



# Beechwood College

## Safeguarding Policy

<b>Effective Date</b>	November 2019	<b>Issue number 08</b>
<b>Review Date:</b>	December 2020	
<b>Author:</b>	Policy Working Group	
<p><b>Scope:</b> This policy applies to all Beechwood College employees, including agency or self – employed staff.</p> <p>This policy sits as an appendix to the overarching Ludlow Street Healthcare policy on Safeguarding, recognising that as an Educational establishment with students under the age of 18 there are additional expectations and requirements.</p>		

<b>Issue Status:</b>	Ratified
<b>Source of Ratification:</b>	Policy Working Group
<b>Allocated Board Member:</b>	David Lawrence
<b>Title:</b>	Chief Executive
<b>Signature:</b>	
<b>Date of Signature:</b>	
<b>Review Frequency:</b>	Annually
<b>Next Review Date:</b>	December 2020

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## **WHO TO CONTACT IF YOU HAVE A SAFEGUARDING CONCERN**

### **AT THE COLLEGE**

The designated senior persons (DSP) on site for child protection are:

**Mat James (Registered Manager)**

Mobile: 07814 855 784

**Kelly Turley (Head of Education)**

Mobile 07816 239 017

The Responsible Individual is:

**Angela Kent, Director of Education and Care**

Mobile 07973 900069

### **EXTERNALLY**

The wider Ludlow Street Healthcare organisation has a named lead for Safeguarding.

The organisation also has an established Ethics and Safeguarding Forum which is responsible for establishing and monitoring a strategic approach and plans for Safeguarding Adults within the organisation, as well as for any related work streams such as Safeguarding Children.

The Speak Up Guardian for Ludlow Street Healthcare is:

**Paul Sutton**

02920 394410

**The Safeguarding Team – Cardiff and Vale**

Dock Office  
Barry Docks  
Barry  
CF63 4RT  
Tel: 01446 704812 / 01446 704697

**CSSIW**

Welsh Government Office  
Rhydycar Business Park  
Merthyr Tydfil  
CF48 1UZ  
[cssiw@wales.gsi.gov.uk](mailto:cssiw@wales.gsi.gov.uk)  
Tel: 0300 062 8800

**Welsh Government**

Cathays Park  
Cardiff  
CF10 3NQ  
Tel: English: 0300 060 3300  
Tel: Welsh: 0300 060 4400

**Wales Extremism and Counter Terrorism Unit**

Cardiff Bay Police Station  
James Street  
Cardiff  
CF10 5EW  
**Tel: 02920 527356**  
Email: [prevent@south-wales.pnn.police.uk](mailto:prevent@south-wales.pnn.police.uk)

## **INTRODUCTION**

Beechwood College fully recognises the contribution it makes to safeguarding.

There are three main elements to our policy:

- Prevention through the teaching and pastoral support offered to learners;
- Procedures for identifying and reporting cases, or suspected cases of abuse- because of our day to day contact with students, our staff are well placed to observe the outward sign of abuse; and
- Support to learners who may have been abused.

Our policy applies to **all** staff working in the school/ college and governors. We recognise that any member of our team can be the first point of disclosure for a student.

Policies will be reviewed annually, unless an incident or new legislation or guidance suggests the need for an interim review.

## **SAFEGUARDING STATEMENT**

We recognise that high self-esteem, confidence, supportive peers and good lines of communication with a trusted adult help to safeguard learners.

The college will therefore:

- Establish and maintain an ethos where students feel secure and are encouraged to talk and are listened to;
- Ensure students know that there are adults whom they can approach if they are worried or in difficulty;
- Include in the curriculum activities and opportunities for SRE which equip learners with the skills they need to safe from abuse and o know who to turn to for help; and
- Include in our curriculum material which will help students develop realistic attitudes to the responsibilities of adult life.

For any risks related to counter terrorism or Extremism the concern would be raised with the Welsh Extremism and Counter Terrorism Unit (WECTU) and assessed then referred to Channel Panel as deemed necessary.

## **POLICY PRINCIPLES**

Welfare of the individual is paramount.

Everyone working in an education setting has a role in safeguarding. They form part of the wider safeguarding system for students and are in a position to identify concerns early and provide help to prevent issues from escalating.

