

Safeguarding
Policy and Procedures
incorporating
College Child Protection Policy

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1 Introduction

1. The Isle of Wight College recognises that college governors, members of staff, volunteers and students have an important role to play in safeguarding the welfare of young people and adults and preventing their abuse. This policy and procedure has been written with this in mind and is informed by guidance provided by the Isle of Wight local authority and the local safeguarding children's board (LSCB) along with the 4LSAB local safeguarding adults board.
2. Any young person under the age of 18 and adults with care and support needs who may be at risk of abuse or harm are protected by the laws and guidance associated with safeguarding.
3. Incidents of abuse are not common BUT any young person under the age of 18 and any adult with care and support needs must be safeguarded whether this is in the home, in school, in college, in the work place or in any other setting.
4. Everyone has a legal duty to report to the designated member of staff if they have cause for concern and believe that an individual for whatever reason has:
 - Harmed a child or adult with care and support needs (CASN) or is doing so
 - Caused a child or adult with CASN to be harmed
 - Put a child or adult with CASN at risk of harm
 - Attempted to harm a child or adult with CASN
 - Incited another person to harm a child or adult with CASN
 - Is a victim of harm
 - Is at risk of radicalisation.
5. Abuse can take many forms but it is categorised under the following themes:
 - Physical abuse
 - Sexual abuse, harassment or violence
 - Emotional / psychological abuse
 - Peer on peer abuse
 - Neglect or acts of omission
 - Financial and material abuse
 - Self neglect
 - Organisation abuse
 - Modern slavery
 - Fabricated or induced illness
 - Hate crime
 - Mate crime
 - Child sexual exploitation and online grooming

- Sexting
- Positions of trust offences
- County Lines

People can also be vulnerable to radicalisation and extremism.

6. The college contributes to inter-agency work in support of safeguarding young and students and adults with care and support needs, working closely with social care, the police and healthcare services to promote the welfare of students and protect them from harm.
7. As such all complaints, allegations or suspicions must be taken seriously.
8. The following procedure must be followed whenever an allegation is made that a person has been abused or when there is a suspicion that abuse may be taking place.
9. Alleged harming activities by other persons who are not employed staff or volunteers will be dealt with in accordance with this policy and procedure, and as necessary with reference to other college procedures. The police and the local safeguarding team may be involved.
10. To support safeguarding, it may on occasion be necessary to refer to other college policies and procedures. In all cases safeguarding will take precedent over other policy and procedure areas.
11. Allegations of abuse are serious. Where a claim of abuse made against a member of staff is not substantiated and is found to have been malicious in intent, this would be dealt with through the college student or staff disciplinary procedure.

2 Designated staff with responsibility for safeguarding

12. **Senior staff member with designated lead responsibility for safeguarding:**
 - Assistant Principal (Students, Teaching & Learning and HR)
(in the absence of the nominated member of staff, please contact the Principal)
13. **Deputy safeguarding leads, designated staff members:**
 - Head of Student Advocacy and Safeguarding (designated staff member for young people, deputy safeguarding lead) – will normally take the lead role with assessment and referral processes
 - Curriculum Manager SLDD (designated staff member for adults with care and support needs).
14. **Designated governor:**
 - Contact via the Clerk to the Governors at the main college - see appendices for full contact details.

3 Risk assessment

15. The college uses risk assessment to inform the planning of safeguarding activities. This takes place at a number of levels:
 - Cross college risk register – explicit section on Safeguarding
 - Staff safeguarding risk assessment – considering safeguarding measures to be put in place for various groups of staff including volunteers, contractors, visitors and host families
 - Hazardous activity risk assessments – in line with the college health and safety policy
 - Individual learner risk assessments – where the needs or circumstances of the individual dictate that completion of a risk assessment would be beneficial
16. Risk assessments are reviewed and updated on a regular basis as needs demands and at least once every year.

4 Raising awareness of safeguarding procedures

17. It is important that all members of the college recognise the role they play in safeguarding. Safeguarding must be a topic covered within the induction of every member of the college community whether they are students, staff, volunteers or employers used by the college for work experience purposes.
18. **Students:** Within the induction programme students will be made aware of the following:
 - What constitutes abuse under Safeguarding
 - The reporting procedures for self referral or reporting suspected abuse of a friend or colleague
 - To whom the referral should be made
 - The responsibility each learner has for another.
19. **Staff and volunteers:** Within the staff and volunteer induction programme they will be made aware of the following:
 - The procedure for reporting issues associated with safeguarding, guidance / policies for both children and adults
 - The key college personnel to whom the report should be made
 - The responsibility of members of staff under the Safeguarding Policy and Procedure
 - Keeping children safe in education, Statutory guidance for schools and colleges, Part 1: Information for all school and college staff (Sep 2018)
 - The Care Act 2014

- Safeguarding Adults – Multi- Agency Policy, Guidance and Toolkit Hampshire, Isle of Wight, Portsmouth and Southampton 2nd Edition 2016
 - Mandatory Prevent e-learning package College of Policing, Channel Awareness Module.
20. All new staff will satisfactorily complete on-line safeguarding training.
21. All staff must read at least part 1 of the statutory guidance: Keeping Children Safe in Education 2018.
22. All staff must update their training in safeguarding at least every three years. This would normally be achieved by completing the online safeguarding course. Staff with designated responsibility for safeguarding and their deputies must undergo updated safeguarding training every two years and all staff must receive safeguarding updates at least annually. This may take the form of e-bulletins, briefings or meetings with peers from other establishments.
23. **Employers:** Any employer working with a learner must be given training on the Isle of Wight College Safeguarding Policy and Procedures by the learner's course co-ordinator or nominated representative prior to the learner embarking upon the experience or placement. The course co-ordinator and employer must:
- Identify a key employee who will act as the main contact for the learner on experience or placement for the purposes of child protection
 - Instruct that key employee on the College's Safeguarding policy and procedures and identify who their key point of contact is within college for any referrals for suspected abuse under Safeguarding
 - Sign a declaration that appropriate training has taken place and that the employee is fully aware of their responsibility and the reporting process (appropriate notes and procedures will be left with the employee for reference purposes)
 - In line with statutory guidance (KCSIE 2016) staff will receive regular child protection and adult safeguarding updates at least annually. This may take the form of e-bulletins, briefings or information shared with staff at meetings.
24. Full details of procedures associated with Safeguarding Work Placements are in the appendices.

5 Early identification of possible risk factors

25. Any young person may benefit from early help when transitioning into college, however, there are a number of young people whereby early identification of the possible need for early support is desirable and supports longer term success. There are a number of ways in which the college captures and appropriately shares information regarding students. Policies that support this are:
- The admissions policy
 - Data storage and collection GDPR statement

- Interview protocols
- Enrolment procedures.

6 Dealing with disclosure of abuse and the procedure for reporting concerns

26. If the complainant is the person being abused, questions should be kept to the minimum necessary to understand what is being alleged and leading questions should be avoided. Think family; are there other siblings/ children or adults with care and support needs in the same environment. The use of leading questions can cause problems for the subsequent investigation and any court proceedings. Use the TED principal – Tell me / Explain / Describe – these are not leading questions but act as a safe prompt. If this doesn't work, use closed, specific style questions that start with a W or H, for example, Who? What? How? Promises of confidentiality must not be given as the matter may develop in such a way that these promises cannot be honoured.
27. Information sharing is essential for effective safeguarding and promoting the welfare of children and young people. It is a key factor identified in many serious case reviews (SCRs), where poor information sharing has resulted in missed opportunities to take action that keeps children and young people safe. See Appendix 4 for the 'seven golden rules to sharing information'.
28. A full record shall be made as soon as possible of the nature of the allegation and any other relevant information. It is important that you record the account and any questions verbatim, including:
 - the date, time and location
 - the context which lead to the disclosure being made
 - the place where the alleged abuse happened
 - your name and the names of others present
 - the name of the complainant and, where different, the name of the person who has allegedly been abused
 - the nature of the alleged abuse
 - a description of any injuries observed, using the body map in the appendices (Recording disclosures) to pin point any physical harm
 - an account of the allegation that should be signed, timed and dated by the person completing the report
 - if the disclosure extends over more than one page, individual pages should be numbered, with each page signed and dated
 - if the situation is urgent, staff to contact the police on 999 or 101 and continue to follow the safeguarding procedure flowchart.
29. Any suspicion, allegation or incident of abuse must be reported to the nominated member of staff (or the Principal in their absence) as soon as possible and at least within two hours.

30. The nominated member of staff shall telephone and report all allegations and incidents of abuse to Children's Social Care or Adult Safeguarding team at the local authority before the end of the college day. A written record of the date and time of the report shall be made and the report must include the name and position of the person to whom the matter is reported. The telephone report must be confirmed in writing to the relevant department within 24 hours.
31. Where the safeguarding concern relates to an adult with care and support needs the nominated member of staff will discuss with the adult and establish with them what outcome(s) they would like to be implemented.
32. The nominated member of staff should discuss with Children's Social Care or Adults Safeguarding team what action will be taken to inform the parents / carers/ home setting and a note of that conversation should be made.
33. The nominated member of staff for the PREVENT agenda should be contacted directly where there are concerns over the risk of radicalisation. The nominated member of staff will conduct an initial risk assessment and refer to the multi agency safeguarding hub (MASH) in the case of an under 18 and to the Police Channel Co-ordinator as appropriate for over 18s.
34. If the nominated member of staff (or the Principal in their absence) cannot be contacted within 2 hours of the allegation or observation, the person making the report must notify the Children's Social Care team (tel: 0300 300 0901) or the adult safeguarding team 01983 814980 or by emailing abusereporting@iow.gov.uk or fax 01983 814999 of the issue and inform the college's nominated member of staff, as soon as possible, about the action taken.
35. The nominated member of staff must notify the Principal of any allegation or incident as soon as is practicable and in any event within 24 hours of the initial concern arising.
36. **Learning difficulties and/or disabilities:** Some people with learning difficulties and/or disabilities may need different support to other persons e.g. in the way their physical/ mental condition might mask possible abuse and their ability to verbalise their concerns.
37. **14 - 16 year old students:** Where an allegation is made regarding a 14 - 16 year old learner, staff should follow the same procedures as outlined in this policy and procedure. The designated safeguarding officer will liaise with the designated safeguarding lead (DSL) from the learner's school or sponsor, ensuring that the learner is informed of this process.

7 Written records

38. The nominated member of staff shall retain a copy of:
 - The report
 - Any notes, or correspondence
 - Any other relevant material dealing with the matter.
39. Copies of reports, notes etc. should be kept securely locked at all times and retained for a minimum period of 25 years.
40. Copies of reports regarding allegations made against staff shall be kept securely by the HR Manager for at least 25 years.
41. The college recording system (eTrackr) should be used to record all safeguarding conversations and decisions (i.e. select the 'safeguarding' category within the notes tab). These notes will be recorded and shared appropriately.
42. To record a safeguarding referral, the 'safeguarding referral' category within the notes tab will be used and shared appropriately.

8 Domestic abuse

43. Domestic abuse is defined as 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. The abuse can encompass but is not limited to
 - psychological
 - physical
 - sexual
 - financial
 - emotional.
44. Exposure to domestic abuse and or violence can have a long term emotional and psychological impact on children, young people and adults with care and support needs. Helpful guidance with respect to signs and symptoms can be found on the NSPCC website (<https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/domestic-abuse/signs-symptoms-effects/>).

9 Homelessness

45. Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. If a member of college staff becomes aware

that their student is at risk of, or is homeless, then the deputy safeguarding lead must be made aware.

- Homeless families – appropriate support and intervention will be offered in the family context
- Homeless 16 and 17 year olds – those living independently through possible exclusion from the family home – referrals will be made based upon the circumstances.

10 So-called 'honour based' violence (HBV)

46. So-called 'honour-based' violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is often linked to family members or acquaintances who mistakenly believe someone has brought shame to their family or community by doing something that is not in keeping with the traditional beliefs of their culture. For example, so-called honour based violence might be committed against people who:
- become involved with a boyfriend or girlfriend from a different culture or religion
 - want to get out of an arranged marriage
 - want to get out of a forced marriage
 - wear clothes or take part in activities that might not be considered traditional within a particular culture.
47. Women and girls are the most common victims of honour based violence, however, it can also affect men and boys. Crimes of 'honour' do not always include violence. Crimes committed in the name of 'honour' might include:
- domestic abuse
 - threats of violence
 - sexual or psychological abuse
 - forced marriage being held against your will or taken somewhere you don't want to go
 - assault.

