

Safeguarding Policy and Procedure

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Policy	Link or impact
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Prevent Policy and reporting procedure	



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1. POLICY STATEMENT

- 1.1. The Colleges' Partnership Ltd is committed to promoting and protecting the rights of children/young people and vulnerable adults and ensuring they are treated with dignity and respect. The company will strive to provide a safe learning environment for all learners, particularly those who are under the age of 18 years or those who are identified as vulnerable adults.

2. POLICY OBJECTIVES

- 2.1. The Colleges' partnership understands its responsibility to protect its learners from harm and/or the risk of harm. It recognises the many risks that young people and vulnerable adults may face and embraces a preventative approach to keeping them safe. It will offer support and guidance to all learners, regardless of age, and signpost and refer them to external agencies as appropriate.

2.2. The Colleges' Partnership will do this by:

- 2.2.1. Supporting the development of all learners in ways that will foster security, confidence, and independence.
- 2.2.2. Providing an environment where learners feel safe, secure, valued, respected, feel confident in knowing how to approach staff if they are in difficulty and believe they will be effectively listened to.
- 2.2.3. Making safeguarding and wellbeing an integral part of the apprenticeship programme so that apprentices learn about potential safeguarding risks, how to protect themselves from the risk and who to go to for support.
- 2.2.4. Raising the awareness of all staff of the need to safeguard young people and vulnerable adults and of their responsibilities in identifying and reporting possible cases of abuse or concerns regarding an individual's welfare.
- 2.2.5. Delivering a comprehensive staff training programme at induction including introduction to key safeguarding policies and procedures, key safeguarding staff and how to access support. Formal safeguarding training will be updated at least every three years, but staff will be provided with regular updates via bulletins, CPD events and seminars.
- 2.2.6. Providing a systematic means of monitoring young persons and vulnerable adults known or thought to be at risk of harm, and ensure we, the Colleges' Partnership, contribute to assessments of need and support packages for them.
- 2.2.7. Emphasising the need for good levels of communication between all members of staff.
- 2.2.8. Developing a structured procedure within the Colleges' Partnership, to be followed by all staff in cases of suspected abuse or concerns regarding an individual's welfare.
- 2.2.9. Installing robust IT monitoring systems to ensure that all platforms are safe for both apprentices and staff to use and that those who attempt to access illegal sites are highlighted.
- 2.2.10. Raising the awareness of online safety both in the working and home environment and offering support to those that have been affected by online abuse. This information will be given as part of the apprentice's induction programme.
- 2.2.11. Promoting and developing effective working relationships with other agencies, especially the Employer, the Local Authority, the Local Safeguarding Children



Board, the Youth Offending Team, the Police and Social Care.

- 2.2.12. Ensuring that all staff working within the Colleges' Partnership who have substantial access to children and vulnerable adults have been checked as to their suitability, including verification of their identify, qualifications, and a robust vetting policy aligned to the DBS process and a single central record of checks is maintained.
- 2.2.13. Ensure that any changes to staff DBS status are maintained through the implementation of a self-declaration to be conducted yearly post initial DBS check.

3. SCOPE

- 3.1. This policy applies to all groups regardless of age, disability, gender (including transgender), marital status, parental responsibilities, sexuality, race, religion, and it is the duty of all staff, Board members, learners, visitors, and contractors to follow it. The Colleges' partnership extends these responsibilities to learners with learning difficulties, irrespective of age, if they are vulnerable to abuse because of their learning difficulty.

4. LEGISLATION

- 4.1. The policy and procedure have been developed in line with current national good practice guidance and legislation, specifically but not limited to:
 - 4.1.1. The Children Act 1989 and 2004
 - 4.1.2. The Education Act 2002
 - 4.1.3. The Care Act 2004
 - 4.1.4. The Safeguarding Vulnerable Groups Act 2006
 - 4.1.5. Working Together to Safeguard Children 2018
 - 4.1.6. Keeping Children Safe in Education 2022
 - 4.1.7. The Prevent Duty 2015
 - 4.1.8. The Sexual Offences Act 2003

