

Safeguarding and Wellbeing Policy

NOTICE-CHECK-SHARE

Version	Approved by Governance Board	Reviewed
002	16 th November 2022	Nov 2023
Revisions: Additions for 2022/23 Changes to		
P.19 Disclosure awareness statement re recognition of being abused and being ready or able to talk about their experiences		
Throughout Remove Peer on peer and replace with learner on learner		
P.7 additions to the impact of domestic abuse		
P.14 addition of importance of Governance strategic and legislative responsibilities.		
P 15 addition of Online safety emphasis and safeguarding training at induction		
P.4 Addition of preventative Education and zero tolerance of prejudice and discrimination		
P.18 addition of full application form requirement		
P.18 addition inclusion of online searches during recruitment		
P.15 &17 Deletion of apprenticeships and Advisory Board		

1. Purpose

- 1.1 Southend Adult Community College and its Governing Body takes seriously its responsibility and statutory duty to ensure that we safeguard and promote the welfare of children, young people and adults at risk of harm in our care.

We take a whole organizational approach to safeguarding and are committed to ensuring that all learners, apprentices and staff understand how to keep themselves and others safe in college, in the community and in the workplace. We ensure our college community promotes a safe place to work and learn and we will put appropriate measures in place to safeguard learners and apprentices in the context of our geographical areas. This includes our duty under PREVENT to protect learners from radicalisation.

- 1.2 This Child Protection Policy is for all staff, parents, volunteers and the wider college community. It forms part of the safeguarding arrangements for our college. It should be read in conjunction with:

Keeping Children Safe in Education (DfE, 2021)- Part one of which is provided to all staff, including Annex A to staff who work directly with children;

- SACC Behaviour for learning Policy;
- SACC Staff Code of Conduct;
- What to do if you're worried a child is being abused' (HMG, 2015):
- The safeguarding response to children missing from education; and
- The role of the Designated Safeguarding Lead (Annex B of KCSIE).

The Policy should also be read in conjunction with other related policies, including:

Safer Recruitment Policy, Physical Intervention Policy, Health and Safety Policy, E-safety Policy, Social Media Policy and Photography Policy.

- 1.3 There are four main elements to our Safeguarding and Wellbeing Policy

- **Prevention** – By ensuring we practice safer recruitment in checking the suitability of all staff and volunteers who work with our learners. Also by raising the awareness of safeguarding issues and supporting our learners to keep themselves safe.
- **Protection** – By following agreed procedures and ensuring that all staff, volunteers and members of the governance board are appropriately trained and supported to respond appropriately to

learners concerns.

- **Support** – By having appropriate support/referral channels for learners experiencing abuse, physical or mental health issues or other areas of concern.
- **Review** – By having effective procedures in place for dealing with allegations against staff, volunteers or governance board members. Also regularly reviewing effectiveness of the procedures set out within the policy.

1.4 Throughout this policy, reference is made to 'children and young people'. This term is used to mean those under the age of 18 years old. Safeguarding and promoting the welfare of children is defined as: protecting children from maltreatment; preventing impairment of children's mental or physical health; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes (Keeping Children Safe in Education 2019).

1.5 Reference is also made throughout to 'adults at risk of harm'. Adults at risk of harm are defined as people aged 18 years old and over who may need or receive community care services by reason of mental health or other disability, age or illness and who may be unable to take care of themselves or protect themselves against significant harm or exploitation (No Secrets, Department of Health, March 2000). The procedure will be applied, with appropriate adaptations to all learners.

1.6 There is government guidance set out in Working Together (HMG, 2018) on how agencies must work in partnership to keep children safe. This guidance places a shared and equal duty on three Safeguarding Partners (the Local Authority, Police and Health) to work together to safeguard and promote the welfare of all children in their area under multi-agency safeguarding arrangements. In Southend these arrangements sit under the Southend Safeguarding (Child) Partnership (SS(C) P), previously LSCB. The statutory partners are Southend Borough Council, Essex Police and the Clinical Commissioning Group covering Southend.

This policy has been developed with reference to Working Together to Safeguard Children (2018), SET (Southend, Essex, Thurrock) Procedures 2019, Counter-Terrorism and Security Act 2015 and Keeping Children Safe in Education (2020).

2. Our College Commitment

- 2.1 The welfare of our learners is of paramount importance. SACC will establish and promote a culture where learners feel safe, are encouraged to share concerns and have the opportunity to do so.
- 2.2 Everyone who comes into contact with our learners has a role to play in safeguarding them. All staff, volunteers and governance board members will, through the appropriate training, know how to recognise indicators of concern, how to respond to a disclosure and how to record and report it.
- 2.3 Every learner will understand that we cannot promise confidentiality and that the information will be passed to SACC Safeguarding Team. For learners under 18 we have a responsibility to inform parents/ carers of concerns or issues raised where parental/carer involvement is required.
- 2.4 To make parents/carers aware of SACC policies and procedures for safeguarding and to work effectively with them and partner agencies.
- 2.5 SACC will regularly review its policy and procedures to take account of guidance issued by the Department for Education, Ofsted and other relevant bodies and groups including Southend Safeguarding Partnership Board and Southend Safeguarding Adults Board.
- 2.6 SACC recognises the definitions and indicators of abuse, neglect and safeguarding issues for children, young people and adults at risk of harm:

Keeping Children Safe in Education (DfE, 2020) defines abuse in the following way:

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

We understand that abuse, neglect and safeguarding issues are rarely ‘stand-alone’ events and that, in most cases, multiple issues will overlap.

We promote tolerance of and respect for people of all faiths (or those with no faith), races, genders, ages, disability and sexual orientations. Promote within the curriculum the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

There is a focus on preventative education to ensure all learners especially young people know how to keep themselves safe and that there

is a culture of zero tolerance of any form of prejudice or discrimination including sexism and misogyny/misandry.

We promote positive mental health and resilience. Positive mental health is the concern of the whole community and we recognize that college plays a key part of this. We want to develop emotional wellbeing and resilience of all learners and staff, as well as provide specific support for those with additional needs. We understand that there are risk factors which increase someone's vulnerability and protective factors that can promote or strengthen resiliency. The more risk factors present in an individual's life, the more protective factors or supportive interventions are required to counter balance and promote further growth of resilience.

We facilitate understanding of wider issues within the context of learning about values on which our society is founded and our system of democratic government.

Type	Definition
Abuse	A form of maltreatment. Somebody may abuse or neglect by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or child or children.
Physical abuse	A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness.
Sexual abuse	Sexual abuse involves forcing or enticing a child, young person or adult at risk of harm to take part in sexual activities. It may not necessarily involve a high level of violence, whether or not the child or adult may not be aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place on line and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

<p>Emotional abuse</p>	<p>Emotional abuse is the persistent emotional maltreatment of a child or adult at risk of harm such as to cause severe and persistent adverse effects on their emotional development. It may involve conveying to them that they are worthless or unloved, inadequate, or valued only in so far as they meet the needs of another person.</p>
<p>Neglect</p>	<p>The persistent failure to meet basic physical and/or psychological needs, likely to result in the serious impairment of 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; protect 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 basic emotional needs. This also applies to adults at risk of harm for whom neglect is an often under reported or challenged concern.</p>
<p>Forced Marriage and Honour based Violence</p>	<p>Forced Marriage involves a young person, or adult at risk of harm being forced into a marriage against their will.</p> <p>Abuse committed in the context of preserving “honour” often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take</p>
<p>Child Sexual Exploitation (CSE)</p>	<p>Child sexual exploitation is a form of sexual abuse that involves the manipulation and/or coercion of young people under the age of 18 into sexual activity in exchange for things such as money, gifts, accommodation, affection or status. This can happen to boys and girls from any background or community. The manipulation or ‘grooming’ process involves befriending children, gaining their trust, and often feeding them drugs and alcohol, sometimes over a long period of time, before the abuse begins. The abusive relationship between victim and perpetrator involves an imbalance of power which limits the victim’s options. It is a form of abuse which is often misunderstood by victims and outsiders as consensual. Although it is true that the victim can be tricked into believing they are in a loving relationship, no child under the age of 18 can ever consent to being abused or exploited. (Barnardo’s 2012).</p>

<p>Domestic Violence and abuse</p>	<p>The Home Office defines domestic violence as, "Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 years old or over who are or have been intimate partners or family members regardless of gender or sexuality. This can encompass but is not limited to the following types of abuse: Psychological, Physical, Sexual, Financial or Emotional. Exposure to domestic abuse or violence can have serious, long lasting emotional and psychological impact for those involved and those witnessing Domestic abuse. Domestic abuse affecting young people can occur in the context of personal relationships as well as the context of their home lives.</p>
<p>Female Genital Mutilation</p>	<p>This comprises all procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons. There is a mandatory duty for teachers to report if an act of FGM appears to have been carried out on a girl under the age of 18.</p>
<p>Radicalisation</p>	<p>Some young people and adults at risk of harm may be vulnerable to radicalisation for the purpose of violent extremism. Concerns regarding radicalisation will be referred to Channel which is a multi-agency panel who will offer guidance and support with the aim of preventing activity which could be deemed as criminal.</p>
<p>Financial or Material Abuse</p>	<p>This applies to largely adults at risk of harm and relates to circumstances where trust in relation to financial matters is abused. Includes theft, fraud, exploitation, pressure in connection with wills, property or inheritance or financial transactions, or the misuse or misappropriation of property, possessions or benefits.</p>
<p>Bullying</p>	<p>Bullying someone because of their age, race, gender, sexual orientation, disability and/or transgender will not be tolerated as SACC operates a zero-tolerance approach. This links to SACC Learner Behaviour Policy. Bullying of this nature is also against the law. Bullying can take many forms and includes: emotional, physical, racial, sexual, verbal or cyber.</p>
<p>Online</p>	<p>Online abuse is any type of abuse that happens on the web, whether through social networks, playing online games or using mobile phones. Children and young people and adults may experience cyberbullying, grooming, sexual abuse, sexual exploitation, emotional abuse, financial abuse or identity fraud.</p>

