SOUTH & CITY COLLEGE BIRMINGHAM

Safeguarding Students 2021.22

Safeguarding (Child Protection) Policy and Associated Procedures

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1. Introduction

1.1 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 young people, vulnerable adults and adults at risk of harm, 'Safer Recruitment' practice and health and safety are all aspects of Safeguarding, for which there are additional Policies and Procedures. The College is committed to ensuring that best practice is adopted when working with all young people and vulnerable adults, offering them support and protection, and accepts that it has a legal and moral responsibility to implement procedures, to provide a duty of care to young people, to safeguard their wellbeing and to protect them from abuse. This Policy therefore supports all students enrolled at the College.

1.2 Section 175 of the Education Act 2002 requires local education authorities and the *G*overnors of maintained schools and further education (FE) colleges to *make arrangements* to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children and young people. In accordance with the Counter Terrorism and Security Act 2015, there is a statutory duty on colleges to "have due regard to the need to prevent people from being drawn into terrorism". This is known as the Prevent duty. To fulfil this duty, the College liaises closely with the local area *P*revent lead to receive updates regarding local concerns and to refer students of concern to the Channel process. This Policy represents the College's response to the need to protect all students, especially children, young people, and vulnerable adults and those with identified needs at all College centres and in the workplace. Everyone working in, or for, the College shares an objective to help keep children and young people safe by contributing to:

- providing a safe environment for children and young people to learn and develop in our college setting, and
- identifying children and young people who are suffering or likely to suffer significant harm and taking appropriate action with the aim of making sure they are kept safe both at home and in the College setting.

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Part 1: SAFEGUARDING POLICY AND PROCEDURE

1.1 Introduction

1.1.1 South and City College recognises that personal safety is a fundamental precondition for effective and successful teaching and learning and can only be felt in a safe learning environment that promotes well-being, safety and security for all students, staff and visitors. 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.

1.1.2 The College will fulfil its local and national responsibilities as laid out in the following documents.

- Working Together to Safeguard Children February 2019
- Keeping Children Safe in Education updated September 2020
- Guidance for Safer Working Practice in Education Settings April 2020
- Prevent Duty Guidance for Further Education Institutions April 2019
- No Secrets', the Children Act (1989 and 2004)
- Education Act 2002
- Safeguarding Vulnerable Adults Act 2006
- Protection of Freedoms Act 2012
- Section 26 (1) of the Counter Terrorism and Security Act 2015
- Prevent Duty Guidance for Further Education Institutions 2015
- Mandatory Reporting of Female Genital Mutilation - Procedural Information 2020
- Controlling or Coercive Behaviour Statutory Guidance Framework Dec 2015
- Inspecting Safeguarding in Early Years, Education and Skills Settings Sept 2019.
- Modern Slavery Act 2015

1.2 Scope

1.2.1 This Policy applies to all those studying and visiting any college campus, including students, staff, Governors, volunteers and visitors including contracted agency staff and, employers offering work placements.

1.2.2 A 'child' is defined as a person aged up to 18. A Child in Care, Care leavers and students with special education needs up to the age of 25 may also need additional services, assistance, protection, and consideration. A 'Young person' is defined as between 12 and 20.

1.2.3 An adult at risk is a person aged over 18 years or over who is, or may need community care services, defined by the Safeguarding Vulnerable Adult Act 2006. It may also include adults who are vulnerable for some other reason, for example those who have caring responsibilities special educational needs, addition, mental health, or who have suffered abuse or trauma.

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1.2.4 Students aged 14-16 whose main education provider is a school are covered by all aspects of the policy when at college. The DSL team will contact the school who retain accountability for external referrals when a disclosure is made at college.

1.2.5 Employers and training providers will be asked to co-operate with the college, putting into place and subscribing to appropriate safeguards.

1.3 Policy Statement

1.3.1 South and City College is led by a Senior Leadership Team and Governing Body (Corporation) whose aims are to provide a safe environment and vigilant culture where students can learn and be safeguarded.

1.3.2 The Senior Leadership Team and Corporation are committed to ensuring that:

- The development and implementation of the Policy is overseen by the Strategic Safeguarding group, which has representatives from the Senior Leadership Team and Governors.
- There is a training and development plan covering the college community.
- The College has undertaken a prevent Risk Assessment.
- A section s175 Safeguarding Audit is undertaken annually.
- The Policy provides clear direction to all staff to ensure any child protection concerns, referrals and monitoring of actions are handled appropriately.
- The safe recruitment of staff.

1.3.3 Further Education Colleges do not have a responsibility to investigate incidences of alleged abuse. However, they have a statutory duty to assist the local authority with child protection issues and this policy is in line with current national and local policies on child protection, young people and vulnerable adults.

1.4 Values and Behaviours

British Values are of significant importance to everyone involved in any College activity. College values and British values form the basis of citizenship within our College community and across modern Britain. We promote all these values to our students and staff and they are embedded across all areas of College activity, at the heart of everything we do. British values are defined as "democracy, the rule of the law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs". The ethos of the College is embedded in the following values:

1.5 Keeping Children Safe in Education September 2020

1.5.1 Keeping Children Safe in Education September 2020 states that Safeguarding and promoting the welfare of children covers more than child protection. The requirements for the College are for policies and procedures that cover arrangements not just for meeting the welfare and safeguarding needs of

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children, but also the needs of adults at risk and young people, as well as ensuring appropriate practices for staff recruitment and selection and providing a safe and secure environment in which to study. Schools and colleges and their staff form part of the wider safeguarding system for children. This system is described in statutory guidance Working Together to Safeguard Children 2020.