We should all share the objective of keeping students safe by:

- Creating and maintaining a safe environment
- Identifying well-being concerns and taking action to address them, where appropriate in partnership with other agencies
- Developing student's understanding, awareness and resilience through the curriculum.

All students, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.

Students and staff involved in safeguarding issues will receive appropriate support.

## **POLICY AIMS**

To provide all staff with the necessary information to enable them to meet their Safeguarding responsibilities.

To ensure consistent good practice.

To demonstrate the College's highest priorities to health, safety and welfare of all children, young people and vulnerable adults involved in courses or activities which come under the responsibility of the College.

To contribute to the College's safeguarding practice.

## **TERMINOLOGY**

**Safeguarding** refers to protecting individual's health, development and human rights and enabling to live free from harm, abuse and neglect.

**Child protection** refers to the processes undertaken to protect those under the age of 18 who have been identified as suffering, or being at risk of suffering significant harm.

**Staff** refers to all those working for or on behalf of the college, full time or part time, in either a paid or voluntary capacity.

**Student** refers to all people who attend the College whether under or over 18.

**Parent** refers to birth parents and other young persons who are in a parenting role, for example step-parents, foster carers and adoptive parents.

**Wellbeing** refers to ensuring young people grow up with safe and effective care with opportunities for optimal life chances to enter adulthood successfully.

## CONTEXT

Section 175 of the Education Act 2002 requires all schools and further education (FE) colleges to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. Section 157 of the same act and the Education (Independent Schools Standards) (Wales) Regulations 2003 require proprietors of independent schools (including academies and city technology colleges) to have arrangements to safeguard and promote the welfare of children who are students at the school. Due regard is also given to Section 175 of the same Act which applies to Wales.

In this respect Welsh Assembly Government Circular 005/2008 applies. Section 25 of the Children Act 2004 strengthens the arrangements for protecting and promoting the welfare of children and young people. The All Wales Child Protection Procedures are adhered to by all staff at the College and also the duty to report as outlined in the Social Services and Well-being (Wales) Act 2014 (implemented from April 2016).

The Welsh Government Circular 158/2015 Keeping Learners Safe also outlines the duties for staff at Beechwood College under the Counter Terrorism and Security Act 2015 and the Revised Prevent Duty Guidance for England and Wales, July 2015.

Research suggests that more than 10 per cent of children/young people will suffer some form of abuse. Due to their day-to-day contact with students, school/college staff are uniquely placed to observe changes in children/young person's behaviour and the outward signs of abuse. Children/young people may also turn to a trusted young person in school/college when they are in distress or

at risk. It is vital that school/college staff are alert to the signs of abuse and understand the procedures for reporting their concerns.

## **KEY PERSONNEL**

The designated senior persons (DSP) on site for child protection are:

### **Mat James (Registered Manager)**

Mobile: 07814 855 784

### **Kelly Turley (Head of Education)**

Mobile 07816 239 017

The Responsible Individual is:

### **Angela Kent, Director of Education and Care**

Mobile 07973 900069

## **ROLES AND RESPONSIBILITIES**

All Colleges must nominate a senior member of staff to coordinate safeguarding arrangements.

The DSP:

- is appropriately trained
- acts as a source of support and expertise to the college community
- has an understanding of Local Safeguarding Children's Board (LSCB) procedures
- As an understanding of local Safeguarding procedures
- keeps written records of all concerns, ensuring that such records are stored securely and flagged on, but kept separate from, the student's general file
- refers cases of suspected abuse to the student's social care or police as appropriate
- notifies student's social care if a student with a protection plan is absent for more than two days without explanation

- ensures that when a student with a protection plan leaves the College, their information is passed to their new placement and the student's social worker is informed
- attends and/or contributes to child/vulnerable young person protection conferences
- coordinates the College's contribution to child protection/safeguarding plans
- develops effective links with relevant statutory and voluntary agencies
- ensures that all staff sign to indicate that they have read and understood the safeguarding policy
- ensures that the safeguarding policy is updated annually
- liaises with the Director and Responsible Individual(s) as appropriate
- keeps a record of staff attendance at child/vulnerable young person protection training
- makes the safeguarding policy available to parents.

