

SAFEGUARDING POLICY

POLICY VERSION NUMBER	07
MEMBER OF STAFF RESPONSIBLE FOR POLICY	Principal

RECORD OF REVISIONS TO POLICY	
DATE	DETAILS
March 2015	Two week consultation Period
April 2015	Policy finalised and added to StaffNet
November 2015	Policy mapped against Luton Borough Council's framework
May 2017	Review and amended against updates in Keeping Children Safe September 2016. External Speakers process and MyConcern added.
June 2017	SLT, CLEG and Safeguarding Committee Consultation
June 2018	Document reviewed by DSL recommended policy to reviewed Sept 18

Date of current policy	June 2018
Date of corresponding Impact Assessment	April 2016
Policy review date	September 2018
Review to be approved by	Corporation and Principal

1. SCOPE AND PURPOSE

1.1 Safeguarding is defined¹ as:

- Protecting children from mistreatment;
- Preventing impairment of children's health or development;
- Ensuring that children are growing up safe and with effective care; and
- Taking action to enable all children to have the best life chances.

This includes, but is not limited to safeguarding children in specific circumstances:

Neglect	Physical abuse, including female genital mutilation (FGM)
Emotional abuse	Sexual abuse
Bullying, including online and prejudice-based bullying	Racist, disability and homophobic or transphobic abuse
Gender based violence / violence against women and girls	Radicalisation and /or extremist behaviour
Child sexual exploitation (CSE) and trafficking	The impact of new technologies on sexual behaviour e.g. sexting
Teenage relationship abuse	Substance abuse
Gang / youth violence	Domestic abuse / violence
Honour based violence (HBV)	Forced marriage
Fabricated / induced illness	Poor parenting

1.2 Barnfield College is committed to safeguarding and promoting the welfare of all its children, young people and vulnerable adults. We believe that:

- All children, young people and vulnerable adults have equal right to be protected from harm;
- Children, young people and vulnerable adults need to be safe and to feel safe in college;
- Children, young people and vulnerable adults need support which matches their individual needs, including those who may have experienced abuse;
- All children, young people and vulnerable adults have the right to speak freely and voice their values and beliefs;
- All children, young people and vulnerable adults must be encouraged to respect each other's values and support each other;
- All children, young people and vulnerable adults have the right to be supported to meet their emotional, and social needs as well as their educational needs – a happy healthy sociable individual will achieve better educationally;
- Colleges can and do contribute to the prevention of abuse, being victimised, bullying, exploitation, extreme behaviours, discriminatory views and risk taking behaviours; and

¹ Working Together, DfE 2015

- All staff and visitors have an important role to play in safeguarding children and protecting them from abuse.

1.3 Barnfield College will fulfil its local and national responsibilities as laid out in the following documents:-

- Working Together to Safeguard Children (DfE 2015)
- Keeping Children Safe in Education: Statutory guidance for schools and colleges (DfE September 2016)
- The Procedures of Luton Safeguarding Children Board
- The Children Act 1989
- The Education Act 2002 s175 / s157
- What to do if you are worried a child is being abused (DfE, 2015)
- Prevent Duty, Counter Terrorism and Security Act 2015
- Serious Crime Act 2015

1.4. All young people and vulnerable adults, regardless of age, disability, gender, racial background, religious belief and sexual orientation or identity have the right to protection from harassment, harm or abuse. For the purposes of this advice a child is deemed to be any young person up to their 18th birthday.

1.5 Vulnerable Adult Definition

The college is guided by the Department of Health's definition of a vulnerable adult; 'those 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.'

1.6 All members of the college community, including staff paid and unpaid, college governors, learners, contracted and sub-contracted staff, are responsible for safeguarding and promoting the welfare of young people and vulnerable adults.

1.7 The learning environment will be one in which children, young people and vulnerable adults feel valued and respected. Students are encouraged and supported through the curriculum, support, work experience and training areas to raise any concerns they have about their own safety and welfare.

1.8 Disclosures about abuse or neglect and allegations against persons in a position of trust made by children, young people or vulnerable adults must always be taken seriously and reported in line with the college procedures, and with due regard to the privacy of the child, young person or vulnerable adult and their family.

2. KEY PRINCIPLES

2.1 The key principle of safeguarding is that **safeguarding is everybody's responsibility**. This is reinforced within the Statutory Guidance Keeping Children Safe in Education (2016).

2.2 All staff should be aware of the guidance issued by Luton Safeguarding Children Board Threshold Framework² to ensure children in order to secure the support and intervention at the earliest possible opportunity in the least invasive way. This document is essential to safeguarding children in Luton educational establishments and will always be used to underpin decision making.

2.3 In addition Luton Borough Council has identified the following key safeguarding messages for schools and colleges:

- Always see the child first and consider what life is like for the child maintaining a culture of awareness
- Provide support and intervention at the earliest possible opportunity in the least invasive way in accordance with Luton LSCB Thresholds Framework
- Have conversations, build relationships and maintain professional curiosity
- Focus on securing improved outcomes for children and consider what difference support or interventions have made on children's lived experiences
- Colleges need to build a culture of openness and transparency where all staff are able to demonstrate understanding of their role and responsibility to safeguard and promote the welfare of children.
- Every child is entitled to a rich and rounded curriculum.
- Colleges operate with public money: this should be spent wisely, targeting resources on the evidenced needs of children at college now.
- Governance is corporate and decisions are collective, but individual governors can and should take the lead on specific aspects of college life such as safeguarding.
- When issues arise, Principals should speak out, addressing them internally where possible and engaging in a multi-agency response when required in accordance with interagency procedures.

3. IMPACT OF POLICY

3.1 This policy will contribute to safeguarding our children, young people and vulnerable adults and promoting their welfare by:

- Clarifying standards of behaviour for staff and children/young people/ vulnerable adults;
- Contributing to the establishment of a safe, resilient and robust ethos in the college, built on mutual respect, and shared values
- Creating an organisational culture that is safe for children
- Introducing appropriate work within the curriculum;
- Encouraging children/young people/ vulnerable adults and parents/carers to participate;
- Alerting staff to the signs and indicators that all might not be well;
- Developing staff's awareness of the risks and vulnerabilities children/young people/ vulnerable adults face;
- Addressing concerns at the earliest possible stage in the least invasive way; and

² <http://lutonlscb.org.uk/pdfs/threshold-framework.pdf>

- Reducing the potential risks children/young people/ vulnerable adults face of being exposed to violence, extremism, exploitation, or victimisation including outlining the process for working with external speakers

3.2 This policy will contribute to supporting children, young people and vulnerable adults by:

- Identifying and protecting the most vulnerable
- Identifying individual needs where possible; and
- Designing plans to meet those needs.

3.3 This policy will contribute to the protection of children, young people and vulnerable adults by:

- Including appropriate work within the curriculum;
- Implementing child protection procedures; and
- Working in partnership with children/young people/ vulnerable adults, parents and agencies.

4. CULTURE OF SAFETY

4.1 We are committed to building a 'culture of safety' in which learners are protected from abuse and harm in all areas of college activity.

We work to provide a culture of Early Intervention and Early Help as outlined by Keeping Children Safe September 2016.

Job applicants for posts within the setting are clearly informed that the positions are subject to the Rehabilitation of Offenders Act 1974.

Candidates are informed of the need to carry out 'enhanced disclosure' checks with the Disclosure Barring Service before posts can be confirmed.

Where applications are rejected because of information that has been disclosed, applicants have the right to know and to challenge incorrect information.

We abide by Ofsted requirements in respect of references and Disclosure Barring Service checks for staff and volunteers, to ensure that no disqualified person or unsuitable person works at the setting or has access to children or vulnerable adults.

We take security steps to ensure that we have control over who comes into the setting so that no unauthorised person has unsupervised access to young people or vulnerable adults.

We have procedures for recording the details of visitors to the college.

All external speakers must be approved and the external speakers' process followed (Appendix Nine)

All adults working with or on behalf of young people and vulnerable adults have a responsibility to safeguard and promote their welfare.

All staff will be informed of their responsibilities to be alert to the signs of abuse. Any concerns should be shared with the designated members of staff for safeguarding.

The designated members of staff for safeguarding will receive training at least every two years. All other staff who will have contact with children and young people will receive safeguarding training every three years.

Staff will be provided with relevant information on a need to know basis about individual young people and vulnerable adults to keep them vigilant to any specific needs.

5. EXTREMISM

5.1 The College recognises the positive contribution it can make towards protecting its students from radicalisation to violent extremism. The College will continue to empower its students to create communities that are resilient to extremism and protect the wellbeing of particular children/vulnerable adults who may be vulnerable to being drawn into violent extremism or crime. It will also continue to promote the development of spaces for free debate where shared values can be reinforced.

