

Safeguarding: the policy and procedures for the protection of children, young people and vulnerable adults

Document Status	
Author	Safeguarding Group
Date of Origin	January 2007
Version	April 2021
Review requirements	Annual
Date of next review	April 2022
Approval Body & Date of Approval	Safeguarding Group April 2021
Ratified by	Governor Champion for Safeguarding on behalf of the Board of Governors and the Principal & Chief Executive
Publication	Staff and Student Intranet, Website

This policy and procedure is subject to The Equality Act 2010 which recognises the following categories of individual as Protected Characteristics: Age, Gender Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion and Belief, Sex (gender), Sexual orientation, Disability, Socio-economic Disadvantage

The Vulnerable Adults policy, Mental Health and Safeguarding Strategy have now become part of this policy, to make an overarching Safeguarding policy.

1. Introduction

- 1.1 This policy states the responsibilities of the college in relation to safeguarding children and vulnerable adults, in line with current legislation and guidance. The College will keep its policy and procedures on child protection under review to take account of any new Government legislation, regulations or best practice documents to ensure that staff are kept fully up to date with their responsibilities and accountabilities with regard to the safety and wellbeing of students.
- 1.2 Safeguarding is a core element of all aspects of College activity. The term Safeguarding describes the broader preventative and precautionary approaches to planning and procedures that are necessary to be in place to protect all students, staff and visitors and minimise risk from any potential harm. Protection of children and vulnerable adults, 'Safer Recruitment' practice and health and safety are all aspects of Safeguarding.

2. Scope

- 2.1 The procedures apply to all staff, whether teaching, administrative, management or support, as well as to volunteers. The word 'staff' is used for ease of description.
- 2.2 The term student herein refers to all enrolments including study programme, apprentices, adults and work-based learners.
- 2.3 At Milton Keynes College any student (adult or child) in danger of radicalisation or demonstrating extremist tendencies (violent or non-violent) is deemed to be vulnerable and appropriate support under the Prevent strategy or through CHANNEL will be sought.

3. Policy Statement

- 3.1 The Milton Keynes College Group aims to maintain a safe and welcoming environment on all its sites for staff, students and visitors. It is committed to meeting its duty to safeguard and promote the welfare of children and vulnerable adults, and recognises its role in identifying cases of suspected abuse and making referrals to the appropriate investigating agency.
- 3.2 The College is committed to taking a preventative approach to safeguarding young people from potential harm, damage, radicalisation or being drawn into terrorism (violent and non-violent extremism).
- 3.3 The college reserves the right to refuse admission to any student who may pose a risk to children or vulnerable adults, and has appropriate student admissions procedures in place.
- 3.4 The college takes its obligation seriously to deliver the outcomes specified in the Ofsted Education and Skills Inspection Framework. In the context of this policy, inspectors will make a judgement on the effectiveness of leadership and management by evaluating the extent to which

leaders, managers and governors help and protect all learners and keep them safe.

- 3.5 The college commits to take all appropriate actions to address concerns about the welfare of children and young people and to work to agreed local policies and procedures to ensure that the maximum is done to provide a safe environment for children and young people in the College. The College recognises that Safeguarding impacts on all areas of an individual's life. The College aims to build knowledge of Safeguarding and resilience in students within their college experience, personal lives and within the community. The Personal Development curriculum includes a 6 week programme of Safeguarding modules and all students have access to a Level 1 in Managing Wellbeing certified by the BQF.
- 3.6 The college recognises the need to work with other agencies in performing its duties under the Education Act 2011 and Children Act 2004. These are, in summary:
- to have in place and follow procedures in keeping with local inter-agency (Local Safeguarding Children's Board) guidelines
 - to operate safer recruitment procedures
 - to have in place procedures to deal with allegations against staff
 - to designate a senior member of staff as having lead responsibility for safeguarding children, and ensure that they receive appropriate training
 - to liaise with schools regarding pre-16 students
 - to ensure all staff working with young people, under 18, receive appropriate safeguarding children training and are aware of their responsibilities
 - to review policies and procedures annually
 - to represent the college on the MK:Together (formerly known as Local Safeguarding Children Board.)
- 3.7 The college is committed to taking all reasonable measures to ensure that risks of harm to children and young people are minimised by appropriate:
1. Risk assessment and management
 2. Health and safety procedures
 3. Staff selection, recruitment, induction, supervision and training
 4. Adherence to the staff code of conduct and professional boundaries guidance
 5. Creation and promotion of an open culture through a Public Interest Disclosure (Whistleblowing) policy.
 6. Reacting to and reporting abuse
 7. Checking the safeguarding arrangements of sub-contractor and contractors
- 3.8 The College has detailed procedures underpinning this policy to provide clear direction to staff; these can be found in Annexe 1 and 2, Application of these procedures is mandatory.
- 3.9 Overall responsibility for compliance monitoring lies with the Safeguarding Group which is chaired by the Lead Safeguarding Officer. Designated and suitably trained members of staff are assigned responsibility for receiving referrals and taking appropriate action.

4. Legal Framework

- 4.1 DfES circular 10/95 set out the role of FE colleges in helping to protect children from abuse, under the terms of the Children Act 1989.
- 4.2 The Children Act 1989 placed a duty on Local Authorities to investigate situations where a child is at risk of significant harm. Schools and Colleges had a legal obligation to work with investigating agencies acting on behalf of children in need.
- 4.3 Section 175 of the Education Act 2002, which came into force in June 2004, a duty on local authorities, the governing bodies of maintained schools the governing bodies of Further Education institutions to have arrangements in place to ensure that they safeguard and promote the welfare of children. This duty is very general but acquires substance in guidance issued periodically by the Department for Education. S175 imposes a statutory duty to have regard to the guidance issued by the Secretary of State.
- 4.4 Responsibility for making sure appropriate arrangements are in place lies with the Governing Body. Staff members are responsible for carrying out their duties in compliance with the arrangements set out by the Governing Body.
- 4.5 The Children Act 2004 resulted from Lord Laming's report into the death of Victoria Climbié. Section 11 of the Act, which came into force in October 2005, brought other key agencies into line with the duties already placed on schools and colleges by s175 of the Education Act 2002. Section 13 (as amended) specifies membership of local safeguarding boards, including Further Education Colleges.
- 4.6 Guidance was published in 'Safeguarding Children in Education' (2004), in 2007 to 'Safeguarding Children and Safer Recruitment in Education'. It set out the requirements to provide a safe learning environment, identify young people suffering, or likely to suffer, significant harm and take appropriate action in full partnership with other local agencies. It encompassed wider issues such as health, safety, drug/substance abuse and bullying, and included specific guidance relating to the recruitment and vetting of staff, in the light of the Bichard enquiry into the Soham murders.
- 4.7 In April 2014, the Department for Education replaced this with new statutory guidance 'Keeping Children Safe in Education'. The guidance was revised in 2015, 2016, 2018, 2019 & 2020 and reflects changes to the vetting of staff, including the introduction of the Disclosure and Barring Service (DBS) to replace CRB, and the notion of 'regulated activity' which prescribes which staff may and may not be subject to pre-appointment checks. The document sets out what schools and colleges should do to safeguard and promote the welfare of children, as well as the legal duties with which they must comply. Although it is designed to be read in conjunction with 'Working Together to Safeguard Children', the intention of the guidance was to scale back to a minimal set of requirements which make clear where individuals should use their own professional judgement.