5. RELATED POLICIES AND PROCEDURES

- 5.1. The Colleges' Partnership recognises that a safeguarding policy does not in isolation summarise its absolute commitment to safeguard, protect and promote the welfare of children, young people and vulnerable adults. This policy should therefore be read alongside the following policies and protocols: -
 - 5.1.1. Pro052 Staff Code of Conduct
 - 5.1.2. Pro061 PREVENT Policy
 - 5.1.3. PRO061a Prevent Reporting Procedure
 - 5.1.4. Pro007 Equality and Diversity Policy and Procedure
 - 5.1.5. Pro060b Cause for Concern Recording Form
 - 5.1.6. Pro006 Health and Safety Policy
 - 5.1.7. Pro022 Personal Relationships at Work
 - 5.1.8. Pro026 Disciplinary Policy



5.1.9.	Pro030	Public Disclosure
5.1.10.	Pro014	Recruitment and Selection
5.1.11.	Pro011	Info Security Policy
5.1.12.	Pro036	Learning Needs Referral Procedure
5.1.13.	Pro049	Harassment and Bullying
5.1.14.	Pro053	Initial Assessment
5.1.15.	Pro069	Reasonable Adjustment Policy
5.1.16.	Pro018	Customer Complaints Procedure
5.1.17.	Pro004	Assessment Procedure Policy

6. DEFINITIONS

- 6.1. Safeguarding – protecting children, young people and vulnerable adults from maltreatment, preventing impairment of their physical and mental health or development and ensuring they are growing up in circumstances consistent with the provision of safe and effective care
- 6.2. Child Protection – any activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.
- 6.3. Child/Young Person – anyone under the age of 18
- 6.4. Vulnerable Adult – for the purposes of this policy, an individual under the age of 25, with specific personal or situational needs, which increase their risk of suffering significant harm
- 6.5. Significant Harm – The Children’s Act introduced the concept of significant harm as the threshold that justifies compulsory intervention in family life in the best interest of the children. Some children may be in need of help because they are suffering or likely to suffer significant harm
- 6.6. Staff – for the purposes of this policy, staff relates to anyone who works for the Colleges’ Partnership either on a paid or voluntary basis including consultants, agency staff, contractors, board members.

7. TYPES OF ABUSE

- 7.1. The following are recognised as types of abuse, although any act which harms a child, young person or vulnerable adult should also be considered:
- 7.2. Physical Abuse - may involve hitting, shaking, throwing, poisoning, burning, scalding, drowning or suffocating. It may be done deliberately or recklessly, or be the result of a deliberate failure to prevent an injury occurring
- 7.3. Neglect - the persistent or severe failure to meet a child’s, young person’s or vulnerable adult’s physical and/or psychological needs, which may result in serious impairment of their health or development.
- 7.4. Sexual Abuse involves a child, young person or vulnerable adult being forced or coerced abuse.
- 7.5. Financial Abuse - in intimate or parental relationships is a way of controlling a person’s ability to acquire, use, and maintain their own money and financial resources
- 7.6. Extremism and Radicalisation – Extremism is defined as “vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and



mutual respect and tolerance of different faiths and beliefs; and/or calls for the death of members of our armed forces, whether in this country or overseas. Radicalisation is defined as “the way in which a person comes to support terrorism and encourages other people to believe in views that support terrorism”

- 7.7. Child Sexual Exploitation - Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator.
- 7.8. Child Criminal Exploitation - Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns.
- 7.9. Peer-on-peer Abuse - Children can abuse other children. This is generally referred to as peer-on-peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.
- 7.10. Sexual Harassment and Violence - sexual harassment and violence and can occur between two learners of any age and sex and can occur in person or on-line. The Colleges' partnership understands its responsibility to take all reports and concerns seriously, challenge inappropriate behaviour and support both the victim and the perpetrator.
- 7.11. Domestic Abuse - Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality.
- 7.12. Forced Marriage – describes a marriage in which one or both of the parties are married without their consent or against their will. Different from an arranged marriage, in which both parties' consent.
- 7.13. Female Genital Mutilation - all procedures involving partial or total removal of the external female genitalia for nonmedical reasons. FGM is illegal in England and Wales under the FGM Act 2003.
- 7.14. Mental Health - all staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