Staff should use their professional judgement and discuss with other colleagues or external partners if they have any concerns.

Some possible behavioural indicators could be (see Appendix Eight):

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

If the College has any significant concerns about a student beginning to support terrorism and/or violent extremism, they should discuss them with a member of the Safeguarding team so they can be part of further work to address the issues.

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

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

- 5.2** Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.
- 5.3** Barnfield College values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both children and staff have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion. Essential to this college is fundamental British values of Democracy, Rule of Law, Equality of Opportunity, Freedom of Speech and the rights of all Women and Men to live free from persecution of any kind and it would be expected that views and opinions expressed would be commensurate with these.
- 5.4** The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. Barnfield College is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.
- 5.5** Barnfield College seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements
- 5.6** When any member of staff has concerns that a child may be at risk of radicalisation or involvement in terrorism, they should speak to a Safeguarding Officer. If a child or young person is thought to be at risk of radicalisation, a referral to the Local Authority will be made using the Early Help Assessment form to identify if it reaches the threshold for Channel Panel.
- 5.7** Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people do not become involved in extremist action. For this reason the appropriate interventions in any particular case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationship or drug/alcohol issues.
- 5.8** Staff have received the online Prevent training provided by the Education and Training Foundation and WRAP training is being delivered across the college. WRAP training aims to raise awareness of Prevent and to understand their role in ensuring vulnerabilities are recognised and appropriate support or intervention is secured.

6. SAFEGUARDING CHILDREN WHO ARE VULNERABLE TO EXPLOITATION, FORCED MARRIAGE, FEMALE GENITAL MUTILATION, OR TRAFFICKING

- 6.1** Our safeguarding policy, organisational values, ethos and behaviour policies provides the basic platform to ensure children and young people are given the support to respect themselves and others, stand up for themselves and protect each other.
- 6.2** Our college keeps itself up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation.
- 6.3** Our staff are supported through training to recognise warning signs and symptoms in relation to specific issues, include such issues in an age appropriate way in their curriculum.
- 6.4** Our college works with and engages our families and communities to talk about such issues.
- 6.5** Our Designated Safeguarding Lead knows where to seek and get advice as necessary.

7. ROLES AND RESPONSIBILITIES

Corporation: Members of the Corporation are responsible for ensuring that they comply with their duties under legislation. They must also have regard to this guidance to ensure that the policies, procedures and training are effective and comply with the law at all times

7.1 The Governing Body will ensure that:

- The college has effective policies, procedures and systems in place in accordance with guidance from government bodies, other agencies and with the procedures of Luton Safeguarding Children Board. These describe the procedures which are in accordance with government guidance and refer to locally agreed inter-agency procedures put in place by the LSCB.
- The Governing Body will ensure that the Policy is updated annually, and is available publicly either via the college website or by other means.
- The college has Designated Safeguarding Officers.
- They attend mandatory safeguarding training as required.
- The college contribute to inter-agency working in line with statutory guidance Working Together to Safeguard Children 2015. This includes providing a co-ordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans
- The college safeguarding arrangements take into account the procedures and practice of the local authority as part of the inter-agency safeguarding procedures set up by the Local Safeguarding Children Board (LSCB).
- The college initiates appropriate safeguarding responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future.
- That the Principal ensures that safeguarding policies and procedures which have been adopted by the Governing Body are consistently implemented

- The college has a staff code of conduct which should amongst other things include - staff/learner relationships and communications including the use of social media
- The college has procedures for managing allegations and concerns about adults that work or volunteer with children and that these include the procedures for making referrals to the DBS in accordance with legal duties
- The college operates, “safer recruitment” procedures and ensures that appropriate checks are carried out on all new staff and relevant volunteers;
- At least one senior member of the college leadership team acts as a Designated Safeguarding Lead which is clearly defined within the role holder’s job description and that this person has the appropriate authority, time, training, funding and resources to undertake this role..
- The Designated Safeguarding Lead attends appropriate refresher training every two years.
- Temporary staff and volunteers are made aware of arrangements for child protection and their responsibilities.

7.2 The Nominated Governor for safeguarding is responsible for liaising with the Principal and Designated Safeguarding Lead over all matters regarding child protection issues. The role is strategic rather than operational – they will not be involved in concerns about individual children.

7.3 Ensure a member of the governing body, usually the chair, is nominated to liaise with the designated officer(s) from the relevant local authority and partner agencies in the event of allegations of abuse made against the Principal.

7.4 Principal: The Principal is responsible for ensuring that:

- The College’s safeguarding policies, procedures and systems are fully implemented and followed.
- Allocating sufficient resources and time to ensure Designated Safeguarding Officers are able to carry out their roles effectively.
- All staff and volunteers feel able to raise concerns about the safety of children and vulnerable adults and know the names of the Designated Safeguarding Team.
- Such concerns are dealt with sensitively, effectively and in a timely manner.

7.5 All Staff (including volunteers, temporary and agency staff) are responsible for ensuring that they:

- Familiarise themselves with and become aware of the importance of the college’s safeguarding, and associated policies and procedures as outlined in Section 5 of this document.
- Adhere to college Safeguarding policy, procedures and systems.
- Promote and safeguard the welfare of children and vulnerable adults.
- Attend Safeguarding training as required.
- Know what to do in the event that a child or vulnerable adult makes a disclosure to them (see Appendix one).
- Be vigilant to potential signs and indicators of abuse and alert a member of the college’s Safeguarding Team if they have concerns about a child or vulnerable adult.
- Help to create a listening culture and help to ensure that children and vulnerable adults

- know that they can come to them and be listened to.
- The member of staff should never attempt to investigate the matter in any way. Only the Designated Safeguarding Officer should mount an investigation, otherwise this might be construed as unjustified interference which could jeopardise an investigation and any possible subsequent court case.
- Further details can be found in Appendix 7 in relation to employee's professional conduct and Safeguarding

Designated Safeguarding Team: The College has a team of Designated Safeguarding Officers who have all undertaken the Designated Person Safeguarding Training. The Safeguarding Team includes:

Designation	Name	Telephone
Senior Designated Safeguarding Lead	Claire Dores (Vice Principal Transforming Equalities & Safeguarding)	x 670
Designated Safeguarding Lead	Beth Taylor (Head of Tutoring and Student Engagement)	X 534
Safeguarding Officers	Student Engagement Team Leader and Student Engagement Officers	x 916

7.6 The Designated Safeguarding Lead is responsible for ensuring that:

- Arrangements are in place for inducting and training staff in safeguarding practices and procedures.
- Ensuring safeguarding resources are up-to-date and distributed in the college.
- Referring concerns relating to the protection of children and vulnerable adults to the college's Senior Designated Safeguarding Lead.
- The Vice Principal Equalities & Safeguarding will review the membership of the Safeguarding Team to reflect needs as identified from time to time.
- The Designated Safeguarding Lead will lead regular case monitoring reviews of vulnerable children. These reviews, together with any actions arising from the review and the rationale for decision making will be recorded in case files.

8. DEALING WITH DISCLOSURE - ADVICE TO STAFF

Once you suspect or know of any abuse or safeguarding concerns of a young person you should immediately inform a Safeguarding Officer (see Appendix One) through reporting a concern using MyConcern (Appendix Eleven). If a concern is urgent and the young person is in immediate risk then a referral needs to be made in person to the safeguarding team. In the event of them being unavailable, the Principal should be informed.

All safeguarding matters will be taken to weekly supervision.

Please remember:-

- You must not try to investigate the matter.
- Referrals of concerns to be made using MyConcern. The safeguarding team will come back to you if they require any further information.
- If a young person tells you about possible abuse, please listen carefully using the following guidelines:
 - Allow the young person to speak without interruption.
 - Try to stay calm and do not show your emotions. If you show anger, disgust or disbelief they may stop talking.
 - Do not put words into the young person's mouth.
 - Ask enough questions to clarify your understanding but do not interrogate.
 - Reassure the young person that they have done the right thing by telling you.
 - Be honest. At the earliest stage let them know that you cannot keep this a secret; you will need to tell someone else. But tell them you will only tell those who need to know and say who that will be. You must not discuss the case with anyone else.
 - Note the main points carefully, include date, time, place, what the young person said, include your questions and their answers.
 - Report immediately to the Safeguarding Team using MyConcern or in person if it is urgent.

What happens next?

Taking into account all the information available, the designated members of staff will decide on the next step, which may include taking no further action. If further action is necessary, this may be to:

- Seek further advice from the social services.
- Make a referral to social services.
 - Anyone is able to make a referral to Social Care, however, it is preferred that concerns at Barnfield College are managed by the Safeguarding Team.
- Report the matter to the police.

