

POLICY

Highbury College Safeguarding Adults and Child and Young People Protection Policy 2020/2021

Safeguarding Adults and Child and Young People Protection Policy

1 Introduction

- 1.1 Highbury College recognises its moral and statutory duty to safeguard and promote the welfare of all its learners.
- 1.2 We are committed to providing a safe learning environment, and where possible, living environment, for all our learners and recognise that the College, and its staff, form part of a wider safeguarding system for Children, young people and vulnerable adults.
- 1.3 In the context of this policy safeguarding means keeping all learners safe from a wide range of potential harm. This includes protecting them from maltreatment, preventing impairment of their mental and physical health or development, ensuring that they grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all learners to have the best outcomes. Child/Adult Protection means how we respond when a learner has been harmed or is at significant risk of being harmed to ensure they have the best outcome. Abuse includes:
- Physical abuse
 - Sexual abuse
 - Emotional abuse
 - Neglect

Significant harm also includes:

- Radicalisation
- Criminal exploitation, child sexual exploitation and modern slavery
- Domestic Abuse
- Forced Marriage
- Female genital mutilation
- Children going missing from education
- Initiation related violence or harmful activities

2 Policy Statement

- 2.1 This policy will help to safeguard children, young people and vulnerable adults studying at the College. It will also ensure that staff working at Highbury College understand that safeguarding is everybody's responsibility and that everyone has significant role to play in safeguarding learners, preventing, and responding to significant harm.
- 2.2 It is recognised that the College serves many diverse groups of learners including:
- Those with Special Educational Needs

- Those with mental health and social emotional and behavioural difficulties
- Those with English as a second language
- International students
- Those aged 16 -18
- Looked After Children
- Those of statutory school age
- Children in the College Nurseries

Therefore, any application of the policy will need to be sensitive to differing needs.

It is recognised that to effectively safeguard its learners the College must work with and share information with other agencies. To this end College staff will liaise with:

- Portsmouth Safeguarding Children Partnership
- Multi Service Agency Hubs (MASH) teams – children and adult
- Social Care (services for adults and children)
- The Police (specifically when a child is in immediate danger and/or for the reporting of female genital mutilation)
- Prevent Board
- Mental Health Services
- The Local Authority Designated Officer

The College also recognises that to work effectively with other agencies it must understand the criteria and thresholds for referral as operated by our local safeguarding partnerships (Portsmouth, Hampshire and Southampton)

3 Context and Related Policies

3.1 The text of this policy follows the guidance provided in:

- Every Child Matters Green Paper (2003)
- No secrets guidance document Department of Health (2000)
- The Mental Capacity Act (2005)
- Safeguarding Vulnerable Groups Act (2006)
- Working Together to Safeguard Children (2018)
- Care Act (2014)
- Keeping Children Safe in Education (2020)
- Prevent Duty
- Missing Children and Adults Strategy

3.2 The College acknowledges that creating a safe learning environment means creating a culture that is vigilant, which understands the importance of safeguarding, that takes a learner centred approach which listens to students and apprentices and one in which all members of the College community are encouraged to talk about concerns. The College also acknowledges that staff

should be able to identify learners who may benefit from early help and intervention from both College and external support services. Creating a safe learning environment also means having effective arrangements in place to address a range of issues, including those for:

- the safe recruitment of staff
- the safe recruitment of learners
- staff induction and training
- bullying harassment (including cyber bullying)
- peer on peer abuse
- safe practices for work experience and voluntary work
- mental health difficulties

3.3 To support the implementation of this policy the College has developed a Safeguarding Framework. The framework encompasses the following themes which reflect those of Every Child Matters, Safeguarding Vulnerable Groups Act, Prevent Guidance and Keeping Children Safe in Education 2020:

- Safe Leadership and Management
- Safe Recruitment and Practice
- A Safe Learning Environment
- Learning to be Safe

3.4 Other College strategies and policies and procedures related to the Safeguarding Policy include:

- Anti-Bullying Policy
- Attendance Policy
- Equality Policy
- Health & Safety Policy
- Substance Misuse Policy
- Tutorial Strategy
- Work Related Learning Strategy
- Mental Health Policy
- Admissions Policy
- Admission of Applicants with a Criminal Record Policy
- Recruitment Procedure (staff)
- Sexting Policy
- Staff Code of Conduct
- Student Code of Conduct
- Student Disciplinary Procedure
- Staff Disciplinary Procedure
- Acceptable Use of IT Policy
- Data Protection Policy
- Whistleblowing
- Prevent risk assessment and action plan

4 Definitions

4.1 Children, Young People and Vulnerable Adults

Throughout this policy reference is made to “children and young people”. This term is used to mean those under the age of 18.