8. ROLES AND RESPONSIBILITIES

8.1. Safeguarding is everyone's responsibility. The Colleges' Partnership will follow the guidelines set out by DfE. In particular, the Colleges' Partnership will:

- 8.1.1. Have a named person as the Designated Safeguarding Lead (DSL), that person being the Head of Safeguarding.
- 8.1.2. Ensure that all staff are aware of their individual responsibility for the protection of children and vulnerable



- 8.1.3. adults in their care and that they are aware of the name and the role of the DSL. This will be done through regular updates to staff via team meetings, issuing of guidance and updated documents relating to Safeguarding as well as monitoring the completion of mandatory safeguarding training through 121 meetings.
- 8.1.4. Arrange basic training for all staff in safeguarding awareness, that will include what to do if they are worried about a child or vulnerable adult and how to respond to a child or vulnerable adult who tells them about abuse. This is online training delivered through Educare.
- 8.1.5. Arrange basic training for all staff in Prevent awareness that will include what to do if they are worried about a child or vulnerable adult and how to respond to the situation. This online training delivered through Educare.
- 8.1.6. Set up a good, accurate record-keeping system to monitor all learners about whom concerns have been expressed. These records will be held electronically in a secure drive, with access limited to the safeguarding team.
- 8.1.7. Ensure that clearance is received from the Disclosure and Barring Service (DBS) service for all staff that may, in the course of their work, be alone with a learner.
- 8.1.8. Develop effective links with other agencies, such as the Employer, and Safeguarding Partners, Social Services, Police, and Health and contribute to inter-agency enquiries, child protection conferences, common assessment framework meetings and other related groups as appropriate.
- 8.1.9. Publish the Colleges' Partnership's responsibilities for safeguarding and the protection of children and vulnerable adults in student handbooks and information to staff and the Employer.
- 8.1.10. Ensure all members of staff are provided with safeguarding and child protection awareness at induction.
- 8.1.11. Ensure that serious safeguarding concerns or allegations against adults working for the Colleges' Partnership are referred to the Local Authority Designated Officer for Allegations (LADO) for advice, and that any member of staff found not suitable to work with children will be notified to DBS for consideration for barring, following resignation, dismissal or when we cease to use their service in the case of a consultant/freelance.
- 8.1.12. The DSL will be trained and supported in the task of overseeing all safeguarding matters within the Colleges' Partnership. All staff members of the Safeguarding committee will undertake DSO training as well as the mandatory online Safeguarding and Prevent training.

9. THE ROLE OF COMPANY

- 9.1. The Safeguarding committee, Strategic Management Team (SMT) and staff have a responsibility to all children and young people participating in Colleges' Partnership activities, to safeguard their welfare and to take appropriate steps to ensure this can be achieved.
- 9.2. It is NOT the responsibility of the Colleges' Partnership to investigate a safeguarding issue. However, it has a duty to act if there is a suspicion that a child or young person has suffered or is likely to suffer harm and to notify the appropriate agency so that they can intervene, investigate and take appropriate action.
- 9.3. The Colleges' Partnership will ensure it carries out a robust recruitment process and



adheres to the

- 9.4.
- 9.5. guidance given in "Safeguarding Children and Safer Recruitment in Education" (April 2011, updated April 2012).
- 9.6. The Colleges' Partnership will commit to appropriate induction and training on an ongoing basis for all staff which will be updated annually.
- 9.7. Specialist training will be provided to designated members of staff or the Designated Senior Person (DSP), Board of Governors and the safeguarding committee members.
- 9.8. All information and records are maintained, stored and updated in line with appropriate legislation.

10. THE ROLE OF THE DESIGNATED SAFEGUARDING PERSON

- 10.1. To receive information from employees who have child or vulnerable adult safeguarding or Prevent concerns and record it.
- 10.2. To assess the information promptly and carefully, clarifying and obtaining information about the matter appropriately.
- 10.3. To consult with the relevant Contract Manager where the concerns have occurred.
- 10.4. To ensure the concern has been reported to the appropriate contract Designated Defence Officer or external agency.
- 10.5. To make a formal referral to a statutory safeguarding agency or the police if required.