If a referral is made, this must be confirmed in writing to the appropriate agency within 24 hours.

Written records of any concern regarding a young person's/ vulnerable adult's safety will be kept centrally and securely.

Information concerning young people and vulnerable adults at risk will be shared with all members of staff on a "need to know" basis. A designated member of staff for safeguarding will make a judgement in each individual case about who needs and has a right to access particular information.

Where there are concerns about a young person or vulnerable adult, a member of staff may be asked to keep a log of observations. This will be kept securely and transferred to the safeguarding team.

All safeguarding records are subject to Freedom of Information Act 2000 and the Data Protection Act (1998). If there is any doubt as to the rights of any party to access information, we may seek legal advice prior to releasing any information.

9. INFORMING PARENTS/ CARERS

In general, we will discuss any safeguarding and child protection concerns with parents / carers before approaching other agencies, and will seek their consent to making a referral to another agency. Appropriate staff will approach parents / carers after consultation with the Designated Safeguarding Lead. However there may be occasions when the school will contact another agency **before** informing parents/carers because it considers that contacting them may increase the risk of significant harm to the child.

10. PHYSICAL CONTACT AND PHYSICAL INTERVENTION

Not all young people and vulnerable adults feel comfortable about physical contact. Adults should not make the assumption that it is acceptable practice to use touch as a means of communication. Wherever possible, young people and vulnerable adults should be advised before physical contact or intervention is made.

It is recognised that some young people/vulnerable adults who have experienced abuse may seek inappropriate physical contact and adults should be particularly aware of this when it is known that a student has suffered abuse.

In this circumstance careful consideration should be given to the needs of the student. Details of the learner and his / her additional needs must be reported to a member of the Safeguarding team.

Physical Intervention - the college's policy on the use of physical intervention is detailed within the Student Disciplinary Policy.

11. LEARNERS ACCESSING ALTERNATIVE PROVISION

11.1 Where learners are accessing the college as part of the day release programme any safeguarding concerns will be reported to a member of the college's Safeguarding team. This team will liaise closely with the Designated Officer from the young person's mainstream school, who will take the lead on the safeguarding case.

11.2 There are occasions when young people and vulnerable adults are placed in settings outside the college. Young people and vulnerable adults are more vulnerable to abuse or harm in these situations than in short term placements, and therefore child protection arrangements are a relevant concern for longer term placements. Additional safeguards will be necessary for placements when one or more of the following conditions apply. The placement is:

- For more than one day per week.
- For longer than one term in any academic year.
Aimed at those who may be vulnerable, e.g. those who have special needs or are young (aged under 16).
- One where the workplace supervisor or a colleague will have substantial unsupervised access to the child, because of the nature of the business (i.e. micro business, sole trader or journeyman). or

- One which has a residential component.
- All Learning Providers working with young people therefore have a duty of care to ensure safeguarding policies and procedures are in place and followed by their employees and volunteers. To do this we will ensure that we.
- Create and maintain an environment in which young people and vulnerable adults feel secure, are encouraged to talk and are listened to.
- Include curriculum activities and opportunities to enable learners the opportunity to attain skills and attitudes, to help them resist abuse in their own lives and to prepare for the responsibilities in their adult lives, including parenthood.
- Communicate a clear model of management of suspected or disclosed abuse.

11.3 Strategic responsibilities for safeguarding learners who attend placements

If any of the above conditions apply, the following safeguards should be in place at a strategic level.

Barnfield College staff who arrange, vet, or monitor work placements will have had training in safeguarding.

Training organisations or employers taking responsibility for a young person or a vulnerable adult on a long-term placement will be asked to make a commitment to safeguarding their welfare by endorsing an agreed policy or statement of principles.

Any person whose normal duties will include regularly caring for, training, looking after or supervising a child in the workplace should be vetted and subject to a DBS Disclosure to ensure s/he is not disqualified from working with children or otherwise unsuitable to be responsible for them. This should not include people who will have contact with the child simply because s/he will be in the same location, or as part of their work. It is intended to apply to people who are specifically designated to have responsibility for looking after, supervising or directly training a young person throughout the placement.

DBS Disclosures and list 99 checks will be arranged by the college, and the person will be regarded as a volunteer for the purpose of the Disclosure.

That person will also be given basic safeguarding training to be aware of their responsibilities. They should be given details of a person to contact in the event that there are any concerns about a learner for whom they are responsible.

The learners who are placed in these settings will also be given clear advice about who to contact if they are worried or uncomfortable about their surroundings or if they suffer abuse. They will have a continuing point of regular contact within college and be given opportunities to raise any concerns they may have.

If a concern is raised regarding a young person or vulnerable adult who is on a long term placement, then the normal college safeguarding procedures will apply.

In some cases it is also important to ensure that the learner concerned is suitable for the placement (for example, when placing young people in environments involving them working with younger children). In these circumstances DBS Disclosures may be required.

12. A SIMPLE MNEMONIC FOR STAFF TO REMEMBER THEIR RESPONSIBILITIES IS THE“FIVE R’S”:

- i. Recognise behaviour that may indicate abuse, which may include direct disclosure
- ii. Respond calmly and positively to the child or vulnerable adult. Reassure them that they have done the right thing in raising the issue with you and accept what they say without judgement, prompting or interruption - refer to the college’s Child Protection Policy for full information (which can be found on the college intranet under safeguarding).
- iii. Record what has been said as accurately as possible. Make sure it is factual and does not include your own interpretation, although details of how they looked and behaved are useful, e.g. “He had a black eye and was crying”.
- iv. Report form for concerns to a member of the college’s Designated Safeguarding Team without delay. Once you have reported the concern about abuse to a member of the Safeguarding Team, the responsibility for taking any further decisions or actions resides with them.
- v. Refer. Only the Designated Safeguarding Officers can make a decision to refer a complaint or allegation, having gathered and examined all relevant testimony and information

13. CONFIDENTIALITY STATEMENT

The safety and well-being of the child or vulnerable adult is paramount. Staff may have access to confidential information about learners in order to undertake their everyday responsibilities. In some circumstances, staff may be given highly sensitive or private information. They should never use confidential or personal information about a learner or his/her family for their own or others’ advantage. Information must never be used to intimidate, humiliate, or embarrass a learner.

Confidentiality and trust should be maintained as far as possible but staff must act on the basis that the safety and well-being of the child or vulnerable adult is paramount. The degree of confidentiality will be governed by the need to protect the child or vulnerable adult. The member of staff to whom the child or vulnerable adult is making the disclosure needs to be open and honest with them from the outset and not promise to keep information confidential.

When abuse is alleged or suspected, the member of staff has a duty to pass information on without delay to a member of the Designated Safeguarding team. If a member of staff is in any doubt about whether to share information or keep confidential, they should seek guidance from the Lead Designated Safeguarding Officers (identified in Section 8 of this document).

The college complies with the requirements of the Data Protection Act 1998 but the DPA does not prevent staff from sharing information where this is necessary to protect the safety and well-being of the child or vulnerable adult.

14. SAFER RECRUITMENT OF STAFF

The college undertakes to ensure that its staff are fit to work in a college setting with children and vulnerable adults. It also reserves the right to refuse to employ staff whom it has a reasonable belief may pose a risk to its learners.

The college has systems in place to prevent unsuitable people from working with children or vulnerable adults and to promote safe practice. These systems apply to all new staff and require the following checks to be made pre-appointment or directly following appointment.

The college does not discriminate because of a conviction or other information revealed and has a policy statement on the recruitment of ex-offenders (Appendix Four).

A minimum of 2 satisfactory employment references wherever possible, one of which should be from the current or most recent employer.

Original documentary evidence checks of identity, nationality, residence and “right to work” status pre- appointment.

An Enhanced Disclosure Barring Service (DBS) check.

A check under Section 142 of the Education Act 2002 (“List 99”).

Completion of a health check to ensure s/he has the health and physical capacity for the job

Original documentary evidence of qualifications

A common application form is completed for all candidates. CVs are not accepted.

Teaching staff are asked to provide their DfES (DCFS) reference number and IfL Registration Number.

All teaching staff are expected to have recognised teaching qualification or be working towards the same.

All candidates for jobs in the college are interviewed by a panel of appropriate managers. All managers are trained in recruitment and selection.

All offers of appointment are conditional upon receipt of 2 satisfactory references, satisfactory DBS clearance, medical clearance, verification of qualifications, verification of identity and verification of right to work in the UK.

Satisfactory completion of the probationary period.

