2.1. staff arranging, vetting or monitoring work placements must have received safeguarding training; that training must be up-to-date and they must be fully aware of the College's Safeguarding Policy;
- 3.9.2.2. staff must have completed the college Health & Safety and safeguarding training and standards should be continually checked throughout the placement;
- 3.9.2.3. employers taking learners on placements must commit to safeguarding their welfare by endorsing the College's Safeguarding Policy; and
- 3.9.2.4. anyone in the workplace who is specifically designated as having responsibility for caring for, training, supervising or being in sole charge of a learner must be advised on college safeguarding procedures. They should also be briefed about what to do if they are concerned about a learner's welfare.

3.9.3. All learners on work placement should have a regular point of contact within the College, and be advised that they can discuss with that person any concerns about their placement. Any concerns raised about their work placement or any suspicions of abuse must be reported to a designated member of staff immediately and College safeguarding procedures followed.

### **3.10. Monitoring and Review**



- 3.10.1. It will be the responsibility of the Vice Principal (Learner Services & Quality) to review and monitor this policy/procedure. The Designated Leads will seek the advice of the Local Safeguarding Children's Board (LSCB), LADO, Police, Social Services and the Department of Education where appropriate and are responsible for bringing about any changes in this policy/procedure, which become necessary.

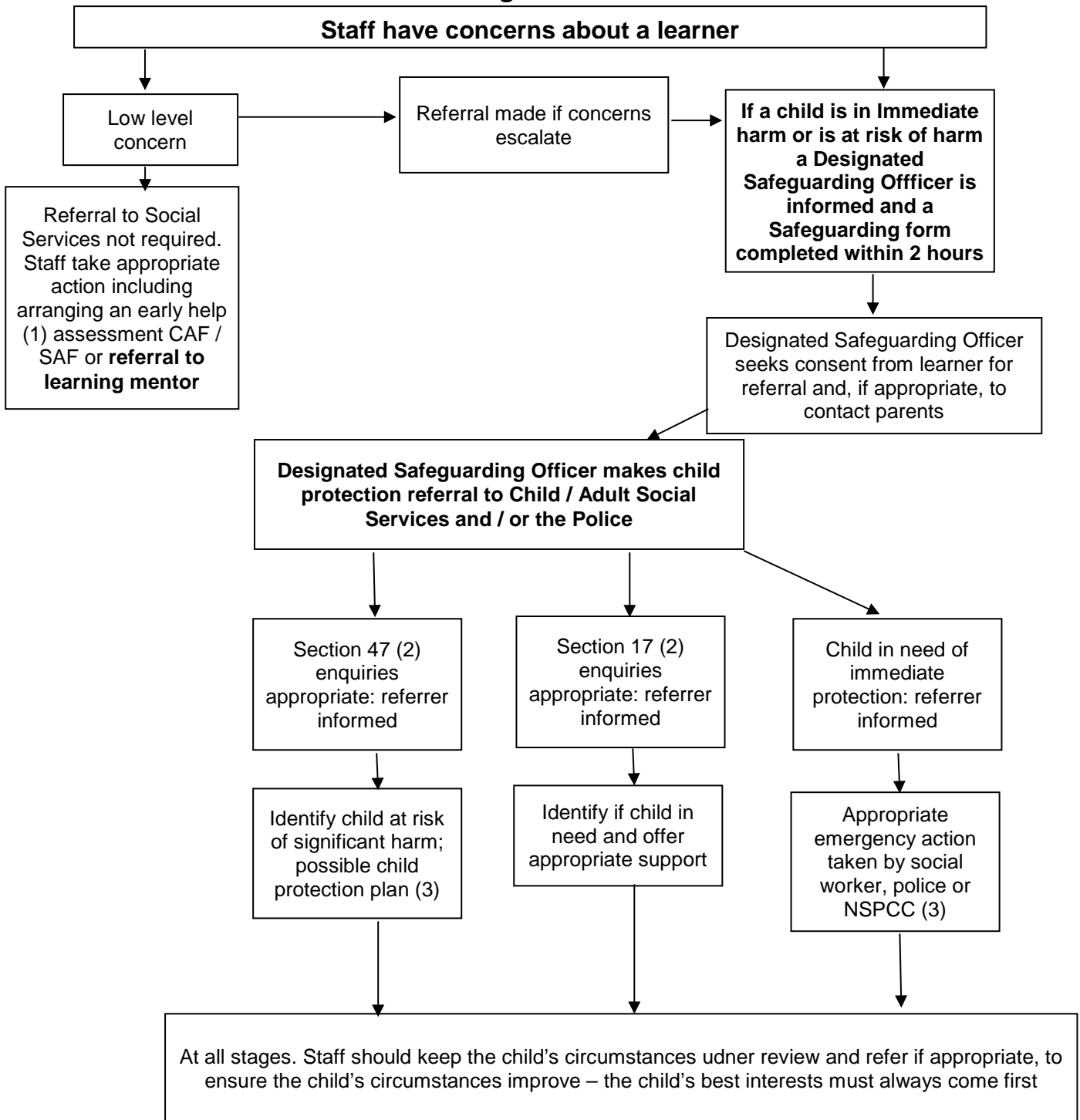
#### **4. Related Legislation, Guidance, Policies and Procedures**