1.5.2 The content within this Safeguarding and Child Protection Policy reflects the statutory requirements within DfE Keeping Children Safe in Education September 2020. Safeguarding Children in Education is set out in two main pieces of statutory guidance, links to the statutory safeguarding guidance are available below:

- Working Together to Safeguard Children, published 4th July 2018 https://www.gov.uk/government/publications/working-together-to-safeguard-children--2

- DfE Keeping Children Safe in Education 2020 (KCSiE) in force from 1st September 2020 https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_da ta/file/892394/Keeping_children_safe_in_education_2020.pdf

1.5.3 In September 2020 the revised Keeping Children Safe in Education came into force. The College has responded to the revised responsibilities in this policy and includes reference to the new revisions. The DfE KCSiE makes changes in three circumstances:

- The legislation to reflect the mandatory Relationship Education, Relationship and Sex Education and Health Education from September 2020.
- Included helpful additional information that will support schools and colleges protect children e.g., mental health, domestic abuse, child criminal and sexual exploitation and county lines.
- Important clarifications which will help schools, colleges and alternative education providers better understand the KCSiE 2020 guidance.

1.5.4 Key Changes: A table of changes is included at Annex H of KCSiE

- Greater emphasis on mental health.
- Greater emphasis on children with a social worker.
- Keeping children safe online includes when online at home.
- Inclusion of 'transferable risk' in relation to allegations.
- References to colleges leading on investigations into supply staff.
- Terminology change: Honour based abuse.
- Terminology change: Peer on peer or child on child abuse.

1.5.5 Changes to reflect the confirmation of the guidance issued by the Department for Education (DfE, 2019) about Relationships Education, Relationships and Sex Education (RSE) and Health Education including flexibility in the discharge

of their duties7 KCSiE 2020 sets out what colleges should and must do to safeguard children.

1.5.6   Children Missing in Education – From September 2016 there is a duty to report to the Local Authority **compulsory** aged children (aged 16 and under, those in care and learners with an Education and Health Care Plan) who go missing from Education. The College recognises that a young person going missing/ and or has extended periods of absence can be a potential indicator of abuse. All staff are required to be alert to these signs and for this reason, must monitor and report on attendance at all levels.

1.5.7   Online safety – The College will do all it reasonably can to ensure that all users of its IT systems are protected by applying appropriate filters and monitoring systems that are supported by training and support. Part 7 contains more information on, online safety for learners.

1.5.8   KCSiE 2020 has been further strengthened to make clear the roles and responsibilities of all staff but particularly those with Designated Safeguarding Lead (DSL) responsibilities and Governing bodies. The Designated Safeguarding Lead has a responsibility to ensure members of the Senior Leadership Team, staff and Governors read and understand the content of DfE KCSiE 2020 and ensure the college's safeguarding arrangements are compliant with all statutory requirements. It reinforces that all staff must read and understand KCSiE 2020 Part One Annex A, which contains important additional information about specific forms of abuse and safeguarding issues and be conversant with Part Five Child on Child Sexual Violence and Sexual Harassment.

1.5.9   DfE KCSiE Part Two: The Management of Safeguarding: Governing bodies and proprietors should ensure there are appropriate policies and procedures in place in order for *appropriate* action to be taken in a timely manner to safeguard and promote children's welfare. This includes individual schools and colleges having an effective Child Protection Policy. The Child Protection Policy should describe procedures which are in accordance with government guidance and refer to locally agreed multi-agency safeguarding arrangements put in place by the three safeguarding partners. It should be updated annually (as a minimum) and be available publicly either via the school or college website or by other means. (KCSiE 2020 paragraphs 62 and 63).

1.6   Vulnerability to Radicalisation and Extremism

1.6.1   The College seeks to protect children and young people against the messages of violent extremism, including, but not restricted to those linked to Islamist ideology, or far right/Neo Nazi/White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and Extremist Animal Rights Movements From July 2015 specified authorities, including all schools (and since September 2015 all colleges), defined in the summary of 'Keeping Children safe in Education' May 2018, are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions to have due regard to the need to prevent people from being drawn into terrorism.

1.6.2 The College has in place a Prevent Strategy, which forms part of the Safeguarding Policy.

1.6.3 The College values freedom of speech, and the expression of beliefs and ideology as fundamental rights underpinning our society; however, it recognises that free speech is subject to laws and policies. The Prevent Strategy has put in place a 'Freedom of Expression' to include the Freedom of Speech Code of Practice procedure, which includes a visiting speaker procedure identified in Part 3 of this policy.

1.6.4 The Principal, Lead and Deputy Designated Leads will liaise with the Police over matters related to students and combating violent extremism. Where the emphasis is on safeguarding students from potential involvement Student Services will take the lead.

1.7 Mental Health

The College is committed to ensuring the mental health wellbeing for its students. Staff are asked to be alert to mental health concerns, and act on these immediately, referring to the safeguarding team for support.

1.8 Specific student cohorts

1.8.1 The College recognises that specific cohorts of learners are particularly vulnerable in terms of safeguarding and will need appropriate guidance and support as identified in 'Keeping Children Safe in Education (KCSiE September 2020).

