

# Hadlow College

## Safeguarding Policy

### 2018/19

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Written By	BC	BC	BC	BC	BC				
Authorised by	BC	BC	BC	BC	BC				
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## Safeguarding Policy

### 1. Introduction, Aim and Scope

1.1 This policy should be read within the context of the Safeguarding Strategy and alongside the Child and Vulnerable Adult Protection Policy and Procedures.

1.1.1 Keeping Children Safe in Education (KCSiE) September 2018 has informed this policy. All staff must read Part One and Annex A as a minimum.

1.1.2 Annex A contains additional information about specific forms of abuse and safeguarding issues. This has been listed in Appendix One of this policy.

1.1.3 The Safeguarding of staff and students at Hadlow College is deemed to be the responsibility of all members of the College and Safeguarding along with the associated elements of Child Protection and the Prevent agenda are integral to all activities associated with the College whether on or off site.

1.2 Aspects included under the 'umbrella' of Safeguarding and for which the College has a responsibility in supporting all learners include:

#### 1.2.1 **Keeping staff and students safe within and outside of College from**

Staff and students need to be aware of the safeguarding risks and threats that could cause them harm or injury.

KCSiE September 2018, Part One and Annex A outlines abuse and safeguarding issues that we all need to be aware of. The categories have been identified in Appendix A of this policy.

In addition to these you must be aware of how to identify the signs of the abuse categories outlined in KCSiE and how to respond to and report them.

The College has raised awareness of the government **Run, Hide, Tell** campaign to further promote how to keep yourself within and outside College.

#### 1.2.2 **To support staff and students to keep themselves**

- Healthy (including wellbeing, mindfulness, nutrition, activity and exercise)
- Safe (Health & Safety, Critical Incident)
- Online-Safety (Internet, text, websites, safe from cyber bullying, grooming and radicalisation)



### 1.2.3 To ensure that staff and students

- Feel safe whilst undertaking College activities
- Know how to report instances of bullying and harassment and that reporting procedures are clear
- Know how to report abuse including sexual violence and sexual harassment, radicalisation and FGM

### 1.2.4 To educate students to understand and make informed decisions regarding

- Wellbeing
- Safety and safeguarding
- Reporting safeguarding, child protection and radicalisation concerns
- Extreme views
- British values
- Health including Sexual health
- Diet and activity
- Criminal activity
- Alcohol
- Drugs
- Relationships
- Hot Topics
- National themes and campaigns

### 1.2.5 To assist and raise awareness of staff in understanding, managing and supporting

- The identification and reporting of abuse and safeguarding issues or concerns
- Contextual safeguarding: knowing the setting from which the individual comes and understanding the individual vulnerabilities
- Students missing from education, care, home
- Peer on Peer Abuse, particularly sexual violence and sexual harassment
- Special Education Needs and Disabilities
- Students with Educational, Health and Care Plans
- Learners from ethnic minority backgrounds
- English for Speakers of Other Languages (ESOL) learners
- Students with mental health issues (e.g.) depression, anxiety, self-harm, emotional issues)
- Children in Care (CiC) care leavers and young carers
- Young people seeking asylum/Unaccompanied Asylum seekers
- Young Offenders/Rehabilitation of offenders

- Children and the court system
- Children of family members in prison
- Learners with Learning Difficulties and Disabilities (LLDD)
- Learners with any of the Protected Characteristics:
  - Race
  - Age
  - Disability
  - Sexual Orientation
  - Gender
  - Gender Reassignment
  - Marriage and Civil Partnerships
  - Pregnancy and Maternity
  - Religion and Belief

#### **1.2.6 To ensure that staff and students are fully aware of the requirements of**

- Safeguarding and keeping themselves safe
- Abuse and safeguarding issues and categories
- Child Protection (the reporting of abuse or neglect)
- Prevent Agenda and radicalisation
- British values
- Knowing local threats

#### **1.2.7 These are to be achieved through**

- A student induction programme that provides an effective introduction to safeguarding
- A group tutorial programme that embeds and reinforces all aspects of safeguarding
- A staff induction programme that provides an effective introduction to safeguarding
- A staff development programme that continually upskills staff in their understanding and application of safeguarding through all their activities.
- College policies and procedures that promote and reinforce safeguarding for staff and students
- An area on SharePoint providing information for staff
- An area on Moodle providing information for students
- Poster campaigns raising the awareness of the broad nature and high importance of safeguarding
- Themed events and activities which may include external speakers
- Student Conferences – Learner Involvement

- Student resources including handbooks on:
  - Student Safeguarding
  - Online-Safety
  - Respect