The company ensures that the College has:

- a DSP for safeguarding who is a member of the strategic leadership team and who has undertaken training in inter-agency working, in addition to basic child/vulnerable young person protection training.
- a safeguarding policy and procedures that are consistent with LSCB requirements, reviewed annually and made available to parents on request.
- procedures for dealing with allegations of abuse made against members of staff including allegations made against the Head of Education or Registered Manager.
- safer recruitment procedures that include the requirement for appropriate checks
- a training strategy that ensures all staff, including the head of education and registered manager, receive child/young person protection training, with refresher training at three-yearly intervals. The DSP should receive refresher training at two-yearly intervals
- arrangements to ensure that all temporary staff and volunteers are made aware of the College's arrangements for safeguarding.

The Responsible Individual is responsible for liaising with the local authority and other agencies in the event of an allegation being made against the Head of Education or Registered Manager.

The senior management team:

- ensure that the safeguarding policy and procedures are implemented and followed by all staff and which are in accordance with LSCB guidelines and locally agreed inter-agency procedures

- allocate sufficient time and resources to enable the DSP to carry out the role effectively, including the assessment of students and attendance at strategy discussions and other necessary meetings
- ensure that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistleblowing (Public Interest Disclosure Act 1998) procedures and
- ensure that students' safety and welfare is addressed through the curriculum.

## **GOOD PRACTICE GUIDELINES**

To meet and maintain our responsibilities towards students we need to agree standards of good practice.

Good practice includes:

- treating all students with respect
- setting a good example by conducting ourselves appropriately
- involving students in decisions that affect them
- encouraging positive and safe behaviour among students
- being a good listener
- being alert to changes in students' behaviour
- recognising that challenging behaviour may be an indicator of abuse
- reading and understanding the College's safeguarding policy and guidance documents on wider safeguarding issues, for example bullying, physical contact and information-sharing
- asking the student's permission before doing anything for them of a physical nature, such as assisting with toileting, dressing, physical support during PE or administering first aid
- maintaining appropriate standards of conversation and interaction with and between students and staff, avoiding the use of sexualised or derogatory language
- awareness that the personal and family circumstances and lifestyles of some students lead to an increased risk of abuse.

All College staff are aware that inappropriate behaviour towards students is unacceptable and that their conduct towards students must be beyond reproach.

In addition, staff should understand that, under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a

member of the College staff and a student under 18 may be a criminal offence, even if that student is over the age of consent.

## **STUDENTS WHO MAY BE PARTICULARLY VULNERABLE**

Some students may have an increased risk of abuse. It is important to understand that this increase in risk is due more to societal attitudes and assumptions, and safeguarding procedures that fail to acknowledge young people's diverse circumstances, rather than the individual student's personality, impairment or circumstances. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some students to accept that abuse can occur.

To ensure that all of our students receive equal protection, we will give special consideration to students who are:

- disabled or have special educational needs, including medical needs
- living in a domestic abuse situation
- affected by parental substance misuse, exposed to or partake in substance misuse
- asylum seekers
- living away from home or are in temporary accommodation including foster care
- vulnerable to being bullied, or engaging in bullying- including cyber bullying
- live transient lifestyles
- sexually active
- at risk of teenage intimate partner abuse
- living in chaotic and unsupportive home situations/ vulnerable to neglect
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, witchcraft/other spiritual beliefs or sexuality
- vulnerable to being victims of child abuse images or exposed to inappropriate materials via interactive communication technology
- involved directly or indirectly in prostitution or child trafficking
- do not have English as a first language.
- at risk of child sexual exploitation (CSE)
- vulnerable to running away
- at risk of fabricated or induced illness (FLL)
- at risk of female genital mutilation (FGM)
- sexually active and or at risk of teenage intimate partner abuse
- vulnerable to radicalisation
- at risk of suicide or self-harm
- at risk of forced marriage and honour based violence

- at risk of being radicalised or being drawn via grooming into violent extremism, including the risks relating to access to and influence by digital resources which contain harmful content.

Special consideration includes the provision of safeguarding information and resources in community languages and accessible formats.

In line with the Well-being of Future Generations (Wales) Act 2015 we must maintain an emphasis on prevention, in terms of early intervention with a view to reducing risk exposure and subsequent later difficulties in life. Exposure to adverse childhood experiences (ACEs) is associated with poorer health and well-being outcomes. Early identification, intervention and action to mitigate the impact of ACEs across the life course is vital.