11. THE ROLE OF ALL STAFF AND DUTY OF CARE

- 11.1. Prioritise safeguarding and Prevent and adopt a preventative approach to engagement.
- 11.2. Complete annual mandatory Safeguarding and Prevent training
- 11.3. Promote a safe environment for learners.
- 11.4. Wear company personal identification badges within their working environment.
- 11.5. Identify learners who are experiencing or are likely to experience significant harm.
- 11.6. Identify learners who they consider may be in danger of becoming radicalised or engaging in extremist behaviour.
- 11.7. Seek assistance from the DSL when appropriate.
- 11.8. Promote the welfare of young people and vulnerable adults.
- 11.9. Promote the ethos of the Colleges' Partnership that learners feel secure, valued and listened to.
- 11.10. Promote learner health and safety at induction and throughout their period of study.
- 11.11. Access first aid/medical resources when required.
- 11.12. Promote the learner's well-being primarily via integration into the teaching and learning programmes.
- 11.13. Recognise learners experiencing distress and to act to support.
- 11.14. Challenge behaviour where it isn't appropriate e.g., bullying, substance misuse and to use relevant policy and procedure to address such instances.



- 11.15. Staff are to be aware that Under the Sexual Offences Act 2003 it is a criminal offence for anyone working in an education setting to have a sexual relationship with a learner even when the learner is over the age of consent but under 18 years of age.
- 11.16. Staff must immediately report to a DSO any physical action used to prevent a learner from harming themselves or others.

12.ROLE OF BOARD

- 12.1. In order that duties under legislation are complied with, the Board has nominated a Designated Governor for Safeguarding & Child & Vulnerable Adult Protection who works with the DSL to ensure that through regular updates and training fellow governors they have a clear understanding of their duties with regard to safeguarding; liaises with the DSL and the CEO and has a place on the Safeguarding Committee.

12.2. The Board executes its duty to ensure that the policies, procedures and training at the Colleges' Partnership are effective and comply with the law by:

- 12.2.1. Delegating operational responsibility to the CEO for safeguarding and promoting the welfare of children receiving education or training at the Colleges' Partnership.
- 12.2.2. Giving scrutiny to regular reports provided by the Safeguarding Committee which provides an update on the Colleges' Partnership Safeguarding action plan and details numbers and types of incidents and concerns which have arisen, along with updates from, health & safety and HR (recruitment and staff training).
- 12.2.3. Remedying any deficiencies or weaknesses in safeguarding arrangements without delay.
- 12.2.4. Ensuring that the Colleges' Partnership has safeguarding policy and procedures which are updated annually and satisfy statutory requirements as outlined in DCSF 'Working Together to Safeguard Children' A guide to inter-agency working to safeguard and promote the welfare of children March 2015 (updated Feb 2019).
- 12.2.5. Ensuring that the Colleges' Partnership has a staff code of conduct which provides staff/freelancers with clear guidelines about expected behaviour and handling of allegations made against staff/freelancers and complies with safeguarding procedures, balance the need to protect children whilst protecting staff/volunteers from false/unfounded accusations.
- 12.2.6. Ensuring that a senior staff member is appointed to lead on safeguarding, advise/support staff/liase with the Employer and other agencies. He/she will have status/authority to carry out role e.g., commit resources to safeguarding and direct staff as appropriate.
- 12.2.7. In addition, the Chair of the Board is nominated to be responsible for liaising with partner agencies, as appropriate in the event of the allegation of abuse being made against the CEO.

13.THE ROLE OF THE CEO

- 13.1. The CEO will ensure, through the SMT and the Safeguarding Committee that:
- 13.2. Policies and procedures are fully implemented and followed by all staff.