The following statement is placed on all recruitment advertisements and relevant publicity materials for the college:

"Barnfield College is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment".

All Job Descriptions include the following as a main task:

"To safeguard and promote the welfare of children, young people and vulnerable adults served by the college".

There is an additional statement in the Job Description under 'college Commitments' requiring all employees to *"Respond appropriately and supportively to any issues associated with safeguarding children and vulnerable adults in line with college policies and procedures"*.

A single central record is kept in the Human Resources Department detailing the checks carried out on staff and Agency Staff, including DBS clearance.

The college fully complies with the DBS Code of Practice regarding the correct handling, use, storage, retention and disposal of Disclosures and Disclosure Information. The college also complies fully with its obligations under the Data Protection Act 1998 and other relevant legislation pertaining to the safe handling, use, storage, retention and disposal of Disclosure information. This compliance is detailed in the policy statement (Appendix Five).

Once appointed to the college all staff receive a pack of information, including:

- Induction Checklist which includes Health & Safety
- Equalities Policy
- Staff Code of Conduct
- Safeguarding Policy

In addition to a local induction programme to introduce staff to the particular area they will be working in, all staff complete a Corporate Induction Programme, including:

- Safeguarding
- Equal Opportunities
- Health & Safety, including fire awareness
- Appraisee/appraiser training
- Use of IT/ILT systems, including usage policies

The college has a general Staff Code of Conduct giving clear guidelines on expected behaviour and the college's Safeguarding Policy (*which can be found on the college intranet*) gives specific guidelines on behaviour to protect both staff and learners.

Members of the Designated Safeguarding team have undertaken specific Designated Officer Safeguarding Training and all members have either completed or are booked to complete.

15. ALLEGATIONS OF ABUSE AGAINST MEMBERS OF COLLEGE STAFF

The college recognises that an allegation of child abuse made against a member of staff may be

made for a variety of reasons and the facts of the allegation may or may not be true. It is imperative that those dealing with an allegation maintain an open mind and that investigations are thorough. The college recognises that the Children Act 1989 states that the welfare of the child is of paramount concern and it is essential in all cases of suspected abuse by a member of staff that action is taken quickly and professionally. It is also recognised that hasty or ill informed decisions can irreparably damage an individual's reputation, confidence and career. Therefore, such allegations must be dealt with, with sensitivity and care.

A member of staff who receives an allegation about another member of staff from a young person should follow the guidelines in Section 5 for dealing with the disclosure. The allegation should be reported immediately to the Principal, unless the Principal is the person against whom the allegation is made, in which case the report should be made to the Senior Designated Safeguarding Lead and/or Human Resources.

If a decision is made to pursue an allegation of abuse against a member of staff, this will be dealt with under the college disciplinary or grievance procedures as appropriate, details of which can be obtained from Human Resources.

Where an individual leaves the college before any final disciplinary decision was taken due to harm or risk of harm to a child or vulnerable adult, (as defined in Appendix 4), this information must also be referred to the appropriate authorities.

The responsibility for reporting cases lies with HR and should be referred by the Senior Business Partner with the support of the Designated Safeguarding Lead. Cases will be reported to the Local Authority Designated Officer (LADO) who will advise on any further action required.

The LADO in Luton can be contacted on 01582 548 069.

16. STAFF DEVELOPMENT AND TRAINING

All staff, Governors and others who come into direct contact with children and vulnerable adults must undertake training on the subject of safeguarding. The college's Safeguarding Policy, procedure and accompanying guidance will be available to all staff via the college's staff intranet (SharePoint) and will be issued to all new staff as part of their induction.

17. WHISTLE BLOWING (PUBLIC INTEREST DISCLOSURE ACT 1998 (PIDA))

The college has a comprehensive Disclosure policy (also known as whistleblowing) which has been approved by the Corporation. This can be found on the College intranet.

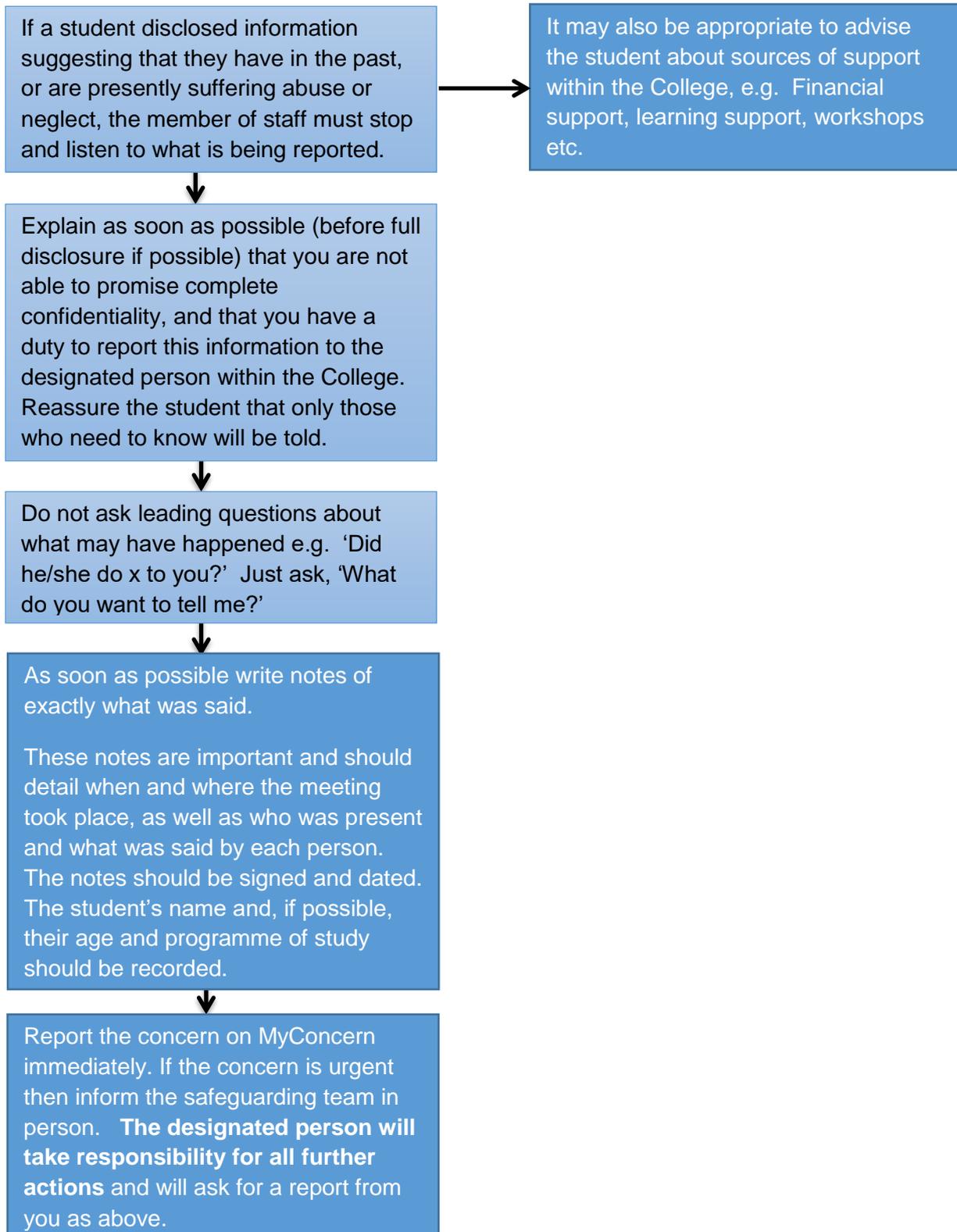
18. REVIEW OF ARRANGEMENTS FOR MONITORING THE POLICY

The policy will be monitored through the college's Safeguarding Committee which meets monthly. Reports from the group are taken to the college's Senior Leadership Team (SLT). A report is presented to Corporation on an annual basis on safeguarding in the college.

The Policy will be reviewed at least annually following consultation with the Safeguarding Committee, SLT, staff and students on any updates to the policy.

APPENDIX ONE: SAFEGUARDING CHILDREN AND VULNERABLE ADULTS PROCEDURE FLOWCHART

It is the duty of all staff to report any concerns to a designated person. No promises should be made to maintain confidentiality, but the student should be informed of the action taken.



