



Safeguarding Policy

Appendix C

The following are the current Safeguarding Team members:

Seevic Campus

Andy Shepherd Designated, Safeguarding Lead, Head of Student Services

Michelle Lagden, Safeguarding & Wellbeing Coordinator

Jonathan Briggs, Campus Director

Palmer's Campus

Nickie Hillebrandt, Student Services Manager

Mandy Monksfield, Wellbeing Adviser

Sandip Charlton, Campus Director

Governor with Safeguarding responsibilities

Ian Hockey

Policy Details	
Policy Owner	Head of Student Services
Date produced	September 2019
Approved by	SMT, Policies & Procedures Committee, Corporation Board
Date approved	December 2019
To be reviewed	Annually
Publication	4Policies, Website
Version	1

1. Statement of Intent

- 1.1 This policy applies to all staff, Governors, apprentices and volunteers working for USP College and everyone else working for or on behalf of the college including contractors. This policy must be followed and promoted by all staff.
- 1.2 The college recognises that the welfare of young people and vulnerable adults is paramount. The Children Act 2004 states, any individual under the age of 18 years, without exception, has the right to protection from abuse regardless of gender, ethnicity, disability, age, sexuality or beliefs. This right to protection extends to the siblings of students that are under 18. It also extends to vulnerable adults defined as a person aged 18 years or over “Who is or may be in need of community care services by reason of disability, age or illness; and is or may be unable to take care or unable to protect him or herself against significant harm or exploitation” and includes 16-24 year olds with an Education, Health & Care Plan (EHCP).
- 1.3 For those that are over 18 but not considered to be vulnerable the college still has a duty of care and will provide support, guidance and advice to those individuals.
- 1.4 Keeping Children Safe in Education 2019 provides key information on safeguarding young people and promoting the welfare of all young people in education. The September 2019 update includes guidance on serious violence, upskirting and includes further guidance on peer on peer abuse. All current staff have received Part One of this publication as a summary document and have undergone safeguarding training. All new members of staff receive the same training as part of their induction. A Safeguarding booklet is available to all staff to guide on key safeguarding matters.
- 1.5 The college is committed to promoting and safeguarding the welfare of young people and staff and ensures it is a priority across all aspects of college. The college is committed to providing the best and safest learning environment possible to ensure learners can succeed and both young people and staff feel secure.

The college will:

- a. Endeavour to identify young people who are experiencing significant harm and provide support and take appropriate action where necessary.
- b. Provide procedures for reporting such concerns and work in partnership with the appropriate agencies.
- c. Acknowledge that the term ‘safeguarding’ embraces both child protection and a preventative approach to keeping young people safe. This encompasses abuse, health and safety, bullying, honour based abuse, meeting the needs of those with a disabling condition and/or medical condition, providing first aid and security. Appendix B provides descriptions of some of the main types of abuse
- d. Seek to create a safe environment for young people to learn and staff to work.
- e. Provide emotional safety in classrooms, e.g. obtain parental permission for 18 certificate films to be viewed where appropriate.
- f. Ensure visiting speakers are vetted prior to attendance and chaperoned at all times.
- g. Ensure safeguarding measures are taken for all trips and visits.
- h. Take measures to prevent unsuitable people from working with young people.

- i. Allow for reporting and dealing with allegations of abuse against members of staff.

2. Relevant Legislation

Keeping Children Safe in Education 2019
Working Together to Safeguarding Children 2019
Safeguarding Vulnerable Groups Act 2006
The Children's Act 2004
Prevent Duty 2015

3. Linked Policies

Prevent
Mental Health, Wellbeing and Fitness to Study
Student Positive Behaviour

4. Implementation, Responsibilities and Timings

4.1 The college will take action to:

- a. Appoint and train a Designated Safeguarding Lead and deputies who will co-ordinate reporting procedures.

Designated Safeguarding Lead: Head of Student Services

Seevic Campus

Deputy Designated Safeguarding Person: Safeguarding & Wellbeing Coordinator
Deputy: Wellbeing Adviser to deputise in their absence.