- 4.8 This guidance has been updated for use from September 2018 which outlines what schools and colleges must do legally, as well as what they should be doing in order to create a safe environment.
- 4.9 The Protection of Freedoms Act 2012 changed the definitions of regulated activity and amended the provisions of the Safeguarding Vulnerable Groups Act 2006, which altered the definition of a vulnerable adult.
- 4.10 The Milton Keynes College Group is not an investigating agency. This function is carried out by local authority Children's Services, or other agencies with statutory powers (MASH etc).
- 4.11 There is a mandatory duty to report known cases of Female Genital Mutilation to the Police.
- 4.12 The Children Act 1989, and subsequent legislation and guidance, are concerned with the emotional, physical or sexual abuse or neglect of children, defined as under the age of 18. However, it is recognised that children acquire degrees of legal capacity (for example, the ability to give informed consent) and maturity prior to their 18th birthday, and also that there are adults over 18 who continue to be vulnerable due to a learning difficulty and/or disability. It is also acknowledged that additional barriers may exist when recognising the signs of abuse and neglect in children who have special educational needs and/or disabilities.
- 4.13 In February 2015 the Counter-Terrorism and Security Act placed on colleges identifies the duty to have due regard to the need to prevent people from being drawn into terrorist activity.

5. Local and National Safeguarding Priorities

- 5.1 We participate in MK Together (previously known as the Milton Keynes Safeguarding Children Board) the College is mindful of the current local and national agenda, including drug and alcohol misuse, missing education, sharing self-generated indecent images, Child Sexual Exploitation (CSE), Child Criminal Exploitation (CCE), Female Genital Mutilation (FGM), Mental Health, Peer on Peer Abuse and Sexual Violence. The College also recognises its role in promoting the wellbeing of its students, and, through its tutorial framework, cross-college events and national campaigns, seeks to raise student awareness of safeguarding issues and develop resilience and protective behaviours.

6. Equality and Diversity Statement

- 6.1 The Milton Keynes College Group is committed to the promotion and development of equality and diversity. We aim to provide a working and learning environment which values individuals equally and does not discriminate on any grounds including age, disability, race, sex (gender), sexual orientation, gender reassignment, religion or belief, marriage or civil partnership and pregnancy and maternity.

- 6.2 This policy and procedure will be implemented in accordance with our policy on equality and diversity, and decisions/actions taken in relation to a potential safeguarding or child protection incident will not be influenced by the background or situation of any persons involved. Each case will be dealt with on its own merits.
- 6.3 This policy is subject to equality impact analysis.

7. Monitoring and Review

- 7.1 Implementation of this policy will be monitored through termly committee meetings and an annual report to the Board of Governors.
- 7.2 The policy will be reviewed annually by The Milton Keynes College Group Safeguarding Strategy Group and agreed by the College Executive and Board of Governors.

8. Child Protection & Safeguarding Procedures

These guidelines apply to all adults, including volunteers, working in or on behalf of the College.

*“Schools and colleges and their staff are an important part of the wider safeguarding system for children. This system is described in statutory guidance Working together to safeguard children. Safeguarding and promoting the welfare of children is **everyone’s** responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all staff should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child.*

No single practitioner can have a full picture of a child’s needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.”

Keeping Children Safe in Education DfE September 2020

It is commonly accepted that College staff spend so much time in contact with children that they are in a good position to discern whether they may be a victim of abuse or not. However, it is important to know what this abuse is and how it can be picked up on.

The four principal categories of harm suffered by children are set out in national guidance. These are used to assist those responsible for the welfare and protection of children to understand and recognise the symptoms of abuse. These definitions are available in annexe 3.

The diagnosis of abuse is difficult, even for experts. It is NOT the role of College staff to define or attempt to diagnose whether a child or vulnerable adult has suffered abuse within certain categories. An understanding of the categories is, however, important to enable staff to recognise symptoms of abuse.

9. Specific Safeguarding Issues

- 9.1 All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) put children in danger.
- 9.2 All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to:
- bullying (including cyberbullying);
 - physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
 - sexual violence and sexual harassment;
 - sexting (also known as Youth Produced Sexual Imagery)
 - initiation/hazing type violence and rituals
 - upskirting
- 9.3 All staff should be clear as to the college's policy and procedures with regards to Peer on Peer Abuse.
- 9.4 Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues
- 9.5 Specific forms of abuse and safeguarding issues can include:
- Children and the court system
 - Children missing from education
 - Children with family members in prison
 - Child criminal exploitation (CCE)
 - Child sexual exploitation (CSE)
 - County lines
 - Domestic abuse
 - Female Genital Mutilation (FGM)
 - Forced marriage
 - Homelessness
 - Mental health
 - So-called 'honour-based' violence
 - Preventing radicalisation
 - Peer on peer / child on child abuse
 - Serious violence
 - Sexual violence and sexual harassment between children in schools and colleges
 - Upskirting

For more specific detail regarding the above categories, please see Annexe 3

10. Designated Staff

- 10.1 A list of designated persons with responsibility for safeguarding and child protection is given at Annexe 1

- 10.2 There is a designated governor with specific responsibilities for safeguarding. The designated governor meets termly with the Safeguarding Lead and Head of Student Development and Support for safeguarding updates. The Safeguarding governor is responsible for ensuring the college has policies and procedures in place which are considered annually by the Board of Governors

11. Safeguarding Information for Students

- 11.1. The College is committed to ensuring that students are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. All students know that there is a Safeguarding Team. The College will inform students of whom they can talk to, both in and out of college, their right to be listened to and heard and what steps can be taken to protect them from harm. This information is delivered to students at the start of their course and reinforced throughout their programme of study via the Personal Development curriculum. This information is also available on the Moodle pages and the College website.
- 11.2 College's arrangements for consulting with and listening to students are through Student Forums (Student Voice).
- 11.3 Students are made aware of these arrangements via presentations, poster campaigns, information screens, the induction programme and College documents including programme handbooks.