11 Female genital mutilation (FGM)

48. FGM refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK. FGM typically takes place between birth and around 15 years of age, however, it is believed that the majority of cases happen between the ages of 5 and 8.
49. Reporting and referring children at risk of FGM:
- If a girl is at immediate risk, this is a safeguarding issue and staff need to contact the police urgently by calling 999.

- Cases that fall under mandatory reporting should be reported to the police on 101.
 - If you suspect FGM has taken place, also contact Hampshire Children's Services department on 0300 555 1384.
 - For further advice, phone the NSPCC FGM helpline on 0800 023 3550.
50. Mandatory reporting of known cases:
Staff should phone 101 (call 999 if the child is in immediate risk of harm) and get an incident report number, which you should retain for your records and share with the safeguarding lead and deputy safeguarding lead who will notify the Children's Services department, in particular for all requests for extended leave or circumstances where a child is known to be going to a practising country of origin for the six-week holidays.
51. Spotting the signs:
Suspensions may arise in a number of ways that a child is being prepared for FGM to take place abroad, including:
- She has a parent from a practising community, and she and her family have a low level of integration into a community
 - The mother or any sisters have experienced FGM
 - She is withdrawn from her peers and social group
 - She has talked about, or you know about, the arrival of a female family elder
 - She talks about it to other children
 - She refers to a 'special procedure', 'special occasion' or 'becoming a woman'
 - She is out of the country for a prolonged period (six weeks to two months or more)
52. Prior to referring to Children's Services, the college should invite the parents in to consider and discuss the following:
- Who is going?
 - Where are they going?
 - When are they coming back?
 - Who are they going to visit?
 - What is the purpose of the visit?
53. The college needs to have had a specific conversation with a parent about FGM, highlighting that the practice is illegal in the UK and is classed as child abuse. This includes that the law in this country protects British nationals abroad so that it is also illegal to take the girl abroad to perform FGM. Please document a parent's response and reactions. The college should notify Children's Services. Parents should be aware of the need to do this, and it should also be reflected in your school's safeguarding policy.
54. Consent:
It is good practice to seek consent to share this information. However, if a parent refuses, then you need to notify the parent that this is your professional duty to inform Children's Services.
55. What happens next?
Children's Services will make a risk assessment based on the information provided, and the information they may already hold on the family. The likely outcome is that a joint visit with the police and social care will be made where a written agreement will be signed. They may also take further action if further assessment is needed.

56. Concerns about FGM should also be raised through the usual safeguarding referral channels as per the college safeguarding procedure flowchart (Appendix 2).

12 Forced marriage

57. If there are concerns that a vulnerable person (male or female) is in danger of forced marriage, you should contact the college Designated Safeguarding Lead or Deputy Safeguarding Lead) who will contact the Forced Marriage Unit (FMU) (Tel: 020 7008 0151 or email: fmu@fco.gov.uk or by visiting the [gov.uk](https://www.gov.uk/guidance/forced-marriage) website at <https://www.gov.uk/guidance/forced-marriage>). The police and MASH will also be contacted. Forced Marriage can be a particular risk for people with learning difficulties and people lacking capacity, Adults with care and support needs.

13 County Lines

58. 'County Lines' is a term used to explain gangs and organised crime groups often from London and other areas using children and young people to traffic drugs. Or, it could mean young people's exploitation by criminal networks local to Hampshire and the Isle of Wight.
59. Legislation and identifying characteristics are noted in Appendix 16.

14 Organisational abuse

60. Organisational or institutional abuse is the mistreatment of people brought about by poor or inadequate care or support, or systematic poor practice. It occurs when the individual's wishes and needs are sacrificed for the smooth running of a group, service or organisation. Be aware and be professionally curious especially when the person has additional care and support needs.
61. If a member of staff is concerned that organisational or institutional abuse is occurring at the Isle of Wight College you should contact the college Designated Safeguarding Lead or Deputy Safeguarding Lead, however if it is considered that their role would compromise any investigation the college whistleblowing (public interest disclosure) policy should be implemented.

15 Child sexual exploitation (CSE)

62. 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. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact: it can also occur through the use of technology. Like all forms of child sex abuse, child sexual exploitation:
- can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;

- can still be abuse even if the sexual activity appears consensual;
- can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;
- can take place in person or via technology, or a combination of both;
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media);
- can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and
- is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

Some of the following signs may be indicators of child sexual exploitation:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who have older boyfriends or girlfriends;
- children who suffer from sexually transmitted infections or become pregnant;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

16 Modern slavery

63. Slavery is an illegal practice that still continues today. Students may be at risk and therefore staff need to be vigilant. Modern slavery takes a number of forms such as:

- a. forced to work - through mental or physical threat
- b. owned or controlled by an 'employer', usually through mental or physical abuse or the threat of abuse
- c. dehumanised, treated as a commodity or bought and sold as 'property'
- d. physically constrained or have restrictions placed on their freedom of movement.

If a member of staff is concerned that a student is subject to modern slavery they must follow the safeguarding procedures and report their concerns to either the deputy or the designated safeguarding lead.

17 Children missing from education (CME)

64. Children missing from education are defined as those who are not on a school roll or receiving suitable education otherwise than at school. Those who are regularly absent or have missed 10 days or more without permission may be at risk of becoming 'children missing in education'. The college has a number of procedures in place to support the early identification of absent students:

- admissions procedure
- enrolment and induction handbook (where identity and eligibility for funding is established along with next of kin details)
- attendance policy
- student registration rules
- absence reporting procedures / system for students

These processes enable the early and accurate identification of absent students and appropriate follow up procedures.

See Appendix 15 for additional guidance and procedures.

18 Safeguarding students with special educational needs (SEN)

65. The college recognise the additional challenges that may be faced by students with special educational needs (SEN) and disabilities. Safeguarding challenges and additional barriers can exist when recognising abuse and neglect in this group of students. Care is taken that assumptions are not made that indicators of possible abuse such as behaviour, mood and injury are not assumed to relate to the student's disability without further exploration; the potential for students with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and communication barriers and difficulties in overcoming these barriers. Students with profound and multiple SEN needs are accommodated and supported for the majority of their time in college in a purpose built facility and are supported by specifically trained staff. Learners with an EHC plan are supported and safeguarded in accordance with college policy whilst taking account of specific and individual needs.

19 Safeguarding students that are looked after and previously looked after

66. The college takes account of the difficult circumstances faced by students in this vulnerable category. The most common reason for young people to become looked after is as a result of abuse or neglect, for those children looked after or previously looked after the college provide support via a trained level 5 safeguarding deputy. The safeguarding leads and student progress advisers have responsibility for promoting educational achievement of young people who have left care via adoption, special guardianship or child arrangement orders, or who were adopted from state care outside England and Wales.

67. The college appropriately share information regarding a student's legal status and care arrangements using the fields on the college recording system eTrackr.

20 Prevent duty guidance

68. The Counter-Terrorism and Security Act places a duty on further education providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism, this is known as the Prevent duty.
69. Where staff are concerned that young people are developing extremist views or show signs of becoming radicalised, they should discuss this with one of the college safeguarding leads.
70. Safeguarding staff have received training about the Prevent duty and tackling extremism and are able to support staff with any concerns they may have.
71. The college supports young people to understand how people with extreme views share these with others, especially using the internet.
72. The college is committed to ensuring that its students are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching fundamental British values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.
73. Recognising extremism: early indicators of radicalisation or extremism may include:
 - showing sympathy for extremist causes
 - glorifying violence, especially to other faiths or cultures
 - making remarks or comments about being at extremist events or rallies
 - evidence of possessing illegal or extremist literature
 - advocating messages similar to illegal organisations or other extremist groups
 - out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
 - secretive behaviour
 - online searches or sharing extremist messages or social profiles
 - intolerance of difference, including faith, culture, gender, race or sexuality
 - graffiti, art work or writing that displays extremist themes
 - attempts to impose extremist views or practices on others
 - verbalising anti-Western or anti-British views or for right wing extremist views
 - advocating violence towards others.
74. Prevent duty guidance for FE institutions is available online at https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/445915/Prevent_Duty_Guidance_For_Further_Education_England_Wales_-_Interactive.pdf.

75. The college has a Prevent Duty risk assessment and action plan which summarises the self-assessment that the college has conducted in regard to the Prevent Duty, the associated risks and the resulting actions. See Appendix 10 for a Prevent referral form.
76. Dealing with allegations of abuse by young people and peer on peer abuse – also please see Appendix 16. Peer on peer abuse occurs when a young person is exploited, bullied and / or harmed by their peers who are the same or similar age; everyone directly involved in peer on peer abuse is under the age of 18. ‘Peer-on-peer’ abuse can relate to various forms of abuse (not just sexual abuse and exploitation), and crucially it does not capture the fact that the behaviour in question is harmful to the child perpetrator as well as the victim.
77. Work with children and young people who abuse others should recognise that such children are likely to have considerable needs themselves, and also that they may pose a significant risk of harm to other children or adults.
78. Research evidence suggests that children who abuse others may have suffered considerable disruption in their lives, been exposed to violence within the family, witnessed or been subject to abuse, have problems in their educational development and have committed other offences. Such children are likely to be a Child in Need, and some will in addition be suffering or at risk of Significant Harm and may themselves be in need of safeguarding.
79. A coordinated response to children who abuse others by children’s services, the police, the Youth Offending Team and Child and Adolescent Mental Health Services is essential.
80. Young people exhibiting harmful sexual behaviour who are returning to the community following a custodial sentence or time in secure accommodation also require consideration through this procedure
81. In cases where it is suspected that a young person may be abusing another young person, the college will follow the guidelines laid out by the local safeguarding childrens board (http://4lscb.proceduresonline.com/chapters/p_abuse_child_yp.html).

21 Reporting and dealing with allegations of abuse against members of staff

82. Where an allegation of abuse is made and it involves a member of college staff the steps laid out in Keeping children safe in education, statutory guidance for schools and college, part 4, page 40-50, will be followed (Department for Education, April 2016) (<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>). For Adults with care and support needs refer to Section 69 Guidance on managing allegations against people in a position of trust within the Safeguarding Adults multi – Agency policy guidance and tool kit 2nd Edition December 16
83. In the first instance the Principal or their nominated deputy should immediately discuss the allegation with the Local Authority Designated Officer (LADO). The purpose of this initial discussion is to consider the nature, content and context of the allegation and agree a course of action, Referring to Keeping Children Safe in Education issued by the

Department for Education (April 2016).

84. The initial sharing of information and evaluation may lead to a decision that no further action is to be taken in regard to the individual facing the allegation or concern. The decision and a justification should be recorded and agreement reached on what information should be put in writing to the individual concerned and by whom.
85. The designated governor with responsibility for Safeguarding will be kept informed. As deemed necessary she/he will keep the Chair of the Corporation informed of the incident and any action taken.
86. The Principal or their nominated deputy will maintain records of factors which influenced their decisions and associated paperwork and correspondence.
87. Parents or carers of a young person or adult at risk involved should be told about the allegation as soon as possible if they do not already know of it (subject to discussion with the relevant authority). They should also be kept informed about the progress of the case and told the outcome where there is not a criminal prosecution, including the outcome of any disciplinary process.
88. If the designated safeguarding lead is the subject of the allegation or complaint, the matter must be reported directly to the Principal.
89. If the Principal is subject to any such allegation or complaint, the designated safeguarding officer will contact the Chair of Governors.

22 Personal care and adults at risk

90. The college has separate guidelines regarding personal care and staff involved in the provision of this service should always work in accordance with it.

23 eSafety

91. Young people can be vulnerable to exploitation or abuse through the medium of Information Technology. It is important that staff and volunteers are alert to potential risks students may be exposed to, and that steps have been taken to mitigate the risk of this occurring, with specific reference to:
 - **Content** – e.g. exposure to age inappropriate material, inaccurate or misleading information, socially unacceptable material (e.g. inciting violence, hate or intolerance) and illegal material (including images of child abuse)
 - **Contact** – e.g. grooming using communication technologies leading to inappropriate behaviour or abuse
 - **Commerce** – e.g. exposure to inappropriate advertising, online gambling, identity theft and financial scams
 - **Culture** – e.g. bullying via websites, mobile phones or other communication technologies, or inappropriate downloading of copyright materials (i.e. music, films, images); exposure to inappropriate advertising, online gambling and financial scams.