The College also recognises that some adults are also vulnerable to harm and accordingly the policy may be applied for the safeguarding and protection of vulnerable adults.

The College also recognises that young people and adults with learning difficulties and disabilities and/or special educational needs can face additional safeguarding issues such as being disproportionately impacted on by bullying or communication difficulties in relation to disclosure. The College accepts that it has a particular responsibility in relation to early intervention and recognising abuse of those with special educational needs. For this reason, the Head of Learning Support plays a key role in the Safeguarding and Child Protection team.

The College also recognises that the following groups may also be at greater risk and require support and early intervention:

- Young carers
- Children missing from education
- Children of families experiencing mental health difficulties, drug and alcohol misuse and domestic abuse may be at risk of harm
- Those misusing alcohol and drugs themselves
- Those in care or who have just left care

4.2 Significant Harm

Significant harm includes abuse which is a form of maltreatment caused by inflicting harm or by failing to prevent harm. Children and young people may be abused in the family or in an institutional or community setting, by those known to them or by others. They may be abused by adults or by another child or young person.

Abuse

The definitions of abuse and neglect are as follows:

Physical abuse

Physical abuse causes harm to a person. It may involve hitting, shaking, throwing, poisoning, burning, scalding, drowning, or suffocating. It may be done deliberately or recklessly or be the result of a deliberate failure to prevent

injury occurring. It encompasses peer on peer abuse and includes initiation type violence.

Sexual Abuse

Sexual abuse involves a person being forced or coerced into participating in or watching sexual activity. This includes sexual abuse by young people themselves and includes sexting. It is not necessary for the person to be aware that the activity is sexual, and the apparent consent of person is irrelevant.

Emotional/Psychological Abuse

Emotional/psychological abuse occurs where there is persistent emotional ill treatment or rejection. This includes humiliation controlling and intimidation. It can cause severe and adverse effects on the person's behaviour and emotional development, resulting in low self worth. It includes peer on peer abuse. Some level of emotional abuse is present in all forms of abuse.

Neglect/Acts of Omission

Neglect is the persistent or severe failure to meet a persons' basic physical and or psychological needs. This includes with- holding medical or physical care needs. It can result in serious impairment of the persons' health or development.

Discriminatory Abuse

This includes racist sexist or other forms that are based on a persons' disability. It includes peer on peer abuse

Financial or Material Abuse

This includes theft, fraud and exploitation and includes peer on peer abuse.

Institutional Abuse

This refers to any care activity that is delivered in a way that suits the needs of the organisation rather than the service users

Specific forms of significant harm/abuse also include:

Peer on peer abuse

The College will not tolerate peer on peer abuse and recognises that females are more likely to be victims of this type of abuse. Abuse will never be "passed off" as banter but will be taken seriously. The College understands that it can include sexual violence, sexting, physical violence, and initiation type violence The Anti bullying policy, Student Disciplinary policy, Sexting policy, Admission of Applicants with a Criminal Record policy and Prevent Risk Assessment and Action plan are key to ensuring that the College minimises and takes appropriate action in situations of peer on peer abuse. When peer on peer abuse occurs, the College will support both the victim and perpetrator (normally via the counselling and emotional support services. The College will also engage with external services such as the Police and the Multi Agency Services Hub (MASH)

Child Sexual Exploitation (CSE)/Criminal Exploitation (CE)/Serious violence

Both CSE and CE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a learner into sexual or criminal activity.

Serious violence can occur when children, young people and vulnerable adults have been approached or are involved with individuals associated with criminal networks or gangs (including those networks associated with drugs commonly known as County Lines).

Honour based violence including Female Genital Mutilation and Forced Marriage (HBV)

HBV encompasses incidents or crimes which have been committed to protect or defend the honour of the family

Radicalisation

Radicalisation is the process by which a person comes to support terrorism and extremist ideologies.

5 Responsibilities/Implementation

5.1 The Corporation

Keeping Children Safe in Education 2020 requires that Governing bodies and proprietors ensure that:

- There are appropriate policies and procedures in place for appropriate action to be taken in a timely manner to safeguard and promote children's welfare.
- They comply with their duties under legislation. They must have regard to Keeping Children safe in Education 2019 guidance, ensuring that policies, procedures, and training in the college is effective and always complies with the law.
- An appropriate senior member of staff from the College leadership team is appointed to the role of designated safeguarding lead
- The college has appropriate filters and monitoring systems in place.
- A senior board level (or equivalent) leader to take leadership responsibility for the College's safeguarding arrangements.
- The Chair of Governors liaises with the Local Authority Designated Officer if a safeguarding related allegation is made against the Principal

The Prevent Guidance requires that Governors and leaders ensure that staff implement the Prevent Duty effectively.