12. Responding to a Disclosure or Suspicion of Abuse

- 12.1 It is not the responsibility of the College's staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and maintain an open mind. Accordingly, all concerns regarding the welfare of students will be recorded and discussed with a member of the Safeguarding Team prior to any discussion with parents.
- 12.2 If, at any point, there is imminent a risk of serious harm to a child a referral should be made to children's social care immediately . Anybody can make a referral, however, this should be completed with guidance from a member of the Safeguarding Team. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration. Concerns should always lead to help for the child at some point.
- 12.3 Any member of staff who has knowledge of, or a suspicion that, a child / vulnerable adult is or has been suffering significant harm must refer their concern to a member of the Safeguarding Team immediately. In exceptional circumstances such as out of hours, if no designated staff member is available, this should be referred to the member of SLT on duty.
- 12.4 In exceptional circumstances where there is no member of the Safeguarding Team available, staff must ensure that the process for referring a student to external agencies is not delayed.
- 12.5 All allegations or suspicions must be taken seriously. The student must be advised that this information cannot be kept confidential and will be passed on to the Safeguarding Team in the first instance.
- 12.6 Staff training recognises the many possible perpetrators of abuse, including adults inside or outside College, peer on peer abuse and online.

- 12.7 Staff who receive an allegation or disclosure of abuse should make an immediate written record of the conversation via CPOMS as well as wellbeing referral if the student is not known to the wellbeing team. The following information should be included:
- date and time of report
 - date, time and place of alleged abuse
 - your name and name of complainant
 - name of child alleged to have been abused, if different from above
 - nature of alleged abuse including perpetrator, if known
 - description of any injuries observed, if any
 - any other information given, including siblings, if relevant
 - distinguish between observation, fact and opinion
 - confirmation that the student has been advised of the next steps
- 12.8 Questions should be kept to the minimum required for clarity, and leading questions must be avoided.
- 12.9 It may also be appropriate to remind the student about the availability of the college Counselling Service or external helplines.
- 12.10 Staff should be aware that when making a safeguarding referral, they may be asked to contribute towards assessments by external agencies. This may include MASH referrals (MARF form).

13. Safeguarding Students Aged 16 and 17

- 13.1 These students are covered in law by the Children Act. This means that allegations or suspicions of abuse must be taken seriously by the college and acted upon according to the procedure.
- 13.2 Concerns or suspicions must be referred to the Safeguarding Team even if the student's stated wishes are to the contrary. They will seek advice from the appropriate investigating agency and agree any further action which may be necessary. This may include a formal referral using the agency's referral paperwork.
- 13.3 Students aged 16 and 17 are encouraged to report the abuse, or give consent for a report to be made, to an investigating agency. This will usually be the Children's Services department in the area where the student lives, via the relevant Multi-Agency Support Hub (MASH). The student should be made aware that it may be necessary to report the abuse even without their consent.
- 13.4 The following issues are relevant:
- what are the wishes of the student?
 - are younger siblings involved?
 - is a criminal act being committed?
 - is there immediate risk of significant harm?

14. Safeguarding Students with Special Educational Needs & Disabilities

- 14.1 Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges and these children can have additional barriers when staff are recognising abuse and neglect.

14.2. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- being more prone to peer group isolation than other children
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- communication barriers and difficulties in overcoming these barriers.

14.3. To address these additional challenges, the Milton Keynes College Group have pastoral teams who support students with non-academic concerns including safeguarding risks. Additionally, staff working with students with SEND are able to access additional support from specialist teams to ensure that they are confident and comfortable in addressing emerging concerns.

15. Work Placements

- 15.1 Staff responsible for co-ordinating work placements/work experience must have received the relevant training. They must take the safeguarding of students, whether children or vulnerable adults, into account at the planning stage when assessing the suitability of the placement and as part of the college's health and safety procedures. All placements must be assessed for safeguarding risks irrespective of the duration of the placement.
- 15.2 It is recognised that the employer has primary responsibility for the health and safety of the student, and the college must be assured that the employer understands and is managing the risks, including safeguarding, associated with young people in the workplace.
- 15.3 The statutory guidance specifies that colleges may not request enhanced DBS checks for staff supervising children aged 16 or 17 on work experience. However, if the person working with the student in the workplace is unsupervised and in frequent contact with them, the employer may be asked to ensure that that person is not on the barred list.
- 15.4 All students on work placement should have a regular point of contact within college, and be made aware that they can discuss with that person or with a Work Placement Coordinator should they have any concerns about their placement. Any concerns raised about their work placement or any suspicions of abuse must be reported to the Safeguarding Team immediately and procedures followed.
- 15.5 Students should be appropriately prepared for their work placement to ensure they understand how to keep themselves safe (protective behaviours) as well as their own responsibilities to others in the work place.
- 15.6 Where a student's placement is classed as 'regulated activity', the student will normally be required to have an enhanced DBS check.

16. Working with Employers (Apprenticeship Provision)

- 16.1 Employers have a responsibility to safeguard their students and the procedure they should follow if they have concerns for a student can be found on the College's website. Employers will be provided with the web link to the Safeguarding policy within their Apprenticeship Training Agreement

16.2 A number of safeguards will be in place to support the apprenticeship provision including:

- Risk Assessment process of employers linked to Health and Safety and Equality and Diversity
- Sharing the College's safeguarding procedures and guidelines with employers and ensuring they have read it
- Risk assessing ex-offenders process.

17. Partnerships with Others

17.1. The College recognises that it is essential to establish positive and effective working relationships with other agencies e.g. Local Authority, Multi-Agency Safeguarding Hub (MASH), Police, Health, National Youth Advocacy Service, Youth Agencies, Local counselling agencies, CAMHS, MK Together, The Safeguarding Children Partnerships, GFE Safeguarding Network and the Prevent Teams.

18. Supporting the Student and Partnership with Parents & Carers

18.1 The College recognises that the child's/young person's welfare is paramount, however good child protection practice and outcomes rely on a positive, open and honest working partnership with parents/carers.