<p>Children and the Court system</p>	<p>Children and young people are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. This can be stressful for children and entrench family conflicts. The Ministry of Justice has launched an online child arrangements information tool. https://helpwithchildarrangements.service.justice.gov.uk/</p>
<p>Children with family members in prison</p>	<p>200,000 children have a parent sent to prison each year and are at risk of poor outcomes, poverty, stigma, isolation and poor mental health.</p>
<p>Child criminal exploitation (CCE): county lines</p>	<p>Drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural, market and seaside towns. Key to identifying involvement are missing episodes of education and could involve force or enticement. It is typified by some form of power imbalance in favour of those perpetrating the exploitation. The experiences of boys and girls being criminally exploited can be very different.</p>
<p>Serious violent crime</p>	<p>Indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in well-being, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with individuals associated with criminal networks or gangs</p>
<p>Homelessness</p>	<p>Being homeless or being at risk of becoming homeless presents a real risk to welfare. SACC considers homelessness in the context of learners who live with their families but also recognises 16 and 17 year old learners could be living independently from their parents and would require a different level of intervention and support.</p>
<p>Learner on Learner abuse</p>	<p>Learner-on-learner (incl child on child) abuse can take many forms face to face and online and refers to children, young people or adults abusing other children, young people or adults. This can include (but is not limited to) bullying, (including cyber bullying), physical abuse, sexual violence / sexual harassment, non consensual activity, image sharing, 'up-skirting' 'sexting' or initiation / hazing type violence and rituals.</p>

<p>Sexual violence, abuse and sexual harassment</p>	<p>Sexual violence and sexual harassment can occur between two people of any age and sex. Sexual violence and sexual harassment exist on the continuum and may overlap. They may occur both on-line and off-line, both physical and verbal, and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Some groups are potentially more at risk.</p> <p>Evidence shows girls, young people with SEND and LGBT young people are at greater risk.</p> <p>Additional barriers can sometimes exist when recognising abuse in SEND children or vulnerable adults.</p>
<p>Upskirting</p>	<p>Upskirting typically involves taking a picture under a person's clothing.</p> <p>without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm</p>

Abuse or Safeguarding issue	Link to Guidance/Advice	Source
Abuse	https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2	DfE advice 2015
	https://www.gov.uk/guidance/domestic-abuse-how-to-get-help	Home Office 2018
	https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief	DfE advice 2012
	https://www.disrespectnobody.co.uk/relationship-abuse/what-is-relationship-abuse/	Home Office website
Sexual Harassment	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/719902/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf	DfE advice 2018
Bullying	https://www.gov.uk/government/publications/preventing-and-tackling-bullying	DfE advice 2017
Children and the courts	https://www.gov.uk/government/publications/young-witness-booklet-for-5-to-11-year-olds https://www.gov.uk/government/publications/young-witness-booklet-for-12-to-17-year-olds	MoJ advice 2017
Children missing from education, home or care	https://www.gov.uk/government/publications/children-missing-education	DfE statutory guidance 2016
	https://www.gov.uk/government/publications/children-who-run-away-or-go-missing-from-home-or-care	DfE statutory guidance
	https://www.gov.uk/government/publications/missing-children-and-adults-strategy	Home Office Strategy 2014
Children with family members in prison	https://www.nicco.org.uk/	Barnardos in partnership with Her Majesty's Prison and Probation Service (HMPPS) advice
Child Exploitation	https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines	Home Office guidance 2018

	https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners	DfE 2017
	https://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance https://www.gov.uk/government/publications/child-exploitation-disruption-toolkit	DfE and HO guidance
Drugs	https://www.gov.uk/government/publications/drugs-advice-for-schools	DfE and ACPO advice
	https://www.gov.uk/government/publications/drug-strategy-2017	Home Office strategy
	https://www.talktofrank.com/	Talk to Frank website
	http://mentor-adepis.org/	Website developed by Mentor UK
“Honour Based Violence”	https://www.gov.uk/government/collections/female-genital-mutilation	Home Office 2018
	https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation	DfE, DH and HO statutory guidance
	https://www.gov.uk/guidance/forced-marriage	Foreign and Commonwealth Office and Home Office 2019
Health and Wellbeing	https://www.gov.uk/government/publications/safeguarding-children-in-whom-illness-is-fabricated-or-induced	DfE, Department for Health and Home Office 2008
	https://www.pshe-association.org.uk/curriculum-and-resources/resources/rise-above-schools-teaching-resources	Public Health England resources
	https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3	DfE statutory guidance 2017
	https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2	DfE advice 2018

Homelessness	https://www.gov.uk/guidance/homelessness-code-of-guidance-for-local-authorities	HCLG 2018
Online	https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis	UK Council for Child Internet Safety
Private fostering	https://www.gov.uk/government/publications/children-act-1989-private-fostering	DfE statutory guidance
Radicalisation	https://www.gov.uk/government/publications/prevent-duty-guidance	Home Office guidance 2019
	https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty	DfE advice 2015
	https://educateagainsthate.com/	DfE and Home Office
Violence	https://www.gov.uk/government/publications/ending-gang-violence-and-exploitation	Home Office advice 2016
	https://www.gov.uk/government/publications/strategy-to-end-violence-against-women-and-girls-2016-to-2020	Home Office strategy 2019
	https://www.gov.uk/government/publications/violence-against-women-and-girls-national-statement-of-expectations	Home Office guidance 2016
	https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges	DfE advice 2018
	https://www.gov.uk/government/publications/serious-violence-strategy	Home Office Strategy 2018

2.7 Below are lists of links that will provide further, expert and up to date information from professional organisations:

- [Child Sexual Exploitation \(CSE\)](#)
- [Bullying including cyberbullying](#)
- [Domestic violence](#)
- [Drugs](#)
- [Faith abuse](#)
- [Female genital mutilation \(FGM\)](#)
- [Forced marriage](#)
- [Gender-based violence/violence against women and girls \(VAWG\)](#)
- [Sexting](#)
- [Trafficking](#)

3. Roles and responsibilities

3.1 It is the responsibility of every member of staff, volunteers and governance board member at the college to ensure that they carry out the requirements of this policy and, at all times, work in a way that will safeguard and promote the welfare of all learners. This includes the responsibility to provide a safe environment in which our learners can learn and achieve their potential. There are, however, key people within SACC and the Local Authority who have specific responsibilities in relation to safeguarding and this policy.

3.2 SACC Governance

- The governance of SACC sits within Southend Borough Council's accountable Finance, Curriculum and Quality Group. This group abides by its responsibilities as outlined in Keeping Children Safe in Education 2021 (pg. 16-28). SACC Governance board will support and review policies and procedures, assigned members also have specific responsibility for ensuring that SACC monitors the impact of its work and learns lessons from Serious Case Reviews. Ensuring that our learners are taught how to keep themselves safe, including online, through teaching and learning opportunities as part of a broad and balanced curriculum

3.3 The Senior leadership team and the Governance board instructs SACC to:

- Provide a safe environment for children, young people and adults to learn in.
- Identify those who are suffering, or are likely to suffer significant harm or who are at risk of radicalisation.

- Have a system for identifying concerns in relation to abuse of adults at risk of harm and effective methods of responding to disclosures.
- Refer concerns that a child, young person or adult at risk of significant harm or might be at risk of significant harm to the appropriate referral agents.
- Work effectively with others as required by 'Working Together to Safeguard Children 2018'.
- Consider the interagency safeguarding procedure of Southend Safeguarding Children's Board.
- Listen to the voice of the child and always act in the interest of the child
- Ensure that a designated person is responsible for Looked after children, 16-19yrs.
- Ensure appropriate safeguarding responses for young people who go missing from College.

3.4 The SCC Governance Board will approve and annually review policies and procedures and receive regular information relating to safeguarding with the aim of:

- Maintaining awareness of progress across SACC and/or issues relating to the welfare of children, young people and adults at risk of harm.
- Confirmation from the Principal and Safeguarding Lead that systems are in place and effective in relation to the identification of children, young people and adults at risk of harm and the procedure for reporting concerns are widely known.
- Ensuring effective procedures for reporting and dealing with allegations of abuse by members of staff or others who come into contact with learners through College activity are in place.
- Ensuring safe recruitment of staff and volunteers.
- Ensuring staff, volunteers and members are appropriately trained to discharge their duties in relation to safeguarding.

3.5 In developing policies and procedures, the Governance Board will take account of guidance issued by the Department for Education, Ofsted and other relevant bodies and groups including SET(Southend, Essex, Thurrock) Safeguarding child protection procedures and Southend, Essex& Thurrock Safeguarding Adult Board. There will be an understanding of the strategic role, legislative responsibilities.

3.6 The Principal, Governance Board and all staff working with children, young people and adults at risk of harm will read at least Part 1 of Keeping

Children Safe in Education 2022 and receive adequate training to familiarise them with their safeguarding roles and responsibilities including PREVENT and online safety.

They will be familiar with College procedures and policies, receive safeguarding training at induction and a refresher training at least annually.

A senior member of SACC Management Team will be the designated person with lead responsibility for child and adult protection.