At the College there will be:

1. A Lead Governor:
 - The Lead Governor will be attached to Student Services as part of the College Governor Liaison Scheme.
 - The Lead Governor will not be expected to be an expert in the field of safeguarding and child protection but, through taking an interest in the topic and exploring the issues during the liaison visits, will assist their fellow Governors in understanding the College's arrangements. Statutory responsibilities concerning safeguarding and child protection will remain a collective responsibility of Corporation, not the responsibility of the Lead Governor.
2. Safeguarding and Child Protection training for Governors including Prevent training
3. An annual review of the College Safeguarding Adults and Child and Young People Protection Policy

5.2 Senior Management Team

The Senior Management Team has a collective responsibility to monitor the effectiveness of policies and procedures relating to safeguarding and child protection.

The Director Student Services, who reports to the Principal and Chief Executive, is designated as the senior member of staff with lead responsibility for safeguarding and child protection.

The Director Student Services is also designated as the lead member of staff with responsibility for Children Looked After.

He/she will:

- Take the lead responsibility for managing safeguarding and child protection issues and provide advice and support for other members of staff. This includes managing allegations/disclosures about students and liaising with external agencies in relation to allegations and early help interventions.
- Liaise with the Local Authority Designated Officer when necessary
- Challenge colleagues and external agency staff who do not appear to be acting appropriately.

- Take the lead responsibility for dealing with issues that relate to Looked After Children
- Make sure that staff receive training in matters relating to Looked after Children, safeguarding (including those related to Prevent and vulnerable adults) and child protection procedures.
- Work with the designated safeguarding lead deputies and Safeguarding Team.
- Work with the College Head of Human Resources to ensure safe recruitment of staff, including volunteers.
- Work with the Head of Human Resources when an allegation is made about a member of staff.

5.3 The Safeguarding Team

Members of the Safeguarding Team will include:

- The Director Student Services (DSLO)
- The Head of Learning Support
- The Head of Pastoral Support & Student Engagement (Deputy DSLO)
- The College Nurseries Manager
- Other members of College staff to ensure adequate representation at all College sites

The Safeguarding Team will:

- Make appropriate safeguarding, Prevent and child protection referrals to outside agencies.
- Identify children and young people who may require early help and liaise with external agencies as appropriate.
- Provide advice and support to other staff on issues relating to safeguarding, Prevent, child protection and vulnerable adult protection.
- Liaise with external agencies including the local Safeguarding Partnerships when necessary.
- Work with the Head of Human Resources to carry out initial fact-finding meetings when an allegation is made against a member of staff. (DLSOs only)

5.4 Head of Human Resources

- Work with the DLSOs to carry out initial fact-finding meetings when an allegation is made about a member of staff.
- Lead formal investigations relating to allegations about members of staff when initial fact-finding information show it to be necessary.
- Provide appropriate support for members of staff against whom an allegation has been made.
- Liaise with external agencies, including the Independent Safeguarding Authority and the Local Authority Designated Officer when necessary.
- Ensure that safer recruitment policies are implemented including risk assessment and enhanced DBS, reference, and barred list checks.

- Taking action when it is believed that a member of staff has behaved in a way that has harmed a child/vulnerable adult, or may have harmed a child/vulnerable; possibly committed a criminal offence against or related to a child/vulnerable adult; behaved towards a child/vulnerable adult in a way that indicates he or she may pose a risk of harm to children/vulnerable adults; or behaved or may have behaved in a way that indicates they may not be suitable to work with children/vulnerable adults.

5.5 The Admissions Co-ordinator

- Will ensure that College applicants who have declared a criminal conviction of sexual or violent nature, or one involving the supply and control of illegal drugs, are referred to the Head of Pastoral Support and Student Engagement. The Head of Pastoral Support and Student Engagement will decide if a Support Review meeting should be convened.

5.6 The Head of Learning Support

- Convene a Support Review meeting when a student behaviour suggests he/ she may pose a risk to other staff or students (peer on peer abuse).
- Ensure the Support Review meeting makes a judgement as to whether the student will constitute an undue risk to the safety and or well being of students or any other member of the College community that is inconsistent with College's duty of care.
- Will have particular responsibility for safeguarding students with learning difficulties and disabilities including those with mental health and social emotional and behavioural issues.