18.2 Whilst we may, on occasion, need to make referrals without consultation with parents/guardians, we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect any student.

18.3 We will provide a secure, caring, supportive and protective relationship for the student.

18.4 Students will be given a proper explanation (appropriate to age and understanding) of what action is being taken on their behalf and why.

18.5 We will endeavour always to preserve the privacy, dignity and right to confidentiality of the student and parents/carers. The Designated Safeguarding Lead or Deputy Designated Safeguarding Lead will determine which members of staff "need to know" personal information and what they "need to know" for the purpose of supporting and protecting the child/young person.

19. Information Sharing

19.1 Information sharing is vital in identifying and tackling all forms of abuse

19.2 Whilst the Data Protection Act 2018 places duties on organisations to process personal information fairly and lawfully and to keep the information they hold safe and secure, this is not a barrier to sharing information where the failure to do so would result in a child being placed at risk of harm. Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

19.3 Where children leave the school or college, the Designated Safeguarding Lead should ensure their child protection file is transferred to the new school or college as soon as possible, ensuring secure transit, and confirmation of receipt should be obtained.

- 19.4 In addition to the child protection file, the Designated Safeguarding Lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

20. Confidentiality

- 20.1 A good working relationship between staff and students depends, to a large extent, on the establishment of trust. This may be described as a 'confidential relationship'. However, guarantees of absolute confidentiality will not be given as it may prove necessary to make a referral to an appropriate agency.
- 20.2 If a student discloses abuse to a member of staff, it is important that the boundaries of confidentiality and the need to pass on that information are explained to the student. It is often easier to explain to the student that you have a responsibility to pass on information on certain matters than to get into a situation where you break confidence.
- 20.3 The college counsellor works to the British Association for Counselling and Psychotherapy ethical framework. This allows the counsellor to break confidentiality in exceptional circumstances, with or without the student's consent if necessary where, in her/his professional judgement:
- there is a serious risk of the student harming themselves or being harmed
 - there is a serious risk of another person being harmed
 - there is a risk of a serious crime being committed.

21. Record Keeping

- 21.1 All wellbeing concerns and safeguarding referrals will be confidentially recorded on CPOMS. These will be detailed, accurate and include a full audit trail.
- 21.2 All written records must be passed to the Safeguarding Team.
- 21.3 Records will be kept securely, and held until the student's 25th birthday (or, for vulnerable adults, for 3 years after the end of the academic year in which the referral was made).
- 21.4 Records are confidential. They may be accessed by the subject of the record but not by any third party other than a Designated Safeguarding Lead and/or the originator.
- 21.5 Staff must not retain any records relating to a safeguarding issue.

22. Safer Recruitment of Staff

- 22.1 The college undertakes best endeavours to ensure that its employees are fit to work with children and vulnerable adults.
- 22.2 The college has safer recruitment procedures in place to prevent unsuitable people from working with children and vulnerable adults and promote safe practice.

- 22.3 Changes to the Protection of Freedoms Act which came into force in September 2012 have resulted in a new definition of regulated activity which determines when disclosure and barred list checks may be undertaken.
- 22.4 'Keeping Children Safe in Education' (2020) describes the checks that are, or may be, required for any individual working in college.
- 22.5 The measures to be taken in respect of staff, volunteers, contractors and others who may come into contact with our students are listed at Annexe 7
- 22.6 In accordance with the regulations, a single central record is kept of all checks and disclosures carried out.

23. Training of Staff

- 23.1 Designated staff receive multi-agency safeguarding training every 2 years, and their knowledge and skills are refreshed regularly, and at least annually, to ensure they are up-to-date with developing local and national priorities.
- 23.2 All other staff and governors receive mandatory training as part of their induction and refreshed every year, to ensure they are aware of their safeguarding responsibilities and of the college's policies and procedures. The training includes recognising signs of abuse, and recording and reporting suspected abuse. They receive updates on safeguarding and child protection at least annually.
- 23.3 All staff are required to read Part 1 and Annexe A of Keeping Children Safe in Education (2020) and the Professional Boundaries document.
- 23.4 All staff should be familiar with 'What to do if you are worried a child is being abused'.

24. Safe Practice

- 24.1. The College ensures that all staff are safe and aware of behaviours which should be avoided.
- 24.2. Safe working practice ensures that all staff:
- are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions
 - work in an open and transparent way
 - discuss and/or take advice from the Designated Safeguarding Lead or Deputy over any incident which may give rise to concern
 - record any incidents or decisions made
 - apply the same professional standards regardless of gender, sexuality or ethnicity
 - are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them
 - undertake appropriate risk assessments for their work area

25. Allegations of Abuse against Staff

- 25.1 The college has in place Professional Boundaries which clearly sets out expectations in terms of staff behaviours and provides guidance to staff on keeping themselves safe. Nevertheless, allegations against staff may occur.
- 25.2 All allegations and concerns will be taken seriously and dealt with according to the relevant statutory guidance.
- 25.3 Where an allegation of abuse is made against a member of staff, the relevant disciplinary procedures may be invoked as well as reporting the case to the appropriate authorities, normally the Local Authority Designated Officer (LADO). Following this, any investigation taken under MK Together procedures must take precedence over internal college procedures.
- 25.4 Any such allegation must be reported to the Safeguarding Team, as soon as possible. The Designated Safeguarding Lead will refer the matter to the HR Department who will, if appropriate, report it to the LADO.
- 25.5 If an allegation of abuse is made against a designated member of staff, the allegation must be referred directly to the HR Department who will report the matter to the appropriate authorities. An allegation against the Principal must be dealt with by a member of the Board of Governors.
- 25.6 Where an allegation is made by a student aged 18+, it will be investigated through internal college procedures, unless the student is deemed to be a vulnerable adult.
- 25.7 If it is subsequently found that a student has made a false allegation, or that the allegation was prompted by the student's inappropriate behaviour, the matter will be investigated through the Student Disciplinary Procedures.

26. Support for Staff

- 26.1. This policy document is available to all staff via Connect and the college websites. An up to date list of the Safeguarding team is available on Connect and on display within key areas of each site.
- 26.2 Where a member of staff finds a disclosure particularly distressing, they may wish to seek support through the Employee Assistance Programme (EAP) provided through Health Assured. Details of the EAP are available on or from Human Resources. Alternatively, they may talk through their concerns with a Designated Safeguarding Lead or with Human Resources.
- 26.3. Professional Boundaries document are in place and was developed in consultation with staff. It outlines expected standards of conduct for staff when working with children and vulnerable adults, and provides support and guidance on professional boundaries and keeping themselves safe.