92. Addressing these issues through training for staff and volunteers, and awareness raising with students, will be undertaken by the college. If there is any indication that a student is experiencing difficulties in this area (for instance if they are reported to be spending long periods of time accessing social media or gaming on their own or if they appear unnecessarily defensive, secretive or anxious about their on line presence), then this must be taken seriously.
93. The college has an 'acceptable use policy', and has in place a series of measures to ensure the eSafety of vulnerable people at the college.
94. The college continues to invest in up-to-date and appropriate filtering and monitoring systems to safeguard students from inappropriate usage and exposure to illegal, inappropriate and harmful material.

24 Safer recruitment and selection

95. The college pays full regard to appropriate guidance with regards to the safer recruitment and selection of staff including: Working Together to Safeguard Children (March, 2015) and Keeping Children Safe in Education (Sept, 2016). This guidance forms the basis of the College's Safer Recruitment and Selection Policy and Procedure. Key information relating to this policy is set out in this section of the Safeguarding Policy.
96. It ensures that all appropriate measures are applied in relation to everyone who works in the college, e.g. volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining references satisfactory to the College, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and, where appropriate, undertaking Barred List checks (formerly known as list 99) and obtaining enhanced DBS certificates.
97. Every Chair of a recruitment panel will be trained in safer recruitment and all interviews will contain questions specifically related to safeguarding and the Prevent responsibilities.
98. For safeguarding purposes, the college considers itself to be a specified place. This means that all activity that takes place in the college is deemed to be 'regulated activity with children' and hence enhanced DBS certificates will be obtained for all staff working at the college, including barred lists checks for working with children and where appropriate barred list checks for working with adults at risk.
99. New appointments to regulated activity. Where the college is appointing a new member of staff to a post determined to be regulated activity then the following checks will be applied:
 - verify a candidate's identity, preferably from current photographic ID and other suitable documentation including proof of current/recent addresses
 - review work history and ensure there are no unexplained gaps
 - obtain suitable references

- obtain a certificate for an enhanced DBS check with a barred list information for all staff
 - obtain a separate barred list check if an individual will start work before the DBS certificate is available
 - check that a candidate to be employed as a teacher is not subject to a prohibition order issued by the Secretary of State, using the Employer Access Online service
 - verify the candidate's mental and physical fitness to carry out their work responsibilities. A job applicant can be asked relevant questions about disability and health in order to establish whether they have the physical and mental capacity for the specific role
 - verify the person's right to work in the UK. If there is uncertainty about whether an individual needs permission to work in the UK, then the college will follow advice on the GOV.UK website
 - if the person has lived or worked outside the UK, make any further checks the college considers appropriate and verify professional qualifications, as appropriate.
100. A DBS certificate must be obtained from the candidate before or as soon as practicable after appointment. Alternatively, if the applicant has subscribed to it and gives permission, the college may undertake an online update check through the DBS Update Service. Individuals can join the DBS Update Service when applying for a new DBS check; this will allow them to re-use this check when applying for similar jobs. With the individual's consent, the college can go online and carry out a free, instant check to see if a new certificate is required (<https://www.gov.uk/dbs-update-service>).
101. There is no requirement to obtain an enhanced DBS check if, in the three months prior to beginning work in their new appointment, the applicant has worked: in a school or college in England in a post which brought them into regular contact with children or in any post in a school since 12 May 2006; or in a college in England in a position which involved the provision of education and regularly caring for, training, supervising or being in sole charge of children or young people under the age of 18. But the college may request an enhanced DBS check with barred list information should there be concerns and bearing in mind the colleges duty to not to allow a barred person to work in regulated activity.
102. For full details of the records that must be kept please see the Further Education (Providers of Education) (England) regulations 2006.
103. The college will satisfy itself that supply/temporary staff have undergone the necessary checks with written confirmation from their employment agency.

25 Existing staff

104. If the college has concerns about an existing staff member's suitability to work with children, the college will carry out all relevant checks as if the person were a new member of staff. Apart from these circumstances, the college is not required to request a further DBS check or barred list check.

26 Single central record

105. The college maintains a single central record (SCR) of all checks on college staff and, where appropriate, governors, volunteers and other people who may come into routine contact with vulnerable students through the course of their studies.

The SCR will contain details of:

- an identity check
- a barred list check
- an enhanced DBS check
- a prohibition from teaching check
- further checks on people living or working outside the UK
- a check of professional qualifications;
- and a check to establish the person's right to work in the United Kingdom.
- The SCR will also include a link to the College's HR online employee records which includes details of references and other evidence of safer recruitment checks.

27 Referrals to the DBS

106. The college has a legal 'legitimate interest' in all staff and volunteers and will report to the DBS any member of staff or volunteer at the college who, following investigation by a safeguarding officer, is shown to have harmed, abused, neglected, harassed or bullied any child or adults at risk at work, in work placement, during training or education or other activity controlled or within the contracted remit of the college. This is irrespective of whether the work activity they were performing at the time was regulated in law.
107. Where harm may have been committed by employed staff, volunteers or particular learner categories, the college has a duty to report under the criminal law of England. When an incident takes place and after investigation a report is made using the correct DBS form.
108. The college may legally choose to report the actions of any staff member, volunteer or learner who they have already investigated prior to the Safeguarding law coming into force, if those actions gave 'cause for concern'.
109. New staff may start work in an emergency prior to receipt of DBS disclosures, subject to a risk assessment by the Assistant Principal with responsibility for Safeguarding and the line manager. A Barred list check (information held under s142 of the Education Act) must be completed and references received. Depending upon the outcome of the risk assessment certain safeguards may need to be put in place, i.e. member of staff being supervised in their duties, until the appropriate DBS certificates have been obtained.

28 Volunteers

110. Under no circumstances should a volunteer in respect of whom no checks have been obtained be left unsupervised or allowed to work in regulated activity.
111. For new volunteers in regulated and non-regulated activity who will regularly teach or look after children on an unsupervised basis or provide personal care on a one-off basis

the college must obtain an enhanced DBS certificate with barred list check.

112. For new volunteers not in regulated activity schools and colleges should obtain an enhanced DBS certificate.
113. For existing volunteers who provide personal care, the school or college should consider obtaining an enhanced DBS certificate with barred list check.
114. For other existing volunteers who are unsupervised and continuing with their current duties, unless there is cause for concern the school or college should not request a DBS check with barred list check because the volunteer should already have been checked.
115. For existing volunteers not in regulated activity there is no requirement to request an enhanced DBS check. However the school or college may choose to request one as they judge necessary but may not request a check of the barred list.
116. If a volunteer is not engaging in regulated activity, the college will undertake a risk assessment and use professional judgement and experience when deciding whether to seek an enhanced DBS check. Consideration will be given to:
 - the nature of the work with children;
 - what the establishment knows about the volunteer, including formal or informal information offered by staff, parents and other volunteers;
 - whether the volunteer has other employment or undertakes voluntary activities where referees can advise on suitability; and
 - whether the role is eligible for an enhanced DBS check.
117. The Protection of Freedoms Act 2012 amended the Safeguarding Vulnerable Groups Act 2006, removing supervised volunteers from regulated activity and applying a duty on the Secretary of State to issue guidance to assist regulated activity providers such as colleges, to decide what level of supervision is required so that this exclusion would apply. If the volunteer is to be supervised while undertaking an activity which would be regulated activity if it was unsupervised, the statutory guidance must be followed. The guidance issued following this change requires that:
 - there must be supervision by a person who is in regulated activity;
 - the supervision must be regular and day to day; and
 - the supervision must be “reasonable in all the circumstances to ensure the protection of children”.
118. Employers are not legally allowed to request a barred list check on a volunteer who, because they are supervised, is not in regulated activity.
119. College governors who are volunteers should be treated on the same basis as other volunteers, that is, an enhanced DBS check with barred list check should only be requested if the governor will be engaged in regulated activity. Governing bodies and proprietors can request an enhanced DBS check without a barred list check on an individual as part of the appointment process for governors.

29 Monitoring and review

120. This policy will be reviewed as deemed necessary through changes in law, statutory guidance and good practice but at least annually.
121. The policy will be agreed and ratified before publication by the college Corporation.
122. This policy draws on information contained within Working Together to Safeguard Children (March 2015,) Keeping Children Safe in Education (Sept 2016 and the forthcoming 2018 KCSIE) the Government's Counter Terrorism and Security Act (March 2015) and the college will refer to these and other relevant documents or publications for enhanced information in areas of concern or lack of clarity.

Appendix 1 - Safeguarding: Key contacts

Senior staff member with lead responsibility for safeguarding and Prevent:

- Roland White, Assistant Principal (Ext 2316)
(in the absence of the nominated member of staff, please contact the deputy safeguarding lead)

Deputy safeguarding lead:

- Michelle Campbell, Head of Student Advocacy and Safeguarding (designated staff member for young people) Ext 2394 / 07740 752830

Other designated staff members:

- Jane France, Curriculum Manager, SLDD (designated staff member for adults at risk) Ext 2447
- Samantha Rooney, Head of Foundation Learning and High Needs – Ext 2251
- Paul Buckland, Head of Student Services - Ext 2301
- Student Progress Advisors – Ext 2278/ 2327/ 2221
- David Hodgkins, HR Manager (for matters related to staff) Ext 2423

Designated Governor:

- Sheila Paul (Contact: Clerk to the Corporation on Ext 2231)

Useful telephone numbers and addresses

Isle of Wight & Hampshire County Council, Children's Services Department

Multi Agency Safeguarding Hub (MASH): online [inter-agency referral form](#)

If Section 47 referral, phone: 0300 300 901 (includes out-of-hours) or email

iowcsprofessional@hants.gov.uk.

If an under-18 is in immediate danger call the police on 999.

Adult Safeguarding Team / Adult First Response

Enterprise House, St Cross Business Park, Monks Brook, Newport, PO30 5WB

Office hours: 01983 814980 Fax Number: 01983 814999

abusereporting@iow.gov.uk

Early Help and Early Help assessment (CAF) :

CAF Team, 3rd Floor, County Hall, Newport, Isle of Wight PO30 1UD

Phone: For existing CAFs 01983 823171

Phone: For new CAFs 0300 555 1381 (Professionals), 0300 300 0117 (Public)