1.8.2 Children in Care (CiC), Care leavers - Students who are in care or are leaving care are a particularly vulnerable cohort and should be identified, monitored and supported throughout their time in college. A member of the Student Services team is notified immediately if a student is identified to be in care or leaving care and has not yet been identified as such.

1.8.3 Learners aged 14-16 – The College will identify staff with a specific responsibility to monitor the wellbeing of this cohort to ensure communication with the relevant school/parent/carer local authority regarding unexplained absence or other concerns.

1.8.4 Children/young people with additional needs, including those with special educational needs - The College recognises that all children/young people have a right to be safe, however children/ young people with additional needs etc. can face additional safeguarding challenges and therefore its policies and procedures and training need to consider the barriers and difficulties faced by this cohort.

Duty of Care Roles, Responsibilities and Accountability

1.9   All Staff

1.9.1   All staff are responsible for ensuring they are familiar with, and understand their responsibilities contained within the statutory guidance set out in 'Keeping Children Safe in Education' September 2020 and the wider college policies and procedures in relation to student welfare and safety.

1.9.2   All staff and volunteers have a 'duty of care' to ensure that any students who may be experiencing abuse or harm in college, at home or in relationships is referred to a member of staff with designated safeguarding responsibilities.

1.9.3   All staff should be aware, through training, that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

1.9.4   All staff **must** read part one of 'Keeping Children Safe in Education' 2020 and be aware of and understand their responsibility concerning keeping children and young people safe.

1.10   The Senior Leadership Team and Governing Body (Corporation)

1.10.1   In developing the policies and procedures, the Corporation will consult, and take account of guidance issued by the Department of Education.

1.10.2   The College will refer concerns that a child or young person might be at risk of significant harm to the Birmingham Department for Children (Children's Trust), Young People and Families Directorate, Adult and Communities Directorate or the relevant Local Authority Department for those who live in a different area.

1.10.3   The Corporation has agreed that a Governor will be Champion for safeguarding issues. He/she will undertake appropriate training and receive additional support.

1.10.4   The Principal and all staff working with children, young people and vulnerable adults will receive training and regular updates to familiarise them with safeguarding issues and the College's procedures and policies, with refresher training at least every 3 years.

1.10.5   There will be senior members of the College joint management team with special responsibility for child protection issues[1].

1.10.6   The Corporation will receive from the designated senior members of staff with lead responsibilities for safeguarding, an annual report which reviews how the duties have been discharged.

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[1] 2021.22, John Hillen

1.10.7 The Corporation recognises the following as definitions of abuse and neglect:

- Children under the age of 18 years - 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. The new KCSiE asks that we are aware of contextualised abuse. Part one of the new guidance makes specific reference to this.

- Vulnerable Adults - Any person aged over eighteen in need of community care services by reason of mental or other disability, age or illness and is or may be unable to take care of him or herself or unable to protect him or herself against significant harm or exploitation.

(No Secrets DH 2000)

1.11 Senior Staff Member with Lead Responsibility (Designated Lead)

1.11.1 The Designated Lead for Safeguarding is supported by a team of Safeguarding Officers who are also responsible for Safeguarding Procedures. The team have a key responsibility for raising awareness, within the staff, of issues relating to the welfare of children, young people and vulnerable adults, and the promotion of a safe environment for all students within the College. The Student Services triage team support early help interventions and work closely with the designated safeguarding officers.

1.11.2 The Designated Lead/Deputy Leads will provide an annual report to the Corporation of the Colleges setting out how the College has discharged its duties. He/she is also responsible for reporting deficiencies in procedure or policy identified by the Local Safeguarding Children's and Adult Boards to the Corporation at the earliest opportunity. Areas of responsibility includes:

- Being available during college hours to discuss concerns
- Overseeing the referral of cases
- Providing advice and guidance to the Safeguarding Team, parents and staff
- Ensuring appropriate safeguarding training is in place for all staff
- Providing an annual report for the Senior Management Team and College Corporation
- Attending refresher training at least every 2 years

1.12 Safeguarding Team

1.12.1 The Safeguarding Team have received training in Safeguarding issues and inter-agency working, as required by the Birmingham Safeguarding Children's (Children's Trust) and Adult Boards and will receive refresher training at least every 2 years. They are required to keep up to date with developments in Safeguarding issues and be responsible on a day-to-day basis for:

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- Providing advice and support to other staff on issues relating to safeguarding procedures.
- Maintaining a proper record of any safeguarding referral, complaint or concern (even where that concern does not lead to a referral).
- Ensuring that parents or carers of students within the College are aware of the College's Safeguarding Policy.
- Liaising with Birmingham Children, Young People and Families Department, Adult and Communities Directorate or relevant Local Authority for the person's address, and other appropriate agencies.
- Liaising with secondary schools which send pupils to the College to ensure that appropriate arrangements are made for the pupils.
- Liaising with employers and training organisations who receive students from the College on long term placements to ensure that appropriate safeguards are put in place.
- Will be accountable to the senior member of staff with lead responsibility.
- Will know how to make an appropriate referral to the Birmingham Safeguarding Children Board, Adult and Communities Directorate or the relevant Local Authority for the person's address.
- Will be available for consultation and be able to provide advice and support to other staff on issues relating to safeguarding.
- Will provide supervision for staff in their division who act as a referral point for welfare and safeguarding concerns.
- Will have suitable skills for listening to children, young people and vulnerable adults studying at the College.
- Will deal with individual cases, including attending case conferences and review meetings as appropriate.
- Will have received training in child protection issues and inter-agency working, as required by the Birmingham Safeguarding Children's and Adult Board and will receive refresher training at least every 2 years.
- Will have the ability to record appropriately.
- Will ensure that the person and the member of staff involved in the procedure are aware of the support provided by the Colleges Safeguarding Officer and do not compromise any potential or actual investigation.