27. Safeguarding Groups

- 27.1. A cross-college safeguarding committee meets three times per year. It includes representation from across the college including the Designated Safeguarding Lead, Head of Student Development and Support, the Designated Governor and representatives from teaching and support areas.

- 27.2 The group reports to the college Executive and its terms of reference include monitoring the effectiveness of the college's safeguarding arrangements, advising on the development and review of related policies, and developing a safeguarding plan.
- 27.3 The safeguarding group concerns itself with the wider safeguarding agenda which includes matters such as bullying, internet safety, safe learning environments, drug and alcohol misuse, and student awareness of personal safety.
- 27.4 The local designated safeguarding teams for meet termly to share best practice, develop, review and ensure consistency of procedures, and to consider feedback from MK:Together (previously known as the local safeguarding children board.)

28. Preventing Violent Extremism – The 'Prevent' Agenda

- 28.1 The Counter-Terrorism and Security Act (2015) places duties on the college to take best endeavours to prevent students from being drawn into terrorist and extremist activity, and statutory guidance is in place. In College, Prevent is embedded within our safeguarding procedures, and this document should therefore be read in conjunction with the Prevent Strategy.
- 28.2 Staff and Governors will be trained through the Workshop for Raising Awareness of Prevent (WRAP) programme.
- 28.3 Staff should be aware of the signs of extremism and report any such concerns through the safeguarding process. The College will take such concerns and take action as is necessary, including referring to our local Police contacts, the Channel panel, the multi-agency support hub and/or providing support through our own internal structures.
- 28.4 The College will also promote the ethos of the 'Prevent' agenda by encouraging free and open debate but challenging extreme views. Through its classroom practice, theme weeks and induction activities, it will encourage equality of opportunity and celebrate diversity.
- 28.5 The College will not host or allow its premises to be used by extreme groups and will seek to prevent the distribution of extreme literature. Promotion of any organisations linked to violent extremism is contrary to the values of the College and would constitute misconduct.
- 28.6 Computer searches will be monitored via Smoothwall. Where appropriate, key strokes these will be investigated.

29. Peer on Peer abuse

- 29.1 Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.
- 29.2 There is no clear boundary between incidents that should be regarded as abusive and incidents that should be dealt with by the College's behavioural and disciplinary systems. If one child or young person causes harm to another, this should not necessarily be dealt with as abuse: unkindness, physical fighting and harassment between children are not always or inevitably seen as child

protection issues. However, it may be appropriate to regard peer on peer behaviour as abusive if harm is caused because:

- There is a significant power imbalance between the young people concerned. The abuse of children is often constructed around an age differential between the abuser and the abused, but in cases of peer-on-peer abuse this may not always be the case. In such circumstances, power imbalances can manifest in other ways, for example gender, social status within peer groups, intellectual ability, physical development, economic wealth, social marginalisation and so on. It is important to note that the perpetrator and/or victim may well be subject to power imbalances with other individuals in an incident of abuse and so it is important to investigate any incident as fully as possible.
- The perpetrator has repeatedly tried to harm one or more other children.
- There are concerns about the intention of the alleged perpetrator. If evidence suggests that there was an intention to cause severe harm to the victim, this should be regarded as abusive whether severe harm was caused or not.

30. Students with Social Worker Involvement

- 30.1 The Safeguarding Team will hold information on students where there has been social worker involvement to ensure that any decisions can be made in the best interests of the child's safety, welfare and educational outcomes.
- 30.2 This information will be used to inform decisions about safeguarding and promoting welfare

31. Students Requiring Mental Health Support

- 31.1 The College recognises that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Milton Keynes College has a Wellbeing Team which staff can refer to if they are concerned about a student wellbeing.
- 31.2 The College has a Readiness to Learn Policy to ensure that these students are not disadvantaged in any way and that reasonable adjustments can be made to their programme of study as far as practicable.
- 31.3 The College has a team of Mental Health First Aiders to support the health and wellbeing of this cohort of students. A full list can be found on the college Intranet. The College is continuously building a range of resources for staff and students to support good mental health.
- 31.4 A pyramid of need is utilised to determine the level and frequency of support required. There are pathways in place to ensure that students are able to access appropriate services, including external referrals. Support also includes access to Togetherall, an online peer to peer support platform monitored and supervised by clinicians.

32. Looked After Children / Children in Care / Previously Looked After / Leaving Care

- 32.1 Local Authorities work closely with the Colleges to promote the educational achievement of Looked after Children / Children in Care / Previously Looked After and Leaving Care.
- 32.2 Looked After Children are regularly supported by a team of external agencies and have a Personal Education Plan (PEP). The PEP is used to support the personalised learning of the child – both academically and otherwise. Staff will be asked to contribute to the PEP and where possible, attend meetings regarding that student.
- 32.3 Looked After Children / Children in Care / Previously Looked After / Leaving Care must be regularly monitored and supported whilst they are at College. Staff will be required to provide updates to the Designated Teacher for Looked after Children.
- 32.4 Attendance for Looked After Children / Children in Care will be monitored weekly via attendance updates from MIS
- 32.5 The Designated Teacher for Looked after Children will meet on a regular basis with the Virtual School Head to promote the educational achievement of this group of vulnerable students

33. Complaints about the handling of a Safeguarding Issue

33.1 Any complaint about the handling of a safeguarding issue can be made directly to the Principal & Chief Executive, Governor Champion for Safeguarding, or to the Local Authority through the Multi Agency Safeguarding Hub (children@milton-keynes.gov.uk). The College's Complaints Policy and Procedures can be used when making a complaint.

33,2 Minimum Expectations

Any complaints will be acknowledged within one working day of receipt.

Wherever possible the College will aim to resolve any complaints to the satisfaction of all parties within 10 working days.

Safeguarding:

PROCEDURES FOR THE PROTECTION OF CHILDREN AND YOUNG PEOPLE

CONTENTS

Annexe 1 - Designated staff with responsibility for protecting children and young people

Annexe 2 - Guidance for handling disclosure of abuse and procedure for reporting concerns

Annexe 3 - Definitions of Vulnerable Students

Annexe 4- Definitions of Abuse and Neglect

Annexe 5 - Mental Health Guidance

Annexe 6 – Flowchart for reporting concerns about safeguarding children and young people

ANNEXE 1

DESIGNATED STAFF WITH RESPONSIBILITY FOR SAFEGUARDING CHILDREN AND YOUNG PEOPLE

Senior Member of Staff with Lead Responsibility

The designated senior member of staff with lead responsibility for safeguarding children and young people is the Lead Safeguarding Officer; she/he will be deputised for by other designated members of staff drawn from senior management and suitably experienced staff. A team of suitably trained designated safeguarding officers will be drawn from across the College curriculum and business partner areas. The wider designated safeguarding team have a key responsibility for raising awareness, within the staff, of issues relating to the welfare of children and young people, and the promotion of a safe environment for children and young people within the College.