Opening times: Monday to Thursday, 9am to 5pm / Friday, 9am to 4.30pm

Local Area Designated Officer (LADO) lado@iow.gov.uk

Lorraine White, LADO lorraine.white@iow.gov.uk 01983 823723

Amanda Sheen, LADO (working days Tues, Thur, Fri) amanda.sheen@iow.gov.uk

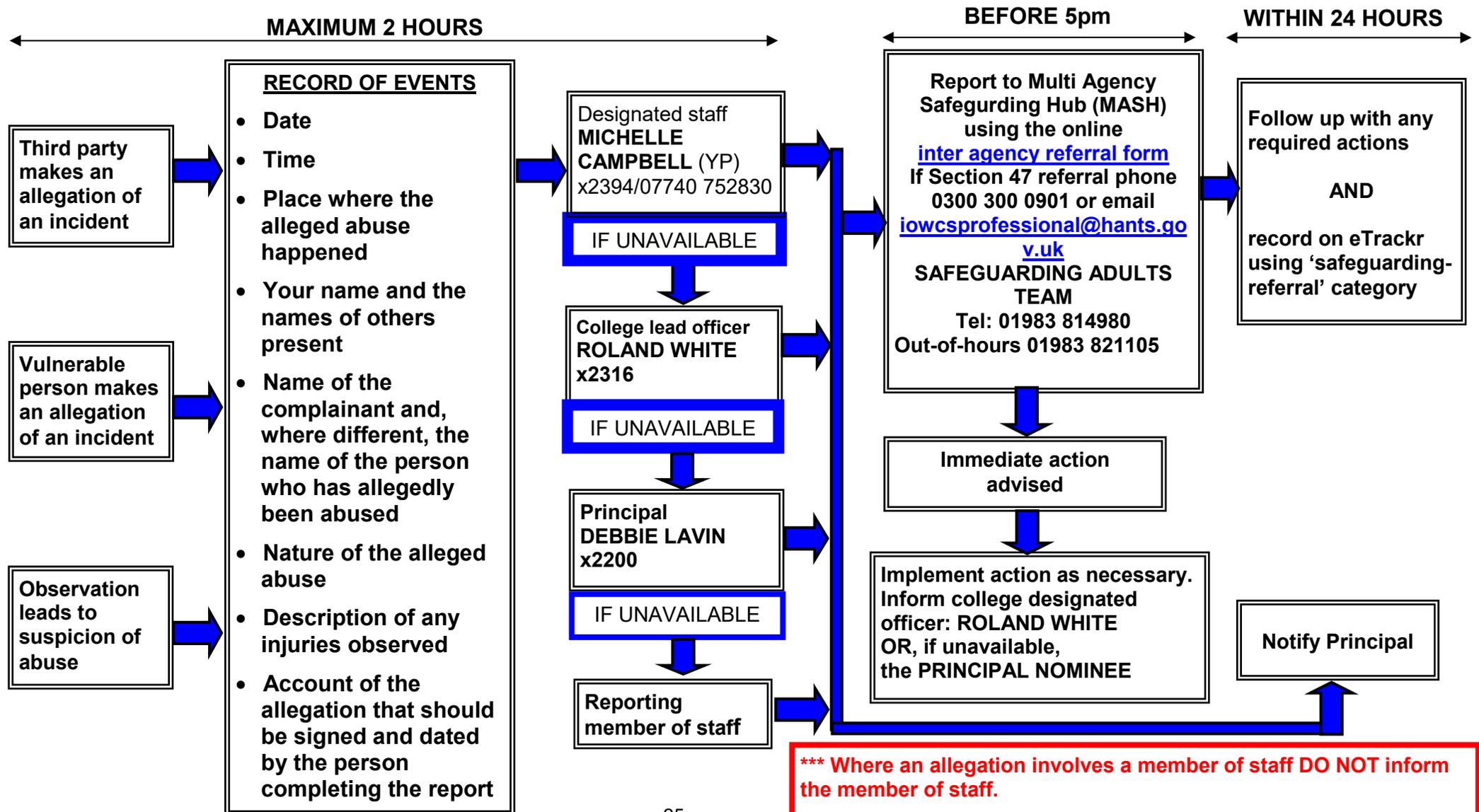
Hampshire & IoW Police: 101 or 999

NSPCC Child Protection Helpline: 0808 800 5000

Child-Line: 0800 1111

Matters relating to FGM: immediate risk, call 999 or to report historical information /intelligence call 101

Appendix 2a - Safeguarding Procedures flowchart - Under 18s (updated Feb 2019)

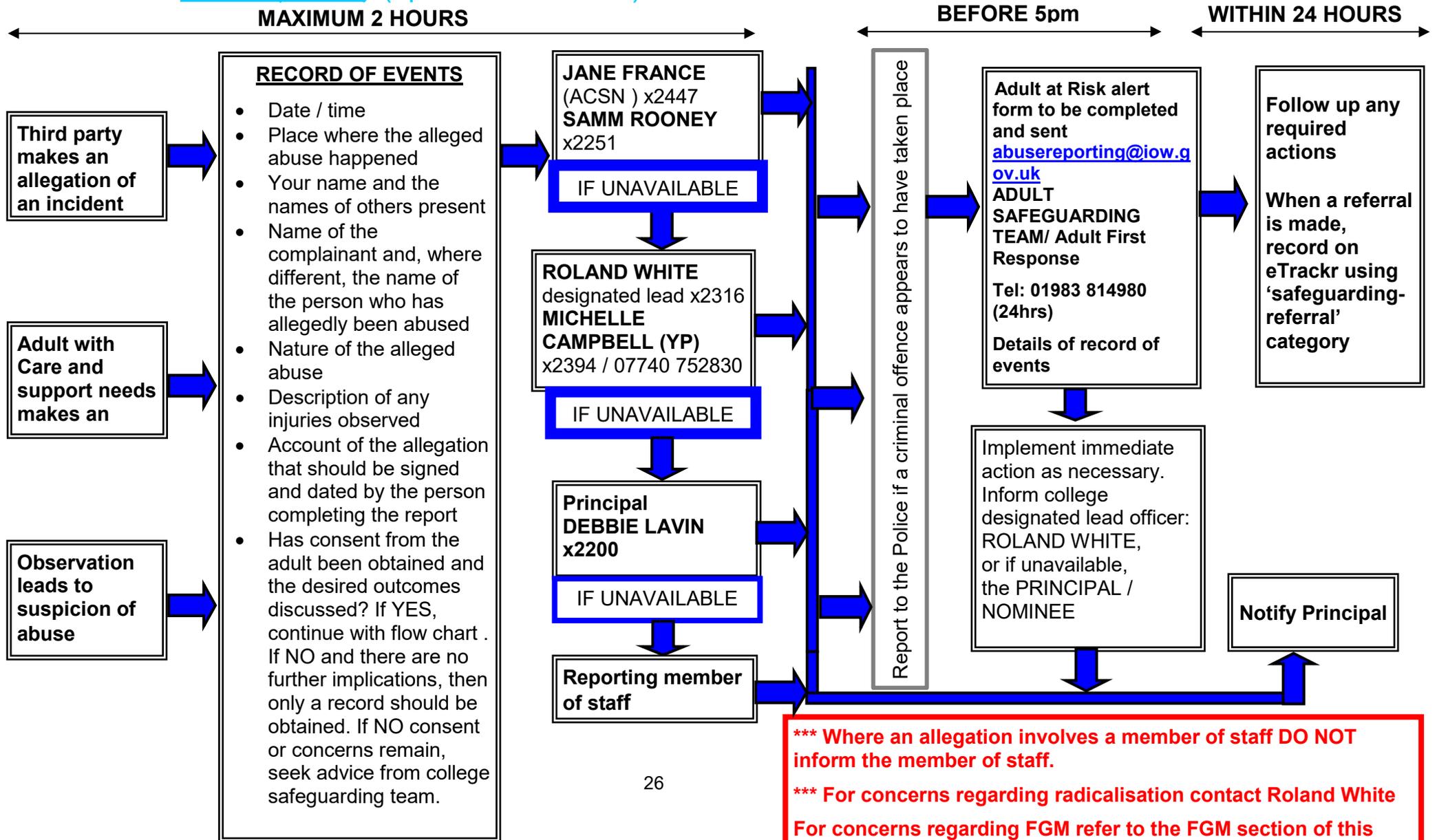


***** Where an allegation involves a member of staff DO NOT inform the member of staff.**

***** For concerns regarding radicalisation contact Roland White**

For concerns regarding FGM refer to the FGM section of this policy and contact reporting details in Appendix 1.

Appendix 2b - Safeguarding Procedures flowchart - Adults with Care and Support Needs (ACSN) (updated Nov 2018)



Appendix 3 - Safeguarding: [Guidance on harm](#)

- **Part One – Young people (children) – persons who have not reached their 18th birthday**
 - **Part Two – Adults at risk (as defined in Part Two)**
-

PART ONE - HARM TO CHILDREN

Types of harm to children under 18 (Definitions taken from Working Together to Safeguard Children (March 2015))

Emotional abuse:

The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Physical abuse:

A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Sexual abuse:

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect:

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers); or
- ensure the access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

The Hampshire and Isle of Wight Neglect Strategy 2016/18 can be viewed on line at <https://secure.toolkitfiles.co.uk/clients/25263/sitedata/files/2946CS-Neglect-Strategy-web-version.pdf>

PART TWO – ADULTS WITH CARE AND SUPPORT NEEDS

Adults with care and support needs are defined as an adult who:

- has needs for care and support (whether or not the local authority is meeting any of those needs)
- is experiencing, or at risk of, abuse or neglect

as a result of those care and support needs is unable to protect themselves from either the risk of, or the experience of abuse or neglect.

Safeguarding adults - definition of abuse

Safeguarding means protecting an adult's right to live in safety, free from abuse and neglect. It is about people and organisations working together to prevent and stop both the risks and experience of abuse or neglect, while at the same time making sure that the adult's wellbeing is promoted.

The Isle of Wight College:

- recognises that adults sometimes have complex interpersonal relationships and may be ambivalent, unclear or unrealistic about their personal circumstances.
- promotes the adult's wellbeing¹ in the safeguarding arrangements, recognising that people have complex lives and being safe is only one of the things they want for themselves.
- aligns to the Mental Capacity Act 2005.

Abuse of a person at risk may consist of a single act or repeated acts affecting more than one person. It may occur as a result of a failure to undertake action or appropriate care tasks. It may be an act of neglect or an omission to act, or it may occur where a person is persuaded to enter into a financial or sexual transaction to which they do not, or cannot, consent. Abuse can occur in any relationship and any setting and may result in significant harm to or exploitation of, the individual. In many cases abuse may be a criminal offence. Intent is not an issue at the point of deciding whether an act or a failure to act is abuse; it is the impact of the act on the person and the harm or risk of harm to that individual.

The Isle of Wight College has a duty to appropriately record and report incidencies of abuse or neglect.

¹ Wellbeing, as defined in Section 1 of the Care Act 2014.

Types of abuse	Behaviours include
Physical	Hitting, slapping, pushing, kicking, misuse of medication, restraint or inappropriate sanctions.
Sexual	Rape, indecent exposure, sexual harassment, inappropriate looking or touching, sexual teasing or innuendo, sexual photography, subjection to pornography or witnessing sexual acts, indecent exposure and sexual assault or sexual acts to which the adult has not consented or was pressured into consenting
Psychological	Emotional abuse, threats of harm or abandonment, deprivation of contact, humiliation, blaming, controlling, intimidation, coercion, harassment, verbal abuse, cyber bullying, isolation or unreasonable and unjustified withdrawal of services or supportive networks.
Financial or material	Theft, fraud, exploitation, pressure in connection with wills, property, inheritance or financial transactions, or the misuse or misappropriation of property, possessions or benefits.
Neglect and acts of omission	Ignoring medical or physical care needs, failing to provide access to appropriate health, social care, welfare benefits or educational services, withholding the necessities of life such as medication, adequate nutrition and heating
Discriminatory	Racism, sexism or acts based on a person's disability, age or sexual orientation. It also includes other forms of harassment, slurs or similar treatment such as disability hate crime.
Domestic abuse	Psychological, physical, sexual, financial, emotional abuse and so called 'honour' based violence.
Organisational abuse	Neglect and poor care practice within a care setting such as a hospital or care home or in relation to care provided in someone's own home ranging from one off incidents to on-going ill-treatment. It can be neglect or poor practice as a result of the structure, policies, processes and practices within a care setting.
Modern slavery	Encompassing slavery, human trafficking, forced labour and domestic servitude. Traffickers and slave masters use whatever means they have at their disposal to coerce, deceive and force individuals into a life of abuse, servitude and inhumane treatment.
Self-Neglect	Covers a wide range of behaviour including neglecting to care for one's personal hygiene, health or surroundings and behaviour such as hoarding.

Six principles of adult safeguarding

In May 2013, the Department of Health published the government's policy on adult safeguarding. This outlines six key principles for use by Local Safeguarding Adult Boards and member agencies for both developing and assessing the effectiveness of their local safeguarding arrangements. The Isle of Wight College embed these principals into the policy and practice working to safeguard adults:

1. **Empowerment** - presumption of person led decisions and informed consent.
2. **Prevention** - it is better to take action before harm occurs.
3. **Proportionality** - proportionate and least intrusive responses appropriate to the risk presented.

4. **Protection** - support and representation for those in greatest need
5. **Partnership** - local solutions through services working with their communities. Communities have a part to play in preventing, detecting and reporting neglect and abuse
6. **Accountability** - accountability and transparency in delivering safeguarding.

The criteria used to identify whether an issue should be raised as a safeguarding concern are as follows:

- Does the adult have care and support needs?
- Is abuse or neglect by a third party alleged or are there risks relating to self neglect?
- Is the adult unable to protect him or herself against harm or exploitation?
- If the answer is YES, then you have a 'safeguarding concern'.

A safeguarding concern is about a person with care and support needs is experiencing, or is at risk of abuse, neglect or exploitation including self neglect, or where a person at risk may be being harmed by others usually in a position of trust, power or authority. Safeguarding concerns should be made to Adult Services by anyone when:

- The person has needs of care and support and there is a concern that they are being or are at risk of being abused, neglected or exploited
- There is concern that the adult has caused or is likely to cause harm to others
- The adult has capacity to make decisions about their own safety and wants this to happen
- The adult has been assessed as not having capacity to make a decision about their own safety, but a decision has been made in their best interests to raise a safeguarding concern
- A crime has been or may have been committed against an adult who lacks the mental capacity to report a crime and a 'best interests' decision is made, this is reported to the Police and then a referral to Adult safeguarding is made
- The abuse or neglect has been caused by a member of staff or a volunteer
- Other people or children are at risk from the person causing the harm
- The concern is about organisational or systemic abuse
- The person causing the harm is also has care and support needs.