Palmer's Campus

Deputy Designated Safeguarding Person: Student Services Manager
Deputy: College Wellbeing Advisor.

- b. The college has a designated Governor with Safeguarding responsibilities

4.2 All staff within the Student Services team hold responsibilities linked to the welfare of students. The team will contribute to the maintenance and development of the college's Safeguarding Policy. They can also offer advice to staff and students where appropriate.

4.3 The college will:

- a. Make available to all staff and students, the names of the Safeguarding Team, role and procedures.
- b. Train all staff in recognising signs of abuse and responding appropriately including referral procedures. This will be updated every year. All new staff to receive this in induction and undertake refreshers where appropriate.
- c. Train staff in safe practices to safeguard young people in the learning environment and also to protect themselves from false allegations of abuse.
- d. Keep accurate records of concerns about individuals, even when there is no immediate referral to outside agencies.

- e. Provide support and monitoring for young people thought to be at risk of harm and contribute to support plans with other agencies.
- f. Provide support through student services and tutorials to help young people keep safe.

4.4 Human Resources will ensure:

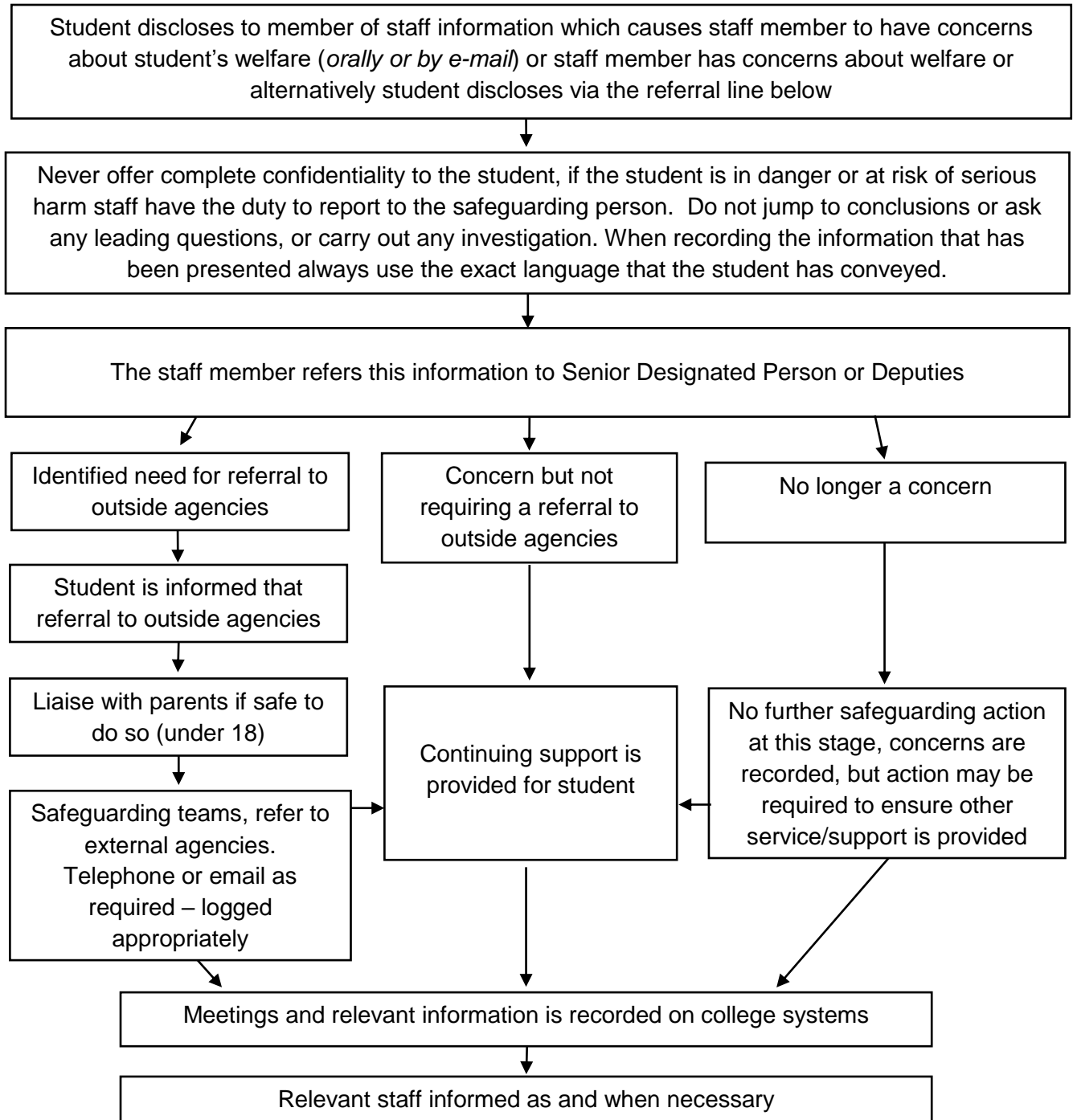
- a. All staff are aware of the Whistleblowing Policy and Procedures.
- b. Safer recruitment practices by adherence to the college's Safer Recruitment & Selection Policy and the Protection of Children Act 2004.
- c. Interviewers undertake Safeguarding and Safer Recruitment training.
- d. All new staff to have either received their Disclosure and Barring Service, (DBS) Disclosure or have applied for one, by commencement of employment. For those staff not in possession of a current disclosure on commencement, a risk assessment will be carried out authorised by a member of the Senior Management Team, and a DBS declaration form will be completed.
- e. The DBS disclosure number and date will be logged on the single central record.
- f. All existing staff to be DBS re-checked on a rolling five-year programme.
- g. This policy is reviewed annually by the Designated Safeguarding Lead in consultation with HR. It will also be endorsed by Governors.
- h. All complaints, allegations and suspicions are taken seriously and discussed by the Designated Safeguarding Lead and the Principal & CEO informed before any steps are taken.