Designated members of staff receive training in safeguarding children and young people and inter-agency working, as required by the MK Together and will receive refresher training at least every two years. The Team is required to keep up to date with developments in safeguarding children and young people as required.

Designated staff are responsible for:

- overseeing the referral of cases of suspected abuse or allegations to the Milton Keynes Multi-Agency Safeguarding Hub (MASH) using the appropriate document Multi Agency Referral Form and CAF;
- maintaining a proper record of any safeguarding children and young people referral, complaint or concern (even where that concern does not lead to a referral) using the CPOMS recording and reporting system;
- ensuring that parents of children and young people within the College are aware of the College's Policy for the Protection of Children and Young People;
- liaising with the MASH, Milton Keynes Children and Young People's Service and other appropriate agencies;
- liaising with secondary schools which send pupils to the College to ensure that appropriate arrangements are made for those pupils;
- ensuring that the College works with employers and training organisations that provide apprenticeships and/or work placements for children or young people from the College to ensure that appropriate safeguards are in place;
- ensuring that all staff receive training in safeguarding children and young people, and that refresher training takes place every two years and that they receive updating annually;
- the designated senior member of staff will provide information on an annual basis to the Board of Governors setting out how the College has discharged its duties. He/she is also responsible for reporting deficiencies in procedure or policy identified by MK:Together (previously known as Local Safeguarding Children Board) to the Board of Governors at the earliest opportunity.

Safeguarding Children and Young People Designated Staff Team

Lindsey Styles, Director CEO's Office
Chaffron Way Campus, 01908 686166
email: lindsey.styles@mkcollege.ac.uk

Amy Langford Head of Student Development and Support
01908 684437
Email: amy.tremble@mkcollege.ac.uk

Jenny Worby, Safeguarding Coordinator and Deputy lead
01908 684210
Email- jenny.worby@mkcollege.ac.uk

Wider Safeguarding Team

The wider safeguarding team consists of 15 members of staff based across the campus sites. These staff have undertaken designated training - contact details are available on the staff intranet.

These designated staff will:

- know how to make an appropriate referral to the Multi-Agency Safeguarding Hub (MASH) using the appropriate documentation, Multi Agency Referral Form (MARF);
- be available for consultation and be able to provide advice and support to other staff on issues relating to safeguarding children and young people;
- have skills of listening to children and young people studying at the College;
- will deal with individual cases, including attending strategy meetings, case conferences and review meetings as appropriate;
- have received training in safeguarding children and young people and inter-agency working, as required by MK:Together (previously known as the Local Safeguarding Children's Board), and will receive relevant refresher training at least every 2 years or as required;
- will have the ability to record appropriately using CPOMS;
- will ensure that the young person and the member involved in the procedure are aware of the support provided by the College or relevant external services.
- Make relevant referrals to the Mental Health and Wellbeing Team

Governor Champion for Safeguarding Children and Young People

The Governor Champion is responsible for liaising with the Principal and the Lead safeguarding officer over matters regarding safeguarding children and young people, including:

- ensuring that the College has procedures and policies which are consistent with MK:Together (previously known as the Local Safeguarding Children's Board) procedures;
- ensuring that the Board of Governors annually reviews the College's Policy for the Protection of Children and Young People;
- ensuring that the Prevent policy is consistent with Government legislation and is complied with by all staff;
- ensuring that all staff have read and understood part 1 and annexe 1 of Keeping Children Safe in Education 2019
- ensuring that the Board of Governors is informed annually of how the College and its staff have complied with the Policies, including but not limited to, a report on the training that the staff have undertaken.

The Governor Champion is the contact person for liaison between agencies such as the police and the Children's Services in connection with allegations against the Principal or the designated senior member of staff with lead responsibility. This will not involve undertaking any form of investigation, but will ensure good communication between the parties and provide information to assist enquiries.

To assist in these duties, the Governor Champion shall receive appropriate inter-agency training as directed by MK:Together (previously known as the Local Safeguarding Children's Board.)

ANNEXE 2 GUIDANCE FOR HANDLING DISCLOSURE OF ABUSE AND PROCEDURE FOR REPORTING CONCERNS

Staff should **NOT** investigate concerns or allegations themselves, but should report them immediately to a designated member of staff. In the event of any emergency situation staff should contact the Milton Keynes, Multi-Agency Safeguarding Hub directly (01908 253169) or contact the police (999)

When a young person makes an allegation of abuse, the member of staff who receives it should:

- reassure the young person that they have done the right thing;
- listen and not interrupt;
- **not** promise the young person that they will keep the matter **confidential**. Explain to him/her that you must report the matter to a member of the College's designated safeguarding team as this is your legal duty, if you are in doubt as to whether the matter is a safeguarding issue, check with one of the designated safeguarding team members.
- let the individual finish speaking and then only ask questions if you are still unsure whether this is a safeguarding children and young people issue;
- note, this is not an investigation; simply establish the key facts, remember Listen, Recognise, Respond, Refer
- only ask simple, open, non-leading questions. For example, if a young person tells you they have been hurt, ask, 'Can you describe how that happened?' rather than 'Did someone hit you?'
- accept what the young person is saying and do not offer an alternative interpretation of the alleged events;
- once concerned enough to raise the matter with a designated member of staff, do not ask any more questions;
- write down what has been said immediately afterwards, to the best of your memory, in the words used by the young person and you.
- **not** ask the person to sign anything at this stage;
- note anything about the young person which may be connected, for example, any visible injuries including the position and description;
- verbally report the matter to a designated member of staff as soon as possible and within 24 hours (if you are unable to contact a member of the Designated Team please contact any member of the Senior Leadership Team);
- if in doubt, seek advice from one of the designated members of staff;
- complete documentation and submit to a designated member of staff.

Once you suspect any abuse or extremism/radicalisation you should immediately contact a member of the wider designated safeguarding team or the lead(s) safeguarding officer initially by telephone outlining what has been disclosed or what you have overheard or what your suspicion is. You should also contact them if you know or suspect that a member of staff or student has a previous history of abuse of children, young people or vulnerable adults.

