

Process for: EDS 1.2	Safeguarding Policy and Procedure (including Prevent Strategy)
Process owner:	Director of Student Experience
To ensure that:	Learners and staff have a safe learning and/or working environment: that they feel safe; they know how to keep themselves safe and know the procedures to follow in the event of any concerns. This includes any concerns relating to the Prevent Agenda.
Which applies to:	All staff, learners and all stakeholders.
Monitoring and evaluation:	Regular reports and reviews to the Equality & Diversity Forum, as part of the annual self-assessment processes and through an Annual Equality & Diversity/Safeguarding Report

Section A : Safeguarding Policy: Introduction	
1.1	The Corporation of Basingstoke College of Technology has a statutory and moral duty to safeguard the welfare of children and adults at risk (vulnerable) receiving education, training and care at the College.
1.2	The College's policy is that safeguarding all its people both learners and staff, will be central to all it does. This covers all matters connected with learners and staff having a safe learning and/or working environment, ensuring that they know how to keep themselves safe and that they feel safe. It pays particular regard to the welfare of young people under the age of 18 and to that of adults at risk.
1.3	<p>The purpose of this document is to outline the policy and procedures for safeguarding children and adults at risk at the College and aims to:</p> <ul style="list-style-type: none"> • Promote safe practices and challenge poor and unsafe practice; • Ensure that all staff are aware of the Prevent agenda and have an understanding that any concerns they have are raised in the same way that all safeguarding concerns are raised. • Ensure staff receive adequate training and supervision; • Identify instances in which there are grounds for concern about the welfare of a child or adult at risk and take action to ensure safety; • Take appropriate action to prevent unsuitable people from working with children, young people and adults at risk; • Develop a pro-active culture in which both learners and staff are aware of the actions they need to take to become and remain safe.
1.4	<p>In pursuit of these aims the Board of Corporation will approve and annually review policies and procedures with the aim of:</p> <ul style="list-style-type: none"> • Raising awareness of issues relating to the welfare of children, young people and adults at risk and the promotion of a safe environment for the children and young people learning within the College; • Aiding the identification of children and young people at risk of significant harm, and providing procedures for reporting concerns; • Establishing procedures for reporting and dealing with allegations of abuse against members of staff; and • The safe recruitment of staff.

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1.5	This policy and procedure must be seen in the context of supporting our learners by: <ul style="list-style-type: none"> • Being healthy; • Staying safe; • Enjoying and achieving; • Making a positive contribution; • Achieving economic wellbeing. • Promoting British Values
1.6	Safeguarding children, young people and adults at risk covers more than child protection. Issues such as health and safety, dealing with bullying, E-safety, arrangements to meet the needs of children with medical conditions, providing first aid and other such requirements must also be taken into account.

Section A : Safeguarding Policy: Introduction

1.7	The following policy and procedure has been approved by the Local Safeguarding Children Board (LSCB) for Hampshire, Isle of Wight, Portsmouth and Southampton.
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Scope

2.1	This policy and its procedures apply to all staff, visitors, contractors and volunteers at the college.
2.2	This policy applies to all learners with particular reference to children and young people and with appropriate adaptations to the protection of adults at risk. The Children Act 1989 defines a child as a person under the age of 18. This is regardless of domicile, marital status or any legal orders in force. The Children Act 2004 also includes young people under 21 who have a learning or other disability or who have been looked after by a local authority after the age of 16 and vulnerable adults (an adult who does not have the mental ability to make his/her own decisions). Amendments to the Safeguarding Vulnerable Groups Act 2006, by the Protection of Freedoms Act 2012, adults are no longer deemed vulnerable because of their personal attributes, characteristics or abilities. An adult is considered 'vulnerable' if they receive a health, personal or social care service from a professional
2.3	This document is to be read in conjunction with other College policies which are designed to ensure the safety and protection of all individuals who access the College facilities. The additional policies address the safety of the building, arrangements for safe evacuation of the building, procedures for dealing with incidents, first aid arrangements, staff training, mechanisms for protection of information and policies encouraging a focus on long-term health and the environment. A list of relevant policies is provided on staff intranet and Appendix 5.
2.4	In respect of this policy the Board of Corporation recognises the classifications in Appendix 1 as categories of abuse which relate to Child Protection as significant harm and form the basis of other causes of concern.

Statutory responsibilities and background/Equality & Diversity

3.1	The Policy and Procedure which follows has been drawn up in accordance with the requirements of the: <ul style="list-style-type: none"> • Education Act 2011 • Department of Education's document 'Keeping Children Safe in Education' July 2015, which replaces Keeping Children Safe in Education (March 14) and Safeguarding Children and Safer Recruitment in Education (December 2006).
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3.2	Under the Education Act, FE colleges have a statutory duty to assist Children's Services on child protection issues and to take all reasonable measures to ensure that risks of harm to children's welfare are minimised.
3.3	The Sexual Offences Act 2003 makes it an offence for a person over 18 (e.g. a lecturer or other member of staff/contractor/volunteer/visitor) to have a relationship with a child under 18 where the person is in a position of trust in respect of that child, even if the relationship is consensual. This applies where the child is in full-time education and the person works in the same establishment as the child, even if s/he does not teach the child.
3.4	The responsibility for protecting children does not rest with any one agency as Education, Children's Services, NSPCC, Police, Health Service, Probation Service and the Armed Services are all involved in child protection. BCoT acknowledges that it is not the College's role to investigate whether abuse has taken place as only Children's Services, the Police and NSPCC have the statutory powers. The College does recognise, however, that children have the right to be protected from harm and that it has a duty to act if there is a cause for concern and to notify the appropriate agencies so that they can investigate and take necessary actions. A failure to pass on information that might prevent a tragedy could expose the College to criticism.
3.5	A member of the Board of Corporation is appointed with special responsibility for safeguarding and child protection issues.
3.6	A member of Senior Management Team (SMT), the Director of Student Experience, is identified as the SMT Safeguarding Lead.
3.7	A member of staff, the Transition Manager, is identified as the Designated Person (DP) whose role is to advise staff, liaise with appropriate external agencies and record and report cases for investigation.
Statutory responsibilities and background/Equality & Diversity	
3.8	BCoT has a team of Designated Safeguarding Officers (DSO) consisting of the SMT Safeguarding Lead, Designated Person, the Transition Manager, Director of HR, all have the ability to record and report information to the appropriate authorities.
3.9	A Safeguarding, Equality and Diversity Forum (SED) under the direction of the member of the Board of Corporation with responsibility for Safeguarding and the Designated Safeguarding Officer team ensures currency of practice (see appendix for membership). Attendance at these meetings will be open to other members of staff and to students, but withdrawal of some individuals will be authorised when discussion of sensitive or confidential issues occurs.
3.10	The DSO team and E&D Forum will raise awareness of safeguarding issues relating to child protection, health and safety, bullying, cyber-bullying and security, the Prevent Agenda in order to ensure that learners are being kept as safe as possible, The team will help with Staying Safe events and activities, embed awareness in the curriculum and be a point of contact for safeguarding issues which are not child protection issues.
3.11	The College has a well-developed system of learner consultation through departmental councils and a college level Learner Parliament. The inclusion of Safeguarding as an Agenda item for Council and Learner Parliament meetings is an important part of embedding this strategy. A team of student representatives is included in annual review of this policy through consultation.
3.12	All members of staff have a duty to ensure the welfare of the child, young person or vulnerable adult (as defined above) is the primary consideration above all others and to report suspected or alleged abuse to the Designated Safeguarding Officers for safeguarding issues.