1.12.2 The Designated Safeguarding team 2021-22 comprises:

Name	Role	Post
John Hillen	Designated Lead	Assistant Principal
Donna Hunt	Deputy Lead Safeguarding Officer	Director Student Services
Alison Harrison	Safeguarding Officer	AD Student Services
Bernard Thompson	Safeguarding Officer	AD Student Services
Silbert McQueen	Safeguarding Officer	AD Student Services
Leanne Dixon	Safeguarding Officer	AD Student Services
Mark Jenkins	Safeguarding Officer	Executive Director HR
Cassandra Dockery-Pirouzi	Safeguarding Officer	Head of School: 14-16

1.13   Governor for Safeguarding

1.13.1   The designated Governor Marianne Coward is responsible for liaising with the Principal and the Senior Staff Member with Lead Responsibility over matters regarding safeguarding, including:

- Ensuring that the College has procedures and policies which are consistent with the Local Safeguarding Children's and Adult Board's procedures.
- Ensuring that the Corporation annually reviews the College's safeguarding policy.
- Ensuring that the Corporation is annually informed of how the College and its staff have complied with the policy including, but not limited to, a report on the training that the staff have undertaken.

1.13.2   The Governor is the contact person for liaison between agencies such as the police and social care in connection with allegations against the Principal or the Senior Staff Member 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.

1.13.3   To assist in these duties, the Governor shall receive appropriate inter-agency training as advised by the Birmingham Safeguarding Children and Adult Boards.

1.13.4   Staff should **NOT** investigate concerns or allegations themselves, but should report through MyConcern immediately, which will go to a member of the Safeguarding Team. In the case of an emergency, staff should report to the appropriate agency and then record all actions on MyConcern.

1.13.5   All staff are required to cooperate fully with any investigations by the police and /or local authorities.

1.14   Multi-Agency Work

1.14.1   The College works in partnership with other agencies in the best interests of the students and the College, where necessary, liaise with external agencies and make referrals to Children's/Adult Services or the Police.

1.14.2   Information sharing is a key component of Multi Agency Working; the College recognises that there can be significant consequences to not sharing information. The Data Protection Act is not a barrier to sharing information and in cases where a crime is suspected, or there is a risk to immediate harm then we have a legal duty to do so. At all levels staff should ensure they seek advice from MIS/and or a safeguarding officer when being asked to provide information on a student/students to an external people or agencies.

1.14.3   The College will cooperate with any child protection enquiries conducted by Children's Services: The College will ensure representation at appropriate

inter-agency meetings such as integrated support plan meetings, initial and review child protection conferences and core group meetings.

1.15   Equality and Diversity

1.15.1 Equality and diversity is a key consideration taken throughout the development of this document and is given due regard to the need to eliminate discrimination, harassment and victimisation, to advance equality of opportunity, and to foster good relations between people who share a relevant protected characteristic (as cited in the Equality Act 2010). This policy will not discriminate, either directly or indirectly, on the grounds of the nine protected characteristics (age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion and belief; sex; and sexual orientation).

1.15.2 And as such the College is committed to equal opportunities and social inclusiveness and is demonstrated through its determination that every student receives the high-quality learning experience, which will bring him/her success. All activities should incorporate differentiation techniques and a considered approach to each individual student's support needs.

1.15.3 The College will ensure that its Safeguarding Students Policy operates within the spirit and letter of the College Single Equality Scheme, which actively promotes equality and aims to minimise differences in success across groups.

1.16   Confidentiality and Information Sharing

1.16.1 The College has due regard to GDPR and ''Information Sharing: advice for practitioners providing safeguarding services'' HM Government 2018.

''in the case of children in need, or children at risk of significant harm, it is difficult to foresee circumstances where information law would be a barrier to sharing personal information''.

1.16.2 Keeping detailed and comprehensive records is fundamental to good safeguarding practice. The law does not prevent information about children being shared with specific authorities if it is done for the purposes of safeguarding.

1.16.3 GDPR does not prevent, or limit, the sharing of information for the purposes of keeping children safe. Information can be shared without consent if to gain consent would place a child in danger.

1.17   Person responsible for policy

Designated Safeguarding Lead.

1.18   Related Documents

Staff booklet 'Be Safe Be Sure'

On-line College Safeguarding Videos
Student Positive Behaviour Policy
Acceptable Users Policy
Additional Learning Support Policy
Staff Disciplinary Policy
Staff Code of Conduct Policy
Health and Safety Policy
Whistle Blowing Policy
Public Interest Disclosure Policy
Singe Equality Scheme
Prevent Strategy
Information Sharing: HM Government.