### **SUPPORT FOR THOSE INVOLVED IN A CHILD PROTECTION ISSUE**

Abuse is devastating for the student and can also result in distress and anxiety for staff who become involved. We will support students and their families and staff by:

- taking all suspicions and disclosures seriously
- nominating a link person who will keep all parties informed and be the central point of contact. Where a member of staff is the subject of an allegation made by a student, separate link people will be nominated to avoid any conflict of interest
- responding sympathetically to any request from students or staff for time out to deal with distress or anxiety
- maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies
- storing records securely
- offering details of helplines, counselling or other avenues of external support
- following the procedures laid down in our whistleblowing, complaints and disciplinary procedures
- co-operating fully with relevant statutory agencies.

### **COMPLAINTS PROCEDURE**

Our complaints procedure will be followed where a student, parent or social worker raises a concern about poor practice towards a student that initially does not reach the threshold for child/ young person protection action. Poor practice examples include unfairly singling out a student, using sarcasm or humiliation as a form of control, bullying or belittling a student or discriminating against them in some way. Complaints are managed by senior staff, the Head of Education/ Registered Manager and Director. An explanation of the complaints procedure is available to parents/carers on request.

Complaints from staff are dealt with under the company's complaints and disciplinary and grievance procedures.

### **IF YOU HAVE CONCERNS ABOUT A COLLEAGUE**

Staff who are concerned about the conduct of a colleague towards a student are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. **All staff must remember that the welfare of the student is paramount.**

The company's whistleblowing (Public Interest Disclosure Act 1998) policy enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place. All concerns of poor practice or possible abuse by colleagues should be reported to the Head of Education or Registered Manager. Complaints about the Head of Education/Registered Manager should be reported to the most senior person available or the Freedom to Speak Up Guardian or any appropriate external body.

### **STAFF WHO ARE THE SUBJECT OF AN ALLEGATION**

When an allegation is made against a member of staff, set procedures must be followed. It is rare for a student to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events can and do happen. A student may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. Even so, we must accept that some professionals do pose a serious risk to students and we must act on every allegation. 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 its progress. Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended where this is deemed to be the best way to ensure that students are protected.

Allegations against staff should be reported to the most senior person available or the Freedom to Speak up Guardian or to any external body.

The full procedures for dealing with allegations against staff can be found in *Safeguarding Children and Safer Recruitment in Education* (pp57-67) and *Safeguarding Children in Education: handling allegations of abuse against teachers and staff* (WG circular 009/2014).

## **STAFF TRAINING**

It is important that all staff have training to enable them to recognise the possible signs of abuse and neglect and to know what to do if they have a concern. New staff will receive training during their induction. All staff will receive training that is updated at least every three years, and supplemented by the company's e-learning programme. The DSP will receive training updated at least every two years, including training in inter-agency procedures.

## **SAFER RECRUITMENT**

The College endeavours to ensure that the utmost is done to employ 'safe' staff by following the guidance in *Safeguarding Children and Safer Recruitment in Education* (pp20-54), Welsh Government Circular Keeping Learners Safe (158/2015) together with the company's individual procedures.

Safer recruitment means that all applicants will:

- complete an application form
- provide two referees, including at least one who can comment on the applicant's suitability to work with children
- provide evidence of identity and qualifications
- be checked through the Disclosure and Barring Service as appropriate to their role
- be interviewed.

All new members of staff will undergo a two-week induction that includes familiarisation with the college's safeguarding policy and identification of their training needs.

All staff sign to confirm they have received a copy of the safeguarding policy (see: appendix).

## **EXTENDED COLLEGE AND OFF-SITE ARRANGEMENTS**

Where extended College activities are provided by and managed by the College, our own safeguarding policy and procedures apply. If other organisations provide services or activities on our site we will check that they have appropriate procedures in place, including safer recruitment procedures.

When the students attend off-site activities, we will check that effective safeguarding arrangements are in place.

## **PHOTOGRAPHY AND IMAGES**

The vast majority of people who take or view photographs or videos of children and young people do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children and vulnerable young persons through taking or using images, so it must be ensured that safeguards are in place.