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3.13	A common secure reference point will be established in Student Services for the collation of information causing concern about Safeguarding which is not a Child Protection issue. This is to ensure that Safeguarding concerns do not spiral out of control. The electronic Incident Management System is to be used for recording this information (link available on staff intranet).
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Staff Responsibilities	
4.1	All those working at BCoT must be familiar with and follow the College's procedures and protocols for promoting and safeguarding the welfare of children in the College and know who to contact to express concerns about a child's welfare. This is discussed in the staff inductions and promoted through the weekly All Staff Emails. Documents relating to Safeguarding can be found on the staff intranet and published on the College website. Appendix 7
4.2	Where staff are involved in delivering learning to students attending College who are aged between 14 and 16 they should recognise that all policies relating to safeguarding apply to these students, but that additional reference may need to be made to the Partnership Coordinator for 14–16 provision.
4.3	A summary document for staff (Appendix 2) highlights the key points, contacts and procedures relating to Safeguarding for use on a day to day basis.
4.4	Tutors should also ensure that students are aware of their rights under the Children Acts and of the college's position on issues of child protection. An early tutorial on this topic must form part of the student induction process.
4.5	All staff must embed safeguarding issues within the vocational curriculum.
4.6	All BCoT staff must be alert to, and aware of, the signs of abuse which may raise concern about child protection. Abuse or neglect can be by inflicting harm, or by failing to act to prevent harm. Signs may include changes in behaviour or a failure to perform or develop as expected. However, recognising abuse can be difficult; therefore staff need to take notice of not only major incidents but also signals which cause concern. <i>All</i> such concerns should be recorded and discussed with the Designated Person to decide on which action to take: report monitor take no further action
4.7	Referral: Any member of staff can make a referral to Children's or Adult Social Services however all reports should be documented on the College Incident Management System (IMS). Designated Safeguarding Officers should be the ones to gather and examine all relevant testimony and information.
4.8	It is illegal for any member of staff to have a (sexual) relationship with a student who is under 18. It is therefore clearly unacceptable for any member of staff to be in such a relationship, or to put themselves in a situation where such a relationship might develop. It is also good practice to adopt the same policy for full-time learners aged over 18. Staff must also take responsibility to protect themselves by avoiding, to the extent possible, situations which could give rise to allegations of inappropriate behaviour. Socialising with full-time learners in anything other than a work context (including via social media networks) is therefore not permitted.
4.9	It is recognised however that, especially with adult learners on part-time courses, social relationships may either pre-exist between staff and student or could develop as a result of the interaction at college. In all such cases, the relationship must be disclosed to the SMT

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	Safeguarding Lead or the Designated Person, who will consider each situation on its own facts, and will provide advice as necessary.
4.9	It is also recognised that apprentices employed by BCoT are both staff members and students, and that it is therefore quite possible that an apprentice will be in a peer group of learners, some or all of whom may be under 18. Friendships are very likely to develop in this situation and any ensuing relationship which goes further than normal socialising in college within the course group must be disclosed to the SMT Safeguarding Lead
4.10	<p>It is the RAP tutors responsibility to monitor and follow up on absence in line with the Attendance & Punctuality Policy.</p> <p>If a student is reported missing to the College by a family member, police or external agency (including Channel) then the details must be obtained and passed to a DSO team member. No details must be released by the person receiving the telephone call in line with our Data Protection Policy. The DSO will then make contact with the person making the report and verify identity before providing information which may be required. Care must be taken not to disclose information to a family member where the student may have left due to difficulties in the home, e.g. domestic abuse, forced marriage.</p> <p>The DSO will work with colleagues and students in the College to help support the safe location and wellbeing of the student. The DSO will inform and update the Principal and Marketing & Communications Manager.</p>
Prevent (concerns about extremism/radicalisation)	
4.11	<p>Reporting Concerns</p> <p>Early reporting of any concern however apparently trivial is essential to prevent escalation in the case of an actual threat / risk. The College DSO's Officers are the first point of contact for staff where concerns have been raised. The College PREVENT Lead is the College Safeguarding Lead – Director of Student Experience. College Safeguarding Officers have links with Regional Prevent Co-ordinators and specialist police advisors via a regional 'Channel co-ordinator'.</p> <p>Observation of changes in learner behaviour, particularly in those students who are most at risk due to their culture or religion.</p> <p>Staff should be aware of changes in learner behaviour, particularly isolation or withdrawal from activities previously enjoyed. In this instance, speak with the learner to try to establish the cause – if in doubt, seek advice. Any unexplained absences where the learner cannot be contacted or the family are unable to satisfactorily explain the learner absence or state their whereabouts, should be followed up with a Safeguarding Officer.</p> <p>External Influences - report any literature whether in the form of books, leaflets or posters that promote extremist activities to the Lead Safeguarding Officer – Director of Student Experience</p>
Staff Recruitment	
5.1	The College is committed to a policy of responsible recruitment which includes procedures for obtaining DBS checks for new employees. From April 2009 all existing employees were required to obtain DBS clearance.
5.2	The senior member of staff responsible for recruitment and training needs of staff is the Director of Human Resources and Staff Development
5.3	This member of staff is responsible for ensuring that all DBS checks are undertaken and for ensuring that all staff receive basic training in child protection issues and are aware of the college child protection procedures