1.19   Date for Review

July 2022

Policy Change History

Version	Date	Description of changes made	Changed by:
1	Feb 2011	Updated	Jane Linsell
2	Sept 2011	Updated	Jane Linsell
3	April 2012	Addition of Fitness to Study Policy Update safeguarding team	Jane Linsell
4	Oct 2012	Updated in light of College Merger and changes in responsibilities	Jane Linsell
5	April 2013	Annual review and updating	Ian Campbell Jane Linsell
6	Nov 2013	Introduction to Right Service Right Time	Jane Linsell
7	October 2014	Review and update, in accordance to recent publications and guidance issued by The Children's Trust Safeguarding Children's Board. Passed by Corporation November 2014	Jane Linsell
8	May 2015	Review and update to include the Prevent Duty Guidance 2015	Jane Linsell
9	July 2015 /October 2015	Changes to the Officers	Jane Linsell
10	Jan 2017	Annual review and changes to legislation and guidance	Jane Linsell
11	Aug 2017	Division Name Changed	Kay Snelson
12	Aug 2017	Annual Review	Jane Linsell
13	October 2017	Review post-merger	Jane Linsell
14	September 2018	Incorporate and update to include procedures relating to keeping students safe	Jane Linsell
15	April 2019	Covid update	Jane Linsell

Version	Date	Description of changes made	Changed by:
16	June 2021	Annual Review to include KCSiS update. Addition of Supervision Guidance	Jane Linsell

Reporting safeguarding concerns

GUIDANCE FOR HANDLING DISCLOSURE OF ABUSE AND PROCEDURE FOR REPORTING CONCERNS

Staff should **NOT** investigate concerns or allegations themselves but should report them immediately using the MyConcern reporting system.

When a person makes allegations of abuse, the member of staff who receives it should:

- Reassure the person that they have done the right thing.

- Listen. Do not interrupt.

- You **must not** promise the person that you will keep the matter confidential. Explain to him/her that you have to report the matter to the Safeguarding Team, as this is your legal duty.

- Once the individual has finished speaking, it may be necessary to ask questions.

- Only ask questions if you are still unsure whether this is a safeguarding issue. You are **not** conducting an investigation; you are simply establishing the key facts.

- Only ask simple, open, non-leading questions. E.g. if a person tells you they have been hurt, ask, "How did you get hurt?" rather than "Did someone hit you?" Accept what the person is saying and do not offer an alternative interpretation of the alleged events.

- Once you know you are concerned enough to raise the matter with the College's Safeguarding Team on MyConcern.

- Write down what has been said immediately using the summary box on MyConcern.

- Note anything about the person, which is, connected i.e. any visible injuries including the position and description. You can evidence this on the Body map in MyConcern.

- In cases of emergency, you can contact emergency services and report later using MyConcern.
- If in doubt seek advice using the Safeguarding Number 0121 644 2222

Using MyConcern

The member of staff reporting the matter should summarise the nature of the allegation as soon as possible using the MyConcern reporting system located on the college desk top

The summary will ask the following questions

- Name of Student
- A summary of the concern which should include;
  - Type of abuse
  - By whom
  - Where or when it happened
  - A description of any injuries
  - Any others injured
- Concern date
- Action taken

Step 2
A designated safeguarding officer will record of the actions in MyConcern to include details of the agency/and or actions taken, ensuring that the chronology is updated in a timely way.

- In some cases, a decision not to refer a concern to an external agency is taken by the safeguarding officer. Should the member of staff making the referral remain concerned they should discuss the case with the lead or deputy designate.
- All college staff are expected to cooperate fully with any investigations by the police and/or local authorities
- Staff Support, the college recognise the stressful and traumatic nature of child protection/ safeguarding work and will support staff by providing an opportunity to talk through their anxieties with a designated safeguarding officer.

Key Contact Details:

- MyConcern!
- The College Safeguarding Phone Number 0121 644 2222
- Children's Advice and Support Team (CASS) formally MASH, 0121 303 1888
- Police 101
- NSPCC (Childline) 0800 111

REPORTING AND DEALING WITH ALLEGATIONS OF ABUSE AGAINST MEMBERS OF STAFF

The procedures apply to all staff and to volunteers. The word "staff" is used for ease of description.

In rare instances, members of staff in education institutions have been found to be responsible for abuse. Because of their frequent contact with children, young people and vulnerable adults, staff may have allegations of child abuse made against them. The College recognises that an allegation of abuse made against a member of staff may be made for a variety of reasons and that the facts of the allegation may or may not be true. It is imperative that those dealing with an allegation maintain an open mind and those investigations are thorough and not subject to delay.

The College recognises that the welfare of the child, young person or vulnerable adult is of paramount concern. It is also recognised that hasty or ill-informed decisions in connection with a member of staff can irreparably damage an individual's reputation, confidence and career. Therefore, those dealing with such allegations within the College will do so with sensitivity and will act in a careful, measured way.

Receiving an Allegation from a Child / Young Person / vulnerable adult
A member of staff who receives an allegation about another member of staff from a student should follow the guidelines for dealing with disclosure.

The allegation should be reported immediately to the Designated Lead unless the Designated Lead is the person against whom the allegation is made, in which case the report should be made to the Principal. The Designated Lead (or Principal if the allegation is against the Designated Lead) should:

- Record information about times, dates, locations and names of potential witnesses.