## 2. **Personnel Responsible for Safeguarding**

### **Governor Safeguarding Link**

Harvey Guntrip

### **Senior Safeguarding Leads**

Paul Hannan (Principal)

Bev Cleves (Group Vice Principal Student Support Services)

Jane Salzer (Group Director of Human Resources)

### **Referral to Designated Officer of the Local authority (LADO)**

Group Head Human Resources (Deputy to Group Director of HR)

Teresa Walton/Erin Anderson (HR Business Partners)

### **Senior Designated Safeguarding Lead (DSL)**

Deborah Stanton (Group Head Student Support)

### **DSLs**

Sharon Lowen (Residential Manager)

Janet Foster (Student Support Officer)

Doug Carr (Student Support Officer)

Angie Ford (Residential Support and Enrichment Officer)

Deborah Stanton (Group Head Student Support)

Karen Richardson (Group Head Additional Learning Support)

James Cluskey (Student Support and Social Club Officer)

Ashley McCrum (Residential Support Officer)

Charlotte Harwood (HE Student Financial Guidance Officer)

Christine Gamble (Student Support Officer)

Helen Hook (Group Pastoral Coordinator)

James Rhodes (Group Enrichment and Sports Co-ordinator)

Tanyia Ingham (Residential Co-ordinator)

Amber Bridges (Lead Residential Support Officer)

Elaine Richardson (Student Support Co-ordinator)

Wendy Reynolds (Student Support Officer and Student Union Co-ordinator)

### **Online Safety Manager**

Stephen Liffen (Group Head of IT)

### **Vulnerable Adult DSL**

Liz Read (Subject Lead Foundation)

### **Prevent Leads**

Bev Cleves (Group Principal Student Support Services)

Deborah Stanton (Group Head Student Support)

## **3. Safeguarding Training**

### **3.1 safeguarding training for all staff includes:**

- Mandatory safeguarding, Child Protection and Prevent training
- Induction for new staff will include: safeguarding, Child Protection and Prevent training
- Annual safeguarding updates will occur through bulletins, presentations, and/or training
- Refresher training for the mandatory training takes place every three years
- To undertake Equality, Diversity and Inclusion training at induction and three yearly mandatory updating (monitored and recorded at PTR)
- To undertake additional training as required in response to changes in policies or procedures and individual roles
- All mandatory training will be monitored through the annual PTR

### **3.2 Other training will include:**

- DSL training refreshed every two years, all to attend annual updates
- Senior safeguarding leads to attend refresher training every two years and annual updates
- Managers and HR responsible for interviewing to attend Safer Recruitment training every three years
- Annual Governor update and awareness training
- Designated Safeguarding and Prevent Leads – update training at stipulated

### **3.3 All staff are required to ensure that they are familiar with College policies and procedures related to Safeguarding including:**

Refer to the Safeguarding Strategy for the safeguarding and associated policies.

### **3.4 Personal Tutors/Course Managers, Programme Leaders and ABC Assessors are responsible for knowing their learners and to identify if learners are at risk with particular reference to 1.21 and 1.2.5 above. Course Manager/Personal Tutor Training will support the following responsibilities:**



- 3.4.1 Students at risk of not completing their course are deemed to be 'at risk' – this does not infer a risk of physical danger but relates to being at risk of dropping out of their course or not succeeding. Personal Tutors should ensure that all staff teaching or in contact with 'at risk' learners e.g. Student Support Services are informed of the needs of the students and appropriate strategies for managing those learners to maximise their opportunity for success.
- 3.4.2 Where staff are not clear of strategies for managing 'at risk' learners it is their responsibility to seek support and to undertake appropriate training to address their skills need through the staff development programme or by reporting the training need to their line manager and/or the Group Vice Principal Quality, Standards and Performance/Quality Manager.

#### 4. **Pastoral /Tutorial Responsibility**

- 4.1.1 All staff are responsible for ensuring the safety and well being of all learners and other staff members. However Personal Tutors have a specific responsibility for the safeguarding of tutees within their tutor group. In line with their job role they should ensure that:

##### **They know their tutees through:**

- They understand the importance of Contextual Safeguarding and learn about the background of the students. Consider the family and home life, social setting and social groups, location and environment in which they live and threats posed by external factors
- Examination of application, recruitment and enrolment documentation
- Understanding of initial assessment
- Recognise behaviour and individual character traits
- Identify when the behaviours change
- Discussing why they are 'missing' from education, possibly home or care as there may be an underlying safeguarding issue behind the absence.