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5.4	Inevitably, some staff, including many (if not most) new sessional/casual staff will start work before the DBS disclosure has been processed by DBS and their clearance received in HR. Line managers/Heads must therefore maintain “heightened supervision” on these staff until HR confirms that a satisfactory DBS report has been received. This “heightened supervision” should reflect what is known about the person, their experience, the nature of their duties and level of responsibility. A formal risk assessment should be completed by the Faculty Head and returned to HR
Staff Training	
6.1	The Board of Corporation is responsible for ensuring that members of staff are suitably trained and that internal procedures are current, adhered to, and conform to LSCB procedures.
6.2	At the initial staff induction new members of staff should be informed of the importance of safeguarding (incorporating Prevent), its inclusion of Health and Safety, bullying, cyber-bullying and security and that further formal training will be part of their induction. The initial statement will be: Safeguarding is hugely important for all at College. It includes the right of every individual to feel safe and the duty of every member of staff to ensure safety. All new staff must receive safeguarding awareness training and existing staff must attend a refresher session every three years. In addition to this all staff will have a refresher on new guidance as it arises such as Keeping Children Safe in Education part 1 2015.
6.3	The DSO team as indicated in this policy will have completed basic child protection and safeguarding training, refreshed every two years.
6.4	A system for ensuring both initial and refresher staff training in Safeguarding is in place and provided as Appendix 8. All new staff must receive safeguarding awareness training and existing staff must attend a refresher session every three years.

Section B : Procedure where a child protection issue is identified

For Cases not Involving Allegations against a Member of Staff

Guidelines for staff:

1	Promises of confidentiality should not be given as the matter may develop in such a way that these cannot be honoured. If the complainant is the student him/herself, questions should be kept to the minimum necessary to understand what is being alleged and leading questions should be avoided. Care must be taken in asking or interpreting responses to questions about indications of abuse as this could have an effect on the evidence which is put forward if there are any subsequent legal proceedings. Copies of reports, information, etc., should be kept securely locked at all times.
2	Such an allegation, suspicion or incident of abuse must be reported to the Designated Person as soon as possible and in any event within two hours of the initial report. If the Designated Person cannot be contacted within the timescale the report must be made to a DSO Officer. If none of the above is available contact the Director of HR.

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3	<p>A full written record should be made as soon as possible of the nature of the allegation and any other relevant information on the Incident Management System link available on the staff intranet. In the report the following details will be required:</p> <ul style="list-style-type: none"> • the date • the time • the place where the alleged abuse happened • the name of the complainant and, where different, the name of the child who has allegedly been abused • the nature of the alleged abuse • a description and diagram of any injuries observed (on a separate sheet of paper) • the account which has been given of the allegation • the account of the action taken by the staff member involved • Name of others present, both at the interview with the student and, if known, at the time of the alleged abuse.
4	<p>If the decision is taken to report the matter to Children or Adult Social Services, the DSO shall:</p> <ul style="list-style-type: none"> • contact the professional telephone number at Hampshire County Council or the police by telephone, keeping a written record of the date and time of the report and of the name/position of the person to whom the report was made • confirm the telephone report in writing within 24 hours • discuss with Hampshire County Council/police what action will be taken to inform the parents of the student • make a note of the conversation, sign and date it in black ink • maintain communication with HCC or police to ascertain what steps they will be taking and keep the student and staff member informed. • ensure that the student and member of staff are offered counselling • notify the Principal within 24 hours that a suspected child protection case has been reported and keep informed of progress • retain a copy of the report and any other relevant material for a period of seven years.
5	<p>If a BCoT Apprentice discloses information, or there is a suspicion of abuse whilst in the workplace, the member of BCoT staff should follow the College's Safeguarding Policy and Procedure in the same way as for a full time student.</p>

For Cases Involving Allegations against a Member of Staff

Guidelines for staff:

1	<p>Any suspicion, allegation or actual abuse of a child by a member of staff must be reported to:</p> <ul style="list-style-type: none"> • The Safeguarding lead or the Head of HR within two hours of the initial concern arising; if they are not contactable within two hours, or is the subject of the allegation or complaint, the matter must be reported directly to the Deputy Principal, Curriculum Performance & Innovation.
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2	<p>On being notified of any such matter the Safeguarding lead must:</p> <ul style="list-style-type: none"> • notify the Principal and Director of HR • take such steps as s/he considers necessary to ensure the safety of the student in question and any other student who may be at risk • report the matter to the local Children’s Services Department in accordance with the procedure above • ensure that a report of the matter is completed by the person who reported the original concern within 48 hours.
3	<p>On being notified of the allegation the Principal will take into account:</p> <ul style="list-style-type: none"> • the seriousness of the allegation • the risk of harm to the student concerned or to other students • the possibility of tampering with evidence • the interests of the member of staff concerned and the College. • Make contact with the LADO (Local Authority Designated Officer)
4	<p>The Principal will then decide on the appropriate action(s) from the following options:</p> <ul style="list-style-type: none"> • False – there is sufficient evidence to disprove the allegation and take no action, the exonerate the member of staff • Malicious – there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive <p>Substantiated - if there is sufficient evidence to warrant an investigation, to conduct such an investigation in accordance with the procedure in the College Staff Disciplinary Policy and Procedure, to suspend the member of staff immediately since the substance of the evidence/ the nature of the allegation is sufficient to make this desirable in the interest of the protection of students and/or staff. To initiate action under Stage 4 of the College Staff Disciplinary Policy and Procedure.</p> <ul style="list-style-type: none"> • Unsubstantiated: there is insufficient evidence to either to prove or disprove the allegation. The term, therefore, does not imply guilt or innocence
5	<p>In all cases of accusations against staff, the member of staff will be offered access to the College Counsellors and/or to an external counsellor.</p>
6	<p>Where it is subsequently found that an allegation was made with malice and aforethought, the College may wish to invoke disciplinary procedures against the accuser.</p>
7	<p>In the event of a police investigation being undertaken, the member of staff will be suspended and any internal investigation and/or disciplinary action may be postponed pending the outcome of the external investigation. At all times accordance with Keeping Children Safe in Education (2014) should be met.</p>

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Appendices

Appendix 1: Categories of abuse which relate to Child Protection

Appendix 2: Keeping Children Safe in Education part 1

Appendix 3: Prevent Duty

Appendix 4: Actions to take if you think a child is being abused

Appendix 5: Roles of staff with Designated Responsibilities for Child Protection

Appendix 6: List of College Policies Relating to Safeguarding

Appendix 7: Safeguarding – Risks Associated with Recruitment

Appendix 8: Training Staff in Safeguarding

Appendix 9: Terms of Reference of the Equality and Diversity Forum

DEFINITIONS OF ABUSE

Young Person:

Physical Abuse 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/ young person.