### **To protect students, the College will:**

- seek their consent for photographs to be taken or published if they have capacity to do so (for example, on our website or in newspapers or publications)
- seek parental consent (if student under 18)
- use only the student's first name with an image
- ensure students are appropriately dressed
- encourage students to tell us if they are worried about any photographs that are taken of them.

For an example image consent form, see appendix.

## **E-SAFETY AND DIGITAL LITERACY**

Most of the students will use computers/tablets at some time, and some will use mobile phones. They are an important source of fun, entertainment, education and communication (especially for those living away from home). However, it is known that some men, women and young people will use these technologies to harm children and vulnerable young persons. The harm might range from sending hurtful or abusive texts and emails, to enticing children/ young people to engage in sexually harmful conversations, webcam photography or face-to-face meetings. The College's e-safety policy explains how we try to keep students safe in College. Cyber-bullying by students, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through the anti-bullying procedures. Chat rooms and social networking sites are the more obvious sources of inappropriate and harmful behaviour and students are not allowed to access these sites in College without close supervision. Some students will undoubtedly be 'chatting' on mobiles or social networking sites at home and we work with students who may be engaging in this activity to raise their awareness of the dangers.

Staff are reminded to be vigilant around the possibility of grooming of students and student access to harmful influences via digital media. Staff also have awareness of the dangers of students being exposed to digital resources which contain harmful content and whose messages are in direct conflict with British values.

## **COLLEGE VISITORS**

Protocols are in place regarding visitors to Beechwood College and how they are supported and managed when on site. Any visiting speakers would be accompanied at all times by staff when speaking to students.

## **CHILD, YOUNG PERSON AND VULNERABLE ADULT PROTECTION PROCEDURES**

### **Recognising abuse**

To ensure that the students are protected from harm, there is a need to understand what types of behaviour constitute abuse and neglect.

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect another person by inflicting harm, for example by hitting them, or by failing to act to prevent harm or exploitation.

There are seven categories of abuse: physical abuse, emotional abuse, sexual abuse, financial abuse, institutional abuse, discriminatory and neglect.

However, the main ones are:

#### **1. Physical**

Includes hitting, slapping, pushing, kicking, and misuse of medication, restraint or inappropriate sanctions.

#### **2. Sexual Abuse**

Includes rape, sexual assault, sexual acts to which the adult has not consented, or could not consent or was pressurised into consenting. It may also include exposure to pornographic material, being made to witness sexual acts and encompasses sexual harassment.

#### **3. Psychological / Bullying Abuse**

Includes emotional abuse, threats of harm, intimidation, coercion, harassment, verbal abuse, isolation or withdrawal from services or support networks.

Bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress. At its most serious level, bullying is thought to result in up to 12 child suicides each year.

All incidences of bullying should be reported and will be managed through our anti-bullying procedures. All students and parents receive a copy of the anti-bullying procedures on joining the college and the subject of bullying is addressed at regular intervals in the personal, social and health education (PSHE) curriculum. If the bullying is particularly serious, or the anti-bullying procedures are deemed to be ineffective, the head of education and the registered manager will consider implementing safeguarding procedures.

#### **4. Financial or Material Abuse**

Includes theft, fraud, exploitation, pressure in connection to wills, property or inheritance or financial transactions, misuse or misappropriation of property, possessions or benefits.

#### **5. Neglect and Acts of Omission**

Includes ignoring medical advice or physical care needs, failure to provide access to appropriate health, social care or educational services and withholding of the necessities of life such as heating, medication or adequate nutrition.

#### **6. Discriminatory Abuse**

Includes racist and sexist abuse, abuse based on a person's disability and other forms of harassment, slurs or similar treatment.

#### **7. Institutional Abuse**

Institutional abuse is where the systems or regimes in place impact on individuals in a negative and detrimental way. It can include poor practice that is not addressed and which becomes an accepted standard of care for example, rigid routines, lack of rights, choices or privacy.

It can also include a lack of procedures to manage finances or medication, inadequate response to medical needs or the unauthorised/over use of restraint, punishments and sanctions. An unclean, unsafe environment can also be included in this category. Further details are provided in the multi-agency Safeguarding Adults Procedures and *in Safe Hands* (Welsh Government 2000).

### **INDICATORS OF ABUSE – WHAT YOU MIGHT SEE**

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a student has been inadequately supervised. The identification of physical signs is complicated, as victims may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For

these reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated person.