Initial Assessment by the Senior Designated Lead (DSL)

The Designated Lead should make an initial assessment of the allegation, consulting with the Principal, the Designated Governor and the Local Safeguarding Children (Children's Trust) and Adult Boards as appropriate. Where the allegation is considered to be either a potential criminal act, or indicates that the child / young or vulnerable person has suffered, is suffering or is likely to suffer significant harm, the matter should be reported immediately to Birmingham Safeguarding Children Board or to the relevant Local Authority for the person's home address) and / or the Police.

It is important that the Designated Lead does not investigate the allegation. The initial assessment should be on the basis of the information received and is a decision as to whether or not the allegation warrants further investigation.

Other potential outcomes are:
- The allegation represents inappropriate behaviour or poor practice by the member of staff and is neither potentially a crime nor a cause of significant harm to the child/young person / vulnerable adult. The matter should be addressed in accordance with the College disciplinary procedures.

Initial Assessment by the Senior Designated Lead (DSL)
• The allegation can be shown to be false because the facts alleged could not possibly be true.

Enquiries and Investigations
• Safeguarding enquiries by Birmingham Safeguarding Children Board for the person's address or the Police are not to be confused with internal, disciplinary enquiries by the College. The College may be able to use the outcome of external agency enquiries as part of its own procedures. The safeguarding agencies, including the Police, have no power to direct the College to act in a particular way. However, the College should assist the agencies with their enquiries.
• The College shall hold in abeyance its own internal enquiries while the formal Police, Children's or Adult Services investigations proceed; to do otherwise may prejudice the investigation. Any internal enquiries shall conform to the existing staff disciplinary procedures.
• If there is an investigation by an external agency, for example the Police, the Designated Lead should normally be involved in, and contribute to, the inter-agency strategy discussions. The Principal (or designated person) is responsible for ensuring that the College gives every assistance to the agency's enquiries and is the first person the enquiry will be directed to. He/she will ensure that appropriate confidentiality is maintained in connection with the enquiries, in the interests of the member of staff about whom the allegation is made. The Designated Lead shall advise the member of staff that he/she should consult with a representative, for example a trade union.
• Subject to objections from the Police or other investigating agency, the Designated Lead shall: ➢ Inform the student or parent/carer making the allegation that the investigation is taking place and what the likely process will involve   ➢ Ensure that the parents/carers of the person making the allegation have been informed that the allegation has been made and what the likely process will involve.
• In the case of a vulnerable adult they need to be consulted before the parent or carer is informed unless the vulnerable adult lacks the capacity to make that decision   ➢ inform the member of staff against whom the allegation was made of the fact that the investigation is taking place and what the likely process will involve.   ➢ inform the Chair of the Corporation and/or the designated governor of the allegation and the investigation
• The Designated Lead shall keep a written record of the action taken in connection with the allegation.
Suspension of Staff
• Suspension should not be automatic and the decision to suspend should be made only after consultation with a senior member of the HR team. Suspension can only be carried out by a member of the Senior Management Team in respect of staff other than the Principal. In respect of the Principal, suspension can only be carried out by the Chair of the Corporation (or in his/her absence, the Deputy Chair).
• Suspension may be considered at any stage of the investigation. It is a neutral, not a disciplinary act and shall be on full pay.
• Suspension should only occur for a good reason. For example:

Initial Assessment by the Senior Designated Lead (DSL)
➢ where a person is at risk.   ➢ where the allegations are potentially sufficiently serious to justify dismissal on the grounds of gross misconduct.   ➢ where necessary for the good and efficient conduct of the investigation.
• If suspension is being considered, the member of staff should be encouraged to seek advice, for example from a trade union.
• The member of staff should be advised to seek the advice and/or assistance of his/her trade union and should be informed that they have the right to be accompanied by either a trade union representative or a work colleague. The member of staff should be informed that an allegation has been made. It should be made clear that the meeting is not a formal disciplinary hearing, but solely for raising a serious matter, which may lead to suspension and further investigation. The purpose of the meeting is to provide information about the process. The meeting should be with a member of the Senior Management Team and the HR manager.
• During the meeting, the member of staff should be informed of the reasons for the suspension, provided that doing so would not interfere with the investigation into the allegation. The meeting is not intended to establish the member of staff's innocence or guilt and the member of staff should not be asked to provide any explanation until a formal investigation has begun.
• Written confirmation of the suspension and confirmation of the alleged misconduct shall be despatched as soon as possible and ideally within one working day.
• Where a member of staff is suspended, the Principal (or Chair or Vice Chair of Governors) should address the following issues: ➢ where the Principal has been suspended, the Chair or Vice Chair of Governors will need to take action to address the management of the College.   ➢ senior staff who need to know of the reason for the suspension should be informed.
• The Principal shall consider carefully and review the decisions as to who is informed of the suspension and investigation. The relevant external investigating authorities should always be consulted.
• The suspended member of staff should be given appropriate support during the period of suspension. He/she should also be provided with information on progress and developments in the case at regular intervals.
• The suspension process should be carried out in accordance with the relevant College disciplinary procedures.
The Disciplinary Investigation
• The disciplinary investigation should be conducted in accordance with the existing staff disciplinary procedures.
• The member of staff should be informed of: ➢ the disciplinary charge against him/her.   ➢ his/her entitlement to be accompanied or represented by a trade union representative or work colleague.
• Where the member of staff has been suspended and no disciplinary action is to be taken, the suspension should be lifted immediately and arrangements made for the member of staff to return to work. It may be appropriate to offer counselling.

