**POLICY/PROCEDURE: SAFEGUARDING POLICY AND PROCEDURES INCORPORATING COLLEGE CHILD PROTECTION POLICY**

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|---|---|---|---|---|
| Approval required by: | SLT | Y | Governing Body | Y |
| SMT Lead: | Vice Principal Quality and Student Experience | | | |
| Responsible Manager: | Head of ALS, Safeguarding and Counselling | | | |
| Date approved: | | | | |
| Date to be reviewed: | | | | |

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|---|---|---|---|---|
| Relevant to: | Students | Y | Staff | Y |
| | Visitors | Y | | |
| Relevant to: | All students | Y | | |
| | 16-18 Vocational | Y | Sixth Form | Y |
| | Higher Education | Y | Adults | Y |
| | Apprenticeships | Y | 14-16 | Y |
| | Other | N | ..... | |
| Relevant to: | All staff | Y | | |
| | Board | Y | SPH | Y |
| | Managers | Y | | |
| | Teaching staff | Y | Support staff | Y |

| | | | | |
|---|---|---|---|---|
| Accessible to | Students | Y | Staff | Y |
| Friendly version | Students | N | Staff | N |

| | | |
|---|---|---|
| | EQIA required | N |

**Significant changes to policy**

Changes to the policy are highlighted in yellow throughout the document.

**Impact of changes**

The policy now incorporates recent changes made to the legislation:

- Keeping Children Safe in Education.
- Working Together to Safeguard Children.

**SAFEGUARDING POLICY STATEMENT**

**Safeguarding is everyone's responsibility**

Barnsley College is committed to safeguarding and promoting the welfare of all learners. The governors and staff recognise that a safe and trustworthy environment combined with clear lines of communication and decisive action ensures the best outcomes for all learners. The college expects all staff, governors, volunteers, sub-contractors, employers and partners to endorse and practice this commitment at all times.

**INTRODUCTION**

Barnsley College, referred to as 'the college' hereafter, has safeguarding statutory duties and responsibilities in relation to its learners as set out below.

This policy should be read in conjunction with the Safeguarding Information Pack which contains further detailed guidance and advice.

**Safeguarding Children**

In relation to learners under the age of 18 years old, and classed as a child in law, the college has a statutory duty, as set out in the *Education Act 2002* and *Children Act 2004*, to promote and safeguard the welfare of children and have due regard to guidance issued by the Secretary of State at all times. The college adopts the definition used in the statutory guidance: Working Together to Safeguard Children 2018, issued by the Department for Education (DfE), which applies to all children and, defines safeguarding and promoting children and young people's welfare as:

- Protecting children from maltreatment.
- Preventing impairment of children's health or development.
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable children to have the best outcomes.

The above statutory guidance defines child protection as part of safeguarding and promoting welfare. Child protection is the activity undertaken to protect children who are suffering, or are likely to suffer significant harm including all forms of abuse and neglect, female genital mutilation or other so-called honour based violence, and extra-familial threats like radicalisation and any kind of child exploitation. Such concerns will be referred into Children Social Care and the police if appropriate.

**Safeguarding Adults**

In relation to learners 18 years and over, and classed as an adult in law, the college has a statutory safeguarding duty, as set out in the *Care Act 2014*, which must be seen in conjunction with *Mental Capacity Act (including DoLs) 2005* and the *Human Rights Act 1998*. The college must have regard to guidance issued by the Secretary of State at all times.

The adult safeguarding duties under the *Care Act 2014* apply to an adult, aged 18 or over, who:

- Has needs for care and support (whether or not the local authority is meeting any of those needs).
- Is experiencing, or at risk of abuse or neglect.
- As a result of those care and support needs is unable to protect themselves from either the risk of, or the experience of abuse or neglect.

The *Care Act 2014* defines safeguarding as "*protecting an adult's right to live in safety, free from abuse and neglect*". The above duties apply in relation to any person who is aged 18 or over and at risk of abuse or neglect because of their needs for care and support. Such concerns will be referred into Adult Social Care and the police if appropriate.

Whilst these duties have to be met for a referral to Adult Social Care and/or the police, college policy is to safeguard all learners. So though a concern may not meet the threshold for such a referral and/or support of these external agencies, the college is committed to safeguarding and supporting all learners as appropriate.

The adult with care and support needs, in need of safeguarding, will hereafter be referred to as the 'adult' throughout this policy.

**Looked After Children, Previously Looked After Children and Care Leavers**
Staff should be aware that these learners may need additional services, assistance, protection and consideration.

The Safeguarding Review Officer in college is the single point of contact for coordinating support for these learners both internally and externally. The central Safeguarding Team will hold a record of these learners including contact details of the learner's social worker, virtual school and carer; relevant contact details for previously looked after children; and, the details of the personal advisor and next of kin for care leavers.

For looked after children, staff are expected to work alongside the Safeguarding Review Officer to attend Personal Education Plan meetings to support their education as well as support with the Looked After Child review meetings.

College will liaise as necessary with the social worker, personal adviser and/or next of kin regarding any issues of concern affecting the learner.

**Learners with Special Educational Needs and Disabilities**
Staff should be aware that these learners may face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of learners including communication barriers.

Staff must:

- Be aware that these learners may not outwardly show any signs of abuse.
- Further explore possible indicators of abuse such as behaviour, mood and injury without making assumptions that these factors just relate to the learner's disability.
- Monitor these groups of learners to ensure that they are not being disproportionately impacted by behaviours such as bullying or peer group isolation.

These learners will have a support profile in place to guide staff in providing additional support to overcome any barriers.

**Inherent Principles of the Policy**
Safeguarding is the responsibility of all staff, governors, volunteers, contractors, sub-contractors hereafter referred to as 'the college community', with the college playing its part in preventing, identifying and reporting abuse and neglect.

As well as ensuring that safeguarding concerns are addressed, we will also ensure that learners

who attend college are kept safe from harm whilst they are in our charge. To this end, this policy must be seen in conjunction with other college policies as outlined in Appendix A and external legislation and guidance as set out in Appendix B. In particular, the Safeguarding Information Pack, produced by the college, is integral to this policy and provides more detailed safeguarding advice and guidance for staff.

Barnsley College will not limit its view of what constitutes abuse or neglect, as they can take many forms and the circumstances of the individual case should be considered. See the Safeguarding Information Pack for detailed information.

When dealing with safeguarding concerns, it is important that all staff should 'Think Family' and consider the family members within the household and wider networks who may be at risk of, or experiencing abuse or neglect. The college will make referrals to Children or Adults Social Care when this is necessary to safeguard children and adults in need of safeguarding, even if they are not part of the college community.

The following six principles underpin all safeguarding work in college:

- Empowerment – learners being supported and encouraged to make their own decisions and informed consent. If consent isn't given, but in order to fulfil its statutory safeguarding duties, the college still has to make a referral to Children/Adult Social Care and/or the police. This will be explained sensitively and supportively along with an explanation as to the reasons why.
- Prevention – it is better to take action before harm occurs.
- Proportionality – the least intrusive response to the risk presented.
- Protection – support and representation for those in greatest need.
- Partnership – local solutions through services working with their communities. Communities have a part to play in preventing, detecting and reporting neglect and abuse.
- Accountability – accountability and transparency in delivering safeguarding.