Remember, it is your responsibility to report your concerns. It is not your responsibility to investigate or decide whether a student has been abused.

A student who is being abused or neglected may:

- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless with regard to their own or other's safety
- self-harm
- frequently miss college or arrive late
- show signs of not wanting to go home
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- challenge authority
- become disinterested in their college work
- be constantly tired or preoccupied
- be wary of physical contact
- be involved in, or particularly knowledgeable about drugs or alcohol
- display sexual knowledge or behaviour beyond that normally expected for their age.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSP to decide how to proceed. It is very important that you report your concerns – you do not need 'absolute proof' that the young person is at risk.

## **IMPACT OF ABUSE**

The impact of abuse should not be underestimated. Many victims do recover well and go on to lead healthy, happy and productive lives, although most survivors agree that the emotional scars remain, however well buried. For some, full recovery is beyond their reach, and the rest of their childhood and their lives may be characterised by anxiety or depression, self-harm, eating disorders, alcohol and

substance misuse, unequal and destructive relationships and long-term medical or psychiatric difficulties.

## **TAKING ACTION**

Key points to remember for taking action are the 3 Rs- Recognise, Record and Refer:

- in an emergency take the action necessary to help the student, for example, call 999
- report your concern to the appropriate person/s as soon as possible
- do not start your own investigation
- share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family
- complete a record of concern
- seek support for yourself if you are distressed.

## **IF YOU SUSPECT A STUDENT IS AT RISK OF HARM**

There will be occasions when you suspect that a student may be at risk, but you have no 'real' evidence other than the student's behaviour may have changed. In these circumstances, you should try to give the student the opportunity to talk or communicate in their preferred method. The signs you have noticed may be due to a variety of factors, for example, a parent has moved out, a pet has died, a grandparent is very ill. It is fine to ask the student if they are OK or if you can help in any way.

If the student does begin to reveal that they are being harmed, you should follow the advice in the section 'If a student discloses to you'.

If, following your conversation, you remain concerned, you should discuss your concerns with the most senior person on site or the Freedom to Speak up Guardian.

## **IF A STUDENT DISCLOSES TO YOU**

It takes a lot of courage for anyone to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual, their abuser may have threatened what will happen if they tell, they may have lost all trust in young persons, or they may believe, or have been told, that the abuse is their own fault.

If a student communicates to you about any risks to their safety or wellbeing you will need to let them know that you must pass the information on – you are not allowed to keep secrets. The point at which you do this is a matter for professional judgement. If you jump in immediately the student may think that you do not want to listen, if you leave it till the very end of the conversation, the student may feel that you have misled them into revealing more than they would have otherwise.

During your conversation with the student:

- Allow them to speak freely.
- Remain calm and do not over react – the student may stop talking if they feel they are upsetting you.
- Give reassuring nods or words of comfort – ‘I’m so sorry this has happened’, ‘I want to help’, ‘This isn’t your fault’, ‘You are doing the right thing in talking to me’.
- Do not be afraid of silences – remember how hard this must be for the student.
- Under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what does the student’s mother think about all this.
- At an appropriate time tell the student that in order to help them you must pass the information on.
- Do not automatically offer any physical touch as comfort. It may be anything but comforting to someone who has been abused.
- Avoid admonishing the student for not disclosing earlier. Saying ‘I do wish you had told me about this when it started’ or ‘I can’t believe what I’m hearing’ may be your way of being supportive but the student may interpret it that they have done something wrong.
- Tell the student what will happen next. The student may agree to go with you to see the most senior person available. Otherwise let them know that someone will come to see them before the end of the day.

**You or the person you have reported to must inform the DSP for Safeguarding at the earliest opportunity.**

Write up a factual account as soon as possible on the record of concern form and hand it to the most senior person on site.

Do not discuss the conversation with anyone – only on a “need to know” basis

Do seek support if you feel distressed.

## **NOTIFYING PARENTS**

The College will normally seek to discuss any concerns about a student with their parents/carers. This must be handled sensitively and the DSP will make contact with the parent in the event of a concern, suspicion or disclosure.

However, if the College believes that notifying parents could increase the risk to the student or exacerbate the problem, then advice will first be sought from student's social worker or appropriate agency.