Neglect is the persistent failure to meet a young person's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers); or
- ensure access to appropriate medical care or treatment

It may also include neglect of or unresponsiveness to, a child's basic emotional needs.

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/ young person in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Emotional Abuse is the persistent emotional maltreatment of a child/ young person such as to cause severe and persistent adverse effects on their emotional development. It may involve conveying to children 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 the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), 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 / young person, though it may occur alone.

Prevention of Abuse the College will identify and provide opportunities for young people to develop skills, concepts, attitudes and knowledge to promote their safety and well-being, by addressing relevant issues in tutorials and other areas of the curriculum.

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.

Other forms of Concern:

- Bullying
- Substance Abuse
- Domestic Violence
- Radicalisation & Extremism PREVENT

The Prevent strategy, launched in 2007, seeks to stop people becoming terrorists or supporting terrorism. It is the preventative strand of the government's counter-terrorism strategy, (CONTEST). Objectives of the Prevent strategy are to:

- respond to the ideological challenge of terrorism and the threat from those who promote it

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- prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support
- work with sectors and institutions where there are risks of radicalisation that we need to address

If there are concerns that a student is becoming radicalised and involved in an organisation which could ultimately harm the student and the community this needs to be reported to the Designated Safeguarding Officer.

Forced Marriage

Forced Marriages are marriage relationships conducted without the valid consent of both parties, where duress is a factor. If there are concerns that a student is in danger of a forced marriage the Designated Safeguarding Officer will follow government guidelines and contact will be made with the 'Forced Marriage Unit' Arranged marriage is an entirely separate issue and must not be confused with forced marriage.

- Female Genital Mutilation
- Financial Abuse or Material Abuse

Including theft, fraud, exploitation, pressure in connection with wills, property or inheritance or financial transactions or the misuse or misappropriation of property, possessions or benefits.

- Child Sexual Exploitation

Child sexual exploitation is illegal activity by people who have power over children and young people and use it to sexually abuse them.

This can involve a broad range of exploitative activity, from seemingly 'consensual' relationships and informal exchanges of sex for attention, accommodation, gifts or cigarettes, through to very serious organised crime. Children and young people at risk of sexual exploitation are some of the most vulnerable in our society. Many have experienced abandonment or have suffered from physical and mental abuse.

If you become aware of or suspect that a student is being sexually exploited this needs to be reported to the DSO using the safeguarding procedures outlined.

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Keeping children safe in education: Information for College Staff: July 2015

Dfe guidance replacing Keeping Children safe in education (2014) and Safeguarding Children and Safer recruitment in Education (Dec 2006)

What Colleges need to do:

- Ensure all staff know their roles in keeping children safe
- Appoint a designated Safeguarding Lead to support staff and liaise closely with other services
- Provide a safe environment
- Identify children who may be in need of extra help or may suffer significant harm
- Provide appropriate training which is regularly updated (every 3yrs for staff and every 2yrs for Designated Officers)
- Ensure all staff members are aware of the College's systems which support Safeguarding
 - Policies (including Safeguarding, Health and Safety, e-safety etc.)
 - How to report concerns (including those relating to the Prevent Duty)

What Governors should do:

- Ensure that is an effective Safeguarding policy in place and that staff know the procedures
- Ensure there is an effective Staff Code of Conduct in place
- Ensure that appropriate selection policies and procedures are in place for the recruitment of staff
- Ensure that appropriate actions are taken in the event of an allegation against a member of staff

What staff need to do:

- Know the different kinds of abuse and be aware of the signs
- Always act in the interests of the child
- Raise any concerns about a child with the Designated Officers, who will decide whether to make a referral to Children's services
- Liaise with external agencies as appropriate (e.g. social workers)
- Take opportunities to teach about safeguarding through the curriculum including British Values)

What safeguarding Lead needs to do:

- Refer all cases of suspected abuse to the local authority children's social care
- Provide support, advice and expertise on safeguarding and decide whether to make a referral
- Attend and contribute to child protection case conferences
- Keep detailed, accurate, secure written records of concerns and referrals
- Ensure the College's safeguarding policy is reviewed annually

- Link with the local LSCB and the Prevent Co-ordinator

When a child goes missing

(Parent or Carer will report them missing, staff may need to provide information to the Police) The police definition for missing is: *anyone whose whereabouts cannot be established and where the circumstances are out of character, or the context suggests the person may be subject of crime or at risk of harm to themselves or another*

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BRIEF GUIDE TO PREVENT DUTY

The Government's national counter terrorism strategy CONTEST has four elements:

Pursue, Protect, Prepare and Prevent

Prevent aims to stop people becoming terrorists or supporting terrorism.

Education, like other key sectors, has a responsibility to promote values of openness, tolerance and facilitating free debate which is central to being a British Citizen. With the current government alert at severe [2015] the College needs to be aware of risks and raise awareness within its community.

New statutory guidance "Keeping Children Safe in Education" was introduced in April 2014. From this guidance the College introduced a new "keeping yourself safe guidance" which identified the behaviours it expects of staff. Further developments have also take place around safer recruitment practice to ensure that all safeguarding procedures are in place.

Further Education colleges are major education and training providers for the 16 – 25 year age group, particularly young people from ethnically diverse and socially and economically disadvantaged areas. The age and profile of our learners make it crucial to be involved in the Prevent strategy. Colleges have a part to play in fostering shared values and promoting cohesion. colleges should focus on the risks of violent extremism, which represents the greatest threat at national level, while recognising that other forms of violence and extremism can and do manifest themselves within colleges and other training settings.