- 13.3. Sufficient resources and time are allocated so that the DSL and staff can attend strategy discussions, inter-agency meetings, contribute to assessments etc.
- 13.4. Staff/freelancers feel able to raise concerns about poor/unsafe practices by addressing these sensitively and effectively in a timely manner in accordance with whistle blowing policies.
- 13.5. Policy/procedures are available to the Employer on request.
- 13.6. Safer recruitment is adhered to and checks on new staff and freelancers are carried out.
- 13.7. Cases are reported to the DBS if a person ceases to work in an education setting and there are grounds for believing he/she may be unsuitable to work with children or may have committed misconduct.

14. THE ROLE OF THE SAFEGUARDING COMMITTEE

14.1. The Safeguarding Committee will:

- 14.1.1. Oversee and review the Colleges' Partnership Safeguarding Policy and Procedures including linked policies.
 - 14.1.2. Raise awareness of developments in Safeguarding good practice and links to Every Child Matters (ECM) outcomes (particularly 'Stay Safe').
 - 14.1.3. Ensure the quality assurance of provision of safeguarding information, advice and guidance.
 - 14.1.4. Ensure compliance with national standards and safeguarding guidance through annual audits.
 - 14.1.5. Monitor the Staff Training record.
 - 14.1.6. Receive and review the annual Colleges Partnership Safeguarding Report prepared by the DSL prior to presentation to SMT and the Board.
 - 14.1.7. Develop initiatives which maintain the highest profile for Safeguarding in the Colleges' Partnership.
- 14.2. The Safeguarding Committee will meet a minimum of 4 times a year.
- 14.3. In the event of a serious safeguarding concern, a safeguarding panel meeting will be convened. A panel meeting must comprise of a minimum of two DSL's and three members of the Safeguarding Committee.

15. THE ROLE OF THE DESIGNATED SAFEGUARDING LEAD

15.1. The Designated Safeguarding Lead (DSL):

- 15.1.1. Refer cases of suspected abuse or allegations to the relevant DSP.
- 15.1.2. Act as a source of support, advice and expertise within the Colleges' Partnership when deciding whether to make a referral by liaising with relevant agencies.
- 15.1.3. Liaise with managers to inform of any issues/ongoing investigations and ensure there is always cover for the role.
- 15.1.4. Arrange training in how to recognise signs of abuse, and when it is appropriate to make a referral.
- 15.1.5. Ensure all staff have access to and understand the Colleges' Partnership Safeguarding Policy.



- 15.1.6. Ensure all staff have induction training and are able to recognise and report any concerns as they arise.
- 15.1.7. Ensure that detailed, accurate and secure written records of referrals/concerns are kept.
- 15.1.8. Have access to resources and attend relevant or refresher training courses at least every 2 years.
- 15.1.9. Ensure the Safeguarding Policy is updated and reviewed annually by the Safeguarding Committee and the Board.
- 15.1.10. Ensure the Designated Officers see copies of the Safeguarding Policy, which alerts them to the fact that referrals may be made, and the role of the Colleges' Partnership.
- 15.1.11. Refer a child or vulnerable adult if there are concerns about possible abuse, via the relevant referral process and acting as a focal point for staff to discuss concerns. Referrals should be made in writing, following a telephone call.
- 15.1.12. Keep written, chronological records of concerns about a child or vulnerable even if there is no need to make an immediate referral.
- 15.1.13. Ensure that all such records are kept confidentially and securely, separate from learner records.
- 15.1.14. Liaise with other agencies and professionals as necessary and appropriate.
- 15.1.15. Provide an annual report for the Board, detailing any changes to the policy and procedures; training undertaken by self, staff with specific responsibility and all other staff and Board Members; number and type of incidents/cases, (anonymised).

16.SUPPORTING LEARNERS

16.1. The Colleges' Partnership recognises the importance of high self-esteem and self-confidence in keeping learners safe. The Colleges' Partnership teaching and learning syllabus includes activities designed to promote the well-being of learners and equip them with the knowledge and confidence to recognise risk and keep themselves safe from harm. Learners will be supported by:

- 16.1.1. Encouraging self-esteem and self-assertiveness, through the curriculum, tutorials, as well as our relationships, whilst not condoning aggression or bullying.
- 16.1.2. Promoting a caring, safe and positive environment within the learning environment.
- 16.1.3. Liaising and working together with all other support services and those agencies involved in the safeguarding of children and young people.
- 16.1.4. Notifying the appropriate Designated Officer as soon as there is significant concern.
- 16.1.5. Providing continuing support to a learner about whom there have been concerns.