Initial Assessment by the Senior Designated Lead (DSL)
• The person making the allegation and carers or parents should be informed of the outcome of the investigation and proceedings. This should occur prior to the return to College of the member of staff (if suspended).
• The Principal (or Designated Lead) should consider what information should be made available to the general population of the College.
Allegations without foundation
• Obviously false allegations may be indicative of problems of abuse elsewhere. A record should be kept and consideration given to a referral to the relevant agencies in order that other agencies may act upon the information if considered appropriate.

• In consultation with the Designated Lead the Principal shall:
 	
  ➢ inform the member of staff against whom the allegation is made orally and in writing that no further disciplinary or safeguarding action will be taken. Consideration should be given to offering counselling/support.
  ➢ inform the parents / carers of the alleged victim (if under the age of 18) that the allegation has been made and of the outcome.
  ➢ In the case of a vulnerable adult they need to be consulted before the parent or carer is informed unless the vulnerable adult lacks the capacity to make that decision.
  ➢ where the allegation was made by a child/young person other than the alleged victim, consideration to be given to informing the parents/carers of that child / young person.

Records
• It is important that documents relating to an investigation are retained in a secure place, together with a written record of the outcome and, if disciplinary action is taken, details retained on the member of staff's personal and confidential file in accordance with internal procedures.
• If a member of staff is dismissed or resigns before the disciplinary process is completed, he/she should be informed about the College's statutory duty to inform the Secretary of State for Education under the new vetting and barring scheme.
Monitoring Effectiveness
Where an allegation has been made against a member of staff, the nominated Governors, together with the senior staff member with lead responsibility should, at the conclusion of the investigation and any disciplinary procedures, consider whether there are any matters arising from it that could lead to the improvement of the College's procedures and / or policies and/or which should be drawn to the attention of the Birmingham Safeguarding Children and Adult Boards. Consideration should also be given to the training needs of staff.

RECRUITMENT AND SELECTION PROCEDURES

The College pays full regard to 'Keeping Children Safe in Education'. (part 3 May 2016, updated September 2020) Safer recruitment practice include the following will have safe recruitment and selection procedures. These are reviewed to ensure that they take account of the following:

- They should apply to both staff and volunteers who may work with students.
- The post or role should be clearly defined.
- The key selection criteria for the post or role should be identified.
- Vacancies should be advertised widely in order to ensure a diversity of applicants.
- Documentary evidence of academic / vocational qualifications.
- Professional and character references.
- That no one will be permitted to work on an unsupervised basis with students until Criminal Records checks (DBS) have been cleared.
- The verification of previous employment history.
- Disclosure and barring scheme.
- The use of a variety of selection techniques (e.g. qualifications, previous experience, interview, reference checks).
- That continued employment depends on references obtained and verified.

The Corporation recognises the following as definitions of abuse and neglect:

Physical abuse - This may involve hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocating or otherwise causing physical harm. Physical harm may also be caused when a parent or carer feigns symptoms of, or deliberately causes, ill health to a child they are looking after.

Emotional abuse - Emotional abuse is the persistent emotional ill treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to the child that they are worthless or unloved, inadequate, or valued only in so far as they meet the needs of another person. Age or developmentally inappropriate expectations being imposed on children, causing children frequently to feel frightened, or the exploitation or corruption of children.

Psychological abuse - Psychological abuse can include emotional abuse, threats of harm or abandonment, deprivation of contact, humiliation, blaming, controlling, intimidation, coercion, harassment, verbal abuse, isolation or withdrawal from services or support networks.

Sexual abuse - Sexual abuse, including rape and sexual assault or sexual acts to which the vulnerable adult has not consented, or could not consent or was pressurised into consenting.

This involves forcing or enticing a child, young person or vulnerable adult to take part in sexual activities whether or not the person is aware of what is happening. The activities may involve physical contact including penetration or non-penetrative acts e.g. rape or molestation. It may also include involving the looking at, or being involved in the production

The Corporation recognises the following as definitions of abuse and neglect:

of, pornographic material or watching sexual activities, or encouraging the person to behave in sexually inappropriate ways.

Non-contact abuse - Abusive acts which do not involve actual physical contact; pornographic or violent films, sexual acts performed in front of the victim, violent acts with the abused present.

Neglect - Neglect is the persistent failure to meet a child, young person or vulnerable adult's basics physical and/or psychological needs, likely to result in the serious impairment of their health or development such as failing to provide adequate food, shelter and clothing, or neglect of, or unresponsiveness to, basic emotional needs. Neglect includes acts of omission, ignoring medical or physical care needs, failure to provide access to appropriate health, social care or educational services, the withholding of the necessities of life, such as medication, adequate nutrition and heating.

Discriminatory abuse – this may include abuse, bullying and harassment based on an individual's age, sex, disability, religion, race, or ethnicity or sexual.

Institutional abuse - Occurs when the routines, systems and regimes of an institution result in poor or inadequate standards of care and poor practice which affects the whole setting and denies, restricts or curtails the dignity, privacy, choice, independence or fulfilment of persons at risk. Institutional abuse can occur in any setting providing health and social care.