**Aims of this Policy**
The aims of this policy are:

- To ensure that learners are effectively safeguarded from the potential risk of harm at the college and that the safety and wellbeing of the learner is of the highest priority in all aspects of the college's work.
- To help the college maintain its ethos whereby staff, volunteers, contractors, sub-contractors, employers, learners, parents, carers, guardians, governors and visitors feel able to articulate any concerns comfortably, safe in the knowledge that effective action will be taken as appropriate.
- To outline the college's commitment to safeguard and promote the welfare of learners.

**Purpose of This Policy**
To ensure all members of the college community:

- Are aware of their responsibilities in relation to safeguarding learners.
- Know the procedures that should be followed if they have a safeguarding cause for concern.
- Know how to access additional information regarding safeguarding.

- Are aware of the key indicators relating to child and adult abuse and/or neglect.
- Support the college's commitment to safeguarding, child and adult protection.

**Principles**
The college community has a statutory duty to safeguard its learners as set out in the 'Introduction' section of this policy.

This college recognises its legal and moral duty to promote the well-being of learners and protect them from harm and respond to safeguarding concerns when they arise.

We believe that every learner has, at all times and in all situations, a right to feel safe and protected from any situation or practice that results in them being physically, or psychologically damaged.

We agree that we have a primary responsibility for the care, welfare and safety of the learners in our care, and we will carry out this duty through our teaching and learning, day to day practices, extracurricular activities, pastoral care and extended college activities. In order to achieve this, all members of the college community, in whatever capacity, will at all times act proactively in learner welfare matters especially where there is a possibility that a learner may be at risk of significant harm.

We will enable learners, through tutorial and other support activities, to develop the skills they need to stay safe from harm. We will also help them to develop the confidence they need to speak up for themselves and others. We will provide effective support, guidance and care if a learner shares a concern with us.

Learners should be able to:

- Recognise and manage risks in different situations.
- Judge what kind of physical contact is acceptable and what is not acceptable.
- Recognise when their personal safety is threatened and when and where to get help.

We will design systems that will:

- Prevent unsuitable people working with learners.
- Promote safe practice and challenge poor and unsafe practice.

The college seeks to adopt an open and accepting attitude towards learners as part of their responsibility for pastoral care. The college hopes that parents/carers and learners feel free to talk about any concerns and will see college as a safe place if there are any difficulties at home.

Learners' worries and fears will be taken seriously if they seek help from a member of staff. However, staff must not promise secrecy if concerns are such that referral must be made to the appropriate agencies in order to safeguard the learner's welfare and/or protect them from abuse and/or neglect. Learners will be made aware of this legal obligation.

In our college, if there are suspicions that a learner's physical, sexual or emotional well-being is being, or is likely to be, harmed, or that they are being neglected or abused in any way, appropriate action will be taken. This action will be in accordance with the safeguarding procedures issued by the Safeguarding Children Board, if learner is under 18 or Safeguarding Adult Board, if learner is over 18, of the local authority area where the learner resides.

As a consequence we:

- Assert that the whole college community at Barnsley College are an integral part of the safeguarding processes.
- Accept totally that safeguarding learners is required and is an appropriate function for all the whole college community, and wholly compatible with their primary pedagogic responsibilities.
- Recognise that safeguarding learners at Barnsley College is a responsibility of the whole college community.
- Will ensure through training and supervision that the whole college community are alert to the possibility that a learner is at risk of or suffering harm, and know how to report concerns or suspicions.
- Will designate a senior member of staff; Designated Safeguarding Lead (DSL), with knowledge and skills in recognising and acting on safeguarding concerns. They will act as a source of expertise and advice, and is responsible for coordinating action with the college and liaising with other agencies.
- Ensure (through the DSL) that all staff with designated responsibility for safeguarding learners will receive appropriate training.
- Will share our concerns with others who need to know and assist in any referral process.
- Will ensure that all members of the college community who have a suspicion that a learner may be suffering or may be at risk of suffering significant harm, refer such concerns immediately to the central Safeguarding Team, who will refer on to Children/Adults Social Care in accordance with the Local Safeguarding Children/Adults Board based in the local authority where the learner lives. Should a member of the central Safeguarding Team not be available, the member of staff with the concern will themselves make a referral to Children/Adults Social Care as appropriate.
- Will ensure that all staff are aware of the safeguarding procedures of Safeguarding Children/Adult Boards and, where appropriate, the local authority, and act on any advice given by them.
- Safeguard the welfare of learners whilst in the college, through positive measures to address bullying, especially where this is aggravated by sexual or racial factors, disability or special educational needs, cyber bullying or internet technologies; will ensure through the recruitment and selection of volunteers and paid employees that all people who work in Barnsley College are suitable to work with children and adults who need safeguarding.
- Will act swiftly and make appropriate referrals to the Local Authority Designated Officer where an allegation has been made that a member of staff has committed an offence against a learner, harmed a learner, or acted in a way that calls into question their suitability for working with learners.

**Children Missing from Education**

Children missing education are defined as those who are not on a school roll or receiving suitable education otherwise than at school. Those who have a regular pattern of absent or have missed 15 consecutive days or more without permission may be at risk of becoming 'children missing in education'. The college has a number of procedures in place to support the early identification of absent learners:

- Admissions procedure.

- Enrolment and induction handbook (where identity and eligibility for funding is established along with next of kin details).
- Attendance monitoring.
- Learner registration rules.

A learner going missing from education, particularly repeatedly, could be a warning sign of a range of safeguarding concerns. Staff members should follow the college's procedures for dealing with 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 further incidences.

Learners going missing from education, particularly repeatedly, could be a warning sign of a range of safeguarding concerns.

Where 14-16 learners are still on school roll college staff must notify the relevant school link person. If learners are no longer on school roll the local authority must be informed via the college's 14-16 lead.

**Specific Safeguarding Issues**
Whilst specific safeguarding issues are detailed below, this policy should be read in conjunction with the Safeguarding Information Pack which contains further detailed and important additional information about specific forms of abuse, neglect and safeguarding issues.

**Prevent**
It is important that all learners are protected from the risk of radicalisation. Section 26 of *'the Counter-Terrorism and Security Act 2015' (the Act)* places a duty on certain bodies ("*specified authorities*" listed in *Schedule 6* to the Act), in the exercise of their functions, to have "*due regard to the need to prevent people from being drawn into terrorism*". It is the responsibility of Barnsley College in its capacity as a provider of further and higher education respectively, to have regard to this duty. The duty also requires the college to 'actively promote' the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

For further details see the college's separate *Prevent Policy*.

**Female Genital Mutilation**
Female Genital Mutilation (FGM) is illegal in England and Wales under the *FGM Act 2003*. It is a form of child abuse and violence against women. FGM comprises all procedures involving partial or total removal of the external female genitalia for non-medical reasons.