- 3.7 The SCC Governance board will receive, from the designated senior member of staff with lead responsibility for safeguarding, an annual report which reviews how the duties have been discharged. In addition, the Principal will include information relating to safeguarding in her regular reports to the Governing Body.

Staff/Governance board members with Safeguarding Responsibility

- 3.8 The designated senior member of staff with lead responsibility for safeguarding is Patricia North (Head of Adult skills)
The Designated Safeguarding lead in school has ultimate lead responsibility for child protection. Their role includes managing child protection referrals, working with other agencies, undertaking specific safeguarding training and raising awareness of all child protection policies and procedures. They ensure that everyone in college(including temporary staff, volunteers and contractors) has access to these procedures and that they are used appropriately. They act as a source of advice and support for other staff on child protection matters and ensure that timely referrals to are made to Children’s Services in accordance with current SET procedures. They work with the Local Authority and other agencies as required and ensure that information is shared appropriately.
- 3.9 The designated senior member of staff will ensure an annual report is provided to the Governance Board of SACC, setting out how SACC has discharged its duties. They are responsible for ensuring deficiencies in procedure or policy identified by the Safeguarding Committee (or others) are reported to the Governance Board at the earliest opportunity.
- 3.10 Designated members of staff with responsibility for child and adult protection issues are:

Patricia North	Head of Adult Learning and Designated Safeguarding Lead & Online safety
Jay Ellis	Head of SEND and Young People’s Provision and Deputy Designated Safeguarding & Prevent Lead

Caroline Quirk	Head of Quality and Deputy Safeguarding Lead
Alison Love	Learning & Progression Co ordinator Designated Safeguarding Officer
Toni Haines	Westcliff Centre manager & Designated Safeguarding Officer
Duty Managers	The Principal Learner Support Manager Operations Manager Heads of Learning Head of Finance and Operations
Lorraine Reader HR advisor	Manage and monitor DBS checks and safeguarding systems

3.11 Emma Lindsell is SACC designated member of the SCC Governance Board for safeguarding. As part of the duties they will take lead responsibility for overseeing any allegations made against the Principal (see Procedures: Section 2) and other SCC Governance board members (see Procedures: Section 3) in relation to safeguarding matters. Where an allegation is made against the Chair of Governance board, the Vice Chair will then take the lead. She is responsible for overseeing the liaison between the LADO, Social Services and/or the Police, in connection with such allegations. This will not involve undertaking any form of investigation, but will ensure good communication between the parties and provision of information to assist enquiries.

3.12 The Health, Safety, Wellbeing and Safeguarding meeting will comprise of the Safeguarding Lead, Designated Governance board member, HR advisor, DSOs and representatives from the teaching and support management team as appropriate. The Committee will meet at least once a term with the following remit:

- Review tracking sheets
- Review actions
- Information sharing
- Undertake audits and spot check
- Share updates from training
- Action plan for whole college approach to training and CPD

3.13 In all cases where allegations are made against people who may constitute part of the children's workforce, SACC will consult with the Local

Authority Designated Officer (LADO) Allison Francis 01702 534539 allisonfrancis@southend.gov.uk. Children's Services, Social Care. They will offer advice regarding appropriate next steps in relation to referral and investigation and ensure that all cases are handled in accordance with safeguarding procedures. Designated staff will have on-going communications with the LADO as part of their safeguarding responsibilities to ensure that College policies and procedures are effective and meet the requirements of current legislation. Allegations relating to adults at risk of harm will be referred to the Adult Safeguarding Unit (ASU).

- 3.14 PREVENT concerns will be passed to Essex Police Counter Terrorism Division in Line with current guidance to Southend and Essex Colleges via DC 2677 Wisbey Ext:180521 Mob: 07968243703 tess.wisbey@essex.pnn.police.uk; prevent@essex.pnn.police.uk

3.15 **16-19 Learners CAF and EHA**

The managers with responsibility for the 16-19 programme will ensure that for all learners joining those programmes that confirm or indicate they have a current TAC/EHA/social worker, the relevant information is received by SACC. This will ensure integrated working with other professionals to protect and support the wellbeing of the young person e.g. Team Around the Child (TAC). For learners where additional information is required, these will be referred to the First Contact Admin Team (MASH+) mash@southend.gov.uk

4 **Recruitment and Training**

- 4.1 All staff who participate in the recruitment process are required by SACC to undergo recruitment and selection process training. In addition, every interview panel must have at least one member who has received Safer Recruitment training. Both are arranged by Human Resources. Refresher training is available, and all staff will be expected to keep themselves up to date with current practice.
- 4.2 Whilst it is a criminal offence to knowingly employ someone who is barred from working with children or adults at risk of harm in regulated activity, it is possible to allow such a person to work in controlled activity, subject to specific safeguards being in place.

The decision whether to employ in controlled activity someone who is barred from working with children or adults at risk of harm in regulated activity will be made after the completion of the appropriate risk assessment and consultation with relevant Head of Learning, the lead Designated Safeguarding Officer and the Principal/Vice Principal.

If the applicant has already declared on their application form or during interview they are barred from working in regulated activity, or the subsequent pre-employment checks reveal this to be the case, the individual must not be allowed to start employment until the decision has been made by the above panel. To do so, is a criminal offence.

Written confirmation will be obtained from any agency, or third-party, that they have carried out checks on any individual who has been working at the school or college.

4.3 **Recruitment and Selection Process**

SACC's Safer Recruitment and Selection Policy sets out the recruitment and selection processes currently used by SACC. Recruitment and Selection Procedures apply to all staff and volunteers who may work with children, young people and adults at risk of harm.

Vacancies are advertised widely in order to ensure a diversity of applicants and make clear the requirements for Disclosure and Barring Service (DBS) checks.

The post or role will be clearly defined and the job offers will be made subject to satisfactory completion of pre-employment checks which include:

Completion of a full application form

- Receipt of two satisfactory written references provided by past employers, one of which must be from a present or most recent employer.
- Verification of identity and the provision of original documents as required by the Disclosure and Barring Service.
- DBS checks are sought on appointment and updated every 3 years as appropriate.
- A clear check against the DBS Barred Children's List, if applicants are working in regulated activity.
- A variety of selection techniques (e.g. qualifications, previous experience, and interview) are also used.

Online searches should be undertaken of shortlisted candidates as part of the due diligence. This may help identify any incidents or issues that have happened, and are publicly available online, which the interview panel can explore with the applicant at interview.

For overseas appointees, an additional check may be required following the initial DBS check. This will be made against criminal records information from countries where the individual has lived or worked. Where this is required it is the responsibility of the individual to seek this

information from their Consulate or Embassy. Employment cannot commence until this is received.

All appropriate checks will be carried out on freelance staff (e.g. self-employed tutors, coaches etc.) with regular access to children* and recorded these on the SCR

If a candidate is to be employed in regulated activity, but is not currently working, checks will be made, including a full reference, with the school, FE College or local authority at which they were most recently employed, to confirm details of their employment and reason for leaving. All required checks will be held by the Human resources department in a Single Central Record.

4.4 Staff training

All staff, volunteers and governance board members will receive adequate training to familiarise themselves with Safeguarding and PREVENT issues and responsibilities.

New staff, volunteers and governance board members will receive relevant policies, safeguarding training as part of their induction, this will cover:

- What is safeguarding?
- What legislation is relevant to me?
- What should I be looking out for?
- How do I help people to keep themselves safe online?
- What does Prevent mean to me?
- What are my responsibilities to keep people safe?
- Who are the safeguarding officers
- How do I report a concern?

All staff will receive 3 year training and refresher training annually.

The outcome of training will be that all staff will:

- Be vigilant and sensitive to situations where a person may be at risk.
Be aware that victims may not recognise they are being abused
Be sensitive to disclosures and that victims may not be ready or able to talk about their experiences
- Develop their understanding of the signs and indicators of abuse
- Understand the PREVENT agenda
- Know how to respond to a person who discloses abuse
- Treat all information received with sensitivity and with regard to confidentiality.
- Behave, dress, talk to children, young people, vulnerable adults and

adults in an appropriate way i.e. non-sexual, non-aggressive, not abuse trust etc.

- Avoid situations where they may be at risk of false allegations e.g. safe practice with interviewing, travelling in cars etc.
- Seek the advice of the Designated Person if they have concerns about a situation where they feel they may be vulnerable, such as a young person may have a crush on them.
- Respect and promote the rights, wishes and feelings of learners, and be sensitive to their developmental needs and capabilities.
- Regard all learners as having an equal right to protection irrespective of age, culture, disability, gender, language, religious belief or sexual identity
- Work in partnership with learners and their parents/carers as applicable
- Do not use social networking sites to contact learners
- Be effective role models

4.5 College badges are issued to the following:

- All staff
- Volunteers
- Visitors
- All learners

Photo ID badges are issued to aid secure access and identification of staff, volunteers, and learners to ensure that visitors to SACC are recorded appropriately. These badges are issued as part of our Safeguarding Policy to facilitate the challenge of any individual to ensure that they are in SACC for a legitimate reason. There is an expectation that badges issued will be worn at all times.

4.6 Contractors working within SACC will be issued with a Contractor Badge following signing-in. A copy of SACC's safeguarding guidance will be shared with all contractors prior to the commencement of any work.

4.7 Any guest speakers engaged by SACC or requesting to use SACC facilities will be referred to the appropriate line manager/safeguarding lead for agreement. Basic details and verification of the organisation of the guest speaker will be recorded with HR and appropriate checks carried out. A brief outline of the content of any presentation/talk must be shared with SACC prior to the event. Where SACC identifies any concerns or risk that cannot be fully mitigated e.g. promotion of extremist views, the event will not be permitted to proceed.