##### **They ensure that the following is in place in response to the above:**

- Completed e-ILP and past history as appropriate for the individual
- Sharing of information as appropriate between colleagues to get a complete 'picture' of the student's life
- Meeting are held with student to establish reasons behind behaviour changes and missing from education periods
- Individual risk assessments as appropriate
- Recommendation for change of course if appropriate

- Additional Learning Support and EHCP information
- Referral to Student Support Services where appropriate

**They ensure that students are fully supported by:**

- Informing all teaching staff of support needs
- Ensuring that support mechanisms are effectively supporting individuals to overcome barriers
- Inform relevant parties where they are less effective e.g. external organisations and support groups, parents/guardians, ALS team, Student Support Services
- Using one to one tutorials effectively to support achievement on course and overcome barriers to learning

#### **4.1.2 Student Induction**

All students must have Safeguarding included in their Induction Programme and be made aware of:

- College policies related to safeguarding
- Their responsibility for their own and others' safety
- The requirement to wear ID at all times when on College sites
- How to report any instances related to Safeguarding, Child Protection or radicalisation or contact with extremist groups

All students starting courses late should be provided with a comprehensive induction which must include Safeguarding.

#### **4.1.3 Information Sharing in respect of Children, Young People and Vulnerable Adults**

- Guidance is available on SharePoint to support tutors in understanding issues around sharing information about young people and vulnerable adults – Student Confidentiality Policy
- All sharing of information must comply with the Data Protection Act and GDPR
- Sharing of information with regard to safeguarding falls outside of the General Data Protection Regulations with child protection and safeguarding issues are involved.



## **5. Curriculum Responsibilities**

### **5.1 Work Placements**

5.1.1 The procedure for work placements must be followed for all FE and HE students to ensure that placements have been checked by Health and Safety. Students and work placement staff must be familiar with the requirements of safeguarding and health and safety within the workplace.

5.1.2 Apprenticeship and Work Place Training providers are issued with College guidance on Safeguarding, Child Protection, Prevent, British values and Equality, Diversity and Inclusion in order to ensure that Hadlow College maintains its commitment to safeguarding its students when engaged in College related activities.

The guidance outlines what is meant by Safeguarding and Equality, Diversity and Inclusion and the safeguarding measures that should be put in place and who to contact at the College regarding safeguarding, Child Protection or radicalisation concerns or questions.

The guidance refers the employers to our College website for more information regarding policies and student information.

### **5.2 Educational Trips and Visits**

5.2.1 The Educational Trips and Visits Procedure outlines the requirements for all off site visits and trips including both residential and non-residential at home and abroad.

## **6. Safeguarding in Higher Education Provision**

6.1 The College is a provider of Higher Education University programmes and is working with students who are registered both with Hadlow College and with partner universities and who are over the age of 18.

6.2 There is no legislation in the area of safeguarding that is directed specifically at Higher Educational Institutions (HEIs). However common law and in some cases some legislation place responsibility on the organisation for example to prevent radicalisation.

6.3 It is recognised that safeguarding is about managing relationships and therefore there is a need to move beyond legal compliance to a culture in which safeguarding is embedded. The HE provision is expected therefore to comply with the procedures in place for FE regarding codes of behaviour and good practice in order to ensure that all learners are safeguarded, know how

to keep themselves safe, are treated with respect and that staff are protected by those policies and procedures against allegations of abuse.

- 6.4 It is also recognised that in delivering HE within an FE context that all staff have access to young people and vulnerable adults and therefore the Human Resources policy regarding safe recruitment and codes of conduct apply equally to those staff delivering HE provision.

## **7. Safe Recruitment**

The College has clear procedures which must be followed by all managers employing staff.

These are outlined in the Safer Recruitment Policy and comply with the safeguarding statutory guidance outlined in KCSiE.

### **7.1 Contractors, Visiting Guest Lecturers/speakers and Volunteers**

The College will in the case of these groups make judgements of risk when offering contracts. The individual making these arrangements is responsible for ensuring that in the case of:

- 7.1.1 Contractors: will be supervised or there will be a DBS in place depending on the contractor work.
- 7.1.2 Visiting Lecturers: Guest speakers may be referred to as visiting lecturers. They will be covered by the External Speaker's Policy and supervised by their College host.
- 7.1.3 Regular guests, where appropriate will be DBS checked and follow the College safeguarding policies.
- 7.1.4 Volunteers are accompanied from reception to the place of the lecture of volunteer activity. They should not be left unaccompanied with students at any time unless in the areas of the College open to the general public.
- 7.1.5 If volunteers are working for the College and for the purpose of safeguarding, volunteers should be treated as employees and must be DBS checked and a reference obtained.