*Section 5B of the FGM Act 2003* introduces a mandatory reporting duty which requires regulated health and social care professionals and teachers in England and Wales to report to the police 'known' cases of FGM in under 18s which they identify in the course of their work, where they either:

- Are informed by a girl under 18 that an act of FGM has been carried out on her.
- Observe physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth.

Complying with the duty does not breach any confidentiality requirement or other restriction on disclosure which might otherwise apply. This duty on teachers does not apply in 'at risk' or suspected cases or in cases where the learner is 18 or over. In these cases, teachers should follow the college's normal safeguarding procedures.

For all other college staff, normal safeguarding procedures apply in the reporting of FGM cases.

The central Safeguarding Team must make an appropriate referral to Children's Social Care if it is believed that a learner has been subjected to or is at risk of FGM. In these cases, parents will not be informed before seeking advice.

The Home Office guide 'Mandatory Reporting of Female Genital Mutilation – procedural information' provides further information.

**Peer on Peer Abuse**
Staff should be aware that learners are capable of abusing their peers. This is generally referred to as peer on peer abuse and can include, though not limited to, bullying, cyberbullying; sexual violence and sexual harassment; physical abuse; sexting; initiating/hazing type violence and rituals. Whilst staff need to be aware of the gendered nature of peer on peer abuse, all peer on peer abuse is unacceptable and will be taken seriously.

The college will not tolerate peer on peer abuse. Abuse is abuse and will not be passed off as banter. Every report of peer on peer abuse will be taken seriously and considered on a case by case basis, supported by other agencies, such as Children's Social Care and the police as appropriate. Staff must report such allegations to the central Safeguarding Team who will record such allegations and the outcome on the central safeguarding database and relevant learner files.

College will make an immediate risk and needs assessment following the report of peer on peer abuse, including consideration of how to support and protect the victim and alleged perpetrator.

The risk and needs assessment will consider the victim, especially their protection and support; the alleged perpetrator; and, all other learners (and if appropriate adult learners and staff) at college and any actions appropriate and proportionate to keep them all safe.

The response will be proportionate to the case and support for the victim and alleged perpetrator tailored on a case-by-case basis. Support may be provided by college, external agencies or a combination of both.

A whole college proactive approach is adopted to preventing peer on peer abuse and includes:

- Mandatory staff training.
- Learner awareness through tutorials.
- College stance on zero tolerance to peer on peer abuse articulated through policy statement, tutorials and training.

**Learner on Learner Sexual Violence and Sexual Harassment**
Sexual violence and sexual harassment is not acceptable and will not be tolerated by the college. Every report of sexual violence or sexual harassment will be taken seriously and considered on a case by case basis, supported by other agencies, such as Children's Social Care and the police as required. Staff must report such allegations to the central Safeguarding Team who will record such allegations and the outcome on the central safeguarding database and relevant learner files.

College will make an immediate risk and needs assessment following the report of sexual violence. The risk assessment will consider the risk posed to all learners, staff and the wider college community and adequate measures will be put in place to protect them and keep them safe. College will consider the need for a risk assessment on a case by case basis for reports of sexual harassment.

The risk and needs assessment will consider the victim, especially their protection and support; the alleged perpetrator; and, all other learners (and if appropriate adult learners and staff) at college and any actions appropriate and proportionate to keep them all safe

The response will be proportionate to the case and support for the victim and alleged perpetrator tailored on a case-by-case basis. Support may be provided by college, external agencies or a combination of both.

A whole college proactive approach is adopted to preventing learner on learner sexual violence and sexual harassment and includes:

- Mandatory staff training.
- Learner awareness through tutorials.
- College stance on zero tolerance to peer on peer abuse articulated through policy statement, tutorials and training.

**Sexting**
For the context in college, sexting is images or videos generated:

- By children under the age of 18.
- Of children under the age of 18 that are of a sexual nature or are indecent.

These images are shared between young people and/or adults via a mobile phone, handheld device or website with people they may not even know.

When an incident involving youth produced sexual imagery comes to college's attention:

- The incident must be referred to the central Safeguarding Team as soon as possible.
- The central Safeguarding Team will hold an initial review meeting with appropriate college staff which will aim to establish associated risks, further information required, action to be taken and if an immediate referral is required to the police and/or children's social care.
- There should be subsequent interviews with the young people involved (if appropriate).
- Parents should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm.
- At any point in the process if there is a concern a young person has been harmed or is at risk of harm a referral will be made to children's social care and/or the police immediately.

**Dealing with Concerns**
It is not the responsibility of any member of the college community to investigate any suspicions or concerns that a learner is at risk of or is suffering significant harm. The concerns should be reported to the central Safeguarding Team immediately and should also be recorded using the college's safeguarding cause for concern documentation. Staff should provide as much detail as possible about the concern, clarifying the basic facts. If an alleged crime has been committed, it

is necessary to gather the basic facts about the alleged perpetrator (including name, age, address, access to children and adults), but not take any action that might alert the alleged perpetrator.

A safeguarding cause for concern is an action, observation, disclosure or discussion that makes staff feel anxious about the safety or wellbeing of a learner.

All causes for concern **must** be recorded on the college's Safeguarding Cause for Concern Form and **must** be passed to the Safeguarding Team immediately via the safeguarding inbox (safeguarding@barnsley.ac.uk). The Safeguarding Team will decide on the appropriate actions, and notify the member of staff of the actions. Whilst awaiting the advice and actions from the Safeguarding Team, staff must continue to monitor the situation that has led to report in a cause for concern. If the situation changes in the interim, staff must report in immediately any further details. In addition, if the concern becomes one of immediate suffering or likely to suffer significant harm, follow the guidance detailed below.

The Safeguarding Team will consider if the concern needs to be passed on to Children or Adult Social Care for further action, following the procedures of these agencies respectively for making a referral.

If, at any point, there is a risk of immediate serious harm to a learner or staff believe that a learner is suffering or likely to suffer significant harm, contact must be made with a member of the Safeguarding Team immediately so that prompt, appropriate action and referrals can be made to safeguard the learner. If staff are unable to make contact with a member of the Safeguarding Team, a referral must immediately be made by that member of staff directly to Children or Adult Social Care, depending on the age of the learner and it must be to the Social Care Team in the local authority area where the learner resides. In addition, if appropriate, support from the relevant emergency services should be sought (Police/Ambulance/Fire Services).

If a learner has a Social Worker, staff must keep the Social Worker updated on any safeguarding concerns regarding the learner, as well as the Safeguarding Team.

An electronic safeguarding file will also be raised and this will include:

- Learner information.
- Details of other agencies the learner may be working with.
- Whether a child protection, child in need, early help assessment or adult safeguarding arrangements are in place.
- Chronological information including cause for concerns, emails, telephone calls, meeting notes.
- Concerns about and/or contact with the learner and actions taken.
- Information on any siblings.

The file will be marked 'live' and details will be added to the safeguarding database. The file will be stored in a secure place.

