

TITLE: Safeguarding Policy	REF: LS003	VERSION:2
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SAFEGUARDING POLICY

Purpose

The Safeguarding policy is for all staff. It outlines the Activate Learning position on Safeguarding and clarifies the action to be taken to ensure that they meet their duties relating to protecting the safety and promoting the wellbeing of young people and vulnerable adults; it signposts to related policies and additional guidance.

Background

In order to deliver the Activate Learning mission **to transform lives through learning** and stay true to our learning philosophy, colleges create a safe and secure environment in which learners are enabled to develop and flourish.

Activate Learning has a legal duty to address Safeguarding. A number of pieces of legislation and guidance documents provide the legal and guidance framework within which we work.

Ofsted, the inspection and regulatory body that covers the school and further education sectors, has a keen and growing focus on ensuring that providers discharge their duties relating to Safeguarding.

Scope

This policy applies to the Activate Learning colleges and Activate Enterprise.

Policy Statement

Activate Learning recognises its legal and moral duty to promote the wellbeing and development of all students and protect them for harm. For that reason, Safeguarding

measures are integral to many aspects of the safe and supportive learning experience we strive to create.

While the whole learning community benefits from this holistic approach to Safeguarding, we take a rigorous stance on the protection of students who are identified in Safeguarding related legislation and statutory guidance, namely those who are under 18 or who are vulnerable adults.

In relation to the environment we will

- Provide a physical and emotional environment that is healthy, safe and secure, in which students can thrive
- Ensure that all members of the communities are identifiable by the wearing of lanyards and identity badges appropriate to their role
- Raise awareness of issues relating to Health and Safety within the organisation

In relation to staff recruitment we will

- Implement safer recruitment procedures when employing staff, including enhanced DBS checks and maintaining accurate records of these checks on a Single Central Record
- Ensure a risk assessment is completed for staff awaiting a DBS check with appropriate supervision outlined within the assessment (as outlined in the Recruitment and Selection Policy)
- Comply with our legal duty to refer by following the ISA Referral Guidance 2010
- Ensure that at least one interviewing manager on an interview panel has undertaken safer recruitment training and that all managers complete safer recruitment training within one year of commencement

In relation to training we will

- Train all staff and contractors so they are aware of their responsibilities, know-how-to protect themselves from false allegations, recognise potential Safeguarding issues and know how to respond appropriately
- Deliver the Oxford Safeguarding Children Board approved Generalist Level Safeguarding training.
- Provide appropriate training to ensure members of staff are aware of the issues of safeguarding and the procedures to follow. This includes a full Safeguarding session within new staff induction and three yearly refresher sessions as a minimum expectation with particular focus on current issues and recent changes to legislation.
- Providing appropriate training to ensure members of staff are aware of the issues of Health and Safety and the procedures to follow.

In relation to recognising and responding to concerns all staff will

- Adopt and apply safe working practices
- Promote all aspects of Safeguarding to students so they know how to access support and advice.

- Be aware of and alert to signs and symptoms of abuse and know to whom they should report any concerns or suspicions
- Identify any alleged/potential abuse and to refer this to a designated member of staff who will refer to the appropriate authorities, so that they can investigate and take action.
- Be able to recognise when a student is not achieving their developmental potential, or when their physical or mental health is impaired.
- Be able to recognise when a student is displaying risky or harmful behaviour, or is being neglected or abused.
- Recognise when a student or staff reported incident may be a Safeguarding concern.
- Be aware of and follow the procedure for reporting a Safeguarding incident and other Safeguarding related procedures and guidance.

Appendix A - DBS and Safeguarding protocol

Appendix B - Guidelines for maintaining confidentiality, information sharing and recording confidential information

Appendix C - Reporting concerns or disclosures relating to Safeguarding incidents

Appendix D - Procedure for staff that are made aware of allegations against another member of staff

Appendix E - Secure Storage, Handling, Use, retention and Disposal of Disclosures and Disclosure Information Guidelines

Appendix F - Procedure for dealing with E safety issues

Appendix G - Advice for staff and procedures for handling high risk situations

In relation to staff with a specific Safeguarding responsibility we will

- Agree clear roles and responsibilities
- Ensure all designated staff attend specialist training provided by Oxfordshire Safeguarding Children Board
- Adopt a case management approach to the identification, assessment and support of students at risk of harm
- Notify the appropriate agencies so that they can investigate and take any necessary action. It is not the responsibility of college staff to investigate suspected abuse; this is a matter for Social Services, the Police and/Multi Agency Safeguarding Hub
- Apply agreed procedures when sharing information about a student

Appendix H - Role of designated person and procedure for handling an allegation or disclosure

Appendix I - Guidance for Safeguarding team regarding Self-Harm and Suicide

In relation to students we will

- Work with students to equip them with the knowledge needed to safeguard themselves and each other. This includes activities within the tutorial programme that promote safeguarding.