5.7 Directors

- Will ensure that students are taught about safeguarding and Prevent (including fundamental British values) and online safety

5.8 All other Members of College staff including teachers

- Will immediately inform a member of the Safeguarding Team if they believe that a learner, learner's friend, or family member is at risk of significant harm or if a student/applicant is a risk to other students. This includes concerns about students not attending College. In a situation where a student is at immediate risk of serious harm, and a member of the team, or member of the Senior Management Team is not available, the member of staff may make direct contact with the appropriate external agency, normally the Police or the MASH.
- Will report not investigate allegations. They will make notes about the date, time, and place at which information was received, and make detailed notes about the information given.

- Will tell the person making the disclosure/ allegation that the information will be passed on to the Safeguarding Team, and possibly to an external agency.
- Be prepared to assist Social Workers, the Police, and other relevant agencies about safeguarding disclosures, allegations, and concerns.

6 Communication

The College will ensure that all staff and students are aware of this policy and the College's commitment to providing a safe learning environment by:

6.1 For students

- Publishing information about Safeguarding Adults and Child and Young Person Protection and related policies in the Student Handbook.
- Publishing leaflets and posters.
- Posting information on the Student Hub and in the Student newsletter.
- Communicating information via cross College induction, tutorial sessions and themed weeks.

6.2 For staff

- The delivery of training sessions.
- Ensuring information about the policy forms part of the staff induction process.
- Publishing information in the Principals updates

7 Training

- All new staff will receive training at induction
- All staff will receive annual update training, at an appropriate level, on safeguarding and child protection (including Prevent). This will include training to recognise the signs of abuse, responding to disclosure, College policy and their roles and responsibilities.
- The DLSOs, the Safeguarding Team and staff working with vulnerable groups will be trained to an enhanced level.

8 Monitoring

The effectiveness of the Safeguarding Adults and Child and Young Person Protection Policy will be monitored by:

- The Corporation (via annual review and the Governor Liaison Scheme).
- The College Senior Management Team
- The Prevent Action Plan.
- Termly meetings of the Safeguarding and Child Protection Team.

9 Review

The policy will be reviewed annually.

10 Addendum – Safeguarding during the Covid19 pandemic and periods of lockdown

The college recognises that its responsibility to safeguard children, young people and vulnerable adults continues despite the Covid19 pandemic and lockdown. It recognises that safeguarding activities should not be weakened. It also acknowledges that the lockdown means that there are some increased risks for children, young people, and vulnerable adults such as those related to well-being and mental health, domestic abuse, children going missing from education and on-line behaviours.

In response to the pandemic and the resulting lockdown the college will:

1. Target vulnerable students for remote support. The college has agreed which vulnerable groups of children, young people and adults will be contacted on a regular basis. Those contacted include the vulnerable groups specified by the Department of Education (Dof E). Contact has also been made with learners who fall outside this definition but are deemed vulnerable by the college itself. Those being contacted include: Looked After Children (LAC), those being supported by social care services (young people who are subject to child protection plans, child in need plans and early help support) learners with EHCPs and learners with mental health difficulties. The list of learners changes in response to changed circumstances.
2. Contact vulnerable students from the above groups (and when appropriate their parents and carers) on a regular basis (daily if appropriate). Contact will and has been maintained during holiday periods. Records of contact are kept
3. Risk assess EHCP learners and communicate outcomes to the Local Authority (PCC)
4. Increase financial support (free meals and mobile phone top up money) for the most vulnerable.

5. Publicise the availability of the safeguarding team to parents, staff and learners (including availability across holiday periods).
6. Collaborate with Portsmouth City Council to ensure effective exchange of information about vulnerable learners to ensure appropriate support
7. Collaborate with the voluntary sector, including organisations that have emerged during the pandemic, to support our students
8. Attend (remotely) Child Protection, Children in Need and LAC meetings.
9. Continue to make MASH referrals, and in collaboration with the Local Authority, challenge when MASH deem the referral not to meet threshold criteria.
10. Use online tutorials, the student hub and newsletter to communicate with learners about maintaining health and well-being and e-safety.
11. Prioritise vulnerable learners for attendance at and return to college. The college has delivered bitesize learning activities at the college to small groups of vulnerable students and has prioritised their return as from the beginning of June.
12. Issue guidance to staff about professional conduct in relation to online teaching to keep both staff and learners safe.

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