In college, the central Safeguarding Team holds the safeguarding records for learners on a separate system from the learner's ProMonitor record. Due to the highly confidential nature of a child/adult protection or safeguarding concern, staff **must not** update the learner's ProMonitor record with this information. The central Safeguarding Team are responsible for making appropriate records. However, **all** staff are responsible for populating a learner's safeguarding file. All discussions, telephone calls and meetings in relation to the learner must be recorded on the

relevant monitoring record sheets by all staff and sent through to the central Safeguarding Team so that the team can maintain an up to date chronology of the safeguarding concerns regarding the learner and the action taken.

Staff should be aware that records may be shared with others at some stage and in exceptional cases, the possibility that they may become evidence in court proceedings.

The DSL and other appropriate professionals will hold a monthly meeting to discuss and review all live and dormant records. The DSL will then be able to:

- Monitor that the agreed actions have been implemented.
- Assess the impact of the actions and the progress being made.
- Agree the next steps.
- Quality assure the written records.
- Collate a report for the governing body outlining the level of child and adult protection concerns and work being undertaken.
- Ensure that clear actions are followed up where there is a child or adult protection plan in place and the outcomes are monitored.
- Ensure the college is represented at relevant meetings.

**Contextual Safeguarding**
Staff should be aware that safeguarding concerns, incidents and behaviours can be associated with factors outside of college and can occur with other young people and adults outside of college. Staff must consider the wider context in which incidents and behaviour occurs. This is known as contextual safeguarding which means that assessments of learners must consider wider environmental factors that are present in the learners life that are a threat to their safety and welfare. This allows consideration of all available evidence and the full context of the safeguarding concern.

**Safeguarding Arrangements for 14-16 Year Old Learners**
Some learners studying at college are aged between 14-16 years old and will be in the equivalent to Years 10 and 11 of secondary school.

**14-16 Year Olds Enrolled at College**
For any learners formerly elective home educated (EHE), the established college safeguarding procedures apply. In addition, the government has produced further guidance that college must adhere to with regards to these learners called 'Full-time Enrolment of 14-16 Year Olds in Further Education and Sixth Form Colleges in the Academic Year 2018-2019'. The safeguarding element of this guidance is summarised below for departments where these learners are based:

- Ensure that these learners are appropriately supervised at all times including during break time and lunchtime.
- Ensure that these learners are not educated in the same room, at the same time, as a learner aged 19 or over.
- Liaise with parents/carers and the Education Welfare Service regarding any issues of attendance. Absences must be followed up immediately to ensure the safety and wellbeing of the learner.

- Ensure that in instances where a return home arrangement arises (for example, first aid incident, weather), this is achieved following normal college procedures and in liaison with the learners' parent/carer to ensure safe transportation and arrival home of the learner.
- The Assistant Principal Access to Learning is the senior management lead for the education and pastoral support of 14-16 provision and learners and should be contacted if staff have any questions and/or concerns. These learners can only be enrolled with the consent of their parents and carers and following college procedures for the enrolment of 14-16 year old learners.

**14-16 Year Olds on School Roll but Accessing College Provision**

14-16 year old learners still on school roll, but may be attending college through an arrangement with the school, the school has ultimate responsibility for safeguarding those learners. Therefore, any safeguarding concerns that arise through college should be reported into the designated member of school staff immediately. The school and college will then liaise regarding the most appropriate course of action in order to safeguard the learner. If the designated member of school staff cannot be contacted, and the safeguarding concern is one that requires immediate action, college has a responsibility to act immediately to safeguard the learner and notify the designated member of school staff as soon as is practicably possible. Departments where these learners are based should:

- Ensure that these learners are appropriately supervised at all times including during break time and lunchtime.
- Ensure that these learners are not educated in the same room, at the same time, as a learner aged 19 or over.
- Liaise with the school and parents/carers regarding any issues of attendance. Absences must be followed up immediately to ensure the safety and wellbeing of the learner.
- Ensure that in instances where a return home arrangement arises (for example, first aid incident, weather), this is achieved, in consultation with the school and, following normal college procedures and in liaison with the learners' parent/carer to ensure safe transportation and arrival home of the learner.
- The Assistant Principal Access to Learning is the senior management lead for the education and pastoral support of 14-16 provision and learners and should be contacted if staff have any questions and/or concerns. These learners can only access college provision following a service level agreement between college, school and the parent/carer.

**Safeguarding Structure in College and the Role of Staff**

The DSL for Safeguarding and Prevent in this college is:

- Vice Principal Quality and Student Experience.

In their absence, these matters will be dealt with by the Deputy DSL:

- Head of Additional Learning Support, Counselling and Safeguarding.

There is a designated governor for Safeguarding and Prevent.

The Head of Additional Learning Support, Counselling and Safeguarding provides the day to day operational management of safeguarding across college. Head of Additional Learning Support, Counselling and Safeguarding manages the central Safeguarding Team to support with this operational responsibility. This team works across college providing a range of support, advice and guidance on safeguarding and prevent, to all departments. The central Safeguarding Team

consists of a Safeguarding Team Leader, Safeguarding Officers, a Safeguarding Review Officer and a Safeguarding Administrator. All safeguarding cause for concerns must be reported through to this central team.

In addition, every college department has a Departmental Safeguarding Representative (DSR) who act as the point of contact between the central Safeguarding Team and the department.

See Appendix B for the full detail of roles and responsibilities of designated safeguarding staff and the role and responsibility of all staff.

**Recruitment**
In order to ensure that learners are protected whilst at Barnsley College, we will ensure that our staff and volunteers are carefully selected, screened, trained and supervised.

We accept our responsibility to follow the guidance set out in the most up to date version of the statutory guidance 'Keeping Children Safe in Education'. In particular, we will ensure that the following checks are satisfactorily completed before a person takes up a position in the college:

- Identity checks to establish that applicants are who they claim to be including having sight of an applicant's birth certificate, passport and/or driving licence.
- Checking academic qualifications, to ensure that qualifications are genuine.
- The chair of the interview panel has attended Safer Recruitment Training.
- References being undertaken prior to interview and enquiring about suitability to work with children and/or vulnerable adults.
- Previous employment history will be examined and any gaps accounted for.
- Appropriate Disclosure and Barring Service (DBS) checks are completed.
- The process will also confirm that the '*Preventing Illegal Working; Declaration of Entitlement to Work in the UK*' is completed.

We understand that some people otherwise unsuitable for working with children and adults in need of safeguarding may use volunteering to gain access to children and adults. For this reason, any volunteers in the college, in whatever capacity, will be recruited in line with Recruitment and Selection Policy.

Please refer to the college's Recruitment and Selection Policy for further details.

**Induction and Training**
All new members of staff will receive induction training, which will give them an overview of the organisation and ensure they know its purpose, values, services and structure, as well as how to identify and report abuse and safeguarding concerns within the appropriate levels of confidentiality.