APPENDIX TWO: LOCAL SAFEGUARDING CONTACTS

CHILD PROTECTION OFFICERS LUTON SCHOOLS

School	Contact	Tel. Number
Ashcroft High School	Julie Clarke	01582 436100
Stockwood Park Academy	Michelle O'Callaghan	01582 722333
Chalk Hills Academy	Alison Heeley/Carol Phith	01582 601221
Cardinal Newman	Michelle Chappell/Glen Billington	01582 597125
Challney (Boys)	Natalie Roast	01582 599921
Challney (Girls)	Nicola Ponsonby	01582 571427
Denbigh High School	Christopher Carter/ Jess Elis	01582 736611
Icknield High School	Jackie Knighting	01582 576561
Lealands High School	Sam Ward	01582 611600
Lea Manor High School	Alison Vale	01582 652600
Putteridge High School	Dawn Minns	01582 415791
Stopsley High School	Sharon Jeycock	01582 870900
Studio School (Barnfield)	Julie Mullen	01582 569722
Woodlands Secondary	Debbie Foolkes	01582 572880

PUPIL REFERRAL UNITS

School	Contact	Tel. Number
Avenue Centre for Ed.	Martin Watson	01582 748800
Active Support Education Centre	Matthew Ford	01582 256040
KWS (formally Xers)	Karl Weaver	01582 414144
Academy of Central Bedfordshire Kingsland Campus Parkside Drive Houghton Regis Bedfordshire	Debbie Kemp	01582 343878

APPENDIX THREE: DEFINITIONS FOR REFERRAL TO APPROPRIATE AUTHORITIES

Relevant conduct

Relevant conduct is set out in the Safeguarding Vulnerable Groups Act 2006, Schedule 3 sections

4(1) and 10(1) and state that *relevant conduct* is any conduct:

- That endangers a child or vulnerable adult or is likely to endanger a child or vulnerable adult.
- If repeated against or in relation to a child or vulnerable adult, would endanger them or would be likely to endanger them.
- That involves sexual material relating to children (including possession of such material).
- That involves sexually explicit images depicting violence against human beings (including possession of such images), if it appears to the ISA that the conduct is inappropriate or.
- Of a sexual nature involving a child or vulnerable adult, if it appears to the ISA that the conduct is inappropriate.

Harm Test

The *harm test* is defined in the Safeguarding Vulnerable Groups Act 2006, Schedule 3 section 5 and 11 and is satisfied if the relevant person believes that an individual may:

- Harm a child or vulnerable adult.
- Cause a child or vulnerable adult to be harmed.
- Put a child or vulnerable adult at risk of harm.
- Attempt to harm a child or vulnerable adult.
- Incite another to harm a child or vulnerable adult.

Relevant offence

A *relevant offence* is an automatic inclusion offence as set out in the Safeguarding Vulnerable Groups Act 2006 (Prescribed Criteria and Miscellaneous Provisions) Regulations 2009. A copy of these regulations can be found at www.opsi.gov.uk or www.statutelaw.gov.uk

Regulated Activity

Regulated activity is defined in Schedule 4 of the Safeguarding Vulnerable Groups Act 2006. There are four ways you may be involved in regulated activity. In general terms, an individual is involved

in *regulated activity* if they:

Undertake an activity of a specified nature (i.e., teaching, training, instruction, care, supervision, advice, guidance, treatment, therapy or transport) that involves contact with children or vulnerable adults on a *frequent, intensive or overnight* basis.

- *Frequent* = once a month or more.

- *Intensive* = three or more days in any period of 30 days or.
- *Overnight* = between 2am and 6am.

Example: A sports coach who provides swimming lessons to children under sixteen once a week, will be teaching and training on a frequent or intensive basis and therefore is undertaking regulated activity.

or

Undertake any activity in a specified place (i.e., schools, childcare premises including nurseries, residential homes for children, children's hospitals, children's detention centres, adult care homes or residential care or nursing homes) that provides the opportunity for contact with children or vulnerable adults on a *frequent, intensive* or *overnight* basis.

This is providing that activity is a form of work (paid or voluntary) and is carried out for or in connection with the purposes of the establishment.

- *Frequent* = once a month or more.
- *Intensive* = three or more days in any period of 30 days or.
- *Overnight* = between 2am and 6am.

Example: A school receptionist is not employed to teach, train, supervise or care for the children in the school but because they work in a specified place and have the opportunity for contact with children they are undertaking regulated activity.

Or

Undertake fostering and/or childcare

Or

Occupy a specified position of responsibility as set out in the Safeguarding Vulnerable Groups Act 2006 as follows:

- *Member of the governing body of an educational establishment.*
- *Member of a relevant local government body.*
- *Member of an HSS body.*
- *Director of children's services of a local authority.*
- *Director of adult social services of a local authority.*
- *Director of social services of a Health and Social Services Board.*
- *Director of a Health and Social Services trust responsible for the delivery of personal social services.*
- *Member of an education and library board.*
- *Chief education officer of an education and library board.*
- *Charity trustee of a children's charity.*
- *Charity trustee of vulnerable adults' charity.*
- *Member of the Youth Justice Board for England and Wales.*
- *Children's Commissioner or deputy Children's Commissioner appointed under Part 1 of the Children's Act 2004.*

- Operator of a database established in pursuance of section 12(1) (a) or (b) or 29(1) (a) or (b) of the Children Act 2004 (e.g. Contact Point).
- Member of a Local Safeguarding Children Board established under section 13 or 31 of the Children's Act 2004.
- Member or chief executive of the Children and Family Court Advisory and Support Service.
- A deputy appointed in respect of a child under section 16(2) (b) of the Mental Capacity Act 2005 (c. 9).
- Member, chief executive or member of staff of the ISA.

Controlled Activity

Controlled Activity is set out in sections 21–23 of the Safeguarding Vulnerable Groups Act 2006. In general terms, an individual is involved in *controlled activity* if they are ancillary support workers in Further Education, or healthcare settings (e.g., cleaner, caretaker, catering staff, and receptionist) which is done *frequently* or *intensively* and gives the opportunity for contact with children or vulnerable adults.

- *Frequent* = once a month or more.
- *Intensive* = three or more days in any period of 30 days.

Example: A member of catering staff at a hospital who on a frequent or intensive basis provides a food service to patients on the wards.

or

Working for or on behalf of specified organisations (e.g., Local Authorities in the exercise of its education or social services functions) *frequently* or *intensively* in roles which give them the opportunity for access to sensitive records about children or vulnerable adults.

- *Frequent* = once a month or more.
- *Intensive* = three or more days in any period of 30 days.

Example: An administrative officer in a local authority or Health and Social Care Body who has responsibility for managing files on children in care, where those files contain personal information. Barred people can sometimes be employed in *controlled activity*, depending on the nature of the role and providing tough safeguards are in place such as stringent supervision.

APPENDIX FOUR: POLICY STATEMENT ON THE RECRUITMENT OF EX-OFFENDERS

As an organisation using the Disclosure Records Bureau (DBS) Disclosure service to assess applicants' suitability for positions of trust, Barnfield College complies fully with the DBS Code of Practice and undertakes to treat all applicants for positions fairly. It undertakes not to discriminate unfairly against any subject of a Disclosure on the basis of a conviction or other information revealed.

Barnfield College is committed to the fair treatment of its staff, potential staff or users of its services, regardless of race, gender, religion, sexual orientation, responsibilities for dependents, age, physical/mental disability or offending background.

We have a written policy statement on the recruitment of ex-offenders, which is made available to all Disclosure applicants at the outset of the recruitment process.

We actively promote equality of opportunity for all with the right mix of talent, skills and potential and welcome applications from a wide range of candidates, including those with criminal records. We select all candidates for interview based on their skills, qualifications and experience.

All application forms, job adverts and recruitment briefs will contain a statement that a Disclosure will be requested in the event of the individual being offered the position.

Where a Disclosure is to form part of the recruitment process, we encourage all applicants called for interview to provide details of their criminal record at an early stage in the application process. We request that this information is advised at the application stage to a designated person/s within Barnfield College and we guarantee that this information will only be seen by those who need to see it as part of the recruitment process.

As a college, Barnfield College is permitted to ask questions about your entire criminal record, including both 'spent' and 'unspent' convictions as defined in the Rehabilitation of Offenders Act 1974.

We ensure that all those in Barnfield College who are involved in the recruitment process have been suitably trained to identify and assess the relevance and circumstances of offences. We also ensure that they have received appropriate guidance and training in the relevant legislation relating to the employment of ex-offenders, e.g. the Rehabilitation of Offenders Act 1974.

At interview, or in a separate discussion, we ensure that an open and measured discussion takes place on the subject of any offences or other matter that might be relevant to the position. Failure to reveal information that is directly relevant to the position sought could lead to withdrawal of an offer of employment.

We make every subject of a DBS Disclosure aware of the existence of the DBS Code of Practice and make a copy available on request.

We undertake to discuss any matter revealed in a Disclosure with the person seeking the position before withdrawing a conditional offer of employment.