## **REFERRAL**

The DSP will make a referral to outside agencies (including WECTU) if it is believed that a student is suffering or is at risk of suffering significant harm. The student (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the student.

## **STUDENTS WITH SEXUALLY HARMFUL BEHAVIOUR**

Students may be harmed by other students. Staff will be aware of the harm caused by bullying and will use the College's anti-bullying procedures where necessary. However, there will be occasions when a student's behaviour warrants a response under the safeguarding process rather than anti-bullying procedures. In particular, research suggests that up to 30 per cent of child sexual abuse is committed by someone under the age of 18.

The management of students with sexually harmful behaviour is complex and the College will work with other relevant agencies to maintain the safety of the whole College community. Students who display such behaviour may be victims of abuse themselves and the safeguarding procedures will be followed for both victim and perpetrator.

## **CONFIDENTIALITY AND SHARING INFORMATION**

All staff will understand that safeguarding issues warrant a high level of confidentiality, not only out of respect for the student and staff involved but also to ensure that being released into the public domain does not compromise evidence.

The Social Work and Wellbeing (Wales) Act 2014 created a legal duty "if a relevant partner of a local authority has reasonable cause to suspect that an adult is risk and appears to be within the authority's area, it **must** inform the local authority of

that fact". Relevant Safeguarding local authorities are available in Policy number OP013.

Staff can disclose/discuss concerns with any senior person within the organisation (Ludlow Street Healthcare), this includes The Freedom to Speak up Guardian or any appropriate outside agency. That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis, this will maintain and respect the confidentiality of the individual and or situation.

Safeguarding information will be stored and handled in line with Data Protection Act 1998 principles. Refer to IG001 - Information Governance Policy.

## **REPORTING DIRECTLY TO OUTSIDE AGENCIES**

Staff should wherever possible follow the reporting procedures outlined in this policy. However, there may be times when sharing information directly with the student's social care worker, local safeguarding board, police, WECTU or the NSPCC is necessary, this includes when:

- the situation is an emergency and appropriate senior member of staff is not available.
- they are convinced that a direct report is the only way to ensure the student's safety.
- The individual feels external reporting is the most appropriate course of action.

## **RELATED SAFEGUARDING POLICIES**

Positive Behaviour Management (including Physical Intervention)  
Attendance  
Staff Code of Conduct  
Intimate Care  
Confidentiality  
Complaints procedure  
Anti-bullying  
Whistleblowing  
Access and Inclusion  
Missing persons  
Managing allegations  
Grievance and disciplinary  
e-Safety  
Sun protection  
Health and Safety  
Educational Visits  
First Aid  
Meeting the needs of students with Medical Conditions  
Safer Recruitment  
Ludlow Street Healthcare Safeguarding Adults Policy  
Preventing Radicalisation

### **Appendix 1 - Confirmation of receipt of Safeguarding Policy**

Name:

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Date of joining College: \_\_\_\_\_

Post:

\_\_\_\_\_

Date of induction: \_\_\_\_\_

I confirm that I have received and read the College safeguarding policy.

I have been made aware of my duty to safeguard and promote students' welfare.

The procedure for reporting concerns about a student has been explained to me.

Signature: \_\_\_\_\_

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Please sign and return this form to the designated senior person: Registered Manager /  
Head of Education

## **Appendix 2 – Consent Form**

Activity / situation	Consent Given 
Minor first aid and medication (e.g. plaster, antiseptic cream for bites, paracetamol, suncream)	
Supervised outings on foot	
Supervised outings in company vehicles	
Supervised outings on public transport	
Curriculum based activities undertaken as part of the weekly timetable (e.g. swimming, pedal power, boulders)	
Extra curricular trips such as educational visits and reward trips (e.g. beach, castles, zoo)	
Photographs and/or film footage to be used for display purposes within the college environment	
Photographs and/or film footage to be used as evidence for accreditations, shared at moderation meetings with other professionals	
Photographs and/or film footage to be used for sharing information with social workers, local authorities etc	
Photographs and/or film footage to be used for sharing information with clinicians, therapists etc	
Photographs and/or film footage to be used for sharing within the Ludlow group	

Photographs and/or film footage to be used for sharing achievements with the wider Ludlow group, press releases, etc	
Photographs to be used on social medial (Facebook/twitter).	
Photographs to be used in the termly college newsletter shared externally.	