All new staff (and volunteers) will complete an online safeguarding training programme prior to commencing work at the college. They will be expected to attend mandatory Safeguarding Awareness Training, FGM awareness training and online training as well as the Workshop to Raise Awareness of Prevent (WRAP) and Channel online training programme during induction. This will enable them to effectively fulfil their responsibilities in respect of safeguarding learners.

They will also receive access to 'The Safeguarding Information Pack' and a copy of the Safeguarding Policy on starting their work at the college. As part of the induction programme, it is mandatory for staff to read and familiarise themselves with college's safeguarding and prevent

related policies and procedures. In addition, staff are expected to read Part 1 of the most recent version of 'Keeping Children Safe in Education' available via https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf

Staff will be directed to the Safeguarding section of the college's intranet, where they can gain access to copies of all the relevant safeguarding related policies and procedures both internal and external.

All staff will attend refresher training every 3 years, which includes updates via newsletters, emails, and staff meetings that staff are expected to participate in.

The DSL, Deputy DSL and the college's central Safeguarding Team will update their training annually. Attendance at college training will also be open to contractors, sub-contractors, volunteers, extended schools providers, governors and any other parties that come in to contact with college learners on a regular basis.

For any staff visiting the college for short periods and staff who are unable to access face to face safeguarding awareness, FGM and WRAP training, the college expects them to complete the online training detailed above as a minimum as well as additional training as directed by the college form time to time. In addition, they will be given access to relevant safeguarding related policies, procedures and information and they will be expected to confirm that they have read and understood their role and responsibility.

**Conduct of Staff**
The college has a duty to ensure that high standards of professional behaviour exist among all staff who come into contact with learners and that all members of staff are clear about what constitutes appropriate behaviour and professional boundaries.

At all times, members of staff are required to work in a professional way with learners. All staff should be aware of the dangers inherent in:

- Working alone with a learner.
- Physical interventions.
- Cultural and gender stereotyping.
- Dealing with sensitive information.
- Giving to and receiving gifts from learners and parents.
- Contacting learners through private telephones (including texting), e-mail, msn, or social networking websites.
- Disclosing personal details inappropriately.
- Meeting learners and families outside college hours or college duties.

Appropriate training will be provided to staff in relation to the areas listed above.

If any member of staff has reasonable suspicion that a learner is suffering harm and fails to act in accordance with this policy and the relevant Safeguarding Children and Adults Board procedures, the college will view this as misconduct, and take appropriate action.

An agreed *'Whistleblowing'* policy in relation to safeguarding is in place in order to support the

college ethos where learners and staff can talk freely about concerns, poor or unsafe practice potential failings knowing they will be listened to and appropriate action taken. If staff feel they are unable to raise their issue internally or feel that their genuine concerns are not being addressed other whistleblowing channels are available. The NSPCC whistleblowing helpline is available as an alternative route as well as further guidance on whistleblowing for employees available on the www.gov.uk/whistleblowing website.

There are a range of mechanisms in place to ensure that learners feel comfortable to express their concerns to staff, for example:

- To the college tutorial teams.
- At any stage of a learner's course as promoted during induction.
- To the safeguarding inbox.
- Via Learner Voice meetings.
- Learning mentor drop in sessions.
- An open approach to discussing issues with staff.

**Allegations against Members of Staff**
Allegations against members of staff, whether paid or unpaid, (including any volunteer, governor, contractor, sub-contractor) must be reported immediately to the Head of Human Resources. This includes historical allegations as well as allegations against staff who no longer work at college. The Head of Human Resources will then decide on the next steps.

If the learner is a child (under 18) and anyone makes an allegation (current or historic) or it is suspected that a member of staff may have:

- Behaved in a way that has harmed a child, or may have harmed a child.
- Possibly committed a criminal offence against or related to a child.
- Behaved towards a child or children in a way which indicates s/he may pose a risk of harm to children.

This must be reported without delay to the Head of Human Resources who will handle such allegations. Basic information about the allegation will be collated and a decision made as to whether it meets the threshold to be reported to the Local Authority Designated Officer (LADO) and within the 24 hour timescale of reporting such concerns to LADO. The LADO will discuss the concerns and offer advice and guidance on how the situation will be managed. The college will not investigate the concerns or enter into discussions with the alleged perpetrator without initial advice and guidance from the LADO.

If the learner is an adult (18+) with care and support needs and an allegation (current or historic) is made or it is suspected that a member of staff may have:

- Behaved in a way that has harmed or may have harmed an adult with care and support needs.
- Possibly committed a criminal offence against or related to an adult with care and support needs.
- Behaved towards an adult with care and support needs in a way that indicates s/he is unsuitable to work with adults with care and support needs.

- Behaved in a way that has harmed children or may have harmed children which means their ability to provide a service to adults with care and support needs must be reviewed.
- May be subject to abuse themselves and as a consequence means their ability to provide a service to adults with care and support needs must be reviewed.
- Behaved in a way which questions their ability to provide a service to an adult with care and support needs which must be reviewed e.g. conviction for grievous bodily harm against someone who is not an adult with care and support needs.

In the context of staff allegations against adults with care and support needs, the adult safeguarding guidance refers to staff as People in a Position of Trust (PiPOT). Such allegations must be reported without delay to the Head of Human Resources, who will handle such allegations in line with the Barnsley Safeguarding Adults Board 'Protocol for Responding to Concerns about a Person in a Position of Trust'.

This protocol must be followed in all cases by the college when it becomes aware of a concern where information (whether current or historical) is identified in connection with:

- The PiPoT's own work/voluntary activity with Adults and/or Children.
- The PiPoT's life outside work i.e. concerning adults with care and support needs in the family or social circle.
- The PiPoT's life outside work i.e. concerning risks to children, whether the individual's own children or other children.

**Children**
Whilst the PiPOT protocol is concerned with potential harm to adults with care and support needs, if the allegation is such that there is a concern that the person may also pose a risk to children, then Children's Services and/or LADO must be informed as appropriate.

**Physical Contact and Restraint**
Members of staff may have to make physical interventions with learners. Members of staff will only do this in line with college policy as outlined in the Use of Force to Control or Restrain Policy. Staff should recognise the additional vulnerability of learner with SEN, disabilities or medical conditions when reasonable force is used in response to risks presented by incidents involving these learners.

Relevant staff should undertake restraint training before implementing physical interventions. Training should be updated every 3 years.

**Private Fostering**
Private fostering is a private arrangement whereby a child under the age of 16 (under 18 if disabled) is cared for by someone who is not their parent or 'close relative' (the child's grandparent, brother, sister, aunt, uncle, step-parent, legal guardian or other person with parental responsibility. The arrangement is made between a parent and carer, for 28 days or more.

If staff become aware that a learner is being fostered privately, they must notify the Local Authority Fostering Team to ensure that the learner is being safeguarded and their well-being promoted.

**Subcontracting**
The college is committed to ensuring that all learners in our subcontracted provision are safeguarded. Through due diligence, quality audits and unannounced visits we gather evidence to provide assurance and intervene if necessary.