ANNEXE 3 DEFINITION OF VULNERABLE STUDENTS

Vulnerable children and young people include those who:

- are assessed as being in need under section 17 of the Children Act 1989, including children and young people who have a Child in Need plan (CIN), a child protection plan (CP) or who are a looked after child (CLA);
- have an education, health and care (EHC) plan;
- have been identified as otherwise vulnerable by educational providers or local authorities (including children's social care services), and who could therefore benefit from continued full-time attendance, this might include:
 - children and young people on the edge of receiving support from children's social care services or in the process of being referred to children's services
 - adopted children or children on a special guardianship order
 - those at risk of becoming NEET ('not in employment, education or training') those living in temporary accommodation
 - those who are young carers those who may have difficulty engaging with remote education at home (for example due to a lack of devices or quiet space to study)
 - care leavers
 - others at the provider and local authority's discretion including pupils and students who need to attend to receive support or manage risks to their mental health.
-

Eligibility for free school meals in and of itself is not a determining factor in assessing vulnerability. Senior leaders, especially the Designated Safeguarding Lead (and deputy) know who our most vulnerable students are. They have the flexibility to offer a place to those on the edge of receiving social care support as needed.

The Designated Corporate Parent has made contact with all looked after/vulnerable students, including Asylum seekers, Young carers and under 16. Regular check in's will be made where possible.

A list of Vulnerable students has been identified and those students have been contacted regarding keeping in touch (wellbeing support) and Bursary support. £15 will be paid weekly into student accounts that are currently on Bursary. Access to food has been made available

Each student, including those who are considered to be vulnerable, have been addressed according to individual need and made aware of all support available. Online support is accessible and has been tailored to meet the needs of our diverse student population.

Students that are not vulnerable but have not been in contact or not logged on to the Team sessions that have been set up, should be contacted by Tutors as normal. After 3 attempts progress mentors will make contact. If there is still no contact then it becomes a safeguarding concerns and a phone call and CPOMS referral is to be made to The Safeguarding lead and 3 Deputy Leads.

Students that are vulnerable have been identified and contacted, this will continue as the academic year progresses. They have been advised of how to make contact if they have a

concern or feel at risk. The Wellbeing Team are in close contact with students that are struggling, they are also working closely with Tutors.

Staff responsibilities:

It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children. When recruiting new staff, the Trust School will continue to follow the relevant safer recruitment processes for their setting, including, as appropriate, relevant sections in part 3 of Keeping Children Safe in Education (2020) (KCSIE). The continued importance of all staff and volunteers acting immediately on any safeguarding concerns remains.

If staff have concerns about other members of staff or volunteers a direct phone call is to be made to the Safeguarding Lead/Deputy Lead and LADDO will be informed.

Any Safeguarding concerns must be recorded using CPOMS and anything urgent will also require a phone call to the Designated Safeguarding Leads. CPOMS FAQs have gone out to all staff. Staff have open lines of communication with the Wellbeing Team and the Lead Safeguarding Team.

The 3 R's still apply – **Recognise, Respond, Refer** – using the safeguarding flowchart (when working at home) for reference.

Monitoring and tracking:

Monitoring students, identifying safeguarding concerns and recording them appropriately remains a priority for Milton Keynes College during a national lockdown. All forms of reporting and contacting are in line with the rest of the college systems:

- CPOMS for safeguarding concerns
- Contacts for Lead and Deputy Lead Safeguarding Team
- Use of Pro Monitor
- Use of Teams for contacting students and online lessons (During college times)
- College emails are used as another form of communication

Concerns about a child/student

Pupils may be experiencing a variety of emotions in response to the coronavirus (COVID-19) outbreak and current lockdown, such as anxiety, stress or low mood. This may particularly be the case for vulnerable children, including those with a social worker and young carers. It is important to contextualise these feelings as normal responses to an abnormal situation. Some may need support to re-adjust to school, others may have enjoyed being at home and be reluctant to return, a few may be showing signs of more severe anxiety or depression. Others will not be experiencing any challenges and will be keen and ready to return to school.

If a staff member has any concerns about a child/student, then they need to follow the flow chart that is now in place and that has been circulated to all staff in various formats. Please see a copy of this flow chart in Appendix (a)

The chart clearly states the name and contacts of the Safeguarding Lead and Deputy Leads. Any Safeguarding concerns must be recorded using CPOMS and anything urgent will also require a phone call to the Designated Safeguarding Leads.

There are two members of the safeguarding team based at each site, they will be on hand for any safeguarding events that occur on campus. A list of DSLs can be found on the intranet that staff can use when working from home.

Peer on peer abuse - given the very different circumstances schools and colleges are operating in a revised process may be required for managing any report of such abuse and supporting

victims (the principles as set out in part 5 of KCSIE should continue to inform any revised approach)

Peer on Peer abuse to be monitored where possible. Any reports to be recorded on CPOMS and anything urgent will require a phone call or advice to be given to call 999. We are using Smoothwall to monitor students 'on line' conversations that cause concern or certain words that are deemed as negative will be highlighted. This will only be picked up with students using the college Wi-Fi or a college laptop. Where we know serious peer on peer abuse has been happening regular check in's will be made with students and reported as necessary.

Communication between students and staff

Students can email staff using their college email.

Staff are to only use their college email to contact students

Staff are to only use CISCO or the Jabber application to make phone calls to students or outside organisations.

WhatsApp groups or any other forms of social media are not to be used at any time to communicate with students.

Microsoft Teams has been set up for all staff to use when delivering online learning and communication with students. Teams should only be used during the working hours of 9.am - 5pm (or later if related to evening classes)

Staff that feel any student is at risk are advised to follow the 3 R's

(Recognise, Respond, Refer – using the safeguarding flow chart that has been put in place for home learning.

There is advice and websites about keeping safe online on the student Moodle page and staff intranet.

ANNEXE 4 – DEFINITIONS OF ABUSE AND NEGLECT

Abuse and neglect are forms of maltreatment of a child/young person. Somebody may abuse or neglect a child/young person by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger. They may be abused by an adult or adults, or another child or children.

Physical Abuse

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

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child/young person such as to cause severe and persistent adverse effects on the child/young person's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child/young person participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve witnessing domestic violence. It may involve serious 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.