Having a criminal record will not necessarily bar you from working with us. This will depend on the nature of the position and the circumstances and background of your offences

APPENDIX FIVE: POLICY STATEMENT ON SECURE STORAGE, HANDLING, USE, RETENTION & DISPOSAL OF DISCLOSURES AND DISCLOSURE INFORMATION

General principles

As an organisation using the Disclosure Records Bureau (DBS) service to help assess the suitability of applicants for positions of trust, Barnfield College complies fully with the DBS Code of Practice regarding the correct handling, use, storage, retention and disposal of certificates and certificate information. It also complies fully with its obligations under the Data Protection Act 1998 and other relevant legislation pertaining to the safe handling, use, storage, retention and disposal of certificate information and has a written policy on these matters, which is available to those who wish to see it on request.

Storage and access

Certificate information should be kept securely, in lockable, non-portable, storage containers with access strictly controlled and limited to those who are entitled to see it as part of their duties.

Handling

In accordance with section 124 of the Police Act 1997, certificate information is only passed to those who are authorised to receive it in the course of their duties. We maintain a record of all those to whom certificates or certificate information has been revealed and it is a criminal offence to pass this information to anyone who is not entitled to receive it.

Usage

Certificate information is only used for the specific purpose for which it was requested and for which the applicant's full consent has been given.

Retention

Once a recruitment (or other relevant) decision has been made, we do not keep certificate information for any longer than is necessary. This is generally for a period of up to six months, to allow for the consideration and resolution of any disputes or complaints. If, in very exceptional circumstances, it is considered necessary to keep certificate information for longer than six months, we will consult the DBS about this and will give full consideration to the Data Protection and Human Rights of the individual before doing so. Throughout this time, the usual conditions regarding the safe storage and strictly controlled access will prevail.

Disposal

Once the retention period has elapsed, we will ensure that any certificate information is immediately destroyed by secure means, i.e. by shredding, pulping or burning. While

awaiting destruction, certificate information will not be kept in any insecure receptacle (e.g. waste bin or confidential waste sack). We will not keep any photocopy or other image of the certificate or any copy or representation of the contents of a certificate. However, notwithstanding the above, we may keep a record of the date of issue of a certificate, the name of the subject, the type of certificate requested, the position for which the certificate was requested, the unique reference number of the certificates and the details of the recruitment decision taken.

Acting as an Umbrella Body

Before acting as an Umbrella Body (one which countersigns applications and receives certificate information on behalf of other employers or recruiting organisations), we will take all reasonable steps to satisfy ourselves that they will handle, use, store, retain and dispose of certificate information in full compliance with the DBS Code and in full accordance with this policy. We will also ensure that anybody or individual, at whose request applications for DBS certificates are countersigned, has such a written policy and, if necessary, will provide a model policy for that body or individual to use or adapt for this purpose.

APPENDIX SIX: PROFESSIONAL CONDUCT AND SAFEGUARDING

The following measures are in place to ensure that the learners and staff are safeguarded at any Campus within the College. This is based on: 'Guidance for Safer Working Practice for Adults who Work with Children and Young People in Education Settings DCSF March 2009'

1.1 Making a Professional Judgement

This guidance cannot provide a complete checklist of what is, or not appropriate behaviour for adults in all circumstances. Professional judgements should always be recorded and shared with a member of the senior management team and with the parent/carer. In undertaking these actions individuals will be seen to be acting reasonably.

1.2 Adults working with young people should always:

- Consider whether their actions are warranted, proportionate and safe and applied equitably
- Discuss the circumstances that informed their action, or their proposed action with the principal/ or senior member of staff and the parent/carer
- Report any actions which could be misinterpreted to the principal or senior member of staff
- Discuss any misunderstandings, accidents or threats with the principal or senior member of staff
- Record any areas of disagreement about a course of action taken and if necessary referred to a higher authority
- Ensure they have copies of records which confirm decisions, discussions and reasons why actions were taken

1.3 Power and Positions of Trust

Adults should always maintain appropriate professional boundaries and avoid behaviour which might be misinterpreted by others. They should always report and record any incident with this potential. A relationship between an adult and a child, young person, or vulnerable adult is not a relationship between equals. There is potential for exploitation and harm of vulnerable young people. Adults therefore have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification.

This means that adults should never:

- Use their position to gain access to information for their own or others' advantage
- Use their position to intimidate, bully, humiliate, threaten, coerce or undermine learners
- Use their status and standing to form or promote relationships which are of a sexual nature, or which may become so

1.4 Propriety and Behaviour

All adults working with learners have a responsibility to maintain public confidence in their ability to safeguard the welfare and best interests of learners. It is therefore expected that they will adopt high standards of personal conduct in order to maintain the confidence and respect of their colleagues, learners, parents/ carers and all with whom they work.

Adults should never:

- Behave in a manner which would lead any reasonable person to question their suitability to work with children or act as a suitable role model
- Make or encourage others to make, unprofessional personal comments which scapegoat, demean or humiliate, or which might be interpreted as such.

Adults should be aware:

- That behaviour in their personal lives may impact upon their work with learners
- Of codes of conduct deemed appropriate by the Academy/College
- That the behaviour and actions of their partner (or other family members) may raise questions about their suitability to work with young people

1.5 Infatuations

Occasionally, a child, young person or vulnerable adult may develop an infatuation with an adult who works with them. These adults should deal with these situations sensitively and appropriately to maintain dignity and safety of all concerned. They should remain aware, however, that such infatuations carry a high risk of words or actions being misinterpreted and should therefore make every effort to ensure that their own behaviour is beyond reproach.

An adult, who becomes aware that child, young person or vulnerable adult is developing an infatuation, should discuss this at the earliest opportunity with the principal or senior member of staff and parent/carer, so that appropriate action can be taken to avoid any hurt, distress or embarrassment.

This means that adults should:

- Report and record any incidents or indications (verbal, written or physical) that suggest a child, young person or vulnerable adult may have developed an infatuation with a member of staff
- Always acknowledge and maintain professional boundaries

1.6 Gifts, rewards and favouritism

All adults should be aware of the Academy/College guidance on rewards and the arrangements for the declaration of gifts received and given.

The giving of gifts or rewards to learners should be part of an agreed policy for supporting

positive behaviour or recognising particular achievements. In some situations the giving of a reward or gift to an individual student will be part of an agreed action plan, and must be recorded and discussed with the principal or a senior member of staff and the parent/carer.

This means that all staff should:

- Be aware of the policies on behaviour management and rewards
- Ensure that gifts received or given in situations which may be misconstrued are declared to
SLT/Finance
- Only give gifts to an individual student as part of an agreed reward system sanctioned by SLT and parent/carers and which are of an insignificant value
- Be aware that the giving of gifts can be misinterpreted by others as a gesture to either 'bribe' or 'groom' a young person
- Ensure that all selection processes which concern learners are fair and that wherever possible these are undertaken and agreed by more than one member of staff
- Be aware that the receiving of gifts from young people may be construed as a bribe by others or lead the giver to expect preferential treatment
- Ensure any gifts received from a young person are declared to their line manager and that this is documented, these gifts should also be kept within the College wherever possible

There are occasions when learners or parents wish to pass small tokens of appreciation to adults e.g. on a special occasion or as a thank you and this is acceptable. However, it is unacceptable to receive gifts on a regular basis or of any significant value.

1.7 Communication with Learners

Communication between learners and adults, by whatever method, should take place within clear and explicit professional boundaries. This includes the wider use of technology such as mobile phones, text messaging, e-mails, digital cameras, videos, web-cams, websites and blogs.

Adults should not share any personal information with a learner. They should not request, or respond to, any personal information from the learner, other than that which might be appropriate as part of their professional role. Adults should ensure that all communications are transparent and open to scrutiny, or this could be construed as 'grooming'.

This means that adults should:

- Ensure that personal social networking sites are set at private and learners are never listed as approved contacts
- Never use or access social networking sites of learners
- Never give their personal contact details to learners, including their personal mobile telephone numbers, home phone numbers or home address

- Only use equipment provided by the College to communicate with families within the College working day, equipment provided by the College should not be used outside of working hours to communicate with families unless agreed by the principal or a senior member of staff
- Only make contact with learners and their families for professional reasons and in accordance of national guidelines
- Never use internet or web-based communication channels to send personal messages to a learner
- Pre-arranged meetings with learners on a one-to-one basis away from the College premises should never be set-up

1.8 Social Contact

Adults should not establish or seek to establish social contact with learners for the purpose of securing a friendship or to pursue or strengthen a relationship. If a learner or parent/carer seeks to establish social contact, or if this occurs coincidentally, the member of staff should exercise his/her professional judgement in making a response. This should then be documented with your line manager/SLT.