Where the college contracts its services to outside providers, we will ensure that these providers have received the appropriate training in safeguarding and prevent and have relevant policies and procedures in place. We will ensure there are arrangements in place to link with the college on such matters. Such considerations will be made explicit in any contract or service level agreement with the provider.

Please see the Subcontracting Policy for more detailed information.

**Contracting**

- All contractors require an enhanced DBS check and cannot work unsupervised at all if checks are not carried out.
- The college is responsible for determining the appropriate level of supervision.
- Colleges should always check the identity of contractors and their staff on arrival at the college.

Contractors are on the college's 'Single Central Register'.

**Early Help**
Early help means providing support as soon as a problem emerges. College works within local multi-agency safeguarding arrangements where there are processes in place around the assessment of children who may benefit from early help. An Early Help Assessment is undertaken by a lead professional who provides support to the child and family, act as an advocate on their behalf and coordinate the delivery of support services. College staff can act as lead professional and undertake an early help assessment and/or be asked to participate in such an assessment. Whatever the case, college staff need to work closely with other practitioners to decide whether the child and family would benefit from coordinated support from more than one agency

Although there is not the same early help offer in safeguarding adults, college staff will adopt the same principles and lead on or work with any early help type approach to working with adults.

**Photographing Learners under the Age of 18**
The college will not allow images of learners to be used on college websites, social media, publicity, or press releases, without express permission to do so. The college cannot however be held accountable for photographers or video footage taken by parents or members of the public at college functions.

On the occasions that the college has a photographer or videographer present at events or for other purposes we will inform and seek additional permissions to use any footage or photographs taken on any media

**Risk Assessments**
The college uses risk assessment to inform the planning of safeguarding activities. This may include individual learner risk assessments where the needs or circumstances of the individual dictate that completion of a risk assessment would be beneficial. There may be occasions when the college assesses the risk of an individual as too high for the college to manage the risk at that time. If this is the case, this will be communicated to the individual along with the reason(s). If

the individual wishes to appeal the decision, they may do so by following the college's Complaints Procedure. Risk assessments are reviewed and updated on a regular basis as needs demands and at least once every year.

**Confidentiality and Sharing Information**
The college, and all members of staff at the college, will ensure that all data about learners is handled in accordance with the requirements of the law and any national and local guidance. Any member of staff who has access to sensitive information about a learner or the learner's family must take all reasonable steps to ensure that such information is only disclosed to those people who need to know when there is a legal duty to share information.

Regardless of the duty of confidentiality, working within the remit of our safeguarding duties, if any member of staff has reason to believe that a learner may be suffering harm, or be at risk of harm, their duty is to forward this information without delay to the central Safeguarding Team.

We will raise awareness of its safeguarding responsibilities with parents and carers. We will also, if appropriate, share concerns about the welfare of a learner with a parent or carer. The college is committed to working with parents positively, openly and honestly. We will share with parents any concerns we have about their child, in line with our safeguarding duties, unless in doing so the child may be placed at risk of harm.

In accordance with the requirements of *'Working Together to Safeguard Children (2018" and 'The Care Act (2014) Statutory Guidance ',* we will share information about safeguarding concerns with other relevant agencies on a need to know basis and in line with the *Data Protection Act 2018 and General Data Protection Regulations.* In addition, other relevant agencies may contact us for information that we hold in relation to a learner. Any requests around learner details or information in relation to a safeguarding concern should be referred immediately to the central Safeguarding Team so that a prompt decision can be made about what information can and will be shared.

Staff must recognise the need to comply with relevant legislation and guidance in relation to data protection, confidentiality and information sharing.

**Retention of Safeguarding Records**
In accordance with requirements safeguarding records will be kept for seven years by the college.

**Monitoring Our Progress**
The college will collect and analyse data and information to measure our progress towards the values set out in this Safeguarding Policy. We will use the views of learners, parents, carers and other stakeholders to inform the changes and improvements we make. The college will keep accurate records of safeguarding, child and adult protection issues that have been brought to our attention and will use accurate and up to date information to inform our strategic and operational decision making.

**What Happens if the Safeguarding Policy is Not Adhered to?**
We will not tolerate behaviour which breaches the Safeguarding Policy and will initiate disciplinary or other action, if circumstances warrant, against those who contravene the guidance contained in it.

**Raising Awareness of the Safeguarding Policy and Procedures**
It is important that the whole college community recognise the role they play in safeguarding. Safeguarding is a topic covered within the induction of every member of the college community as follows:

**Staff**
Staff undertake online safeguarding and Channel panel training prior to commencing their employment. Once employed, staff attend mandatory safeguarding induction, safeguarding awareness, FGM and Prevent training. Within the training staff are made aware of the following:

- The safeguarding policy and the procedure for reporting safeguarding concerns.
- The key college personnel to whom the concern must be reported.
- The responsibility of all members of staff under the safeguarding policy and procedure.
- *Working Together to Safeguard Children (July 2018).*
- *Keeping Children Safe in Education (2018*).
- *Care Act 2014* statutory guidance.

All new staff are required to read at least part 1 of the *Keeping Children Safe in Education 2018 guidance.*

All staff must attend refresher safeguarding training at least every three years. This will normally be achieved by attending an in-house training session. Staff with designated responsibility for safeguarding and their deputies must undergo updated safeguarding training every two years and all staff must receive safeguarding updates at least annually. This may the take the form of e-bulletins, briefings or meetings with peers from other agencies.

**Volunteers**
Volunteers undertake the same training as members of staff.

**Governors**
Governors undertake a rolling programme of training which includes safeguarding. There is a link governor for safeguarding and Prevent who undertakes at least bi-annual visits to the central Safeguarding Team as part of their oversight and governance role. The link governor prepares a report to the Board of Governors following the visit. The Board of Governors receive at least an annual report updating them on the current position regarding safeguarding in the college and any external policy and procedural changes. In addition, any high profile safeguarding cases are reported to the Chair of governors and the link governor.

**Work Placements / Employers/ Sub-contractors**
Sub-contractors include any employer working with a learner and must be given training on the college's Safeguarding Policy and Procedures. They must:

- Identify a key employee who will act as the main contact for the learner on experience or placement for the purpose of safeguarding.
- Instruct the key employee on the college's Safeguarding Policy and Procedures and identify who their key contact is within college for any safeguarding concerns.

**Learners**
Within the induction programme learners will be made aware of the following:

- What constitutes abuse, neglect and wider safeguarding concerns?
- The reporting procedure for self-referral or concerns connected to a third party.

Throughout the academic year, learners attend tutorials covering key safeguarding themes.

**LINKED POLICIES AND PROCEDURES**

- Acceptable Use of the Internet.
- Alcohol and Drug Policy and Procedure.
- At Risk Guidance.
- Behaviour Support and Management.
- Complaints Policy and Procedure.
- Data Protection Policy.
- Disciplinary Procedure (Staff).
- Email Policy.
- Gifts and Hospitality Policy.
- Grievance Procedure.
- Harassment and Bullying Policy.
- Health and Safety Policy.
- Prevent Policy.
- Recruitment and Selection Policy.
- Social Media Policy.
- Subcontracting Policy.
- Use of Force to Control and Restrain Policy.
- Visual Identification Policy.
- Whistleblowing Policy.
- Work Placement Policy.
- Personal Care Policy.
- Administering Medication Policy.