### **7.2 Induction of staff**

All staff undergo an induction programme co-ordinated centrally through Human Resources. All staff are required to undertake Safeguarding training, Child Protection training, Prevent training and Equality, Diversity and Inclusion training as part of their induction programme. It is the responsibility of the line

manager of every new member of staff to confirm completion of this training prior to confirming their appointment at the end of their probationary period.

## 8. **Safeguarding of Residential Students**

Residential provision at Hadlow College complies with the guidelines outlined in the Department of Health document, *Accommodation of Students under Eighteen by Further Education Colleges, National Minimum Standards 2018*.

The document contains a statement of national minimum standards published by the secretary of State under section 87C (1) of the Children act 1989 as amended by the Care Standards Act 2000.

The national minimum standards are applicable to further education colleges accommodating students under 16.

The national minimum standards are intended to safeguard and promote the welfare of young people under the age of 18 for whom accommodation is provided.

The national minimum standards are not applicable for those students 18 or over, although the policies and procedures put in place are appropriate for all residential students regardless of age.

Compliance with the national minimum standards are monitored through external inspection, carried out by Ofsted.

Inspections will also make evaluative judgements about the quality and effectiveness of the work and its impact on residential learners' experiences and outcomes. Inspectors will make three judgements: overall experience and progress of children taking into account; how well children are helped and protected and the effectiveness of leaders and managers.

In reaching a judgement about safeguarding, inspectors will consider the College's arrangement for ensuring that learners in their care are safe and protected from harm. This includes arrangements for the safe recruitment of staff, health and safety, child protection, anti-bullying strategies and behaviour policies.

## 9. **Staff Living in College Accommodation**

All staff who to live in College accommodation either as part of their relocation package or for the better performance of their role, are DBS checked prior to moving in. Any adults living with them will also need to be checked prior to

moving into College accommodation and any children living with them will be checked upon turning 16.

All staff living in College accommodation are issued with the 'Guidelines for Staff and their families living in College Accommodation' which details their responsibilities as a tenant, for their behaviour and that of their friends, family and visitors.

This document is available on SharePoint under Human Resources.

#### 10. **If you have a safeguarding concern what should you do?**

Safeguarding concerns should be reported to a DSL if abuse is suspected or if a disclosure is made by a student. If it is not abuse but safeguarding, it should be reported to Student Support Services in order to establish whether the safeguarding concern is a welfare pastoral issue. In cases of serious safeguarding concerns it may be appropriate to report directly to the Group Vice Principal Student Support Services.

- 10.1 If the concern is about radicalisation the Group Vice Principal Student Support Services or the Group Head Student Support must be contacted as the Prevent Leads.

The Child and Vulnerable Adult Protection Policy and Procedures can be found on SharePoint under central policies.

#### 11. **Dealing with allegations of misconduct against staff under Safeguarding and Child Protection**

All allegations must be reported to the Senior Safeguarding Leads as soon as a member of staff is aware of an allegation. The College has a legal duty to report concerns within one working day to the Designated Officer of the Local Authority (LDAO). The member of staff may be suspended if it is considered that they or anyone else is at risk, or if there is a good reason to believe the continued attendance of the member of staff cannot be permitted.

The Senior Safeguarding Leads are:

Beverley Cleves (Group Vice Principal Student Support Services)

Jane Salzer (Group Director Human Resources)

## 12 **Safeguarding within our College setting**

Hadlow College is located at different and varying sites.

- 12.1 **Hadlow College** is located in Hadlow Village. It has easy walking access to the shopping centre and is on the main bus route to Maidstone, Tonbridge and Tunbridge Wells. It is approximately five miles from Tonbridge train station and the high street.

The main Hadlow campus buildings and residential accommodation are spread through the site, including Court Lane, Blackmans Lane and Grove Park Farm which are easily accessible through fields and a public right of way footpath running through the main campus drive into adjacent housing estates.

Students are able to park on site or travel in by public transport. Students can access the local village and surrounding recreational areas including the village facilities and parks.

The general public can access areas deemed appropriate within the College. These include the:

Farm Shop, located at Faulkners Farm.

Broadview Garden centre, floristry, gardens and tea rooms.

Patrons of the facilities can access the toilet facilities in Broadview Garden centre only.

Commercial use of the facilities is managed by the facilities team and bookings are managed through them. Users are limited to access areas stipulated in the booking.