- 4.1. The Children's Act 2004 (Sections 11 and 16)
- 4.2. Keeping Children Safe in Education – Statutory guidance for schools and Colleges
- 4.3. Prevent Duty Guidance (1<sup>st</sup> July 2015) – Counter Terrorism and Security Act 2015
- 4.4. The South West Safeguarding and Child Protection Procedures
- 4.5. SGS Acceptable Facilities Usage at WISE guidelines
- 4.6. SGS Guidelines on the use of Photographic and Visual Media
- 4.7. SGS Guidelines for External Speakers
- 4.8. 'What To Do If You Are Worried a Child is Being Abused' – Advice for Practitioners (March 2015)
- 4.9. Ofsted Inspecting safeguarding in early years, education and skills settings (August 2015)
- 4.10. Information sharing – advice for practitioners providing safeguarding services to children, young people, parents and carers (March 2015)
- 4.11. Bristol, South Gloucestershire and Gloucestershire Local Safeguarding Children Board Threshold Guidance (February 2014)
- 4.12. Working Together to Safeguard Children – a guide to inter-agency working to safeguard and promote the welfare of children (March 2015)
- 4.13. SGS Learner Charter and Code of Conduct
- 4.14. SGS Staff Guidelines on Maintaining Professional Boundaries & Staff Disciplinary Policy
- 4.15. SGS Abuse of Trust Policy
- 4.16. Safeguarding Vulnerable Groups Act 2006

4.17. SGS Learner Anti-Bullying and Harassment Policy

4.18. SGS Safeguarding Children, Young People and Vulnerable Adults Policy

**Procedure for Allegations/Concerns about the abuse of a child under the age of 18 or vulnerable adult**



- 1 – Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged
- 2 – Under the Childrens Act 1989, local authorities are required to provide services for children in need for the purpose of safeguarding and promoting their welfare. This includes S17 assessments of children in need and S47 assessments of children at risk of significant harm.
- 3 – This could include applying for an Emergency protection order (EPO)

## South Gloucestershire & Stroud College Child Protection Safeguarding Procedures

### Responding to a disclosure/allegation of abuse

If you encounter a Child Protection or Safeguarding incident you should follow these basic guidelines, which are based on material produced by the NSPCC.

- **Stay** calm.
- **Listen** carefully to what is said.
- Find an appropriate early opportunity to explain that it is likely that the information will need to be shared with others – do not promise to keep secrets.
- **Allow** the young person to continue at her/his own pace.
- **Ask questions for clarification only**, and at all time avoid asking questions that suggest a particular answer – do not question the learner in depth, as this could potentially jeopardise any criminal investigation which may follow.
- **Reassure** the young person that they have done the right thing in telling you and do what you can to boost their self-esteem and self-confidence.
- **Tell them** what you will do next and with whom the information will be shared. Tell them that you will be speaking to the person at the College who is responsible for their protection and that they may contact the local Safeguarding Children's Board if they feel it is necessary and they will advise us as to what we should do next.
- **Record in writing** anything said using the child's own words as soon as possible – note date, time, any names mentioned, to whom the information was given and ensure that the record is signed and dated. Use the Incident Report Forms for reporting abuse available on 'SharePoint' – under Learner Services.
- **Contact a College Designated Officer IMMEDIATELY**, as detailed above for further advice and for onwards referral, as necessary.
- **DO NOT TALK to other people about the incident.** Others should only be made aware of this on a 'needs to know' basis. Seek support if you are personally or emotionally affected by the experience.

### Child Protection Definitions

**Child** – A young person who has not reached their 18<sup>th</sup> birthday.

**Young Person** – Any learner under the age of 18 years. The terms children and young person are used synonymously throughout the policy and procedures.

**Vulnerable Young Adult** – Any learner aged 18 or over who is or may be in need of community care services by reason of mental health or disability, age or illness and who is or may be unable to care for themselves, or unable to protect themselves against significant harm or exploitation.

**Abuse** - a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.

**Physical Abuse** – A form of abuse that may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child/young person. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

**Emotional Abuse** – the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

**Sexual Abuse** – involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

**Neglect** – the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

**Significant harm** – This is the threshold that justifies compulsory intervention in the best interest of the child. It may be due to a single traumatic event or an accumulation of significant events. There are no absolute criteria on which to rely when judging what constitutes significant harm.

Consideration of the severity of ill treatment may include the degree and extent of physical harm, the duration and frequency of abuse and neglect, the extent of premeditation, and the presence or degree of threat, coercion, sadism and bizarre or unusual elements.

**Confidentiality** – A good working relationship between staff and learners depends to a large extent on the establishment of trust. This may be described as a ‘confidential relationship’. Guarantees of absolute confidentiality should not be given if it relates to child protection:

- where there is evidence that the child is suffering or is at risk of suffering significant harm; or
- where there is reasonable cause to believe that a child may be suffering or at risk of significant harm; or
- to prevent significant harm arising to children and young people or serious harm to adults, including through prevention, detection and prosecution of serious crime.

**Information sharing** – If a confidential disclosure is made by a learner, there are circumstances where this may be shared with other parties. Wherever possible, it is best practice to get the learner to agree to share the information with other named staff (“informed consent”). If the learner does not agree to share the information, but you believe that if you fail to share the information significant harm may result, you have a duty to share the information.




Appendix D – Flow Chart for review of process of managing an allegation of abuse by a member of staff