Teaching and Learning

To provide a curriculum which promotes knowledge, skills and understanding to build the resilience of learners, by undermining extremist ideology and supporting the learner voice. This will be achieved through:

- Embedding equality, diversity and inclusion, wellbeing and community cohesion
- Promoting wider skill development such as social and emotional aspects of learning
- A curriculum adapted to recognise local needs, challenge extremist narratives and promote universal rights
- Teaching and learning strategies which explore controversial issues in a way which promotes critical analysis and pro-social values
- Use of external programmes or speakers to support learning while ensuring that the input supports College goals and values.
- Encouraging active citizenship and learner voice.

Learner Support

To ensure that all staff are confident to take preventative and responsive steps working with partner professionals, families and communities. This will be achieved through:

- Establishing strong and effective learner support services
- Developing strong community links and being aware of what is happening in the locality
- Implementing anti-bullying strategies and challenging discriminatory behaviour
- Recognising factors which may increase risk to a learner i.e. vulnerability, disadvantage or hardship and implementing early risk management strategies
- Sign posting learners and staff to access support in College and/or via community partners
- Supporting at risk learners through safeguarding and crime prevention processes
- Focussing on narrowing the attainment gap for all learners
- Working collaboratively to promote support for learners across all areas of the College to

include e.g. College Nursery and learners in off-site provision

Managing Risks and Responding to Events

To ensure that the College monitors risks and is ready to deal appropriately with issues which arise. It will do this through:

- Understanding the nature of the threat from violent extremism and how this may impact directly or indirectly on the College
- Identifying potential risks within the College and from external influences
- Ensuring measures are in place to minimise the potential for acts of violent extremist within the College
Ensuring that plans are in place to respond appropriately to a threat or incident within the college
- Responding appropriately to events reported via local, national or international news that may impact on learners and communities
- Developing effective ICT security and responsible user policies

British Values

British values should be embedded across the Curriculum. The Values include

- Democracy
- Rule of law
- Individual liberty
- Mutual respect
- Tolerance of different faiths

These can support the College's promotion of Ready, Respectful and Safe.

What to do if you have concerns?

BCoT Guide

BCoT embraces the need to take action to safeguard and promote the welfare of young people and vulnerable adults receiving education and training

Safeguarding children, young people and vulnerable adults is preventative. It covers issues such as:

Health & Safety
Bullying
E-Safety

Child Protection/Protection of Vulnerable Adults is recognising and acting upon possible abuse

It is everyone's responsibility to:

Recognise
Respond
Report
Record
Refer

What kinds of abuse are there? (At risk of significant harm)

- Physical
- Emotional
- Sexual
- Neglect

Other causes for concern

- Bullying
- Substance Abuse
- Financial
- Domestic Violence
- Forced Marriage
- Extremism
- Radicalisation

What should cause concern?

- Unexplained injuries
- Pattern of injury
- Unrealistic parental expectations
- Continual self-deprecation – low self esteem
- Self-harm
- Neurotic behaviour
- Extremes of passivity or aggression
- Poor social development/isolation
- Lack of trust or fear of familiar adults
- Hunger, lateness, non-attendance
- Homeless

How to talk to a student who is disclosing abuse

- Listen carefully and stay calm
- Do not interview – question without pressure to ensure you have understood
- Do not put words into the student's mouth
- Reassure by saying the student has done the right thing
- Inform the student that you must pass the information on but only to those who need to know □
Note the points carefully
- Make a detailed note of date, time, place and what was said

What you should not do

- Promise confidentiality
- Investigate the matter yourself
- Convey any sense of judgement or shock
- Discuss the situation with anyone else except the Designated Person

Action you should take if you suspect abuse

- Report to Designated Person
- Avoid excessive questioning of young person/vulnerable adult
- Make note of events
- Designated Person contacts Children/Adult Services
- Complete a written report for Designated Person
- Designated Person sends referral to Children/Adult Services
- Designated Person to support both staff and student

If the decision is that the concern is not serious then you should

- Discuss options with young person/vulnerable adult and seek advice of Designated Person/Line Manager
- Agree course of action with young person/vulnerable adult
- Monitor discuss and support
- Complete Section A of Appendix 3 of Safeguarding Policy

How you should protect yourself from risk

- Do not hold private meetings with students
- Conduct one to one meetings with visual access
- Avoid any meetings with students away from college
- Avoid all unnecessary physical contact with students
- When demonstrating use of equipment to students respect limits of reasonable contact
- If administering first aid ensure other students or another adult is present when life is not threatened
- Do not enter into a sexual relationship with a student who is under 18, or a vulnerable adult, whether you teach them or not – this would be illegal under The Sexual Offences Act
- Do not use inappropriate language or gesture
- Inform your Head of Department if a student claims to be attracted to you
- Do not use disparaging or sarcastic comments
- Be particularly careful when involved in extracurricular or residential activities
- Do not give or receive inappropriate gifts to/from students
- Do not give personal communication information to students (addresses, telephone number, email, Facebook)

WHO TO CONTACT

BCoT Designated Officers

SMT Safeguarding Lead

Alexis Smith

Director of Student Experience

Tel: 01256 306471

Email: alexis.smith@bcot.ac.uk

Designated Persons:

Alexis Smith

Director of Student Experience

Tel: 01256 306471

Email: alexis.smith@bcot.ac.uk

Sarah Meeson

Director of HR

Tel: 01256 306566

Email sarah.meeson@bcot.ac.uk

Helen Key

Transition Manager

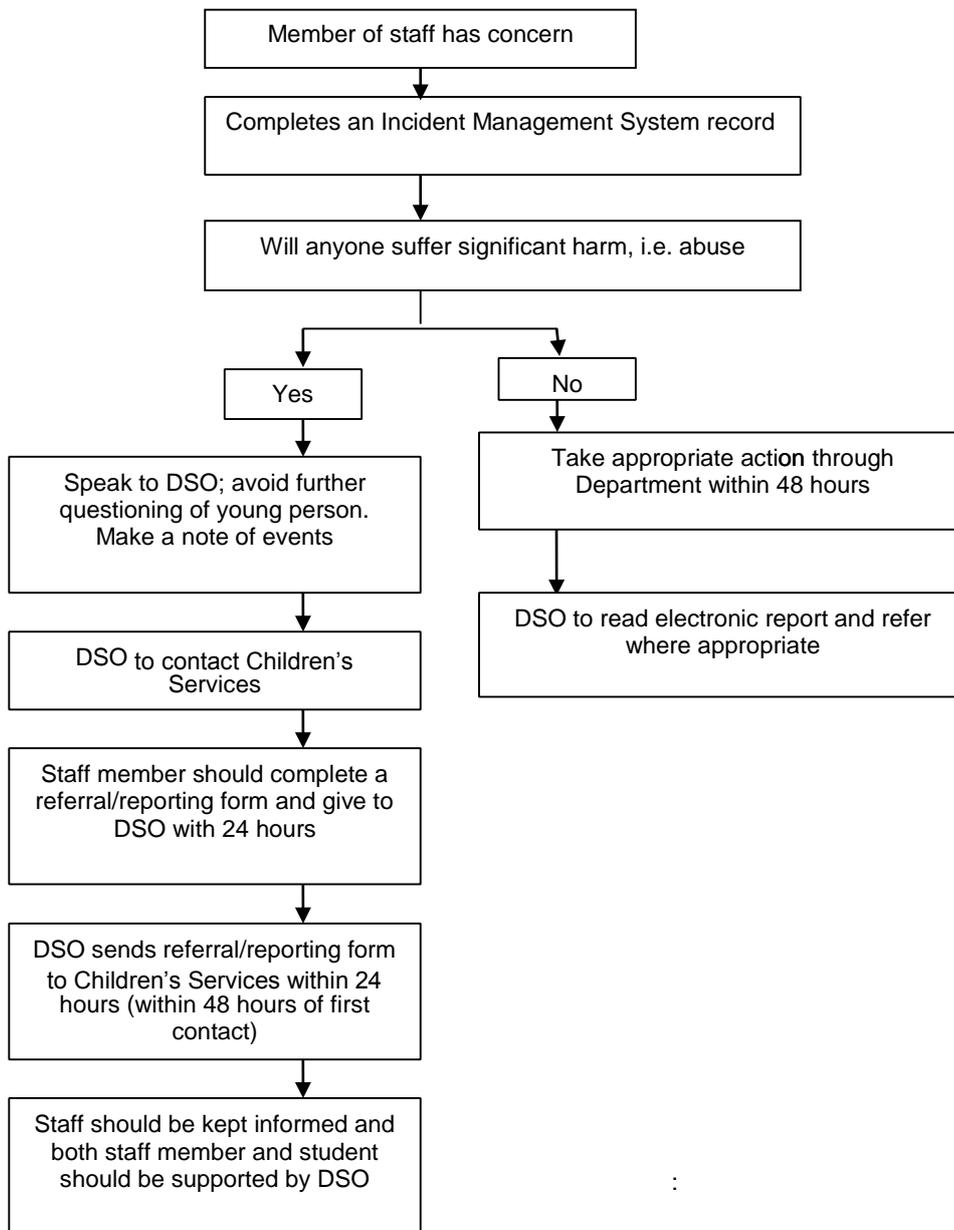
Email: helen.key@bcot.ac.uk

Rachel Auge de Rancourt

ALS Administrator

Email: Rachel.AugeDeRancourt@bcot.ac.uk

ACTIONS TO TAKE IF YOU THINK A YOUNG PERSON IS BEING ABUSED



CONFIDENTIAL

SAFEGUARDING REFERRAL/REPORTING FORM: Section B

To be completed with the Designated Person

- One copy to be sent to Children's Services/Police (if appropriate)
- One copy to be sent to the Principal
- One copy to be retained by the Designated Safeguarding Officer

Designated Person: _____

Contact Telephone Number: Work: _____

Home: _____

Name of Staff Member: _____ (Making
the Referral/Reporting the Incident)

Contact Telephone Number: _____

Name of Complainant: _____

If different, name of child allegedly being abused: _____

Date and Time of Allegation: _____ Place of Allegation: _____

Details of the alleged allegation/concern: _____

Description of any injuries observed. If possible attach a diagram. _____

Name(s) of any others present at time of the allegation: _____

What action was taken by staff member in relation to the young person?

Names of any others present at the interview: _____

Action taken by Designated Safeguarding Officer: _____

Names of people contacted and times: _____

Was a referral made? _____

Action agreed with Children's Services:

Further action to be taken:

Signature of staff member making referral/reporting incident: _____

Signature of Designated Safeguarding Officer: _____

Date: _____ Time: _____

ROLES OF DESIGNATED STAFF RESPONSIBLE FOR SAFEGUARDING**Roles of Designated Staff Responsible for Child Protection**

- a) The senior member of staff responsible for recruitment and training needs of staff is Sarah Meeson, Director of Human Resources and Staff Development
- b) This member of staff is responsible for ensuring that all DBS checks are undertaken and for ensuring that all staff receive basic training in child protection issues and are aware of the college child protection procedures
- c) The senior member of staff with operational responsibility for child protection Alexis Smith, Director of Student Experience
- d) This member of staff has a key duty to take lead responsibility for raising awareness with the staff of issues relating to the safeguarding of children, young people and vulnerable adults and the promotion of a safe environment for these learners within the college.
- e) **The SMT Safeguarding Lead is to:**
 - Fully co-operate and work with the LSCB
 - Be aware of the methods and requirements of inter-agency working
 - Keep up-to-date with developments in child protection issues
 - Oversee the referral of cases of suspected abuse or allegations to the Children's Services
 - Provide advice and support to all other staff on issues relating to child protection
 - Maintain a proper and auditable record of any child protection or safeguarding referral, complaint or concern including cases where that concern does NOT lead to a referral
 - Ensure that all data and information relating to Child Protection matters are stored securely in locked accommodation
 - Ensure that all parents and guardians of children and young people within the college are aware of the College Safeguarding Policy
 - Liaise with the local education authority and the LSCB and any other appropriate agencies
 - Liaise with secondary schools which send pupils to the college to ensure that appropriate protection arrangements are made for those pupils enrolling at college
 - Ensure that all other persons in partnership with the college, including volunteers, subcontractors and service level agreement holders are aware of this policy and understand their obligation to protect and safeguard children, young people and vulnerable adults
 - Produce an annual report to the Board of Corporation setting out how the college has discharged its duties. The report must include any deficiencies in procedure or policy identified by the LSCB
 - Report any deficiencies identified by the LCSB or any other relevant agency to the Board of Corporation at the earliest opportunity
 - Have direct access to the Principal on a no notice basis

Specially Designated Staff Members (DSOs)

The designated staff members with responsibility for safeguarding issues are Alexis Smith, Director of Student Experience, Sarah Meeson Director of HR, Helen Key Transition Manager and Rachel Auge de Rancourt ALS Administrator.