Appendix A

Safeguarding Referral Procedure

(This applies to all college students regardless of age)

Staff have been informed that they must refer students who disclose any information relating to safeguarding to the Designated Safeguarding Lead, or the Deputy Designated Officers at each campus.



If an allegation is made against a member of staff, the HR team will be informed immediately. The Safeguarding Team will support HR if and when appropriate.

Dedicated Safeguarding Referral Line

Direct Dial 01268 882665

In the absence of both the Designated Senior Person and Deputy Designated Person, the following out of hours number should be called:

Social Care Southend and Essex & Thurrock: 0345 6061212

Appendix B

What school and college staff should look out for

Early help

Any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan);
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home;
- is at risk of modern slavery, trafficking or exploitation;
- is at risk of being radicalised or exploited;
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse;
- is misusing drugs or alcohol themselves; • has returned home to their family from care; and
- is a privately fostered child.

Abuse and neglect

Knowing what to look for is vital to the early identification of abuse and neglect. **All** staff should be aware of indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. If staff are unsure, they should **always** speak to the designated safeguarding lead (or deputy).

All staff should be aware that abuse, neglect and safeguarding issues are rarely stand-alone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

Indicators of abuse and neglect

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, 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 induces, illness in a child.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or

developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education (see paragraph 27).

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

Peer on peer abuse

All staff should be aware that children can abuse other children (often referred to as peer on peer abuse). This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence, such as rape, assault by penetration and sexual assault;
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; •
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

Serious violence

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime.

Female Genital Mutilation

Whilst **all** staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific **legal duty on teachers**. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher **must** report this to the police.

Contextual safeguarding

Safeguarding incidents and/or behaviours can be associated with factors outside the college and/or can occur between children outside the college. **All** staff, but especially the designated safeguarding lead (and deputies) should be considering the context within which such incidents and/or behaviours occur.