17.CONFIDENTIALITY

- 17.1. We recognise that all matters relating to safeguarding need to be handled sensitively but



confidentiality should not be promised.

- 17.2. The DSL, deputy DSL or a DSO will only disclose information about a learner to other members of staff on a 'need to know' basis only.
- 17.3. All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children, young people and vulnerable adults.
- 17.4. All staff must be aware that they cannot promise a young person to keep secrets which might compromise the young person's safety or wellbeing or that of others who may be at risk.
- 17.5. We will always undertake to share our intention to refer a young person to Social Care with the appropriate Designated Officer. Not to do so could put the young person at greater risk of harm or impede a criminal investigation.

18. HELPING LEARNERS TO KEEP THEMSELVES SAFE

18.1. The Colleges' Partnership will provide a safe learning environment:

- 18.1.1. In which the health, safety and welfare of learners has been assessed and any special needs identified and catered for.
- 18.1.2. In which staff are alert to the possibility of abuse and take measures to prevent that possibility.
- 18.1.3. Where there is a robust and well-known reporting system for any incident. (See Appendix A)
- 18.1.4. Where staff take reasonable and practical precautions to avoid any suspicions of abuse being brought against them.
- 18.1.5. Where learners are provided with guidelines about keeping themselves safe on-line as part of their induction into using the company IT network.
- 18.1.6. Where learners attend and participate in activities designed to raise awareness of issues and concerns which may impact on the ability of the learner to keep themselves safe. These include e-safety, sexual health and exploitation, drugs and alcohol awareness, domestic violence, crime, road safety, anti-bullying, equality and diversity, emotional resilience, and the dangers of being drawn into extremism or radicalisation. These activities are aimed at different levels and abilities to enable all learners to participate.

19. LEARNER BEHAVIOUR AND EQUALITY OF OPPORTUNITY

- 19.1. The Colleges' Partnership recognises that young people/vulnerable adults who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helpless, humiliated and some sense of blame.

19.2. Therefore, the Colleges' Partnership will endeavour to support learners by ensuring that:

- 19.2.1. The company ethos promotes a positive, supportive, and secure environment and gives learners a sense of being valued.
- 19.2.2. Any form of discriminatory or abusive behaviour is challenged including sexual harassment and sexual violence.
- 19.2.3. The company will ensure that learners know that certain behaviour is unacceptable, but they are valued and not to be blamed for any abuse which has occurred to them.



- 19.2.4. The company liaises with Employers to support the learner.
- 19.2.5. Statutory policies that are relevant to safeguarding and promoting the welfare of young people are implemented and reviewed.

20. TRAINING AND SUPPORTING STAFF

- 20.1. Mandatory on-line training will be included in the induction for all staff and will be refreshed annually. Safer Recruitment training will be included for all personnel involved in recruiting and interviewing staff. Mental Health Awareness will be included for all line managers and DSO's. An annual update on the policy will be included in Senior Management and Team meetings.
- 20.2. We recognise that staff working for the Colleges' Partnership who have become involved with a young person who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful and upsetting.
- 20.3. We will support such staff by providing an opportunity to talk through their anxieties with the DSL, HR Business Partner and/or their immediate line manager, and to seek further support as appropriate.
- 20.4. Furthermore, we will provide opportunities for staff to take part in more specific safeguarding training specific to their role to better understand how to refer concerns and signpost learners further support, for example Mental Health First Aid.