**Appendix 3 - Alerting and reporting allegations of abuse**



## Appendix 4 - Safeguarding Forms

Safeguarding recording forms.

<ul style="list-style-type: none"> <li>• If a safeguarding or welfare issue is raised, a decision is made as to which form (green, yellow or pink) it should be recorded on.</li> <li>• Issue is immediately recorded on form by line manager in company of the person making the disclosure and <b>signed by both staff</b>.</li> <li>• Form taken directly to managers' office for oversight and secure storage in student's Safeguarding file. <i>If out of hours Bronze On Call to be made aware of the disclosure immediately and form passed to DSP at next possible opportunity.</i></li> <li>• Safeguarding concern acknowledgement sent to staff member who raised the concern (see below)</li> </ul>	
GREEN recording form	To be completed for lower level welfare concerns eg appropriateness of clothing, or items being brought to college, or conversations with students where there is a feeling that it needs to be noted. These forms would not be a trigger point for incident sharepoint forms to be completed. These are mainly for building a bigger picture over time.
YELLOW recording form	To be completed for any concerns around child/ adult protection or disclosures which would warrant a call to social worker or maybe escalate to a POVA referral.
PINK recording form	To be completed when concerns are raised around sexualised behaviours or disclosures.
<p><b>Safeguarding concern acknowledgement</b></p> <ul style="list-style-type: none"> <li>• Please copy and paste the below into an email and send to the staff member who shared the concern, inserting the relevant initials, time and date.</li> <li>• Please copy into the email Mat James (DSP), Kelly Turley (DSP) and Angela Kent (Responsible Individual).</li> </ul>	
<p><i>This email is to acknowledge the welfare/ safeguarding concern raised by yourself about student (insert initials) on (insert time and date). This has now been shared with the Designated Senior Person(s) for Safeguarding for decision making on whether it meets the threshold for external sharing or be dealt with by internal case management. May we please remind you of your duty in terms of confidentiality in regards to your disclosure and also that due to confidentiality your role in this matter now naturally ends and you will not be informed of any further action unless it involves you directly.</i></p> <p><i>Many thanks for sharing your concerns – we highly value information received from staff that helps us ensure our students have the highest level of care possible.</i></p>	
<p><b>Student on Student Contact</b></p> <ul style="list-style-type: none"> <li>• The process for this will remain- sharepoint incident form completed for each student involved in incident stating whether perpetrator or victim.</li> <li>• POVA referral checklist completed by staff and line manager of perpetrating student.</li> <li>• Referral checklist and printed incident form passed to Mat James for decision making with DSP(s).</li> <li>• Forms store securely in student safeguarding files.</li> </ul>	
<p><b>Important Telephone Numbers</b>          DSPs for Beechwood College: Mat James (210) and Kelly Turley (213)          Responsible Individual: Angela Kent (212)          Beechwood College Bronze on Call: 07976516707          Ludlow Street Healthcare Speak up Guardian: Paul Sutton (07814928855)</p>	



**CONFIDENTIAL**

**Beechwood College Concern/ Disclosure – Sexualised Behaviour**  
**Use this form to record any concern about a student’s welfare and give it to the designated person for safeguarding: Kelly Turley or Mat James**

Date and time you handed this form to the designated person \_\_\_\_\_

Student’s full name \_\_\_\_\_ Date of this record \_\_\_\_\_

Describe in as much detail as possible, what the student did or said :

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What have you observed and when?

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Have you spoken to anyone about your concerns? YES/ NO

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Any other information you feel you need to share?

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Your name and position

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Signature

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Further actions taken by safeguarding officer:



**Beechwood College Safeguarding Concern Form**

**Use this form to record any concern about a student's welfare and give it to the designated person for safeguarding: Kelly Turley or Mat James**

Person reporting the concern \_\_\_\_\_

Person completing the form \_\_\_\_\_

Date and time of completion of form \_\_\_\_\_

Student's full name \_\_\_\_\_

Why are you concerned about this student?

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What have you observed and when?

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What have you been told and when? (Include details of who disclosed the information and in their own words where possible)

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## Appendix 5 - Investigating allegations of abuse