The Care Act 2014 guidance requires adult safeguarding to be person centered – no decision about me without me, adult safeguarding is person led and outcome focused.

See Appendix 13 - Safeguarding: Adult at risk alert/concern form.

Appendix 4 - Safeguarding: The seven golden rules to sharing information

1. Remember that the General Data Protection Regulation (GDPR), Data Protection Act 2018 and human rights law are not barriers to justified information sharing, but provide a framework to ensure that personal information about living individuals is shared appropriately.
2. Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
3. Seek advice from other practitioners, or your information governance lead, if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.
4. Where possible, share information with consent, and where possible, respect the wishes of those who do not consent to having their information shared. Under the GDPR and Data Protection Act 2018 you may share information without consent if, in your judgement, there is a lawful basis to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be clear of the basis upon which you are doing so. Where you do not have consent, be mindful that an individual might not expect information to be shared.
5. Consider safety and well-being: base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.
6. Necessary, proportionate, relevant, adequate, accurate, timely and secure: ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely (see principles).
7. Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

Appendix 5 - Safeguarding: Work placements / work experience

Overview

This procedure forms part of the college Safeguarding Policy.

There are occasions when students are required to attend settings outside the college in order to complete their studies. Such work placements are a valuable part of students' development and are to be encouraged and supported. However, work experience placements, especially those which extend over the longer term can pose increased risk to students. In order to safeguard students in such situations the organisation providing the work place opportunity will be required to work in partnership with the college in order to meet the requirements set out below.

Scope

This procedure covers all forms of work placement required by a student to satisfactorily complete their programme of study while enrolled at the college. If a student chooses to undertake additional work placement activities for their own development, it is their responsibility to ensure the appropriateness and safeguarding of such activities.

Guidance

1. All work placement venues must be approved prior to the placement commencing. This is achieved by a designated member of college staff completing a risk assessment and recording the outcome in the HASP 10 form. Staff completing risk assessments will receive appropriate training, and the measures which may need to be put in place.
2. The time interval between re-approval checks of work experience providers will be determined using a risk assessment methodology. Where a placement is considered high risk (possibly due to the nature of the work carried out) then the placement venue will be audited at least once every year. Where the risks are felt to be less onerous the audit may be take place every two or three years. Every work place provider will be audited at least once every three years.
3. The employer should nominate a key worker who will:
 - a. receive a copy of the college Safeguarding Policy including the code of conduct for staff, be briefed on its content and sign to confirm they agree to work in accordance with it.
 - b. be briefed on when and how to contact college staff with responsibility for safeguarding in the event of them having a concern.
 - c. follow the guidance set out in the college's safeguarding procedures (flowchart).
4. Students attending work placements will be provided with guidance on who to contact if they are worried about their surroundings or if they have concerns about safeguarding.

5. Students on placement will receive regular contact from a person employed by the college. This may be by a face to face visit or via a phone conversation. During each contact college staff will check that the student remains happy in the placement and has no issues or concerns which should be addressed.
6. In all cases the suitability of the students to the placement will be taken into consideration. In some cases, it will be necessary for the students to undergo enhanced DBS clearance, for example if they are to work with young children or in a health and social care setting.
7. The effectiveness of this procedure will be monitored using college self-assessment process, course reviews and with an overall review by the college safeguarding board and the Corporation which approves the Safeguarding Policy.
8. Learners with profound SLDD are always supported on their work experience therefore there is no requirement to complete a HASPS 10 for these learners.

Appendix 6 - Safeguarding: Homestay accommodation

Overview

This procedure must be read in conjunction with the college Safeguarding Policy and the guidance found in 'Keeping Children Safe in Education' (Sept 2016), Annex E: Children Staying with Host Families,

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf.

In order to provide residential accommodation for International students requiring a place to stay, the college has established a number of “host families” who provide accommodation. This type of arrangement could be considered private fostering and hence would amount to regulated activity for the purposes of the Safeguarding Vulnerable Groups Act 2006, regardless of the duration of the arrangement. In order to ensure the safety and well being of students staying with host families a number of safeguarding checks are currently carried out.

Guidance

1. All venues wishing to act as a host family must first be approved. This will require an initial visit or interview by a college member of staff followed by an audit of the property using the Homestay Assessment form. The person undertaking the audit will have received appropriate training and will have carried out a lone worker risk assessment and will carry a mobile phone with direct dial numbers to the International team, including the emergency on call mobile. The audit will take into consideration amongst other things safeguarding, health and safety, suitability of the venue to act as a host family to college students and matching requirements for both the family and the student.
2. It will be the responsibility of the college International department to maintain the list of approved Homestay accommodation.
3. All adults, over the age of 18 years of age, who permanently reside at the address proposed to be used for home stay accommodation will be required to obtain a DBS Certificate with barred list check. This will be arranged and paid for by the college. The names and details of adults permanently residing at the homestay accommodation will form part of the college single central record of people approved to work with young people and adults at risk.
4. The host family will receive:
 - a. a copy of the college Safeguarding policy, be briefed on its content and sign to confirm they agree to work in accordance with it.
 - b. a copy of the college Homestay Policy and Procedures
 - c. the names and contact details of college staff with responsibility for safeguarding and made aware of when and how to contact them for support or advice.
5. Students staying with host families will be provided with guidance on who to contact if they are worried about or uncomfortable about their surroundings or if they suffer abuse.

6. Students staying with host families will receive regular contact from a person employed by the college. This will normally be by their attending the college. If, however, college attendance is not required for a period of greater than two weeks, the college will ensure contact is made with the student to ensure their ongoing well being. It will be the responsibility of the International department to ensure these checks take place and a documentary record retained.
7. The International department will be required to appropriately match the student's needs to a suitable host family where possible and confirm all placements in writing with the host family including full details of the students programme and their preferences.
8. Exit assessments and evaluations to be carried out by the student and the host family to ensure the quality of the accommodation provided is being maintained.
9. The appropriateness of venues to act as host families will be re-assessed at least annually. Enhanced DBS disclosures will be renewed at least every five years.
10. Any UK-based (or home) student aged under 16 who is in homestay accommodation for 28 days or more will be registered with the Isle of Wight childrens services fostering team, which may visit host families, this would constitute private fostering this constitutes private fostering or if the young people were aged 16/17 and disabled and as such should be referred to the Isle of Wight Children's Services. In order for this to happen the MASH team are contacted to discuss. See Safeguarding key contacts for details

Appendix 7 - Safeguarding: Away from college premises

Overview

This procedure must be read in conjunction with the college Safeguarding Policy.

Specific procedures exist to provide guidance when considering safeguarding issues in work placements and host families. The purpose of this procedure is to provide guidance to other more general situations when students maybe away from the main college site on a trip or other type of visit.

Guidance

1. All activities requiring students to leave the college campus require a risk assessment to be completed. Approval for the trip must also be obtained prior to the trip taking place using the appropriate college procedures.
2. When completing the risk assessment due consideration must be given to issues of safeguarding and these should be recorded on visit approval paperwork.
3. Staff undertaking risk assessments will be trained in the completion of risk assessments and safeguarding.
4. When planning the trip special consideration should be given to the profile of the student group to assess the potential safeguarding issues. This should include: the age profile of the students, any characteristics of individual students which could make them more vulnerable, any medical or support needs of students, the activity to be undertaken and the risks which may arise from this.
5. Whenever a trip is to be for an extended period, or residential, staff of both genders should accompany the group.
6. If volunteers are to accompany the group on the trip, wherever possible they should have obtained an enhanced DBS disclosure. Where an enhanced disclosure has not previously been requested by the college, it is possible for the volunteer to take part in the trip, but they should not be left solely in charge of students or left alone in one-to-one situations with students. Considerations such as this should be noted on the risk assessment paperwork.
7. Staff on the trip should be issued with a college mobile phone so that they can be contacted and in return make contact with the college should the need arise.
8. Students should be briefed before the trip on reasonable measures to assure their safety. These need to reflect the profile of the group but should include agreed meeting times and locations, who to contact in the event of an emergency, guidance on the avoidance of potentially unsafe situations such as becoming separated from friends/groups or being alone with an unfamiliar person in an isolated area.
9. For trips out of usual college hours, the college off-site activity form, which the staff will have with them, includes emergency contact phone numbers for the Designated Safeguarding Lead and Deputy DSL).

Appendix 8 - Safeguarding: [eSafety](#)

Overview

This procedure must be read in conjunction with the college Safeguarding Policy.

The college is aware that young people and adults at risk can be vulnerable to exploitation or abuse through the medium of Information Technology. It is important that staff and volunteers are alert to potential risks vulnerable people may be exposed to, and that steps have been taken to mitigate the risk of this occurring. The below procedure sets out the steps the college takes to prevent this happening.

Guidance

1. Through the development and enforcement of the following policies and procedures the college will support the ongoing safe use of technology in the college:
 - a. The acceptable use of College IT systems Policy
 - b. Health and Safety Policy
 - c. Equality and Diversity Policy
 - d. Bullying and Harassment Policy

2. The college will provide training and development to students such that they understand:
 - a. The safe use of social networking sites
 - b. What cyber bullying is, ways in which to respond to it and who to refer matters to if they need further support
 - c. The appropriate sharing of personal data and images
 - d. All of the above will include the use of mobile technology, e mail, instant messaging and the internet

3. The college will also protect students by:
 - a. Annually reviewing the Safeguarding Policy and this procedure and actions associated with their implementation to ensure that measures associated with eSafety are effective
 - b. Putting in place mechanisms for raising awareness of eSafety issues with students, stakeholders and staff
 - c. eSafety will be part of the induction of every student. This may be through group tutorial, induction activity or appropriate references in course handbooks
 - d. Consideration to eSafety is embedded in the quality assurance procedures for the college.

- e. Specific issues relating to eSafety are reported to the college Designated Safeguarding Lead (or deputy DSL). This will enable central tracking of issues and appropriate reporting to the senior management team and Governors.
- f. Systems to protect students including software monitoring are reviewed annually in conjunction with IT support areas.
- g. College systems will champion good practice for eSafety, notably by not sharing student personal information, with particular emphasis on areas such as the college website.
- h. This procedure will be communicated to students, staff, parents and carers.

Appendix 9 - Safeguarding: 14 - 16 year old students

Overview

This procedure must be read in conjunction with the college Safeguarding Policy.

The college is aware that young people under the age of 16 may be particularly vulnerable. Through its work with local schools and the Lead Officer for Elective Home Education, Isle of Wight Council young people in this age range routinely access learning at the college. This procedure sets out how the college will ensure the safeguarding of these students.

Guidance

1. The College enables 14 - 16 year old students to access vocationally based courses through the college.
2. Each curriculum area with students aged 14 - 16 years old will produce a risk assessment. This will outline the potential risks and safeguarding measures to be put into place in the area to ensure the safety and well being of the young people.
3. As part of the risk assessment process consideration must be given to the need for students aged 14 -16 to be supervised at times while on the college campus.
4. All students aged 14 - 16 will be registered upon arrival at the college. This information is tracked and monitored by the Student Progress Advisor (SPA) (14 - 16) and where an absence occurs that has not been previously notified, schools and /or parents are contacted by the SPA (14 - 16)
5. As part of their induction to the college 14 - 16 year old students are informed about the measures the college puts into place to ensure their safeguarding and who to contact in the event that they are worried about a safeguarding matter.
6. In the event of an incident occurring with regard to a student aged 14 - 16, the college designated officer would establish contact with the designated officer in the school to discuss the case and agree the appropriate way to progress the issue. With regard to Schools links students, it would be the schools responsibility to then liaise with the relevant statutory agencies thereafter. With regard to EHE students the college would be responsible for following any issue up.
7. Where students are engaged in potentially hazardous activities the college Health and Safety Policy applies with the associated requirements for the completion of risk assessments, safe systems of work etc. NB In some cases particular guidelines apply in respect of the young person's age. This is the case with regard to the use of certain machinery and potential dangerous tools.
8. All 14 - 16 year old students are aware that they are not allowed to smoke on the college campus, or whilst undertaking any activity with the college whther this be on or off campus.

9. All 14 - 16 year old students are not allowed to leave the college campus until their final timetabled lesson of the day has ended.
10. The college will inform the Lead Officer for Electively Home Educated children if a 14 - 16 EHE student is removed from the college enrolment by either college or home.