5 Use of reasonable force in schools and Colleges

Our aim is to reduce restraint and restrictive intervention, adopting a preventative approach to supporting our learners.

There are circumstances when it is appropriate for staff to use reasonable force to safeguard children, young people and vulnerable adults. The term “reasonable force” covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain. This can range from guiding a person to safety by the arm to more extreme circumstances, such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. Reasonable in these circumstances mean using no more force than is needed and the use of force may involve either passive physical contact such as standing between pupils or blocking a learner’s path, or active physical contact such as leading a learner by the arm out of the classroom.

When using reasonable force in response to risks presented by incidents involving young people or adults with SEN or disabilities or with medical conditions, SACC recognises the additional vulnerabilities of these groups, making reasonable adjustments by planning positive and proactive behavioural support plans (KCSIE 2021) in conjunction with parents and carers to reduce the occurrence of challenging behaviour and the need to use reasonable force.

6 Looked after children and previously looked after children

The most common reason for children becoming looked after is a result of abuse or neglect. Governing Bodies and proprietors should ensure that staff have the skills, knowledge and understanding to keep looked after children safe. Staff will be informed of a child’s legal status, parental responsibility, care arrangements and the levels of authority delegated to the carer. Social workers’ names will be held and there will be a multi-agency approach to working with looked after children and previously looked after children to ensure they are safe.

7 Missing children in education section - see appendix 7

8 Learner on learner abuse

SACC treats learner on learner abuse seriously and will challenge inappropriate behaviours these will be dealt with under the Student Behaviour Management Policy when the individuals involved study at SACC. If there is a report of learner on learner abuse where one of the individuals does not study at SACC, the process of Safeguarding will be followed.

All reports of learner on learner abuse will be referred to a member of the Safeguarding team for investigation. An assessment will be made on the

incident and guidance will be given to staff on the next steps.

Learner on learner abuse that has a sexual violence, abuse or harassment elements will be taken seriously, with sensitivity and with victim being given time and support. Responses will be dealt with in line with the behavior policy and reporting guidelines. Concerns are often complex and consideration will be given to the wishes of the victim, ages and developmental stages of all parties, power imbalances, patterns of activity, ongoing risks and contextual issues.

SACC will consider how best to support and protect all parties

SACC reserves the right to report any case of peer on peer abuse to the Police to ensure that appropriate actions are taken to safeguard individuals.

SACC will support any individual wishing to report a case to the Police and will liaise with any investigation.

9 Prevent

Young people and vulnerable adults are vulnerable to extremist ideology and radicalisation. Similar to protecting young people from other forms of harm and abuse, protecting young people from this risk is part of SACC's Safeguarding approach.

Extremism is the vocal or active opposition of our fundamental values including democracy the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with a terrorist group.

As with other safeguarding risks, staff should be alert to changes in behaviour which could indicate that they may need help or protection. Staff should use their judgement in identifying children who might at risk of radicalisation and act proportionally which may include the Designated Safeguarding Lead making a referral to the Channel programme.

Where we have concerns about extremism or radicalisation, we will seek advice from appropriate agencies and, if necessary, refer to Social Care and / or the Channel Panel.

Channel Programme is a programme which focuses on providing support at an early stage to people who are vulnerable to being drawn into terrorism.

Procedures for identifying learners vulnerable to extremism or

radicalisation would follow the procedures for Safeguarding.

9A Sexual violence, abuse & sexual harassment

SACC has a zero tolerance approach to sexual violence and harassment, there is a whole organizational approach to responding and reporting which will challenge unacceptable behaviors

Sexual harassment is unwanted conduct of a sexual nature. Harmful sexual behaviour is problematic, abusive and violent behaviour that is developmentally inappropriate and may cause developmental damage.

Sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualized names;
 - sexual “jokes” or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes, displaying pictures, photos or drawings of a sexual nature.

Online sexual harassment, may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence

This may include

- non-consensual sharing of sexual images and videos.
- sexualised online bullying;
- unwanted sexual comments and messages, including, on social media;
- sexual exploitation; coercion and threats

Children with Special Educational Needs and Disabilities (SEND) are three times more likely to be abused than their peers.

Additional barriers can sometimes exist when recognising abuse in SEND children or vulnerable adults. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the disability without further exploration;
- behaviours such as bullying and harassment, without outwardly showing any signs.
- communication barriers and difficulties overcoming these barriers.

Addressing inappropriate behaviour can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future. Where a report of sexual violence, abuse or harassment is made the DSL

or deputy will make an immediate risk and needs assessment.

Reports will be taken seriously with sensitivity and with victim being given time and support. Responses will be dealt with in line with the behavior policy and reporting guidelines. Concerns are often complex and consideration will be given to the wishes of the victim, ages and developmental stages of all parties, power imbalances, patterns of activity, ongoing risks and contextual issues.
SACC will consider how best to support and protect all parties

10.Safeguarding Procedures

Contextualised safeguarding

Within our commitment to ensuring that all learners, apprentices and staff understand how to keep themselves and others safe in college. We recognise there are more than individual risk factors and vulnerabilities that need to be responded to. The variety of social environments and geographical areas experienced by our learners are key in accessing risk. This applies to all of our locations as the contextualised safeguarding risks are different for Belfairs, the Westcliff Centre and our Ambleside Drive campus.

Westcliff Centre we will:

- Ensure secure entry and exit arrangements to reduce risk to our most vulnerable adults
- Ensure learners have the skills and support systems needed to express their preference and keep themselves safe
- Appropriately embed in our programmes the importance of keeping themselves and others safe from the risk of Neglect, exploitation, organisational abuse & psychological/ emotional abuse
- Promote appropriate messages that re-inforce contacts and what to do in the event of a safeguarding risk or incident
- Enforce appropriate multi agency working practices around the individual

Belfairs Site

- Ensure secure entry and exit arrangements in line with Belfairs High school requirements to reduce risk to our learners and the school
- Appropriately embed in our programmes the importance of keeping themselves and others safe from the risk of extremism, drug and gang crime
-
- Promote appropriate messages that re-inforce contacts and what to do in the event of a safeguarding risk or incident

Ambleside Drive Site

- Ensure secure entry and exit arrangements requirements to reduce risk to our learners
- Appropriately embed in our programmes the importance of keeping themselves and others safe from the risk of extremism, drug and gang crime
- Promote appropriate messages that re-inforce contacts and what to do in the event of a safeguarding risk or incident
- Regularly meet with other organisations in the locality to ensure a safe environment for our learners

11. Additional safeguarding arrangements during COVID-19

If SACC is instructed to close, we assess the needs of all our learners and put in place plans to support them and their families during the summer term. These plans will include an education offer and arrangements to support pupils with their safety and wellbeing. Where appropriate, the plans include actions and interventions from other agencies, we will continue to work with partners to provide an appropriate level of support. These plans will be regularly reviewed to ensure they reflect current need and are updated accordingly to ensure appropriate support is in place.

If full opening is in place our usual Child Protection Policy applies. However, as a response to COVID-19 and to ensure we are compliant with government guidance and Health and Safety law, other arrangements may be put in place which will be communicated this to all parents/learners.

We have a robust risk assessment in place and will continue to regularly review this and update it as required. This review process will consider whether our current plans and protective measures are:

- effective
- working as planned
- updated appropriately considering any issues identified and changes in public health advice

If, as a result of future local lockdown arrangements, SACC is subject to further closure, our previous arrangements for monitoring and supporting pupils will be reinstated.

Section 1. Safeguarding Procedures

How to deal with suspicions/concerns of abuse or neglect

SACC recognises that the Data Protection Act 2018 and the GDPR places

duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure.

The Data Protection Act 2018 and GDPR does not prevent, or limit, the sharing of information for the purposes of keeping young people or vulnerable adults safe. Fears about sharing information will not be allowed to stand in the way of the need to promote the welfare and protect the safety of learners.

1.1 Key things to remember if a child, young person or adult at risk of harm tells you about possible abuse:

- Never promise confidentiality – A member of staff must never guarantee confidentiality to anyone about a safeguarding concern (including parents / carers or learners) or promise to keep a secret. In accordance with statutory requirements, where there is a child protection concern, this must be reported to the Designated Safeguarding Lead and may require further investigation by appropriate authorities
- Listen carefully and stay calm – you need to listen without making assumptions or judgements.
- Do not interview a child, young person or adult at risk of harm. Question normally and without pressure and only to be sure that you understand what you have heard. Never ask leading questions or act as an investigator. Do not put words into their mouth.
- Reassure them that by telling you, they have done the right thing.
- Inform them that you must pass the information on, but that only those that need to know about it will be told. Inform them of to whom you will report the matter.
- Find out what the child or adult at risk of harm would like to happen but make them aware that you may have to act against their wishes (eg they may ask you not to disclose to anyone else).
- Note the main points carefully and accurately gathering key information
- Report the concern through the SafeGuard digital system or via email to Safeguarding Team SafeguardingTeam@southend-adult.ac.uk. Or contact a member of the safeguarding team
- Do not investigate concerns or allegations yourself, but report them

immediately to a member of the Safeguarding Team.

- Adult learners have the right to make their own choices where they are capable of doing so.

We recognise that some learners may potentially be at risk of greater harm and require additional help and support. These may be children with a Child in Need or Child Protection Plan, those in Care, or previously in Care, or those requiring mental health support. We work with Social Care and other appropriate agencies to ensure there is a joined-up approach to planning for these children and that they receive the right help at the right time.