**EQUALITY AND DIVERSITY**
An EQiA is not required for this policy.

**LOCATION AND ACCESS TO THIS POLICY**
This policy is available on the college intranet.

**APPENDIX A**

**SUMMARY OF KEY LEGAL AND GOVERNMENT REQUIREMENTS**

***Female Genital Mutilation Act 2003***

Provides the legislation around what FGM is and the laws that relate to it. This Act was amended by the *Serious Crime Act 2015* to include mandatory reporting for regulated professionals.

***Working Together to Safeguard Children (2018)***

This guidance outlines how we should all work together to safeguard and promote the welfare of children.

***Keeping Children Safe in Education (2018)***

Provides further guidance as to how colleges should fulfil their duties in respect of safeguarding and promoting the welfare of children in their care.

***Common Inspection Framework for Further Education and Skill (2015)***

For inspections from September 2015, the inspection report will include a written judgement stating whether the provider's safeguarding of all learners is outstanding, good, requires improvement or inadequate. This written judgement will appear in the effectiveness of leadership and management section of the inspection report. In arriving at this judgement inspectors will take into account the criteria and guidelines listed in the inspection handbook.

In the context of inspection, inspectors will check the arrangements a provider has made to meet safeguarding statutory requirements; safeguarding arrangements are required by law to minimise any risk of, and protect young people from, harm and abuse while they are following learning programmes or courses at a learning provider.

Ofsted is required to inspect the extent to which colleges discharge their duties under *'section 175'* of the *'Education Act' (2002*) and report on these safeguarding outcomes for children and young people with specific reference to:

- The effectiveness to which institutions take reasonable steps to ensure that children and young people are safe.
- The effectiveness of institutions in helping to ensure that children and young people feel safe.

***The Early Help Assessment (EHA)***

The EHA is a standardised approach to conducting assessments of children's additional needs and deciding how these should be met. It is used by practitioners across services in England to record concerns about a child. As part of the safeguarding procedures the college may complete a EHA on behalf of a child who is deemed to have welfare needs.

***Counter-Terrorism and Security Act 2015***

Section 26 of *'the Counter-Terrorism and Security Act 2015'* places a duty on certain bodies, including Further and Higher Education establishments, in the exercise of their functions, to have "*due regard to the need to prevent people from being drawn into terrorism*". The duty also requires the these certain bodies to 'actively promote' the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

***The Care Act 2014***

*The Care Act 2014* defines the process for assessing an adult's need for care and support and deciding whether a person is eligible for publicly funded care and support.

The Act also, for the first time, sets out a clear legal framework for how local authorities and other parts of the health and care system, including education, should protect adults at risk of abuse and neglect.

***The Human Rights Act 1998***
*The Human Rights Act 1998* gives an individual legal protection of their human rights, such as right to life and right to education. It sets out a minimum standard of how public bodies, including Further and Higher Education Colleges, should treat individuals. It ensures that public bodies think about an individual's basic rights are met in the course of fulfilling their duties.

***The Mental Capacity Act (including DoLs) 2005***
*The Mental Capacity Act 2005* applies if an individual has a mental health problem and does not have the capacity to make certain decisions and this can be in the short term of permanently. It provides a framework to guide professionals in making decisions in the best interest of the individual when they have lost capacity temporarily or permanently.

***Protection of Freedoms Act (2012)***
*The Protection of Freedoms Act 2012* established the Disclosure and Barring Service (DBS) that carries out functions previously undertaken by the Criminal Records Bureau (CRB) and the Independent Safeguarding Authority (ISA). This includes setting out the type of activity in relation to children and vulnerable adults that is classed as 'regulated activity' and subject to appropriate vetting and monitoring.

***The Children Act (2004)***
*The Children Act, 2004* defines statutory leadership roles for the safeguarding of children, the joint planning of children's services and how organisations should safeguard children and promote their welfare.

The Act defines safeguarding as the protection of children and young people from maltreatment including preventing the impairment of their health or development and ensuring that children and young people are growing up in circumstances consistent with the provision of safe and effective care.

***The Sexual Offences Act (2003)***
*The Sexual Offences Act 2003* defined a range of criminal offences involving the abuse of a position of trust.

The Act's provisions mean that, subject to a number of limited defences (as set out in sections 23 and 24 of the Act), it would be a criminal offence for a person in a position of trust to engage in any sexual activity with a person aged under 18 with whom they have a relationship of trust, irrespective of the age of consent, even if the basis for their relationship is consensual. A relationship of trust exists where a member of staff or volunteer is in a position of power or influence over a learner by virtue of the work or nature of the activity being undertaken.

***The Education Act (2002)***
*Section 175* of the *'Education Act' (2002)* provides that:
"*The governing body of an institution within the further education sector shall make arrangements for ensuring that their functions relating to the conduct of the institution are exercised with a view to safeguarding and promoting the welfare of children receiving education and training at the institution.*"

***The Children Act 1989***

*Part III of The Children Act 1989* outlines the requirement for local authorities to provide services for children and their families:

- Section 17 of the Act determines that it is the duty of every local authority to safeguard and promote the welfare of children within their area. It is under this section of the legislation that concerns about the welfare of a child will be referred to social care
- Section 47 of the Act determines the duty of every local authority to investigate where there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm. It is under this section of the legislation that concerns about the abuse or neglect of a child will be referred to social care

**APPENDIX B**

**ROLES AND RESPONSIBILITIES OF GOVERNORS, COLLEGE MANAGERS AND STAFF**
**The Senior Management Team is responsible for:**

- Giving a consistent and high profile lead on all safeguarding issues.
- Promoting the college's approach to safeguarding inside and outside the institution.
- Making sure the safeguarding policy and all supporting policies and procedures are followed.
- Allocating sufficient resources and time to enable designated staff to discharge their responsibilities, including taking part in strategy discussions and other interagency meetings, and contributing to the assessment of children.
- Ensuring all staff feel able to raise concerns about poor or unsafe practice.

**DSL**
The DSL for safeguarding and Prevent will:

- Chair a termly Safeguarding Strategy Group.
- Produce a strategic level action plan that will be monitored by the Safeguarding Strategy Group.
- Ensure that appropriate procedures and policies are in place and are followed with regard to learner safeguarding issues.
- Act as a dedicated resource available for other staff, volunteers and governors when they may safeguarding concerns to discuss.
- Have the status and authority within the college management structure to carry out the duties of the post – they must therefore be a senior member of staff in the college. All members of staff - including volunteers - must be made aware of who this person is and what their role is.
- Not be responsible for dealing with allegations made against members of staff but will assist where appropriate in any such investigations.
- Ensure that the college is represented at safeguarding Child and Adult Protection meetings and that the required reports are written and available within the appropriate timescales as prescribed by the relevant Safeguarding Children Board or Safeguarding Adults Board and discussed with families in advance of meetings if appropriate.
- Follow up concerns that a referral/request for service has not been dealt with in accordance with the child/adult safeguarding protection procedures, they can discuss this with the relevant manager Head of Safeguarding at the local authority and consider what needs to happen next.
- Ensure each member of staff and volunteers at the college, parents, carers, governors, contractors and sub-contractors and regular visitors are aware of and can readily access the Safeguarding Policy.
- Liaise with the Principal to inform him/her of any safeguarding issues and ongoing investigations and ensure there is always cover for the role.
- Ensure parents and carers are aware of the Safeguarding Policy in order to alert them to the fact that the college may need to make referrals of concerns to outside agencies including Children's and Adults' Social Care and the police. Raising parents' awareness may

avoid later conflict if the college does have to take appropriate action to safeguard a learner.