There will be occasions when there are social contacts between learners and staff, where for example the parent and staff are part of the same social circle. These contacts however, will be easily recognised and openly acknowledged.

This means that adults should:

- Have no secret social contact with learners or their parents
- Consider the appropriateness of their social contact according to their role and nature of their role, and discussed with senior leadership
- Always approve any planned social contact with learners or parents with senior leadership
- Advise senior leadership of any social contact they have with a student or parent with whom they work
- Report and record any situation, which may place a learner at risk or which may compromise the College or their own professional standing
- Be aware that the sending of personal communications such as birthday cards or faith cards should always be recorded and discussed with their line manager
- Understand that some communications may be called into question and need to be justified
- No child, young person or vulnerable adult should be in or invited into, the home of a member of staff, unless the reason for this has been firmly established and agreed with by the parents/carers and the Principal
- No child, young person or vulnerable adult should be asked to undertake personal jobs for a member of staff i.e. babysitting at their home

1.9 Learners in Distress

There may be occasions when a distressed child, young person or vulnerable adult needs

comfort and reassurance and this may involve physical contact. Adults should use their professional judgement to comfort or reassure a learner in an age-appropriate way whilst maintaining clear professional boundaries.

Where an adult has a particular concern about the need to provide this type of care and reassurance, or is concerned that an action may be misinterpreted, this should be reported and discussed with a senior manager and parents/carers.

This means that adults should:

- Consider the way in which they offer comfort and reassurance to a distressed child and does it in an age appropriate way
- Be circumspect in offering reassurance in one-to-one situations, but always record such actions in these circumstances
- Never touch a learner in a way that could be considered indecent
- Report and record situations which may give rise to concern from either party
- Never assume that all learners seek comfort if they are distressed
- Never initiate the giving of comfort and should never be face to face hugging with bodily contact
- Be aware of comforting learners of the opposite sex

1.10 Transporting Learners

Wherever possible and practical it is advisable that transport is undertaken other than in private vehicles, with at least one additional adult to act as escort WITH APPROPRIATE INSURANCE.

There will be occasions when adults are expected to, or are asked to transport learners as part of their duties. Adults, who are expected to use their own vehicles for transporting learners should ensure that the vehicle is roadworthy, WITH APPROPRIATE INSURANCE and the maximum capacity is not exceeded.

It is inappropriate for adults to offer lifts to a child, young person or vulnerable adult outside their normal working hours.

This means that adults should:

- Ensure they are fit to drive and free from any drugs, alcohol or medicine which is likely to impair judgement and/or ability to drive
- Be aware that the safety and welfare of the learner is their responsibility until they are safely passed over to a parent/carer
- Record details of the journey in accordance with agreed procedures
- Ensure that their behaviour is appropriate at all times
- Ensure there are proper arrangements in place to ensure vehicle, passenger and driver safety. This includes having proper and appropriate insurance for the type of vehicle being driven
- Ensure that any impromptu or emergency arrangements of lifts are recorded and

can be justified if questioned

Failure to adhere to any of the above may lead to the appropriate section of the College's disciplinary policy being invoked.

APPENDIX SEVEN: CATEGORIES OF ABUSE

1.1 CHILDREN

Physical Abuse

This may involve hitting, shaking, throwing, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induce illness in a child.

Emotional Abuse

This is the persistent emotional ill-treatment of a child such as to cause severe and persistent effects on the child's emotional development. It may involve conveying to children that they are worthless and unloved, inadequate, or valued only so far as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include:-

- Interactions which are beyond the child's developmental capability
- Over protection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill treatment of another. It may involve causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

Sexual Abuse

This involves forcing or enticing a child to take part in sexual activities, including prostitution whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic materials, or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Neglect

This is the persistent failure to meet the 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 and clothing, shelter including exclusion from home or abandonment, failure to protect a child from physical and emotional harm or danger, failure to ensure adequate supervision including the use of inadequate caretakers or failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Radicalisation

Radicalisation is the process by which individuals come to support terrorism or violent extremism. There is no typical profile for a person likely to become involved in extremism, or when they move to adopt violence in support of their particular ideology.

Female Genital Mutilation

FGM is a tradition practiced in 28 African countries and parts of Asia and Latin American. The communities with the highest prevalence are generally from the Horn of Africa and include countries such as Somalia, Egypt, Mali, and Guinea. In the UK there are populations of people from countries who practice FGM, some of these populations have settled in the South West. They maintain close cultural links to their country of origin. The women and girls in these families are at risk of FGM.

Many women, men and professionals appear to be unaware of the major health issues associated with FGM. The physical and mental trauma usually causes long term complications for these women.

1.2 ADULTS

Physical abuse

This includes hitting, slapping, pushing, kicking, rough handling or unnecessary physical force either deliberate or unintentional, misuse of medication, restraint or inappropriate sanctions.

Sexual Abuse

This includes rape and sexual assault or sexual acts to which the vulnerable adult has not consented, or could not consent to, or was pressured into consenting. Sexual abuse can occur between people of the same sex and it can also occur within a marriage or any long-term relationship. A relationship of trust should exist between a member of staff or a volunteer and the person for whom they are caring; it would be seen as a betrayal of that trust, and therefore abusive, for that member of staff or volunteer to have a sexual relationship with the person they are caring for.

Psychological Abuse

This includes emotional abuse, threats of harm or abandonment, deprivation of contact, humiliation, blaming, controlling, intimidation, coercion, harassment, verbal abuse, isolation or withdrawal from services or supportive networks.

Financial or Material Abuse

This includes theft, fraud, exploitation, pressure in connection with wills, property, enduring power of attorney, or inheritance or financial transactions, or the inappropriate use, misuse or misappropriation of property, possessions or benefits.

Neglect and Acts of Omission

This includes ignoring or withholding medical or physical care needs, failure to provide access to appropriate health, social care or educational services, the withholding of the necessities of life, such as medication, adequate nutrition, clothing and heating.

Discriminatory Abuse

This includes racist, sexist, or other forms that are based on a person's disability and other

forms of harassment or similar treatment.

Self-Neglect

This is not a direct form of abuse but staff need to be aware of it in the general context of risk assessment / risk management and to be aware that they may owe a duty of care to a vulnerable individual who places him/herself at risk in this way.

Forced Marriage

A clear distinction must be made between a forced and an arranged marriage. In arranged marriages, the families of both spouses take a leading role in choosing the marriage partner but the choice whether or not to accept the arrangement remains with the young people. In forced marriage, one or both spouses do not consent to the marriage or consent is extracted under duress. Duress includes both physical and emotional pressure.

APPENDIX EIGHT: INDICATORS OF VULNERABILITY TO RADICALISATION

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

2. Extremism is defined by the Government in the Prevent Strategy as:

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. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

3. Extremism is defined by the Crown Prosecution Service as:

The demonstration of unacceptable behaviour by using any means or medium to express views which:

- Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
- Seek to provoke others to terrorist acts;
- Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
- Foster hatred which might lead to inter-community violence in the UK.

4. There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

5. Children may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that college staff are able to recognise those vulnerabilities.

6. Indicators of vulnerability include:

- Identity Crisis – the child is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
- Personal Crisis – the child may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
- Personal Circumstances – migration; local community tensions; and events affecting the child’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;

- Unmet Aspirations – the child may have perceptions of injustice; a feeling of failure; rejection of civic life;
 - Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration
 - Special Educational Need – children may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.
7. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.
8. More critical risk factors could include:
- Being in contact with extremist recruiters;
 - Accessing violent extremist websites, especially those with a social networking element;
 - Possessing or accessing violent extremist literature;
 - Using extremist narratives and a global ideology to explain personal disadvantage;
 - Justifying the use of violence to solve societal issues;
 - Joining or seeking to join extremist organisations; and
 - Significant changes to appearance and / or behaviour;
 - Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

APPENDIX NINE: EXTERNAL SPEAKERS

1. Introduction

Barnfield College is committed to creating an environment where everyone is treated with dignity and respect and where diversity is valued. This guidance outlines the procedures relating to events involving the use of external speakers regardless of who is organising them.

It also details our approach to ensuring that we are protecting both staff and students and the reputation of Barnfield College whilst following the legislation that we're responsible for upholding. This policy is written with reference to the Prevent Duty contained within Section 26 of the Counter Terrorism and Security Act 2015. The Duty states that specified authorities including Further Education Colleges, in the exercise of their functions, must have "due regard to the need to prevent people from being drawn into terrorism".