21. WHO WILL NEED TO KNOW ABOUT THIS POLICY?

- 21.1. • All Staff
- 21.2. • The Board
- 21.3. • The Executive Group
- 21.4. • The Learners
- 21.5. • The Employer
- 21.6. The Board of the Colleges' Partnership recognises that under section 175 (section 157 for the independent sector) of the Education Act 2002, there is a statutory duty to make arrangements to ensure all its functions are discharged with regard to safeguarding and promoting the welfare of young people.
- 21.7. The Board recognises that the Employer, the Local Authority, and the Local Safeguarding Children Board have a statutory responsibility to monitor compliance with the statutory guidance.
- 21.8. The CEO is responsible for the oversight of the company Safeguarding Children and Vulnerable Adults Policy. Managers are responsible for ensuring all staff are informed of the policy at induction and understand their responsibility for reporting concerns.
- 21.9. The Head of Army Contracts is Designated Safeguarding Lead and Chair of the safeguarding committee and members of the senior management team (SMT) are appointed to the role of Designated Safeguarding Person and lead when a cause for concern is raised. SMT members are trained to Designated Safeguarding Lead level. All committee members are required to be trained to Designated Safeguarding Officer level.
- 21.10. All employees, visitors and sub-contractors will be required to comply with this policy and are required to take shared responsibility for the safeguarding and safety of children/young people and vulnerable adults.



22.SAFEGUARDING MANAGEMENT TEAM

Name	Role	Training
John Stirling	<ul style="list-style-type: none"> • Designated Safeguarding Lead Direct Delivery & Military contracts • Safeguarding Committee Chair • Head of Quality & Compliance 	DSL Safer Recruitment Prevent/E&D
Carl Orme	<ul style="list-style-type: none"> • Designated Safeguarding Officer Military contracts 	DSO Mental Health Awareness Prevent E&D
Dean Green	<ul style="list-style-type: none"> • Safeguarding Representative • Designated Safeguarding Officer Direct Delivery contracts 	DSO Mental Health Awareness Prevent E&D
Scott Phillips	<ul style="list-style-type: none"> • Safeguarding Representative • HR Manager 	Safer Recruitment
Charlie Kingston	<ul style="list-style-type: none"> • Safeguarding Representative • Designated Safeguarding Officer 	DSO Mental Health Awareness Prevent and E&D
Geoff Murray	<ul style="list-style-type: none"> • Safeguarding Representative • Designated Safeguarding Lead 	DSO Mental Health Awareness Safer Recruitment Prevent and E&D
Marcella Goodge	<ul style="list-style-type: none"> • Safeguarding Representative • Designated Safeguarding Officer 	DSO Mental Health Awareness Prevent and E&D
Karen Cunningham	<ul style="list-style-type: none"> • Safeguarding Representative • Designated Safeguarding Officer 	DSO Mental Health Awareness Prevent and E&D
Carol Withington	<ul style="list-style-type: none"> • Safeguarding Representative • Designated Safeguarding Officer 	DSO Mental Health Awareness Prevent and E&D/ALN
Ray Wallen	<ul style="list-style-type: none"> • Prevent Consultant (external) 	DSO Mental Health Awareness Prevent Prevent Specialist



23. USEFUL CONTACTS

Organisation	Tel Number	Email/Website
Dorset Safeguarding Board	01305 221196	Email: northdorsetchildcare@dorsetcc.gcsx.uk
Dorset Central Children's Social Care Team	01258 472652	Email: northdorsetchildcare@dorsetcc.gcsx.uk
Dorset Police Safeguarding Referral Unit	01202/01305 222229	
Disclosure and Barring Service	0870 9090811	www.gov.uk/government/organisations/disclosure-and-barring-service
Salam Katbi, Prevent Regional FE/HE Lead South West	0117 9455533	Email: salam.katbi@avon&somerset.pnn.police.uk

23.1. The Colleges' Partnership have established formal Safeguarding and Prevent procedures:

- 23.1.1. PRO60a Safeguarding Cause for Concern Procedure
- 23.1.2. PRO060b Cause for Concern Recording Form
- 23.1.3. PRO061a Prevent Reporting Procedure

24. EQUALITY IMPACT ASSESSMENT

24.1. It is intended that this policy is fair to all. Where any part could potentially lead to unequal outcomes, the policy then justifies why this is a proportionate means of achieving a legitimate aim.