1.2 Learners in the community

- When dealing with a disclosure, follow referral procedure for *1.1 to 1.8 for learners aged 16 – 18 years old, or adult at risk of harm (1.8)* dependent upon their age.
- If the allegation refers to College staff refer to Section 2 & Appendix 5
- If the allegation refers to non-employees refer to Section 3 & Appendix 6

1.3 Learners in the workplace

- When dealing with a disclosure, follow referral procedure for *1.1 to 1.8 for learners aged 16 – 18 years old, or adult at risk of harm (1.8)* dependent upon their age.
- If the allegation refers to College staff refer to Section 2 & Appendix 5
- If the allegation refers to non-employees refer to section 3 & Appendix 6

1.5 Learners 16-18 years old

Where a learner aged 18 years old or younger divulges information or staff become concerned that the young person is at risk of abuse, the following action will be taken:

- Staff will advise the learner that action may have to be taken as a result of the disclosure. It is not the responsibility of members of staff to investigate suspected abuse.
- A written copy of the interview will be made where possible.

- Referral to a member of the Safeguarding Team will be made immediately and in person where possible.
- Learner's wishes regarding action to be taken will be noted where possible. However, the learner will be made aware that this will not affect the final decision to make a referral.
- There is no need to involve other members of staff (including line managers) as this reduces confidentiality.
- Make learner aware of services within SACC which may be able to help them address the situation and offer support
- Where possible the Safeguarding Officer will consult the learner regarding the report and their wishes and inform them of action which has or will be taken. However, depending upon the circumstance, this may not always be possible.
- Where action is decided upon which necessitates contacting Children's Services, College procedures for referral will be followed within 24 hours of Safeguarding Team receiving the referral.
- Confidential records will be kept of all discussions relating to protection from abuse matters and will be stored electronically in a confidential manner.
- The Safeguarding Lead will be informed immediately of any referrals received/made.

1.6 Apprentices

- Workplace providers will have access to a copy of the Safeguarding Policy and Procedure on e-portfolio and information relating to their responsibility for safeguarding.
- Assessor will check apprentices understanding of safeguarding procedures for SACC and their workplace at the 1st visit with the apprentice.
- Apprentices will sign the safeguarding checklist to say they understand the safeguarding procedures within the Induction pack
- Apprentices and employer will be given access to and understand how to report a concern

- Employers and Apprentices will promote appropriate messages that re-inforce appropriate SACC contacts and what to do in the event of a safeguarding risk or incident
- Appropriately embed in our programmers the importance of keeping themselves and others safe from the risk of extremism, drug and gang crime
- Appropriate measures in place to safeguard learners and apprentices in the context of our geographical areas, travelling to and from place of work.
- Employers will carry out all risk assessments and include safeguarding discussion as part of workplace reviews with learners.
- There will be a named single point of contact for each employer for safeguarding.
- Apprentices will receive information relating to safe practice in the workplace and safeguarding contact details.
- When dealing with a disclosure, follow referral procedure for 1.5 for learners aged 16 – 18 years old, or adult at risk of harm (1.8) dependent upon their age
- Organisations seeking subcontracted work have to submit their policies and procedures as part of the audit process.

Learners with special educational needs and disabilities –

Our college understands that children with special educational needs and disabilities (SEND) can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children.

This can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- That they may be more prone to peer group isolation than others;
- The potential to be disproportionately impacted by things like bullying, without outwardly showing signs
- Communication difficulties in overcoming these barriers.

1.7 Under 18 Year olds in SACC who are not enrolled as learners

- For young people who are not enrolled at SACC, the referral must go

back to the head of the organisation to which they are attached. The contact can be made direct or via the Safeguarding Lead if they are on site.

- Where there is no organisational contact available, the referral will be made direct to Children's Services.
- A report of the disclosure and any action taken must be recorded and the Safeguarding Lead informed.

1.8 Adults at risk of harm

- Appropriately embed in our programmes the importance of keeping themselves and others safe from the risk of extremism, abuse, neglect, exploitation and gang crime
- Appropriate measures in place to safeguard learners in the context of our geographical areas and their current living situation.
- Appropriate measures in place to safeguard learners that are at risk or unable to protect themselves against abuse or neglect.
- Enforce appropriate multi agency working practices around the individual.
- Members of staff hearing allegations will follow the procedure for 16 - 18 year olds. Do not promise confidentiality and explain what might happen as a result of disclosure.
- The adult has a right to make their own decisions if they are competent to do so in line with the Mental Capacity Act 2005. If their competency is in doubt, contact a member of the Safeguarding Team for advice.
- Ensure that information on what to do if you have a concern is available for people that interact with college, family members
- If appropriate, further advice will be sought or a referral will be made to the Adult Safeguarding Board.
- A report of the disclosure and any action taken must be recorded and the Safeguarding Lead informed.

Section 2. Allegations against staff

- 2.** When an allegation is made against a member of staff, set procedures will be followed. We act on every allegation received.

Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of the progress. See Appendix 1 (page 33).

Section 3. Reporting and Dealing with Allegations against Non-Members of Staff

3. There are a number of instances where Southend Adult Community College learners come into contact with people as part of College activity, who are not formally employed by SACC e.g. Volunteers, placement providers, taxi/community transport personnel, landlords/landladies, staff of partner organisations or other service providers.

In the event of allegations regarding non college employed persons as defined above, who come into contact with children, young people and adults on SACC's behalf, the following procedure will be followed.

3.1 Governance board chair

- The person hearing the allegation will follow the Safeguarding Procedure: Section 1 for supporting the learner.
- They will immediately contact the Safeguarding Lead who will take a written record of the allegation which is signed and dated.
- The Chair of Governance board, (or the Vice Chair if the allegation is against him/her) and the Principal, will be contacted and informed of the allegation.
- The Safeguarding Lead will contact the LADO and discuss the allegation if it relates to a person under 18. If the allegation relates to an adult at risk of harm, Adult Safeguarding Unit will be contacted for advice.
- If no action is required, the Chair of Governance board will inform the person against whom the allegation has been made of the allegation and offer reassurance.
- If it is decided that action is required, the Safeguarding Lead will contact the appropriate agency (prior to making any contact with the Governance board against whom the allegation has been made) e.g. Children's Social Services, Adult Safeguarding Unit or the Police, who will then begin their own processes.
- If action has been required, the Chair of Governance board will inform the person against whom the allegation has been made of the allegation and their suspension from duty pending external

investigation. They will offer information about College processes and support.

- Suspension and subsequent College action will follow the Governance board disciplinary procedure.
- The Safeguarding Lead will keep the Chair of Governance board and the Principal informed of the progress and outcome of any investigation.

3.2 Persons not employed by SACC

- The responsibility to deal with any allegations against people who come into contact with our learners on our behalf, but are employed by other organisations, rests with the host organisation.
- Should an allegation be made, the person hearing the disclosure will follow SACC procedure for supporting learners (Safeguarding Procedures: Section 1.). They will report immediately to the Safeguarding Lead. The Safeguarding Lead will contact the relevant referral agent and discuss action in relation to the learner.
- The Safeguarding Lead will contact the employing company to advise them of the allegation and action taken. They will be advised that until the case is resolved the person against whom the allegation has been made must not continue with College activity and that it should activate its own procedures for such circumstances.
- The company should contact SACC at the conclusion of any investigation.
- Where no legal action is taken discussion will take place regarding the individual's potential resumption of College activity.
- Where allegations are made against landlords/landladies who have no employer for this service, SACC will follow this procedure rather than contacting employers. Decisions relating to resumption of activity at SACC would rest on advice from Social Services/Police.

3.3 Volunteers

- Should an allegation be made about a volunteer, the person hearing the disclosure will follow SACC Safeguarding Procedure for supporting learners (Section 1.).
- The Safeguarding Lead will be contacted immediately.

- The Safeguarding Lead will contact the LADO/ASU and discuss action.
- If action is deemed to be required the Safeguarding Lead will make the referral to external agents and inform the relevant Senior Management Team member.
- The Safeguarding Lead will inform the volunteer of the allegation and suspend volunteering activity within SACC pending investigation by the authorities.
- If no action is required, the volunteer will be informed of the allegation, reminded of SACC policy in relation to safeguarding, and allowed to return with supportive supervision in place.

3.4 Other Learners

- Should an allegation be made against another learner the person hearing the disclosure will follow SACC Safeguarding Procedure for supporting learners (Section 1).
- The Safeguarding Lead will assess immediate risk and following discussion with Senior Management Team take any necessary decision to suspend. The Safeguarding Lead will seek advice from the appropriate external agents and make the referral if required. If no action is required, SACC will follow its normal procedures following suspension of a learner, including the activation of the Behaviour Management and SCC Disciplinary Policy & Procedure.
- If following a risk assessment and appropriate external advice a suspension is not instigated, a detailed plan will be put in place to support the learners involved while further investigations are carried out.

Where new activity is proposed which may affect the dynamics of the learner cohort, safeguarding risk assessment is built into the risk assessment process.

APPENDIX 1

Reporting and Dealing with Allegations of Abuse against Members of Staff

When an allegation is made against a member of staff, SET procedures (2019) will be followed.

The procedures apply to all staff, whether teaching, administrative, management or support. Allegations of abuse against a member of staff can be defined as when a person has:

- Behaved in a way that has harmed or may have harmed a child, young person or adult at risk of harm.
- Possibly committed a criminal offence against or related to a child, young person or adult at risk of harm.
- Behaved towards a child, young person, or adult at risk of harm in a way that indicates she/he is unsuitable to work with children, young people or adults at risk of harm.