Appendix 10 - Safeguarding: Prevent duty referral form

PREVENT REFERRAL FORM		
Date of referral		
Name of person being referred		
Date of birth (D.O.B.)		
Address		
Contact details	Home phone	Mobile
	Email	
Name of parent / carer / next of kin		
Address		
Contact details	Home phone	Mobile
Name of the referrer		
Position within the organisation		
Contact details of the referrer	Phone	Email

Name of organisation and address		
Siblings of the person being referred (if known)		
Name	D.O.B.	Sex

Date of incident / concern	
Details of incident	
Nature of concern	
Referrer's actions	
Other agency known to be working with the person being referred: <i>(please specify)</i>	

Once concerns have been reported to the designated safeguarding lead or deputy DSL, advice will be sought from the **Prevent Regional HE/FE Coordinator**, South East England, Department for Education:

Alamgir Sheriyar (alamgir.sheriyar@education.gov.uk) Tel 07468 714372

Single point of contact within the Isle of Wight College (*name, contact details, email*)

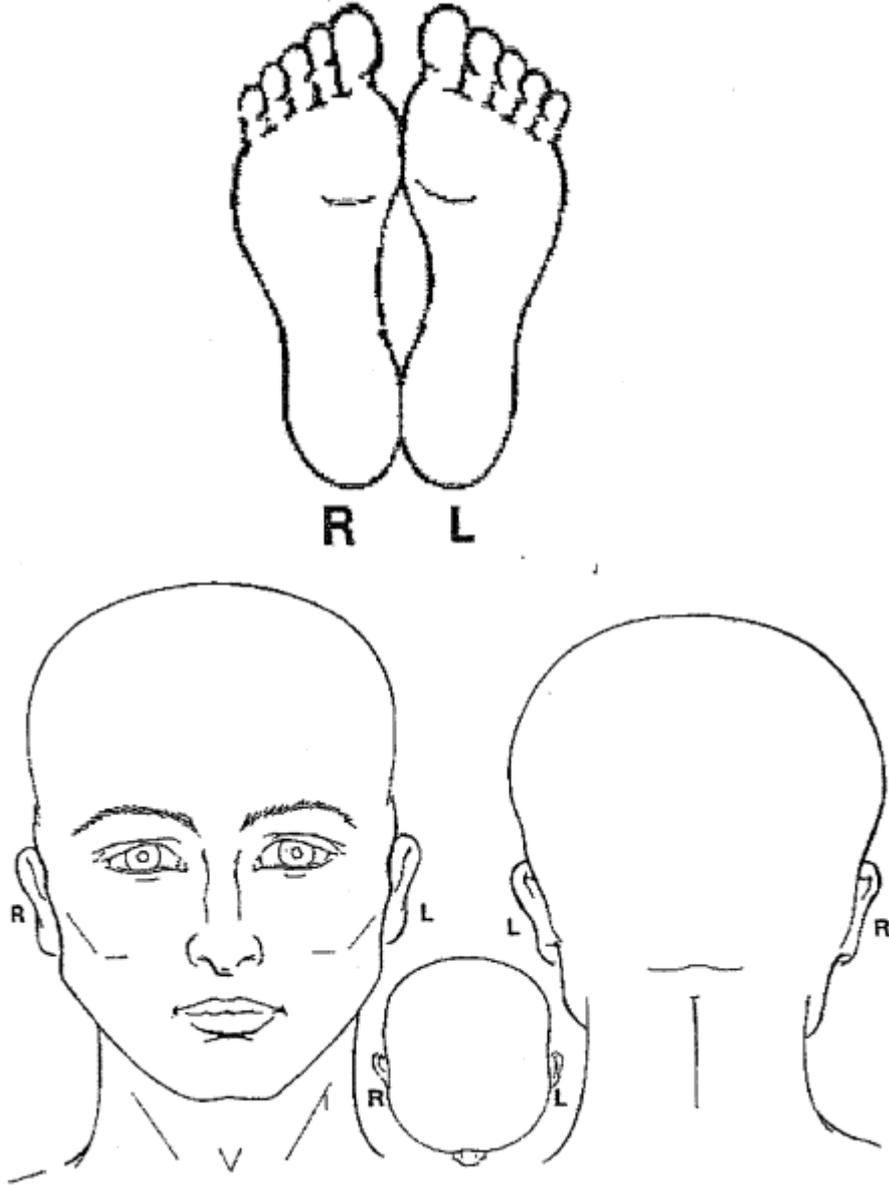
- Debbie Lavin, Principal (debbie.lavin@iwcollege.ac.uk)
- Roland White, Assistant Principal (roland.white@iwcollege.ac.uk)
- Michelle Campbell, Head of Student Advocacy and Safeguarding (michelle.campbell@iwcollege.ac.uk)

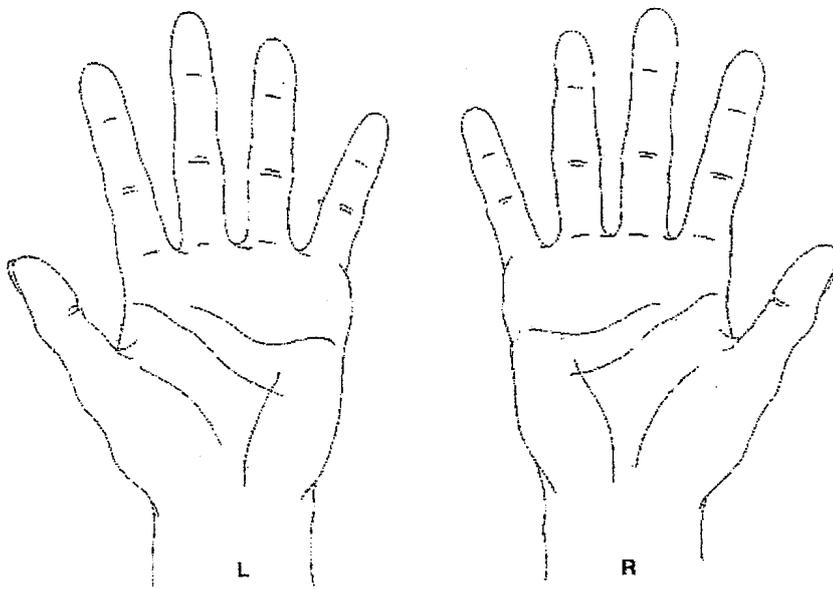
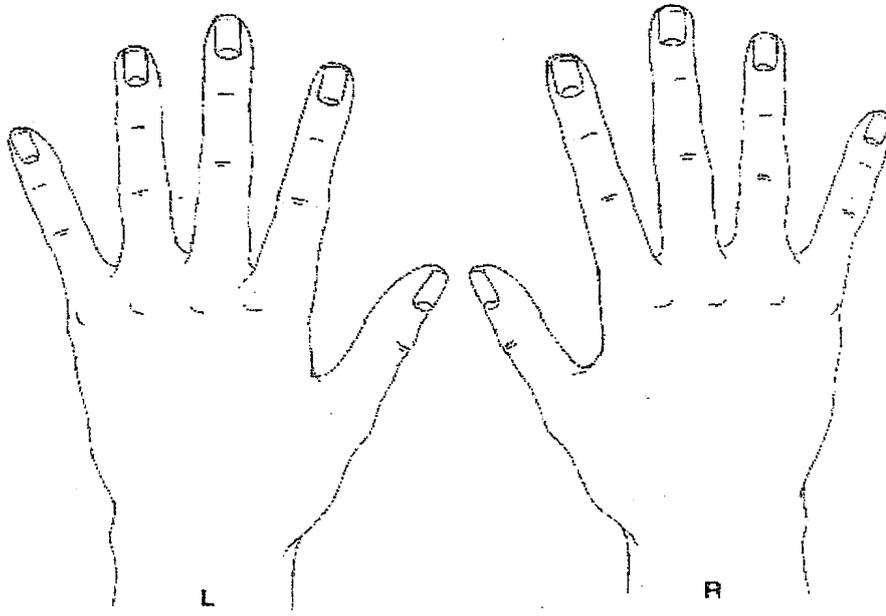
For under 18s, once the college referral form has been completed, this should be attached to the MASH [inter agency referral form](#) and followed up by telephone call to MASH (see Appendix 2a for contact details).

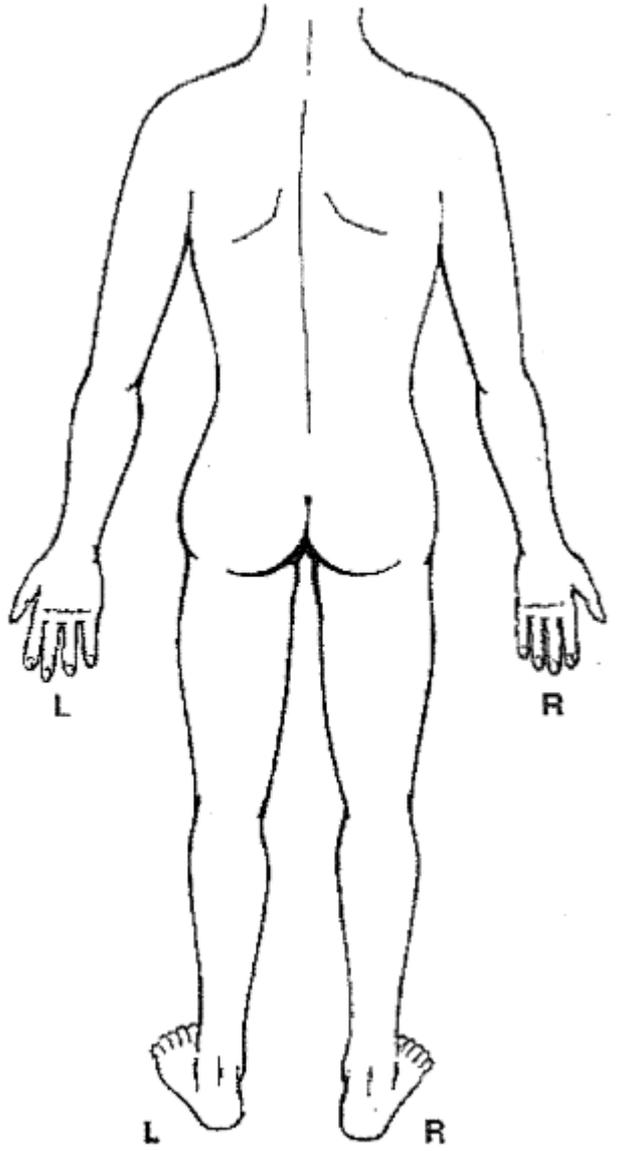
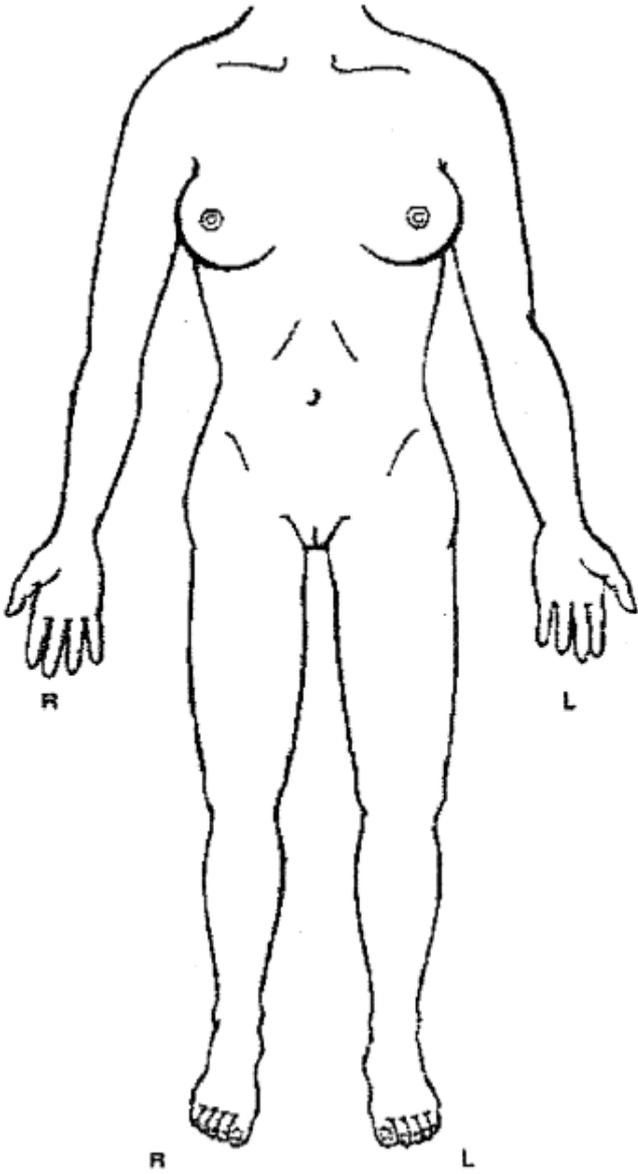
For over 18s, the college referral should be completed and sent to Adult Safeguarding (see Appendix 2b for contact details).