- Make students aware of Safeguarding support within the college on a continual and proactive basis through tutorials, events and promotional material.
- Consult with students regarding issues relating to Health and Safety.
- Involve students in decision making by including them in strategic Safeguarding group meetings
- Implement procedures for identifying and assessing the risk posed by any incoming students who may pose a threat to others
- Use various methods of learner engagement to regularly monitor students' perception of their safety
- Consult students to identify the issues that they face
- Liaise with feeder schools to ensure a smooth transition of support for applicants/new students
- Protect students from radicalisation and forms of extremism leading to terrorism by:
 - Being vigilant for the signs of radicalisation and have the confidence to report their concerns to their line manager
 - Encouraging free and open debate, but challenging extreme views and promoting the belief equality of opportunity and the celebration of diversity.
 - Forbidding the use of premises by extreme groups and preventing the distribution of extreme literature.

Appendix J - Procedure for arranging support for students

Appendix K - Procedure for staff in organisations where students are on work placement or similar

Appendix G - Advice for staff and procedures for handling actual or threatened self-harm or suicidal thoughts

Appendix L - Advice and procedures for staff regarding touch and restraint

Appendix M - Procedure for shared individual risk assessment

Appendix O – Prevention of violent extremism – the Prevent agenda.

In relation to liaison and partnership with external parties we will

- Work together with the Local Safeguarding Teams and other relevant agencies.
- Refer to appropriate agencies e.g. the Police, Social Services or Oxfordshire Safeguarding Children Board, Local Authority Designated Officer as necessary

Definitions

Child

A child is any person under 18 years of age. (Children's Act, 1989)

Vulnerable adult

A 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 against significant harm or exploitation' (Department of Health, 2000).

Safeguarding

Is defined as:-

- protecting from maltreatment
- preventing impairment of health or development
- ensuring that a person is growing up in circumstances consistent with the provision of safe and effective care
- undertaking that role so as to enable optimum life chances and to enter adulthood successfully

Safeguarding therefore covers more than the contribution made to child and adult protection in relation to individual children or adults. It also encompasses issues such as student health and safety, bullying, and a range of other issues, e.g. arrangements for meeting the medical needs of students with medical conditions, providing first aid, college security, drug and alcohol misuse. This list is not exhaustive and there may be other safeguarding issues that arise in the colleges.

Safeguarding is also about being proactive and putting measures in place in advance of any contact with students to ensure that students are going to be kept safe.

Duty of Care

This is the duty which rests upon an individual to ensure that all reasonable steps are taken to ensure the safety of a student involved in any activity, or interaction for which that individual is responsible. Any person in charge of, or working with students in any capacity, is considered both legally and morally to owe them a duty of care.

Abuse

Abuse is the violation of an individual's human rights. It can be a single act or repeated acts. It can be physical, sexual, or emotional. It also includes acts of neglect or an omission to act. In all forms of abuse there are elements of emotional abuse.

Vulnerable adults may also suffer additional types of abuse such as being manipulated financially or being discriminated against. Other examples of abuse include inflicting physical harm such as hitting or misuse of medication, rape and sexual assault or exposure to sexual acts without informed consent, emotional abuse such as threats, humiliation and harassment, exploitation, ignoring medical or physical needs, withholding of necessities of life such as food or heating, radicalisation and female genital mutilation and domestic abuse. This list is not definitive.

Designated Person

A designated person is a member of staff who has responsibility for receiving and handling safeguarding and child protection concerns and has been trained to perform the role to an appropriate level. At the Activate Learning colleges, the designated people are the Director of Marketing and Customer Experience, the Heads of Learner Services, Student Services managers, the Safeguarding Co-ordinator and members of the Safeguarding Team.

Emotional Abuse

Emotional abuse can be defined as persistent emotional ill treatment which is likely to cause serious harm to emotional development.

Neglect

Neglect is the persistent failure to meet a person's basic physical and psychological needs, which is likely to result in serious impairment to health and development.

Physical Abuse

This can best be described as actions such as hitting, shaking, throwing, poisoning, burning, scalding, drowning or suffocating that cause harm to an individual.

Sexual Abuse

Is defined as forcing or enticing a child/young person or vulnerable adult to take part in sexual activities, whether or not they are aware of what is happening. It may involve penetrative or non-penetrative acts and includes involving children/young people or vulnerable adults in watching pornographic material or watching sexual acts.

Financial Abuse

Financial abuse is, for example, illegal or unauthorised use of a person's property, money or other valuables (including changing the person's will to name the abuser as heir), fraudulently obtaining power of attorney, followed by deprivation of money or other property, or by eviction from own home. An example of financial abuse in a College setting could be when a parent withholds a student's financial support causing them to suffer as a result.

Institutional Abuse

Institutional abuse is a spectrum of abuse which can range from isolated incidents of poor or unprofessional practice through to pervasive ill treatment or gross misconduct. It can refer to abuse in a wide range of institutions and settings where children or vulnerable adults are placed for their education, health welfare, rehabilitation, or even protection.

Self-harm

Self-harm is a wide definition that includes eating disorders, self-injury, risk-taking behaviour and drug / alcohol misuse. This policy focuses on the self-injury aspect of self-harm; however, support is available for any behaviour which is deemed to be harmful to our students. Self-harm is not about seeking attention, a way of fitting in or a response to music, films or the 'emo' or 'gothic' culture. Prejudices and perceptions may lead people to believe they 'know' that self-harm is linked to a certain demographic or background, but each person is unique and will have found self-harm by their own route, and rely on it at times of stress due to the release and relief it offers them.