2.1 Introduction

- SACC recognises that the Children Act 1989 states that the welfare of the child is the paramount concern.
- Staff of education institutions have been found responsible for child abuse. Because of their frequent contact with children and young people, staff may have allegations of child abuse made against them. Under the Mental Capacity Act 2005 (MCA) Section 44, it is an offence to harm or neglect an adult at risk of harm. SACC recognises that an allegation of child abuse or abuse of adults at risk of harm made against a member of staff may be made for a variety of reasons and that the facts of the allegation may or may not be true. It is imperative that those dealing with an allegation maintain an open mind and those investigations are thorough and not subject to delay.
- SACC recognises that the Children Act 1989 states that the welfare of the child is the paramount concern. However, hasty or ill-informed decisions in connection with a member of staff can irreparably damage an individual's reputation, confidence and career; therefore, those dealing with such allegations within SACC will do so with sensitivity and will act in a careful, measured way, and with appropriate external support.
- All staff are advised that they must report worries or concerns about other members of staff through the SCC Whistleblowing Policy or direct to

Children's or Adult Services if they prefer.

2.2 Receiving an Allegation from a Child or Adult at risk of harm about a Member of Staff

- A member of staff who receives an allegation about another member of staff from a child or adult at risk of harm will follow the guidelines in Section 1 for dealing with disclosure. This will ensure the child/adult needs are met. On some occasions the concern may not arise from a direct disclosure. If observations of staff behaviour give rise for concern of inappropriateness these must be shared directly with the line manager or Safeguarding Lead.
- The allegation about the staff member will be reported immediately to either the Safeguarding Lead or the Head of Human Resources. In their absence, the report will go to the Safeguarding Team who will follow the steps below.
- They will contact the Local Authority Designated Officer (LADO) for children under 18 or the Adult Safeguarding Unit for adults at risk of harm to discuss referral and action. The LADO will be contacted within 1 working day of receiving the allegation. Appropriate internal action will be taken to safeguard the child/vulnerable adult.
- The Safeguarding Lead or Designated Safeguarding Officer will inform the Principal (or designated person if the allegation is against the Principal or the Principal is off site) and they will provide details including information about times, dates, locations and names of potential witnesses where appropriate or necessary.

2.3 Initial Assessment by the Principal (or designated person)

- The Principal (or designated person) will make an initial assessment of the allegation, consulting with the LADO, Senior Staff Member with Lead Responsibility and the Designated Governance board member as appropriate. Where the allegation is considered to be either a potential criminal act or indicates that the learner has suffered, is suffering or is likely to suffer significant harm, the matter will be dealt with under SET Safeguarding Children procedures, or in the case of adult abuse the Adult Safeguarding Unit.
- It is important that the Principal (or designated person) does not investigate the allegation. The initial assessment will be on the basis of the information received and is a decision whether or not the allegation warrants further investigation.

- Other potential outcomes are:
 - The allegation represents inappropriate behaviour or poor practice by the member of staff and is neither potentially a crime nor a cause of significant harm to the child or adult at risk of harm. The matter will be addressed through professional development and mentoring, or in some cases where appropriate, SACC's Disciplinary Policy and Procedure.
 - The allegation can be shown to be false because the facts alleged could not possibly be true, in which case the person concerned will be reassured and supported as appropriate.

2.4 Enquiries and Investigations

- Child/Adult protection enquiries by Children's Social Care, Adult Services or the Police are not to be confused with internal, disciplinary enquiries by SACC. SACC may be able to use the outcome of external agency enquiries as part of its own procedures. Neither the Child Protection Agencies nor the Police have power to direct SACC to act in a particular way; however, SACC will always assist the agencies with their enquiries.
- SACC will hold in abeyance its internal enquiries while the formal Police or Children's Social Care or ASU investigations proceed; to do otherwise may prejudice the investigation. Any internal enquiries will conform to the existing Staff/Governance board disciplinary procedures.
- If there is an investigation by an external agency, for example the Police, the Principal (or designated person) will normally be involved in, and contribute to, the inter-agency strategy discussions.

The Principal (or designated person) is responsible for ensuring that SACC gives every assistance with the agency's enquiries. They will ensure that appropriate confidentiality is maintained in connection with the enquiries, in the interests of the member of staff about whom the allegation is made. The Principal (or designated person) shall advise the member of staff that he/she may consult with a recognised Trade Union representative or work companion.

- Following discussion with the LADO, the ASU Manager, the Police or other investigating agency, the Principal (or designated person) shall:
 - Ensure that the parents/carers of the child or vulnerable adult making the allegation have been informed that the allegation has been made and what the likely process will involve.
 - Inform the member of staff against whom the allegation was made of the fact that the allegation was made. Where an investigation is taking place, they will be informed of what the

- likely process will involve and what support may be available.
- Inform the Designated Governance member of the allegation if action is required, and of the investigation.
- Written records of the action taken in connection with the allegation will be kept.

2.5 Suspension of Staff

- Suspension will not be automatic; a member of staff may be suspended on full pay whilst an investigation is undertaken. In respect of staff other than the Principal, suspension can only be carried out by the Principal. In respect of the Principal, suspension can only be carried out by the Chair of Governance Board (or in his/her absence, the Vice Chair).
- Where a suspension is being considered Human Resources must be consulted. It is a neutral act, not a disciplinary sanction, and does not involve any prejudgment. Consideration will be given to alternatives - e.g. paid leave of absence; agreement to refrain from attending work; change of, or withdrawal from, specified duties.
- Suspension will only occur for a good reason, for example:
 - Where there is a cause to suspect a child or adult is at risk of significant harm.
 - Where the allegations warrant investigation by the Police or potentially sufficiently serious to justify dismissal on the grounds of gross misconduct.
 - Where necessary for the good and efficient conduct of the investigation.
- If suspension is being considered, the member of staff will be encouraged to seek advice and support, for example from a Trade Union.
- Prior to making the decision to suspend, the Principal (or a designated member of the Senior Management Team or Chair or Vice Chair of Governance board) will interview the member of staff. This will occur with the approval of the LADO where possible. In particular, if the Police are engaged in an investigation the officer in charge of the case will be consulted.
- The member of staff will be advised to seek the advice and/or assistance of his/her Trade Union and will be informed that they have the right to be accompanied by a representative of a recognised Trade Union or a workplace colleague. The member of staff will be informed that an allegation has been made. It will be made clear that the interview is not a formal disciplinary hearing, but solely for raising a serious matter which may lead to further investigation. It may be considered at this time to

suspend the member of staff.

- During the interview, the member of staff will be given as much information as possible, in particular the reasons for any proposed suspension, provided that doing so would not interfere with the investigation into the allegation. The member of staff will be given the opportunity to consider any information given to him/her at the meeting and prepare a response.
- If the Principal considers that suspension is necessary, the member of staff shall be informed that he/she is suspended from duty. Written confirmation of the suspension, with reasons, shall be dispatched as soon as possible and ideally within five working days.
- Where a member of staff is suspended, the Principal will address the following issues:
 - The Chair of Governance board will be informed of the suspension.
 - The Governing board will receive a report if a senior member of staff has been suspended pending investigation. The detail given to the Governing board will be minimal.
 - Where the Principal has been suspended, the Chair or Vice Chair of Governance board will need to take action to address the management of SACC.
 - The parents/carers of the child or adult making the allegation will be informed of the suspension. They will be asked to treat the information as confidential. Consideration will be given to informing the child or adult making the allegation of the suspension.
 - Consider whether the Marketing Officer needs to liaise with the Children's or Adult Services Press Officer.
- Senior staff that will need to know of the reason for the suspension will be informed. Depending on the nature of the allegation, the Principal will consider with the Chair of Governance board whether a statement to the learners of SACC and/or parents/carers will be made, taking due regard of the need to avoid unwelcome publicity.
- The Principal shall consider carefully and review the decisions as to who is informed of the suspension and investigation. The LADO and external investigating authorities will be consulted.
- The suspended member of staff will be given appropriate support during the period of suspension. They will also be provided with information on progress and developments in the case at regular intervals with approval of LADO and the Police.

- The suspension will remain under review in accordance with SACC disciplinary procedures.
- Where suspension is instigated for something that could result in dismissal for misconduct which harmed a child or placed a child at risk, SACC will refer them to the Disclosure and Barring Service (DBS). Referral to DBS also applies to action taken in relation to adults at risk of harm. Advice may be taken from other agencies prior to any action being taken.
- Where an individual is dismissed for misconduct which harmed a child or placed a child at risk of harm; or resigns, retires, is made redundant or is transferred to a position which is not a child care position in such circumstances, Southend Adult Community College has a statutory duty to refer to the DBS.
- If the person is subject to registration or regulation by a professional body or regulator, for example by the General Social Care Council, General Medical Council, Ofsted etc., the LADO will advise on whether a referral to that body is appropriate.
- If it is decided that a member of staff who has been suspended from work can return, SACC will facilitate their return to work and consider how the member of staff's contact with the child or children who made the allegation can be best managed.

2.6 The Disciplinary Investigation

- The disciplinary investigation will be conducted in accordance with the existing College Disciplinary Policy and Procedure
- The member of staff will be informed of:
 - The disciplinary allegation against him/her.
 - His/her entitlement to be represented by a Trade Union representative or work companion.
 - SACC's awareness of the personal impact the allegation may have and the support SACC is able to offer e.g. counselling.
- Where the member of staff has been suspended and no disciplinary action is to be taken, the suspension will be lifted immediately and arrangements made for the member of staff to return to work.
- The child, children or adult at risk of harm making the allegation and/or their parents/carers will be informed of the outcome of the investigation and proceedings. This will occur prior to the return to College of the member of staff (if suspended).