- Ensure that this policy is updated and reviewed annually, or more regularly if legislative changes require, and work with the designated link governor for safeguarding to ensure this takes place.
- Attend training at least every two years in how to identify abuse and know when it is appropriate to refer a case. The DSL will also attend any relevant training courses or workshops and then ensure that any new or key messages are passed to other staff, volunteers and governors.
- Have a working knowledge of how the Safeguarding Children Board and Safeguarding Adults Board respectively operate and the conduct of child and adult protection related meetings and be able to attend and contribute to these when required, to enhance the implementation of any plan to protect and safeguard the learner.
- Liaise with other agencies and build good working relationships with colleagues from these agencies.
- Oversee the work of the central Safeguarding Team. This Team provides expertise, advice and coordinates action within the college over child and adult protection cases. Staff report concerns to this Team and this Team will be responsible for coordinating action regarding a referral by liaising with Children's and Adults' Social Care and other relevant agencies over suspicions that a learner may be or at risk of suffering harm.
- Will ensure detailed accurate secure written records of referrals/concerns are kept and ensure that these are held in a secure place.
- Ensure that the local authority is alerted where a child leaves college and the new college is not known, so that the child's name can be included on the database for children missing education.
- Attend regular training on how to identify abuse and know when it is appropriate to refer a case, attend any relevant training courses or workshops and then ensure that any new or key messages are passed to other staff, volunteers and governors.
- Have a working knowledge of how Barnsley Safeguarding Children's Board and Barnsley Safeguarding Adults' Board operate and the conduct of child and adult protection related meetings. The DSL will also to attend and contribute to these when required, enhancing the implementation of any plan to protect and safeguard the learner.
- Ensure that they and the central Safeguarding Team make themselves - and any deputies - known to all staff, volunteers and governors - including new starters, supply teachers, supply staff - and ensure those members of staff have had training in safeguarding including child and adult protection. This should be relevant to their needs and roles to enable them to identify and report any concerns immediately.

**The Governing Body is responsible for:**

- Ensuring that sufficient resources are made available to enable the necessary tasks to be carried out properly under inter-agency procedures.
- Ensuring that the DSL is given sufficient time to carry out his or her duties, including accessing training.
- Making sure the institution complies with requirements to produce and deliver a safeguarding policy and strategy.

- Making sure the Safeguarding Policy and all supporting policies and procedures are followed.

**Designated Safeguarding Governor**
The Governing Board, via the Clerk, will ensure that the designated governor for safeguarding is able to carry out his or her duties, including accessing training. The Board, via the Clerk, will also ensure that the designated governor will complete a safeguarding 'Link Visit' twice each year in order to feedback to the Board and confirm that:

- Barnsley College is carrying out its duties to safeguard the welfare of learners.
- Members of staff and volunteers are aware of current safeguarding policies and procedures and that staff receive training where appropriate.
- Safeguarding is integrated into the college's induction procedures for all new members of staff and volunteers and supply staff.
- The college follows the procedures agreed by the relevant Local Safeguarding Children Boards and Local Safeguarding Adults Boards respectively and any supplementary guidance issued by the local authority.
- All staff and volunteers are vetted to ensure that only persons suitable to work with children and vulnerable adults shall work in the college.
- Where safeguarding concerns about a member of staff are raised, appropriate action is taken in line with Safeguarding Children/Adults Board 'Allegations against Staff Procedures' and DfE guidance for dealing with allegations of abuse against teachers and other staff. In addition the college takes due note of the *'Guidance for Local Authorities, Head Teachers, School Staff, Governing Bodies and Proprietors of Independent Schools' (October 2012).*

The designated governor will complete a 'Link Visit' report after each visit and provide verbal feedback to the following Board meeting on the outcome of the visit. The designated governor will also be invited to the Safeguarding Strategy Group.

**The Head of Human Resources**
The Head of Human Resources is responsible for human resources policies and procedures that relate to safeguarding in particular with regard to Safer Recruitment guidelines.

**The Head of Health & Safety**
The Head of Health & Safety is responsible for all Health and Safety policies and procedures that relate to safeguarding.

**The Director Property and Estates**
The Director Property and Estates is responsible for estates policies and procedures that relate to safeguarding.

**Managers are Responsible for:**

- Putting the safeguarding policy and supporting policies and procedures into practice.
- Making sure all staff know their responsibilities and receive support and training to carry these out.
- Following the relevant procedures to manage safeguarding issues raised by staff or learners.

**All Staff are Responsible for:**

- Acting in accordance with this policy at all times.
- Identifying learners who may be in need of extra help, who are suffering or likely to suffer significant harm. All staff have a responsibility to take appropriate action as described in this policy, working with other services as needed.
- Dealing with safeguarding issues and being able to recognise potential harm, ensuring they are alert to the signs/indicators of abuse and neglect.
- Alerting the central Safeguarding Team of any invitations to attend statutory child or adult protection meetings including child protection conferences, core groups, Child in Need meetings, team around the family meetings, adult safeguarding meetings, Looked after Child reviews, personal education plan meetings, education, health and care plan meetings. The team can help staff to adequately prepare for the meeting so that the relevant information is presented in the relevant format. If staff attend the meeting, they must at the earliest convenience send in an update to the central team for learners file and include any actions and decisions made at the meeting especially those that pertinent to the college.
- Keeping the central Safeguarding Team up to date with ongoing concerns regarding a learner in need of safeguarding and/or who is working with statutory services such as Social Care. This may include, for example, a dip in attendance, concerning behaviour, a change in presentation.
- In the absence of a member of the central Safeguarding Team or a Departmental Safeguarding Representative being available, taking action to safeguard the learner including making referrals to external agencies if appropriate.
- Raising awareness of this policy with learners and what might happen if they have a concern about a learner.
- Referring concerns immediately to the central Safeguarding Team.
- Promoting the college's approach to safeguarding and protecting learners.
- Understanding their role in relation to the requirement to safeguard and promote the welfare of learners and protect them from harm.
- Knowing how to support and respond to a learner who discloses abuse or neglect or a wider safeguarding concern.
- Working with DSL, the Head of ALS, Counselling and Safeguarding and the central Safeguarding Team and may be asked to support Social Workers to make decisions about learners.
- Always acting in interest of the learner.