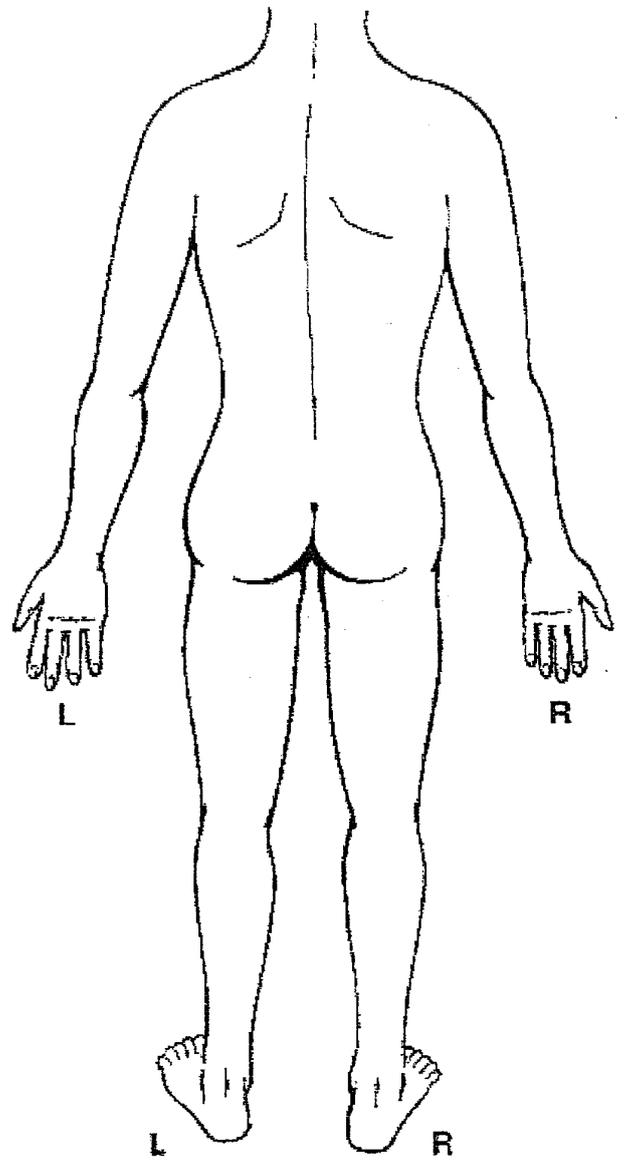
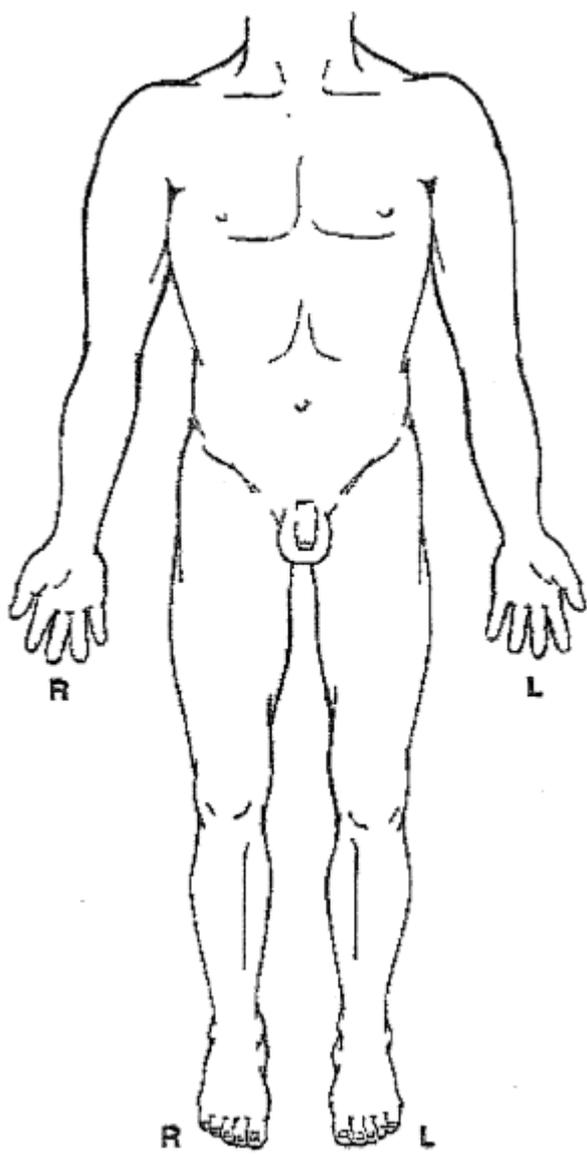
Appendix 11 - Safeguarding: Recording of physical injury (body map diagram)

The accurate recording of information is vital following any disclosure or observation. The body maps below may be used to assist in the accurate recording when a possible injury has occurred, any injury should be recorded whether this is accidental or non-accidental.









Appendix 12 - Safeguarding: [Management reporting framework](#)

Overview

This procedure must be read in conjunction with the college Safeguarding Policy.

In order to ensure that members of the Corporation and key college managers are kept appropriately informed regarding Safeguarding matters, the below reporting framework for safeguarding will be implemented.

Guidance

1. Annual Report to Corporation

There will be an annual report produced each **September** summarising issues and activities relating to Safeguarding in the previous academic year. This will contain:

- a. Details of the college organisational structures relating to Safeguarding (names and positions). In particular the Governor with responsibility for Safeguarding (for the past year and also confirmation of continuing role for the coming year). The designated officer for Safeguarding, the RAP (Regulated Activity Provider), and members of the college Safeguarding Board (see below for more details).
- b. Staff and Governor Statistics – confirmation of completion of appropriate checks (DBS certificates with appropriate barred checks etc.) and associated numbers and percentages. Training undertaken by staff and governors, including percentage completion against requirement updating within specified periods. All staff should update their safeguarding training every three years and those with specific responsibility for safeguarding should update their training every two years.
- c. Progress against performance indicators relating to Safeguarding.
- d. Case statistics - a review of the number of cases dealt with in the college. This will report:
 - i. The number of cases referred to MASH
 - ii. The number of cases referred to the police
 - iii. The number of Prevent referrals
 - iv. The number of cases referred to the Adults safeguarding team
 - v. The number of cases brought to the attention of the Governor with lead responsibility for Safeguarding
 - vi. The number of cases referred to DBS
 - vii. Other vulnerable groups (e.g. child protection, child in need, early help).
- e. Annual review of the college Safeguarding Policy.

2. Termly report to the Corporation from the Safeguarding Board

There will be termly reporting of the main issues considered by the College Safeguarding Board (December, March and July). In order to deliver a coherent and comprehensive response to Safeguarding, the college has instigated a board to oversee its Safeguarding activity. The board monitors all aspects of activity concerning Safeguarding. The reports

will summarise the boards activity and bring forward to the Corporation any significant developments or areas requiring consideration by the members of the Corporation.

3. Exception reporting by the Principal

As deemed necessary the principal will provide exception reports at Corporation meetings. This will be an opportunity to inform the Corporation of any significant issues regarding Safeguarding. In these cases, the matter would have been discussed with the lead Governor for Safeguarding prior to the meeting.

4. Reporting to the Governor with responsibility for Safeguarding

The senior manager with responsibility for safeguarding and HR and the principal will liaise as necessary with the governor responsible for Safeguarding to keep her/him informed of significant issues. These could include: referrals to the ISA; issues referred to the appropriate authority where the vulnerable person was at significant risk of harm; cases where the college maybe brought into disrepute as a result of a safeguarding incident; cases where an allegation has been made against a member of staff; cases where a meeting has been convened by the local area designated officer (LADO).

At all times when reporting matters individual personal details will be removed in order to protect the identity of those involved. The exception will be in discussion with the lead governor, where specific detail may be required to inform decision making.

Appendix 13 - Safeguarding: Adult at risk alert/concern form

STRICTLY CONFIDENTIAL

If you suspect that someone is being abused and they are in **immediate** danger please ring the Police on **999**. If they are not in immediate danger you should complete and forward this form with as much detail as possible to: abusereporting@iow.gov.uk or fax this form to 01983 814999 (safe haven fax)

Referrals will now only be accepted from Professionals/Providers/Partner and Voluntary Agencies using this form.

Adult Safeguarding can also be contacted for advice through Adult First Response on 01983 814980 and ask to speak to the Safeguarding Duty Officer however please be advised that the Duty Officer may be taking other calls so you may be requested to leave a message.

Date of the Alert:	Time of the Alert:
---------------------------	---------------------------

1 Tell us who the Adult at Risk is you are concerned about: <i>(please complete as much of this as is known – if not known put N/K)</i>	
Name:	
Home address:	
Contact address (if different):	
Telephone No:	
Age:	Date of Birth:
Is the Adult at Risk aware of the referral? Yes <input type="checkbox"/> No <input type="checkbox"/> <i>If No, why not?</i>	
What outcome does the individual want from the safeguarding process?	
In your opinion, does the Adult at Risk have capacity to understand and make decisions about the referral? Yes <input type="checkbox"/> No <input type="checkbox"/> If not; Please evidence the lack of capacity in relation to this specific concern (in compliance with the MCA 2005)	
Are you aware if a safeguarding referral about this Adult at Risk has been made before? Yes <input type="checkbox"/> No <input type="checkbox"/> Not Known <input type="checkbox"/>	

Is the individual involved with any other agencies? Yes No Not Known
If Yes, please provide details:

2 Details of the Adult at Risk's main contact

Name:

Relationship to vulnerable person:

Are they the relative/carer? Yes No
 Do they hold LPA for Welfare No Property/Finance

Are they aware of this alert? Yes No

Contact address:	Telephone No:
	Mobile No: Email:

Are they willing to be contacted? Yes No Not Known
 Does the Adult at Risk wish them to be contacted? Yes No Not Known

3a Details of the concern(s) being raised

Location of alleged incident/concern	Date and Time of alleged incident/ concern:

Brief factual details of the alleged incident/concern:
This should include a clear factual outline of the concern being raised with details of times, dates, people and places where appropriate. (Please continue on a separate sheet if required).

Please indicate the type of abuse suspected (please tick more than one if appropriate):

Neglect Emotional Financial Physical Sexual Discriminatory
Institutional

And do you consider this abuse:

Hate Crime Domestic Abuse

3b Current situation

Where is the Adult at Risk now in relation to the alleged perpetrator?

Are there other people who may be at risk of harm? Yes No Not Known

If Yes, please describe the risk that remains and names of others potentially at risk (please only refer to identified risk that relates directly to the concern)

If you are concerned about the Adult at Risk's welfare have you contacted their GP or the ambulance service? Yes No

If No, why not

If criminal activity is suspected have police been contacted? Yes No

If Yes, what was the outcome?

Police Crime/Ref No:

Who else has been informed of this concern?