- The Principal (or designated person) will give consideration to what information will be made available to the general population of SACC.

2.7 Allegations without Foundation

- False allegations may be indicative of problems of abuse elsewhere. A record will be kept and consideration given to a referral to Children's Services, Social Care in order that other agencies may act upon the information.
- In consultation with the designated senior member of staff or /or the designated member of the Governance board, the Principal shall:
 - Inform the member of staff against whom the allegation is made orally and in writing that no further disciplinary or child protection action will be taken. Reassure them of SACC's understanding of the personal impact that false allegations may have and the support SACC will continue to offer.
 - Inform the parents/carers of the alleged victim that the allegation has been made and of the outcome.
 - Where the allegation was made by a child/adult at risk of harm other than the alleged victim, consideration to be given to informing the parents/carers of that child/adult at risk of harm.
 - Prepare a report outlining the allegation and giving reasons for the conclusion that it had no foundation and confirming that the above action had been taken.
 - Remove allegations from member of staff's personal file.

2.8 Records

- Documents relating to an investigation will be retained in a secure place, together with a written record of the outcome and, if disciplinary action is taken, details will be retained on the member of staff's personal and confidential file.
- If a member of staff is dismissed or resigns before the disciplinary process is completed, he/she will be informed about SACC's statutory duty to inform the DBS.

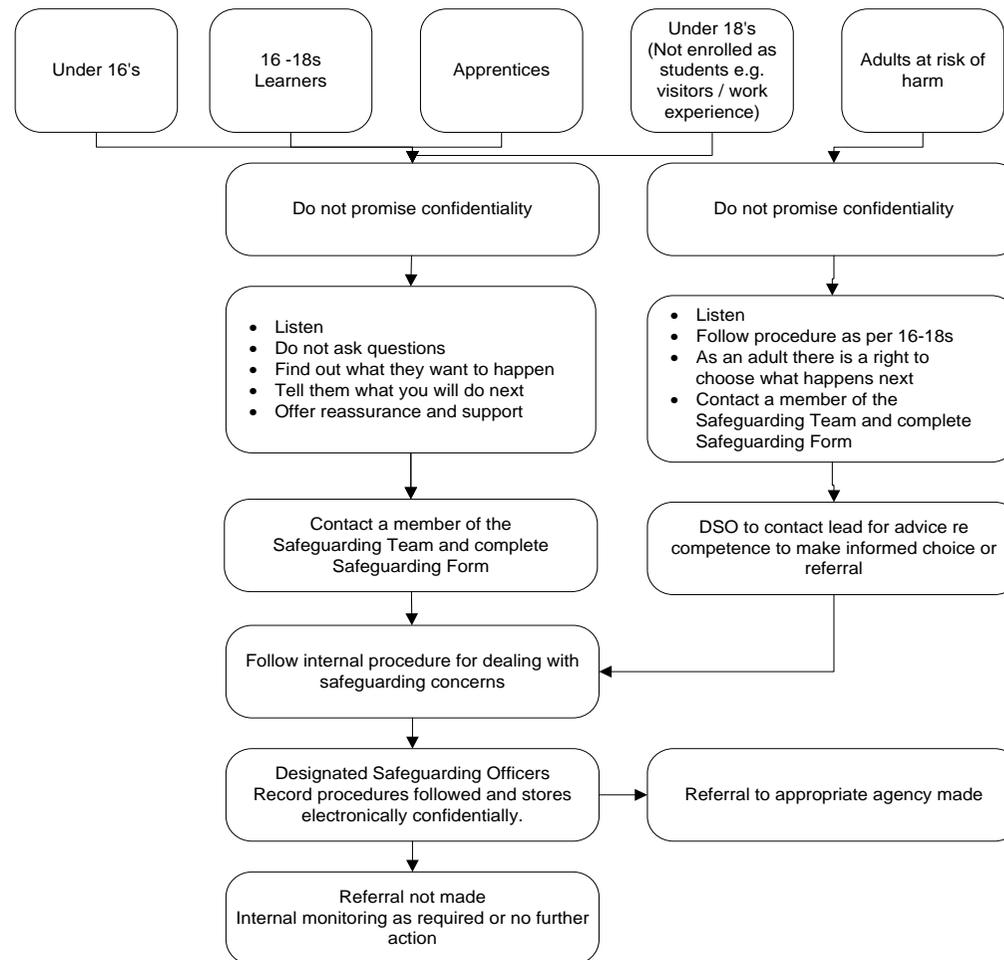
2.9 Monitoring Effectiveness

Where an allegation has been made against a member of staff, human resources, together with the Senior Staff Member with Lead Responsibility will, at the conclusion of the investigation and any disciplinary procedures, consider whether there are any matters arising from it that could lead to the

improvement of SACC's procedures and/or policies and/or which will be drawn to the attention of the Southend Adult Community College *Health, Safety and Wellbeing Committee*. Consideration will also be given to the training needs of staff. Any recommendations following a review will be reported to the designated Governance board member.