These designated staff members are to:

- Report to the SMT Safeguarding Lead
- Know how to make an appropriate referral
- Be available to provide advice and support to other staff on issues related to child protection
- Have particular responsibility to be available to listen to children and young people studying at the college or at a work placement
- Deal with individual cases, including attending any case conferences and review meetings as appropriate
- Receive child protection training and inter-agency working training as required by the LSCB
- Undergo refresher training in child protection at least every two years

f) Duties of the Designated Governor

The designated member of the Board of Corporation with responsibility for safeguarding is Gareth Moores.

The designated governor is responsible for liaising with the Principal and Senior Staff Member with lead responsibility over matters regarding safeguarding and child protection, including:

- Ensuring that the college has procedures and policies which are consistent with the Local Safeguarding Children Board (LSCB) procedures
- Ensuring that the governing body considers the college policy on safeguarding each year
- Ensuring that each year the governing body is informed of how the college and its staff have complied with the policy including, but not limited to, a report on the training that staff have under taken

The designated governor is further responsible for overseeing the liaison between the LSCB, the Police, Children's Services and any other agency defined by the LSCB in connection with allegations against the Principal or Senior Staff Member with lead responsibility. This will NOT involve undertaking any form of investigation but will ensure good communication between the parties and provide information to assist enquiries.

To ensure that the designated member of the Board of Corporation is supported in their duties they shall receive appropriate safeguarding training.

LIST OF COLLEGE POLICIES RELATING TO SAFEGUARDING

1. Policies relating to the safety of the facilities:

H & S 1fr	Car Parking Policy
H & S 1g	Security Policy

2. Policies relating to incidents and activities

H & S 1a	Offsite Activities Policy and Procedure
H & S 1b	Reporting and Investigation of Incidents, Accidents, Diseases and Dangerous Occurrences
H & S 1c	Emergency Procedures for Fire and Bomb Evacuation
H & S 1i	Procedure on Staff response to College Incidents and Queries
Stu 2b	Learner Involvement Strategy
Stu 3c	Work Experience Placements for Full Time Students Policy and Procedure
Stu 2j	Student Complaints Policy and Procedure
EDS 1d	Anti-Bullying Policy

3. Policies relating to data protection

G & M 1f	Policy on Access to College Information
G & M 1h	Data Protection Statement
H & S 1h	IT Security Policy
Stu 2h	Electronic Communication Acceptable Use Policy and Procedures for Student Use

4. Policies relating to development of long term physical, social and financial well-being

H & S 1d	Smoke Free Policy
H & S 1e	Environmental Policies
EDS 1a	Equality and Diversity Policy
Stu 2i	Drugs Policy (Substance Use, Misuse or Abuse)

5. Policies relating to employment

HR 2c	Bullying and Harassment
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SAFEGUARDING - RISKS ASSOCIATED WITH RECRUITMENT

As part of our review of Safeguarding in the College, two areas of risk regarding the recruitment and employment of staff, especially sessional/casual staff, have been identified. These are:

- 1.1 The possibility that a new member of staff will not have their identity and right to work in the UK checked. (Note that it is illegal to knowingly employ anyone without the right to work in the UK and we are obliged by law to undertake appropriate checks).
 - 1.2 The likelihood that new members of staff will be placed in a position of trust/responsibility for children and/or vulnerable adults before the College has had the opportunity to check their DBS status. This is a particular issue in the case of teaching staff.
- 2 Recently revised recruitment practice for permanent staff requires individuals to produce, at the time of interview, the relevant documentation to check their right to work in UK. Thus, for permanent staff, the risk of 1.1 above occurring should be minimal.
 - 3 On being offered a post, permanent staff are sent the DBS forms to complete and are asked to provide the supporting documentation in advance of commencing work (or, as a last resort, on their first day of work). A phone call is made to arrange a date for documentation to be brought in. The length of time that we have to wait for the DBS clearance to come through, after they have commenced work, is thus minimised, although the waiting time is often not eliminated as the DBS clearance can take several weeks to be processed.
 - 4 In order to reduce the risks associated with 1.1 and 1.2 above, the following measures must now be implemented by Heads with immediate effect.

A Recruitment of sessional/casual staff

- 5 Inform candidates *before* you offer them a post, ideally when you call them to interview, that an enhanced DBS check, as well as proof of their right to work in the UK, will be required in order for their post to be confirmed.
- 6 Tell successful candidates that they must, at the latest, bring the necessary DBS documents/proof of identity documents with them on their first day of work, and provide them to HR that day. If they can provide them to HR before their first day at work, then that would be preferred. They should allow approximately 30 minutes for HR to record the documents and ensure a DBS disclosure from is completed. Note: people who will be working outside the standard working hours (8.30 am. to 5 pm.) will be expected to visit during these standard hours to complete the documentation.
- 7 On offering a post to a sessional member of staff, send an email to HR (Karen Pearn) that you have made an offer, giving the person's name, the role and the proposed start date.
- 8 The employment cannot be confirmed and no pay claims will be processed until the required documents have been received, and casual/sessional staff should be warned of this at the time you make them the offer.

Note that, for permanent staff, no offer will be confirmed until the documents have been received.

B Staff awaiting DBS clearance.