4 Details of alleged perpetrator(s) involved (if known) <i>(please complete as much of this as is known and continue on a separate sheet if more than one perpetrator is involved)</i>	
Name:	
Address:	
Occupation/Position/Title/Organisation:	
What is the relationship of the alleged perpetrator to the vulnerable person?	
Does the alleged perpetrator live with the vulnerable person? Yes <input type="checkbox"/> No <input type="checkbox"/>	
Is this alleged perpetrator considered to be a vulnerable person? Yes <input type="checkbox"/> No <input type="checkbox"/> Not Known <input type="checkbox"/>	
Is the alleged perpetrator the main family carer? Yes <input type="checkbox"/> No <input type="checkbox"/>	
Are they aware of this alert? Yes <input type="checkbox"/> No <input type="checkbox"/> <i>If yes, what is their response, and are there any hazards to be aware of?</i>	

5 Details of person making the alert/referral	
Name:	
Organisation <i>(if applicable)</i> :	
Contact address:	Telephone No: Mobile No: Email:
Date completed:	

6 Details of person completing this form (if different from above)	
Name:	
Organisation <i>(if applicable)</i> :	
Contact address:	Telephone No: Mobile No: Email:

Date completed:

Appendix 14 - Safeguarding: The legal context

- [Health and Safety at Work Act 1974](#)
- [Rehabilitation of Offenders Act 1974](#)
- [Childcare Act 2006](#)
- [Children Act 2004](#)
- [Children and Families Act 2014](#)
- [Protection from Harassment Act 1997](#)
- [Public Interest Disclosures Act 1998](#)
- [Data Protection Act 2018](#)
- [Human Rights Act 1998](#)
- [Sex Discrimination \(Gender Reassignment\) Regulations 1999](#) (taken into Equality Act 2010)
- [Special Education Needs and Disability Act \(SENDA\) 2001](#)
- [Education Act 2002](#)
- [Sexual Offences Act 2003](#)
- [Racial and Religious Hatred Act 2006](#)
- [Safeguarding Vulnerable Groups Act 2006](#)
- [Education and Inspections Act 2006](#)
- [Supporting Looked After Learners \(2006\)](#)
- [Corporate Manslaughter and Homicide Act 2007](#) (in force from April 2008)
- [Equality Act 2010](#)
- [Keeping Children Safe in Education \(2016\)](#) and [revised KCSIE September 2018](#)
- [Counter Terrorism and Security Act 2015](#)
- [Working Together to Safeguard Children, A guide to inter-agency working to safeguard and promote the welfare of children](#) (July 2018)
- [The Prevent Duty guidance for England and Wales](#)
- [Channel Duty guidance: Protecting vulnerable people from being drawn into terrorism](#) (April 2015)
- [Care Act 2014](#)
- [Mental Capacity Act 2005](#)

Further information and Government guidance are available on the following links:

- [GOV.UK website](#)
 - [Working Together to Safeguard Children \(July 2018\)](#)
- [Keeping Children Safe in Education \(Sept 2018\):](#)
 - Child missing from home or care
 - Children and the court system (Annex A)
 - Children missing from education (Annex A)
 - Children with family members in prison (Annex A)
 - Child sexual exploitation (Annex A)
 - Child criminal exploitation: county lines (Annex A)
 - Domestic abuse (Annex A)
 - Drugs
 - Fabricated or induced illness
 - Faith-based abuse
 - Gangs and youth violence
 - Gender-based violence/violence against women and girls (VAWG)
 - Hate crime (Annex A)
 - Homelessness (Annex A)
 - Mental health
 - Missing children and adults
 - Online safety (Annex C)
 - Peer on peer abuse (Annex A)
 - Preventing radicalisation (Annex A)
 - Private fostering
 - Sexual violence and sexual harassment between children in schools and colleges (Annex A)
 - So-called 'honour-based' violence, including femal genital mutilation (FGM) and forced marriage (Annex A)
- [Isle of Wight Safeguarding Childrens Board, Guidance Protocols and Policies 4LSCB](#)
 - Anti-bullying, including cyberbullying
 - Neglect strategy and toolkit
- [Isle of Wight Local Safeguarding Adults Board 4LSAB](#)
- [Isle of Wight Adult Safeguarding, Decision Making Guidance and Tools](#)
- [Isle of Wight Adult Social Care Safeguarding Process](#)
- [Safeguarding children who may have been trafficked](#)

Other sources of information and advice:

- Adults Health and Care Safeguarding Guidance for Provider Services - version 6 January 2017- Hampshire County Council Safeguarding and Governance Team
- Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues (e.g. NSPCC).

Appendix 15 – Safeguarding: Children missing from education (14 – 16 EHE)

Definition of Children Missing from Education

For the purpose of the Statutory Guidance on Children Missing Education (2015), children missing education are defined as those who are not on a school roll or receiving suitable education otherwise than at school. Those who are regularly absent or have missed 10 school days or more without permission may be at risk of becoming 'children missing education'.

Recognition and Response

If a member of college staff becomes aware that a child may have run away or gone missing, they should try to establish with the parents/ carers, what has happened. If this is not possible, or the child is missing, the designated safeguarding lead or deputy should, together with the relevant college member of staff, assess vulnerability.

From the first day that a child does not attend and there is no explanation or authorisation of the absence, the following steps should be taken:

- A trained staff member will make contact with the parents/carers (person with parental responsibility for the child) to seek reassurance that the child is safe at home;
- The outcome of the contact should be assessed and if there are any concerns a consultation with colleges designated safeguarding lead or deputy should take place to consider the child's vulnerability.

In the following circumstances a referral to MASH /or the police should always be made promptly:

- The child may be the victim of a crime
- The child is subject of a Child Protection plan
- The child is subject of s47 enquiries
- The child is looked after
- There is a known person posing a risk to children in the household or in contact with the household
- There is a history of the family moving frequently
- There are serious issues of attendance.

The answers to further questions could assist a judgement whether or not to inform LA/MASH and the police:

- In which age range is the child?
- Is this very sudden and unexpected behaviour?
- Have there been any past concerns about the child associating with significantly older young people or adults?
- Was there any significant incident prior to the child's unexplained absence?
- Has the child been a victim of bullying?

- Are there health reasons to believe that the child is at risk? e.g. Does the child need essential medication or health care?
- Was the child noted to be depressed prior to the child's unexplained absence?
- Are there religious or cultural reasons to believe that the child is at risk? e.g. Rites of passage or forced marriage planned for the child?
- Has the child got a disability and/or special educational needs?
- Have there been past concerns about this child and family which together with the sudden disappearance are worrying? e.g.
 - Is there any known history of drug or alcohol dependency within the family?
 - Is there any known history of domestic violence?
 - Is there concern about the parent/carer's ability to protect the child from harm?

The length of time that a child remains out of college could, of itself, be an alerting factor of risk of harm to the child. Accordingly if a situation is not resolved within 3 days , then further consideration should be given and possible referrals should be made to the police and LA children's social care, as appropriate over the next two weeks.

Notifications and Actions

Day one: If the answers to any of the points set out in the previous section indicates that there are concerns about the child's safety, then a referral should be made to the police and MASH on day one, keeping the Lead officer for Home Educated Children informed.

Reasonable enquiry: If the judgement reached on day one is that there is no reason to believe that the child is suffering, or likely to suffer, significant harm, then the college may delay making a referral. The process of 'reasonable enquiry' has not been identified in regulations, however this includes staff checking with all members of staff whom the child may have had contact with, and with friends and their parents, siblings and known relatives at this college and others.

College staff should also make telephone calls to any numbers held on record or identified, sending a letter to the last known address.

Appendix 16 – Safeguarding: County lines legislation, associated indicators and peer-on-peer abuse

County lines

This is described as criminal exploitation of young people, it is a geographically widespread form of harm whereby drug networks or gangs groom and exploit children and young people, to carry drugs and money, from urban to rural and seaside towns. There are strong links between this form of harm and gang crime and association. Recent legislation has defined a gang as a group which:

- Consists of at least three people
- Has one or more characteristics that enable its members to be identified by others as a group, and
- Engages in gang-related violence or is involved in the illegal drug market.

The identifying characteristics of a gang may, but need not, relate to any of the following:

- The use by the group of a common name, emblem or colour
- The group's leadership or command structure
- The group's association with a particular area
- The group's involvement with a particular unlawful activity.

Young people may be involved in more than one 'gang', with some cross-border movement, and may not stay in a 'gang' for significant periods of time. Young People rarely use the term 'gang', instead they used terms such as 'family', 'breddrin', 'crews', 'cuz' (cousins), 'my boys' or simply 'the people I grew up with'.

Safeguarding should focus on young people who are /vulnerable of making the transition to gang involvement as well as those already involved in gangs. The College has an awareness of particular risks to young people involved in gangs from violence and weapons; drugs and sexual exploitation.

The indicators associated with drug distribution (County Lines) are:

- Young people's own substance misuse should be considered alongside
- Self-reported concerns or concerns expressed by family members or other professionals
- Concerns around friendship groups - these might be friends involved in drugs / crime; friends who are adults / young adults; new friends from other area/ the mainland
- Withdrawal from positive activities i.e. school, college becoming EHE
- Periods of time when a young person is 'missing' - these may or may not be reported
- Large amounts of money / new possessions that cannot be readily explained
- Possession of large amounts of drugs / paraphernalia (scales / bags)
- Possession of weapons

- 'Unusual' behaviour (i.e. coming and going in taxis). Unwillingness to disclose where they are going / where they have been.

The risks associated with gang / group activity are:

- Withdrawn from family
- Sudden loss of interest in College change in behaviour. Decline in attendance or academic achievement (although it should be noted that some gang members will maintain a good attendance record to avoid coming to notice)
- Being emotionally 'switched off', but also containing frustration / rage
- Starting to use new or unknown slang words
- Holding unexplained money or possessions
- Staying out unusually late without reason, or breaking parental rules consistently
- Sudden change in appearance - dressing in a particular style or 'uniform' similar to that of other young people they hang around with, including a particular colour
- Dropping out of positive activities
- New nickname
- Unexplained physical injuries, and/or refusal to seek / receive medical treatment for injuries
- Graffiti style 'tags' on possessions, college books, walls
- Constantly talking about another young person who seems to have a lot of influence over them
- Breaking off with old friends and hanging around with one group of people
- Associating with known or suspected gang members, closeness to siblings or adults in the family who are gang members
- Starting to adopt certain codes of group behaviour e.g. ways of talking and hand signs; - the latter being particularly evident on social media profile pictures
- Expressing aggressive or intimidating views towards other groups of young people, some of whom may have been friends in the past
- Being scared when entering certain areas
- Concerned by the presence of unknown youths in their neighbourhoods
- Substance misuse - in particular alcohol and cannabis.

An important feature of gang involvement is that, the more heavily a young person is involved with a gang, the less likely they are to talk about it.

There are links between gang-involvement and young people going missing from home or care. Some of the factors which can draw gang-involved young people away from home or care into going missing can come through the drugs markets and 'drugs lines' activity, There may be gang-associated child sexual exploitation and relationships which can be strong pull factors for girls. Exploitation is at the heart of this activity, with overt coercion taking place alongside the pull factors of money, status, affection and belonging.

In suspected cases of radicalisation, social workers the local authority and the college are under a duty to refer the case to the local Channel panel, which will then decide the correct, if any, intervention and support to be offered to that individual.

Peer-on-peer abuse

Research suggests that girls and young women are more at risk of abusive behaviours perpetrated by their peers; however it can also affect boys and young men, those with learning difficulties or disabilities, LGBTQ Children and young people (CYP) and those who are from different communities.

Situations where young people are forced or coerced into sexual activity by peers or associates can be related with gang / serious youth violence activity but that is not always the case. Peer influence or peer pressure is a major factor in the decisions made by young people to join groups. Many young people see it as a “way out” from their day to day life and feel a strong bond with their peers, one which they may be lacking at home.

Definition

There is no clear definition of what peer on peer abuse entails. However it can be captured in a range of different definitions:

- Domestic Abuse: relates to young people aged 16 and 17 who experience physical, emotional, sexual and / or financial abuse, and coercive control in their intimate relationships;
- Child Sexual Exploitation: captures young people aged under-18 who are sexually abused in the context of exploitative relationships, contexts and situations by a person of any age - including another young person;
- Harmful Sexual Behaviour: refers to any young person, under the age of 18, who demonstrates behaviour outside of their normative parameters of development (this includes, but is not exclusive to abusive behaviours);
- Serious Youth Crime / Violence: reference to offences (as opposed to relationships / contexts) and captures all those of the most serious in nature including murder, rape and GBH between young people under 18.

Appendix 17 - Safeguarding: [College policies supporting safeguarding](#)

There are a range of college policies which assist in the Safeguarding of students, these can be found at the Isle of Wight College staff portal under Policies and Procedures.

Policies supporting safeguarding include:

- Administration of Medication Policy
- Off-Site Activities Policy
- Health and Safety, First Aid and Accident Reporting
- Equality and Diversity Policy
- Guidance for Students with a disability
- Overseas travel policy for students
- Whistleblowing (Public Interest Disclosure) Policy
- Safer Recruitment and Selection Policy (staff)
- International recruitment policy (students)
- Staff Code of Conduct for employees of the Isle of Wight College
- College Code of Conduct for Governors
- IT Acceptable Use Policy
- Student Anti-Bullying Policy