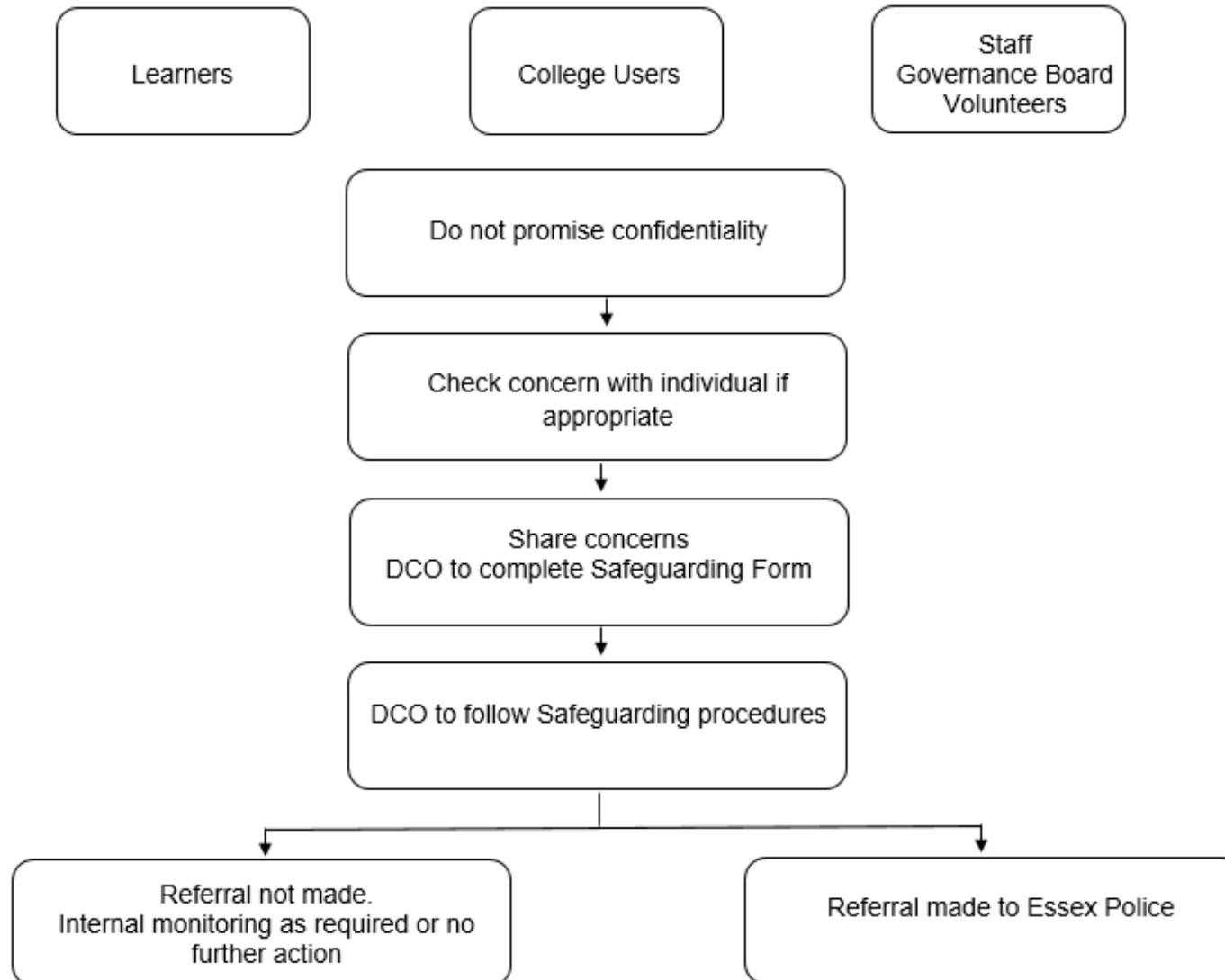
Appendix 3

Safeguarding Procedure Flowchart



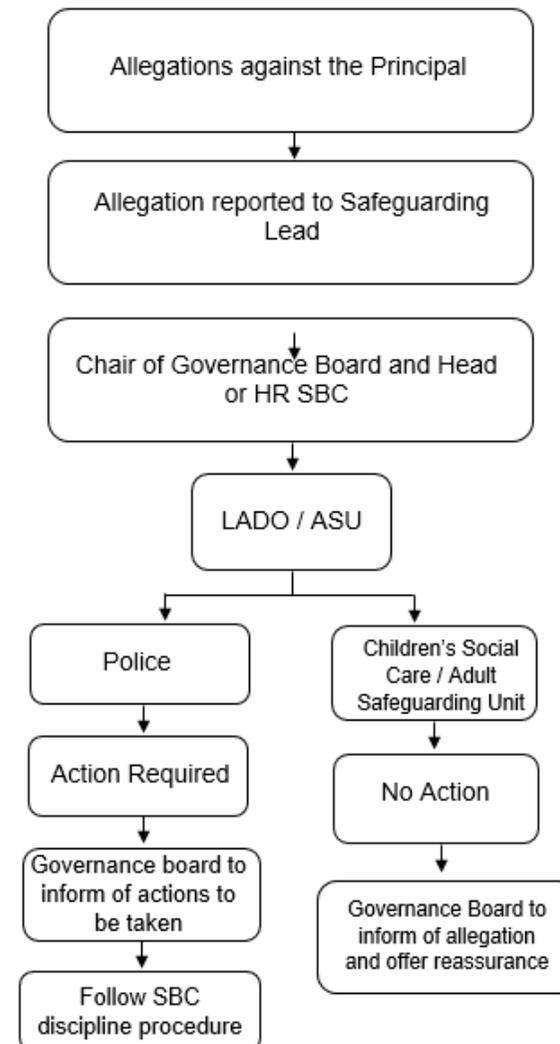
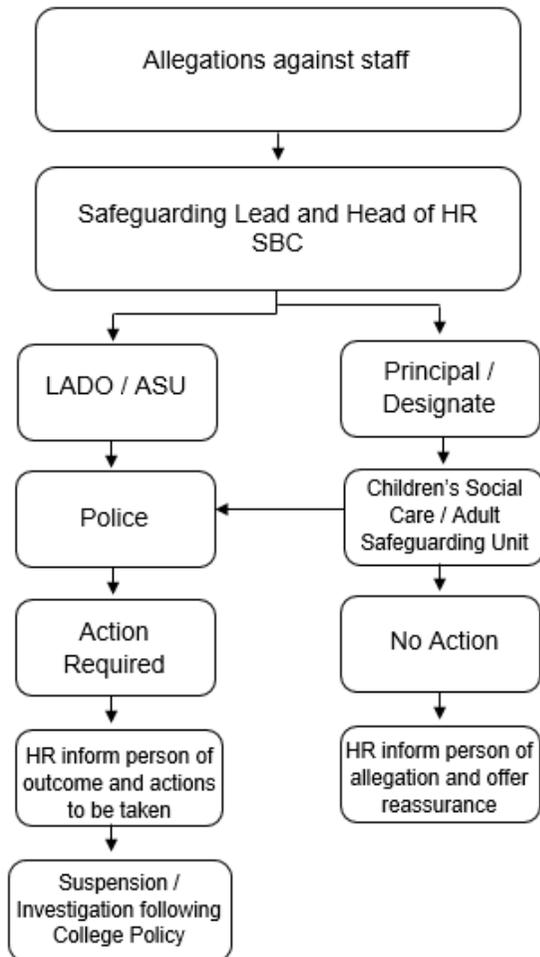
Appendix 4

PREVENT



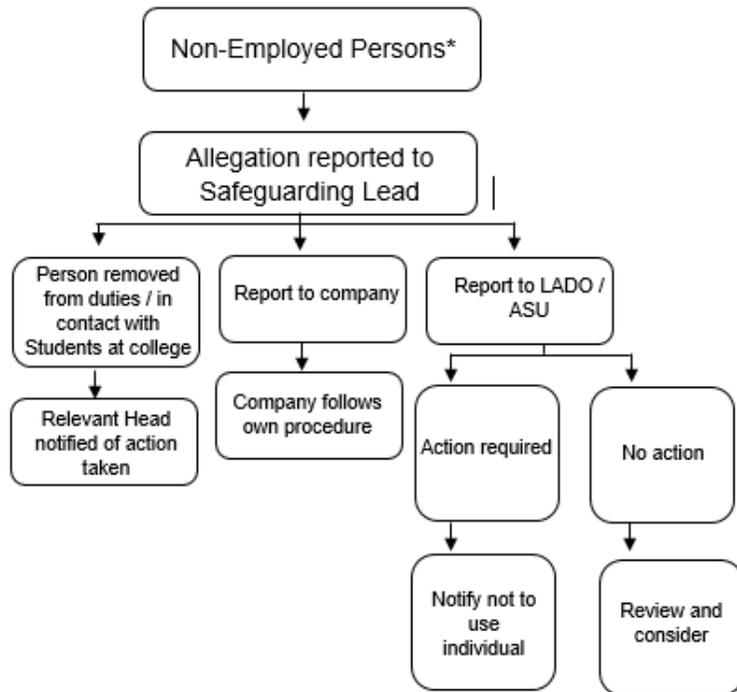
Appendix 5

Allegations about members of staff

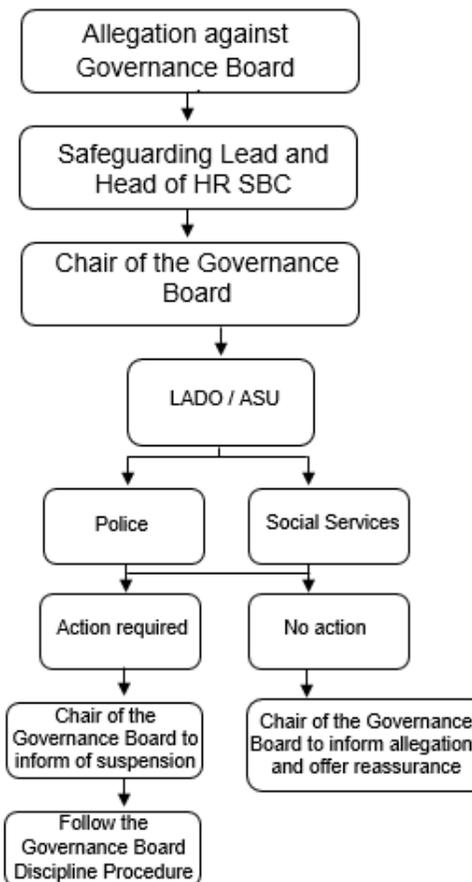


Appendix 6

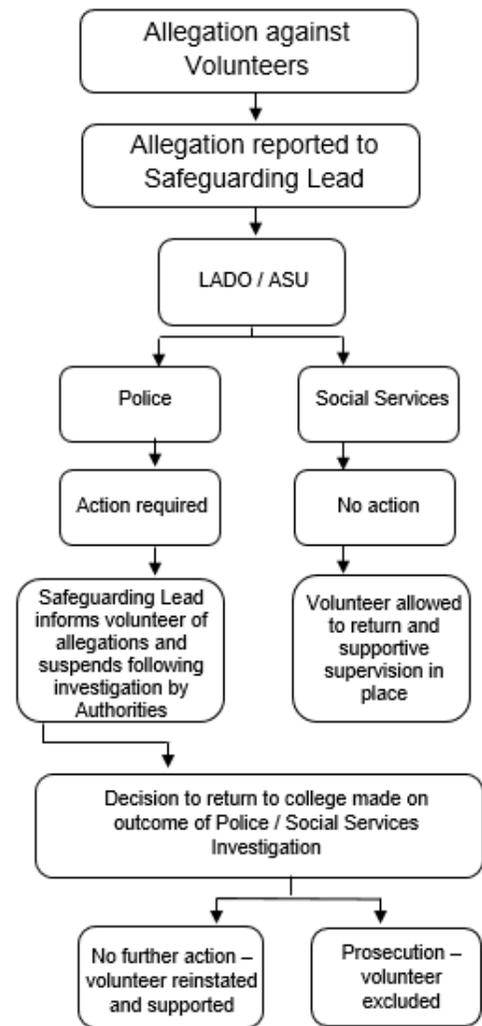
Allegations against non-staff members



*Non-employed persons who may come into contact with students on the College's behalf e.g. Taxi Drivers, Community Transport Personnel, Landlords, Landladies.



**if the allegation is against the chair, the Deputy Chair would take lead



Appendix 7 Children and vulnerable adults missing from education

It is also recognised that, when not in school, children may be vulnerable to or exposed to other risks, so we work with parents and other partners to keep children in school whenever possible.

Learners disengage from education for a number of reasons. This procedure outlines what staff should do where a learner is missing from College and the contact that should be made. A log of attempted communication should be kept and notes of any concerns regarding change in behaviour or circumstances.

A young learner or vulnerable adult learner will be defined as missing from education if there has been two days without any contact to explain their absence.

Day One

1 Phone call within 2 hours of the absence to learner and/or parent/guardian's mobile number on the first day of absence, leave a voice mail. **2** Phone call to home/landline if no answer on the above. **3** Phone call to both Next of Kin numbers if no answer on the above

Day Two

1 Repeat the above steps, calling all contact numbers held. **2** If no answer, an email be sent to the learner and their Next of Kin for call-back

Staff will take the following steps if no response is received as a result of any phone calls or emails within the timetabled week.

1 Confidential conversations with close friends or appropriate organisations to see if they have heard from them. **2** A letter and email to be sent regarding absence. **3** Repeat of day 1 and day actions. **4** Leave message regarding the arranging of a home visit.

Home Visits

In exceptional circumstances staff can arrange for home visits with learners. Where possible, these should be pre-arranged with the learner and any parent/guardian. Staff can also make unannounced visits if they are struggling to make contact with the learner or parent/guardian, this would happen only once other avenues are exhausted and in consultation with other agencies involved with that learner.

- Staff must apply the general principals before any home visit, pre-arranged or unannounced.

- Staff must never attend a property alone and a colleague must be with them in support.
- An agreed time with your Line Manager to make the visit, including the time that staff will return, must be logged.
- Contact telephone numbers of both staff are to be left with the Line Manager.