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g rape, buggery or oral sex) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, sexual online images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Neglect

Neglect is the persistent failure to meet a child/young person'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/young person from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers);
- ensure access to appropriate medical care or treatment;
- It may also include neglect of, or unresponsiveness to, a child/young person's basic emotional needs.

ANNEXE 5 – MENTAL HEALTH AND WELLBEING GUIDANCE

1.1 Context

This guidance applies to all College staff, and should be reflected at all levels of practice. This will include individual interaction with students, departmental arrangements for students, and College policies, procedures and practices.

This guidance primarily relates to any student whose mental or emotional state raises a concern, and/or may be at risk to themselves or to others. However, as there is inevitably some overlap, it should be considered in conjunction with the following policies – Readiness to Learn policy and safeguarding policies.

1.2 Objectives

To establish and make clear the provision and procedures that safeguard the College community and anyone disclosing or displaying signs of mental health problems / issues.

To strive to provide equal access to education at Milton Keynes College and appropriate support with the goal of retention, achievement and success.

To comply with relevant legislation.

1.3 Definition of Mental Health

Positive mental health affords us the emotional resilience which enables us to enjoy life and to survive pain, disappointment and sadness. It is an integral component of general health which enables a person to rely on his or her own cognitive, affective and relational abilities, everyone has a state of mental health that is on a continuum and may fluctuate throughout his or her life.

In a balanced mental health state, a person is more effective in coping with the stresses of life, can work and learn productively and is able to relate to others and make a positive contribution to their community. Mental health can be affected by a number of elements including social, personal, economic, and environmental factors, and/or changes in those areas.

Mental disorders impede or diminish the capacity to maintain a balanced mental health state. Deterioration in mental health can be caused by there being more internal or external stress than the person can manage effectively. Illness, medication, trauma or chronic stress may contribute.

1.4 General College Principles in relation to Mental Health

The College will provide a supportive, non-stigmatising and well-informed environment which accords with all individuals' dignity and respect, and which promotes well being. This will be demonstrated in a variety of ways:

- Encouraging students to disclose so that they can access the appropriate College and Community support
- By the use of language which does not stigmatise or stereotype those who experience mental health difficulties

- By developing work with partner agencies and providers to ensure that, wherever possible, students who experience mental health difficulties can access or progress to mainstream education and training
- By promoting the 'student voice' by working in partnership with students who experience mental health difficulties, in making reasonable adjustments and provision which will best suit their needs
- By ensuring that all reasonable steps are taken to maintain, as far as possible, students' expressed desire for confidentiality about any mental health difficulties and associated needs

1.5 Staff Guidance and Development

The College provides guidance for staff towards the development of appropriate skills, knowledge and understanding of mental health issues where appropriate.

The Wellbeing and Resilience Team, the designated safeguarding team and mental health first aiders are available to provide support and respond to situations where individual students are putting themselves or others at risk. In accordance with College policy in an emergency staff may call either the police or ambulance or both.

1.6 Identification of mental health needs

All staff are responsible to be sensitive and considerate to all students who may have mental health issues and where they have concerns use the following guidelines during interactions with the student:

- Keep comments to observable facts
- Your most helpful role is to listen
- Try not to judge, rescue, give advice or take action on behalf of student
- Enable student to identify support needs, if possible
- Clarify options, be aware of implications of his/her decisions
- Remain impartial
- Separate your issues and feelings on the matter from those of student – use Reflective Practice, manager or colleagues to gain clarity on these issues.
- Students under emotional pressure often become unable to think clearly, if at all. Help them feel safe and validate their feelings and experience

2.1 Students applying to College

Potential students declaring an emotional or mental health difficulty on application are sent a Hubspot link requesting additional information and are offered a meeting with a member of the Wellbeing and Resilience Team.

If a student discloses an emotional or mental health difficulty at curriculum interview, they should be referred to the Wellbeing Team to discuss how the college may support their needs unless they have already been seen by the team.

In the event that a student is a psychiatric in-patient at the time of their application and/or planned enrolment, decisions surrounding suitability for their acceptance on programme will be reviewed by the SEND Panel.

2.2 On Programme Support

Identification of Mental Health Difficulties after Admission to College

Referral and Signposting

The Wellbeing and Resilience Team have responsibility for assessing the learning support needs for students with mental health issues, liaising with faculty staff and ensuring that appropriate support is in place.

The College counselling team is available to provide professional support to students in crisis who may have mental health issues.

Students may be more or less receptive to, or able to, accept support at different times. If the student refuses support the Readiness to learn policy may need to be applied.

Wellbeing Reviews

In the event that a student presents at college and concerns around their general mental wellbeing are raised, a Wellbeing Review can be requested. This screening tool is designed to encourage conversations with the student that will help establish the presenting state of mind, identify current support available to the student both in and out of college and to provide opportunities to create a response to crisis plan. Depending on the outcome of this meeting, referrals to internal services and/or external agencies can be made. Sometimes the Readiness to learn policy will need to be referred to.

Boundary Issues in dealing with Students with Mental Health Issues

Clear boundaries are vital for the safety of both staff and students. (Professional Boundaries and Professional standards issued to all staff apply).

Disciplinary Issues

The presence of a diagnosed mental health difficulty should always be a consideration during a disciplinary process. It may be more appropriate to use the Readiness to Learn Policy.

Continuation of Study after a break due to mental health difficulties

Return to study will only take place following a Wellbeing review.

Liaison with parents, carers, other internal/ external agencies

If a student is over 18 their wishes with regards to involvement of other adults, relatives or agencies should be respected at all times, within the principles of the Vulnerable Adult

Protection Policy, however all students are encouraged to involve parents/carers or other supportive adults.

If a student is under 18 parents / carers should always be involved but consideration of their wishes under the principles of the Child Protection Policy should be respected if possible.

1.7 Identification of mental health needs

All staff are responsible to be sensitive and considerate to all students who may have mental health issues and where they have concerns use the following guidelines during interactions with the student:

- Keep comments to observable facts
- Your most helpful role is to listen
- Try not to judge, rescue, give advice or take action on behalf of student
- Enable student to identify support needs, if possible
- Clarify options, be aware of implications of his/her decisions
- Remain impartial
- Separate your issues and feelings on the matter from those of student – use Reflective Practice, manager or colleagues to gain clarity on these issues.
- Students under emotional pressure often become unable to think clearly, if at all. Help them feel safe and validate their feelings and experience

ANNEXE 6 - FLOWCHART FOR REPORTING CONCERNS ABOUT SAFEGUARDING CHILDREN AND YOUNG PEOPLE