2. Objectives

- To provide an environment where freedom of expression and speech are protected and balanced with the need to ensure that our community is free from harm and that incitement to hatred is never acceptable.
- To provide a supportive, inclusive and safe space for students
- To provide clearly defined and effective procedures to ensure that the law is upheld.
- To collaborate with others to reach sound, evidenced judgments about proposed external speakers ensuring that the College can meet their legal obligations
- To encourage and provide a balance of opinion at any academic discussion or debate
- To communicate to all members, volunteers, staff and visitors, that it is our mutual responsibility to comply with equality and safeguarding and that both Barnfield College and the individual can be held liable if they contravene the law.
- To provide clear instructions for organising an event with external contribution e.g. speaker, representatives, film and guidance for researching an external speaker

3. Freedom of speech and expression

3.1. Freedom of expression and speech are basic human rights that are protected by law. Freedom of speech and freedom of expression are not absolute freedoms but freedoms within the law. Universities and Colleges have a history of being open to debate and ideas with students at the forefront of pushing the limits of freedom of expression. 'Academic freedom' is a term used to describe the law that allows for open and honest debate in an academic context.

3.2. However, we have a duty to ensure the safety and welfare of our staff, students and communities. The freedom to express views needs to be balanced with the need to secure freedom from harm for students and communities. We want all of our events, activities and initiatives to be safe; without risk to the reputation of the College; and within the law.

3.3. Sometimes an external speaker or their topic of discussion has the potential to go against our conditions for a safe event. We're committed to working together with event organisers and in some cases, external speakers themselves, to make sure that we reach a judgement that is reasonable, informed and within the law.

4. External speakers and their responsibilities

4.1. An external speaker or visitor is used to describe any individual or organisation who is not a student or staff member for Barnfield College or one of its contracted partners and who has been invited to speak to students and/or staff. This includes any individual who is a student or staff member from another institution. It also includes the main contact from any external venue hire client who is paying to use College facilities.

4.2. An event is any event, presentation, visit, activity or initiative organised by a student group/ individual or staff member that is being held on Barnfield Colleges premises or where Barnfield College is being represented by a stand on non-College premises e.g. at an exhibition, school event or fair. It also includes events where external speakers are streamed live into an event or a pre-recorded film is shown. It also includes activity being held on Barnfield College premises but organized by external venue hire clients

4.3. All speakers or visitors should be made aware by the person or group arranging the event that they have a responsibility to abide by the law and the College's policies including that they:-

- Must not advocate or incite hatred, violence or call for the breaking of the law
- Are not permitted to encourage, glorify or promote any acts of terrorism including individuals, groups or organisations that support such acts
- Must not spread hatred and intolerance in the community and thus aid in disrupting social and community harmony
- Must be mindful of the risk of causing offence to or seek to avoid insulting other faiths or groups, within a framework of positive debate and challenge

- Are not permitted to raise or gather funds for any external organisation or cause without express permission of the College (available from a member of Senior Leadership Team or a Head of Department)

5. Guidance for Barnfield College staff and students organising an event with an external speaker or venue hire client

5.1. Heads of Department must be informed of any events that involve external speakers through this procedure. No event involving any external speakers may be publicised or considered confirmed until the speaker has been cleared through the procedure detailed in this policy. This includes advertisement through any social media platform.

5.2. Barnfield College reserves the right to cancel, prohibit or delay any event with an external speaker if the policy is not followed or if health, safety and security criteria cannot be met.

5.3. Any room booking/ event organisation with an external speaker involved must be made no later than 14 days before the date of the event. This is to allow for the organizer to have made adequate safeguarding checks as well as allowing time for alterations to the event if necessary. Any request made outside of this timeframe may be rejected unless there are extreme extenuating circumstances.

5.4. The individual/group organising an external speaker should conduct brief research into the proposed speaker. If in doubt as to the suitability of a speaker, they should refer the decision to:- Head of Department, Head of Marketing, Head of Tutoring and Student Engagement. Reasons for doubt could be (but are not restricted to) the following: - any person or group on/or linked to the UK Government list of proscribed terror organisations <https://www.gov.uk/government/publications/proscribed-terror-groups-or-organisations--2> ; talks by organisations generally considered to be extremist; a speaker who is known to have spoken previously at another institution on a topic that has caused fear or intimidation of students or staff; a speaker accepted in mainstream as being highly controversial; a link or links to any person or group that has been connected with any controversy of a negative or positive nature; a speaker who has significant profile and attracts a following that could create crowd control and health and safety issues; a speaker from a political party during an election purdah.

5.5. In the event of referral, one of the following decisions will be made:-

- To not permit the event with the external speaker to go ahead
- To not permit the external speaker to attend the event (if it is a wider event)
- To fully permit the event with the external speaker to go ahead unrestricted
- To permit the event with the external speaker to go ahead on the basis of regulatory steps designed to reduce risk. These may include observation; independent filming; the inclusion of opportunities to debate or challenge the view being held

5.6. In making recommendations, the Head of Department may consult on a wider basis with the College's Safeguarding Committee and risk will be assessed on the following basis:

1. The potential for any decision to limit freedom of speech
2. The potential for the event going ahead to cause reputation risk to the College
3. The potential for the speaker's presence on site to cause fear or alarm to students or members of staff AND/OR to give rise to breach of peace

5.7. The External speaker consent form (Appendix Ten) should be completed and forwarded to the relevant Head of Department, Head of Marketing or Head of Tutoring and Student Engagement no later than 14 days before the planned event. A copy of the safeguarding form should be sent to the Head of Tutoring and Student Engagement to be filed.

5.8. Heads of Department and Subject Area Leads are responsible for ensuring that their staff team and students are aware of and support the policy.

APPENDIX TEN: EXTERNAL SPEAKERS REQUEST FORM

Approval Form for the use of external speakers at Barnfield College

1. Complete **all** boxes and ensure that you have signed the form
3. Forward to Head of Department, Head of Marketing or Head of Tutoring and Student Engagement for approval
4. When a decision has been made a copy of this form needs to be sent to the Head of Tutoring and Student Engagement for filing.

Name of Person Requesting Consent:	
Subject Area:	Group Size:
Name of Person Taking Responsibility for the Event:	
Name of Outside Speaker(s):	Organisation they Represent:
Address of the Organisation they Represent:	
Is there any known or likely media interest in the proposed event? YES/NO	

Have adequate background checks been completed? YES/NO	
Are there any matters that require further investigation/action? Supply brief discussion.	
I would like to invite/accept the (group):	
On (topic):	In (room):
On (date):	Start time: Finish time:

CONSENT APPROVAL:

Applicant Signature:	Date:
Head of Department/Marketing/Tutoring and SE Signature:	Date:
Received by Head of Tutoring and Student Engagement Signature:	Date:

Further Action Required for Approval/Rejection Reason:

APPENDIX ELEVEN: MYCONCERN – USER GUIDELINES

What is MyConcern?

MyConcern is the new way to log any Safeguarding and Wellbeing Concerns you have within the college. It is simple to use, safe and a secure system for recording and managing all safeguarding concerns. MyConcern enables all staff to record any safeguarding concerns, safe in the knowledge that a proper and auditable record has been made. The Student Engagement Team are automatically notified of all concerns logged. All safeguarding and wellbeing concerns should now be logged and referred this way.

What do you need to log on?

- 1) All staff members should have received logon details direct from MyConcern, email address 'notifications@oneteamlogic.co.uk'
- 2) You will then be prompted to create a password and activate your account
- 3) You are now able to Report Concerns

How to report a concern?

- Click on the 'MyConcern' link on Sharepoint (at the bottom of the page, next to Promonitor)
- Enter your log in details
- Click on Report a Concern
- Start typing students name and click on the relevant name from the drop down list
- Briefly summarise the Concern i.e. *Being bullied online*
- Send Concern to EW or NBR Safeguarding and Welfare (You would only send to DSL if this has been pre-discussed with Beth, Claire or Stephanie)
- Select the day and time the Concern was initially brought to your attention
- Enter some more details of your Concern i.e. *Student came to me very upset.....*
- If you consider the student to be at high risk of harm, mark the concern as urgent
- Describe any actions you have taken, or plan to take, in relation to this concern i.e. *Have advised student to keep a record of any further incidences and try speak to parents about it.*

How do I know when my concern is Safeguarding or Welfare\Wellbeing?

Safeguarding

- Is when a student who is under 18 or a vulnerable adult is in imminent risk of danger or significant risk of harm.
- A student is on a child protection plan under the local authority

Wellbeing Is everything outside of this safeguarding i.e.

- Student often feels in low mood
- Student speaks of personal issues going on in their life in or outside of college that are impacting on their studies.
- A student who needs support and intervention