Use of the refreshment areas are strictly for approved visitors, students and staff and are not open to the public. Staff will challenge anyone not wearing a lanyard in the rare case that a member of the public has accessed a part of the College off limits.

Some West Kent College delivery is at Hadlow College, Court Lane site. The location is within walking distance to the centre of Hadlow Village and Hadlow College main site. Students can drive or get public transport to the Court Lane site.

Students access recreation facilities at Hadlow College, main campus. This includes access to the sports fields as part of curriculum delivery and for



enrichment activities student Common Room, Student Bar or alternative venue. In all cases students are strictly monitored/supervised. Student ID is mandatory.

Students using external facilities such as sport venues are strictly supervised.

#### 12.2 Local threats at the Tonbridge and Hadlow locations identified by the local police are:

Drugs. In the South East and these locations, the drug of choice is cannabis. Students are made aware of the dangers of placing themselves in situations which make them vulnerable to dealers, groomers or gangs. Local gangs operate in Tonbridge and Maidstone.

Extreme Far Right Wing Groups, such as Britain First and animal activists are the two main threats in the South East with regard to terror attacks. Students and staff are aware of the Run, Hide and Tell government agenda through the critical incident training. Staff and students have received training on the Prevent agenda.

Tonbridge train station, bus stops and all local recreation areas could be targeted by drug dealers, gang members or other characters that are 'undesirable'. The local police are aware and patrol these areas regularly. The police and College staff work closely together to raise awareness with students of these local threats.

#### 12.3 **Canterbury site**

There is easy access into the town for shopping, food outlets and recreation areas such as parks and sports facilities.

As with Hadlow College, the local community police work closely with the College and have identified drug use as the biggest threat.

Students and staff are aware of the local threats and raise awareness with students through tutorials and activities throughout the year.

#### 12.4 **Mottingham site**

Mottingham site is in the borough of Greenwich. It is close to housing bus routes. There is little else in the immediate vicinity and students are provided with facilities on site. The campus is small and has secure perimeter fences.

## 12.5 **Greenwich site**

Greenwich sites are located in Shooters Hill and are close to bus routes. There are no close local facilities so students spend their time predominantly on site. The campus is small with secure perimeters.

## 13 **Additional safeguarding measures of Hadlow College**

Students with criminal convictions are risk assessed prior to starting the course.

When pupils attend from school settings and integrated into college, tutors are responsible for risk assessing and determining how to keep the pupil safe.

When there are groups of varying ages, tutors are responsible for risk assessing how the different groups can be kept safe.

Vulnerable groups are managed by tutors with regard to drop off and pick up. Dedicated break out areas are available for quiet zones as needed by individual and groups of students.

External speakers are risk assessed by the invitees and a log is held to ensure staff at the College are aware who is on site.

### 13.1 **Lanyards and site security at Hadlow College**

All visitors must report to reception. They will be given an orange lanyard or sticker for identification purpose.

#### **Hadlow College**

Staff: Black

Visitors: Orange

FE students: Purple

HE students: Silver

School groups: Green

#### **West Kent and Ashford Students**

FE students: Turquoise/Teal

## **Appendix One**

### **KCSiE September 2018, annex A**

As outlined in part one of KCSiE, where staff have a concern about a student's/child's welfare, they should act immediately.

They should follow the College policy on Child and Vulnerable Adult Protection Policy and Procedures and speak to a DSL.

Specific forms of abuse outlined in Annex A. refer to Annex A for further information.

### **List of abuse/safeguarding issues**

Children and the Court System

Children missing from education

Children with family members in prison

Child sexual exploitation (CSE)

Child criminal exploitation (County lines)

Domestic abuse

Homelessness

So-called 'honour-based' violence

Preventing radicalisation

Peer on peer abuse

Sexual violence and sexual harassment between children in schools and colleges

### **Additional advice and support**

Within Annex A there is a list of abuse/safeguarding issues with links to the relevant guidance and advice. These include:

Abuse: Child abuse, Faith Abuse, Relationship abuse, Domestic abuse

Bullying and Cyber bullying

Children in the Courts: Advice for 12-17 year olds



Children missing: Missing from care, home or education

Children with family members in prison:

Child Exploitation: county Lines, child sexual exploitation (CSE) and trafficking

Drugs

Health and wellbeing: Fabricated or Induced Illness, Mental health

Homelessness

On-line: Sexting

Private Fostering

Radicalisation: Prevent Duty and Hate

So-called 'Honour Based Violence': Female Genital Mutilation, Forced marriage

Violence: Gangs and youth violence, Gender Based Violence Against Women, Sexual violence and sexual harassment (Peer on Peer abuse)