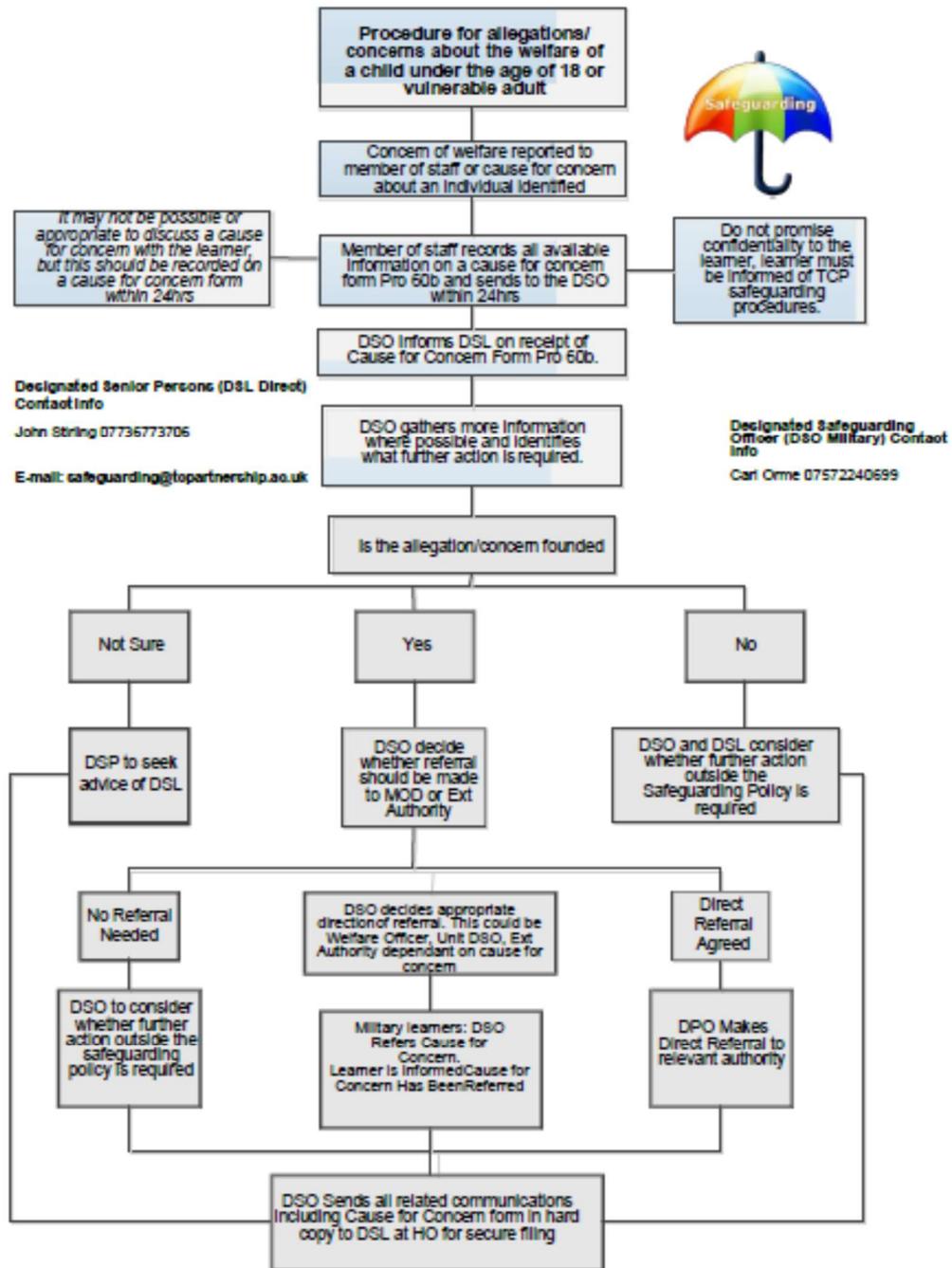
Signed

Date: 17 January 2023

Tony Basham
CEO



SAFEGUARDING CAUSE FOR CONCERN PROCEDURE – PRO060a



IF YOUR CONCERNS RELATE TO SERIOUS ISSUES SUCH AS SEXUAL ABUSE, RAPE OR GBH TAKE IMMEDIATE ACTION AND RING 999, BEFORE CONTACTING A DSP