- 9 Inevitably, some staff, including many (if not most) new sessional/casual staff will start work before their DBS disclosure has been processed by the DBS, and their clearance received in HR. Line managers/Heads must therefore maintain “heightened supervision” on these staff until HR confirms that a satisfactory DBS report has been received. This “heightened supervision” should reflect what is known about the person, their experience, the nature of their duties and level of responsibility. HR will inform Line Managers/Heads immediately on receipt of a satisfactory DBS check.
- 10 Inconvenient though it may be, if there is any doubt in the Head’s mind – if necessary, after discussion with the Additional Learner Support Manager and or Assistant Principal, STEM and Learner Engagement Services – any staff member in question (including sessional teaching staff) should not be allowed unsupervised contact with learners.
- 11 Staff who teach elsewhere and/or are experienced teachers may well have been DBS checked by another establishment. If this is the case the individual will have a copy of that disclosure, and they could be asked to provide HR with copy details (in a sealed envelope marked “confidential”) as an interim measure until the new clearance comes through. This would not obviate the need for our own check to clear through the DBS but it would provide some level of reassurance.
- 12 For each member of staff awaiting DBS clearance, Heads are to keep a brief note of their risk assessment regarding their access to learners and should be prepared to justify the “heightened supervision” measures they have implemented.

TRAINING STAFF IN SAFEGUARDING**Training Plans to Implement Whole College Approach to Safeguarding**

- 1 All Staff employed by BCoT need to undertake training in Safeguarding, Such training is available through LSIS.
- 2 Provision needs to be made for training governors, contractors and volunteers.
- 3 Initial training to be up-dated every three years.
- 4 The level of training for personnel will vary.
 - a. All staff to undertake modules 1 & 2
 - b. Staff involved in recruitment to undertake all four modules.
 - c. The level of training required by Contractors will relate to the amount of time spent by contract staff in College. Our premises are a specified place. Where contract staff are involved in regulated activity frequently, intensively or overnight, the College will provide training in modules 1 & 2 and this will be negotiated as part of the terms of contract. Local Managers of contract companies will be expected to undertake this training. Staff whose employment in College is infrequent or occasional or whose hours of work do not coincide with student presence in the building will be provided with a brief introduction to the topic reinforced by a leaflet. The contractor will make any necessary arrangements about staff time.
- 5 Staff whose BCoT training is out of date can up-skill by completing the LSIS on-line training, units 1 and 2, as a refresher. Units are certificated and sent to Human Resources.
- 6 Staff to be identified by issuing of a list by HR.
- 7 Staff involved in recruitment to undertake modules 3 and 4 of the LSIS training.
- 8 Contractors to be issued with the Brief BCoT Guide to Safeguarding.
- 9 All Staff and Contractors (dependent on the amount of time spent in College) to complete the Channel On-line training (Prevent).
- 10 Safeguarding updates will be given through teacher forums, all staff email, team meetings, on training days.

TERMS OF REFERENCE FOR EQUALITY & DIVERSITY FORUM**1.0 Purpose**

1.1 The Equality and Diversity Forum is a forum for communication, consultation and change for equality and diversity matters across Basingstoke College of Technology. It will advise on changes to policy and devise, implement, monitor and amend procedures and practice on safeguarding, equality and diversity matters within the College (including the Prevent Duty).

1.2 To ensure currency of practice in the College's Safeguarding Policy and Procedures especially those concerning Child Protection and to raise awareness of safeguarding issues relating to health and safety, bullying and cyber-bullying and security.

1.3 The Forum will meet to discuss the safeguarding, equality and diversity agenda and ways of promoting it within the College and will deal with and advise on safeguarding, equality and diversity issues for staff and students.

1.4 To embed safeguarding, equality and diversity and British Values into the curriculum.

1.5 It will also seek to resolve issues raised by staff and students relating to safeguarding, equality and diversity matters, including information gathered from the Attainment Gap monitoring process and the Safeguarding Report.

1.6 The Equality and Diversity Forum will consider and monitor the systems and processes through which the College delivers equality of opportunity to staff and students to ensure these are appropriate, fit for purpose and compliant with legislative requirements.

1.6 The College has a legal responsibility to have due regard to eliminate unlawful discrimination, harassment and victimisation; advance equality of opportunity between different groups; and foster good relations between different groups of people.

2.0 Reporting Structure

2.1 The Board of the Corporation is responsible for ensuring that the College meets its legal obligations and that policies and procedures are in place to ensure that no learner or employee suffers discrimination in any way.

2.2 The Corporation monitors activity through representation on the Forum and the Annual Report to the Corporation on Safeguarding, Equality and Diversity.

2.3 Day to day responsibility for implementation of safeguarding, equality and diversity policies and procedures and actions resulting from the Safeguarding, Equality and Diversity Forum, lies with all staff, led by the Deputy Principal, Curriculum, Performance and Innovation, Director of Student Experience Director of HR and members of the Forum.

2.4 To ensure safeguarding, equality and diversity is included as an agenda item in all team meetings and meetings of Student Council and learner parliament meetings.

2.5 The forum will report its activities to SMT on a half termly basis.

3.0 Membership

3.1 Membership of the Equality and Diversity Forum will consist of:

- Member of the Board of Corporation with responsibility for Safeguarding and Child Protection, Equality and Diversity
- Director of Curriculum Area
- Director of Student Experience
- Designated Safeguarding Officers
- Director of HR
- Transition Manager
- Faculty Head
- Head of Teaching & Learning
- Learning Resources Centre Manager
- Principalship Secretary
- Representatives from Corporate areas
- Representatives from Curriculum areas
- Representative from Estates
- Representative from College Nursery
- Student Ambassadors

4.0 Terms of Reference

4.1 To consider and make recommendations on all matters relating to the development, implementation and evaluation of safeguarding, equality and diversity

4.2 To actively promote and celebrate safeguarding, equality and diversity across the college

4.3 To review existing practices and implement new agreed practices in respect of issues related to safeguarding, equality and diversity.

4.4 To appoint and monitor task groups as required and to share good practice.

4.5 To ensure that the College is meeting its statutory requirements in relation to safeguarding, equality and diversity.

4.6 To monitor the implementation and progress of the Single Equality Scheme and Action Plan.

4.7 To produce the annual report to the Corporation on safeguarding, equality and diversity and additional minutes to SMT and teams as required.

4.8 To discuss and develop appropriate awareness and training requirements.

4.9 To identify and maintain appropriate consultation and communication routes.

4.10 These terms of reference will be kept under review, with a minimum of annual review, and may be added to as the group develops.