Risk to self and/or others
This may include but is not exclusive to severe self-harm, suicidal tendencies or potential risk of harming others, which may or may not include children. This may be as a consequence of an individual experiencing a significant level of personal, emotional trauma and/or stress.
Self-harm is a term that covers a range of behaviours used as a coping mechanism where an individual harm themselves by inflicting psychically pain or excess to deal with emotional pain.

Common methods of deliberate self-harm include:
- Cutting
- Over eating or under eating
- Burning your skin
- Inserting objects into your body
- Hitting yourself or walls
- Taking an overdose
- Swallowing hazardous substances
- Exercising excessively
- Scratching and hair pulling

The majority of the people who self-harm are using this method as an attempt to cope with difficulties and problems they have experienced or continued to be experiencing. Often the purpose is to feel alive, and NOT to end their life. Favazza (1998) states quite definitely

The Corporation recognises the following as definitions of abuse and neglect:

that self-harm is distinct from suicide. A basic understanding is that a person who attempts suicide is seeking to end their life and the end of feelings whereas a person who self-harms seeks to feel better. However, there is a possibility that those who self-injure may commit suicide either accidently or deliberately as the result of their actions, therefore serious self-harm falls within safeguarding.

Financial or Material Abuse - Financial or material abuse, including theft, fraud, exploitation, pressure in connection with wills, property or inheritance or financial transactions, or the misuse or misappropriation of property, possessions or benefits.

Sexual Exploitation – is a form of sexual abuse where a child or young person are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. Consent cannot be given even, even where a young person believe they are voluntarily (under the age of 18 years) engaging in sexual activity with the person who is exploiting them. Sexual exploitation does not always involve physical contact and happen online.

Sexting - Sexting generally refers to the sending of sexually explicit images via text, email, MSN or through social networking sites. For example, this could be a picture of a boy or young man exposing himself or a young woman in a state of undress. 'Sexting' has been found to be commonplace amongst children and young people. Young people (under 18) texting intimate pictures of themselves via social media are committing a criminal offence (distribution of child pornography) and can face police action, even if their actions are entirely voluntary.

Forced marriage - Forcing a person into a marriage is a crime in England and Wales. A forced marriage one entered into with the full and free consent of both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage.

Honour based violence – So called Honour based violence (HBV) encompasses crimes that have been committed to protect or defend the honour of a family and/or the community, including female genital mutilation, forced marriage and practices such as breast ironing. All forms of HBV are abuse and should be handled and escalated as such.

Female Genitalia Mutilation (FGM) - mandatory reporting duty – (FGM) May comprise of all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse. Section 5B of the Female Genitalia Mutilation Act 2003 (as inserted by section 74 of the serious crime act 2015) places a duty upon teacher/tutors to report to the Police where they discover that FGM appears to have been carried out on a child under 18 years.

Domestic Violence - Domestic violence also known as domestic abuse is defined as:
"An incident or a pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse. It concerns people aged 16 or over who are or have been intimate partners or family members and it can happen regardless of a person's gender or sexuality". **Home Office: 24th March 2015-Domestic Violence.**

The Corporation recognises the following as definitions of abuse and neglect:
Domestic violence can include, but is not limited to, the following types of abuse: psychological, emotional, physical, sexual and financial. It also includes what is known as 'honour' based violence, female genital mutilation (FGM) and forced marriage. Domestic violence affects people of every class, gender, wealth, geography, age, race, disability and sexuality. The violence can begin at any stage of the relationship and may continue after the relationship has ended. Domestic violence is a pattern of controlling and aggressive behaviour that is intentional and calculated to exercise power and control within a relationship. If a student discloses they are in an abusive relationship, we have a duty to offer them support, and /or find the relevant organisation that may be able to help them. If the student is a child, the information must be shared with a DSL without delay. If the student is an adult, it is important to establish if they have children under 18. If the victim has young children, a referral may be made to Children's Social Care, with consent from the parent. Keeping Children Safe in Education September 2020 makes reference to additional responsibilities and the need to ensure all staff are aware on those contained in part one of the guidance, these include • Peer on Peer abuse • County Lines • Trafficking • Sexual Violence and sexual harassment

Part 2: Supervision Guidance

2.1 Definition of Safeguarding Supervision

2.1.1 Supervision is a method of supporting staff so they can provide for the needs of their students. Safeguarding supervision is a regular, planned, accountable two-way process which should offer emotional support and develop the knowledge, skills and values of an individual, group or team. Its purpose is to monitor the progress of professional practice and to help staff to improve the quality of the work they do, thus improving outcomes for young people as well as achieving agreed objectives. Supervision also provides an opportunity to ensure that codes of conduct and standards of practice are maintained therefore promoting a safe culture.

2.1.2 The document, 'Working Together to Safeguard Children' (2015) states; organisations should provide "appropriate supervision and support for staff, including undertaking safeguarding training."

2.1.3 Supervision can mean different things to different people *but* essentially it is an activity that brings skilled supervisors and practitioners together to reflect

upon their practice. "Supervision aims to identify solutions to problems, improve practice and increase understanding of professional issues" UKCC (1996).

2.1.4   Mentoring can be defined as: 'An experienced person in a company or educational institution who trains and supports new employees or students".

2.1.5   The document, 'Working Together to Safeguard Children' (2015) states; organisations should provide "appropriate supervision and support for staff, including undertaking safeguarding training."

2.1.6   There are various models or approaches to supervision and mentoring; one-to-one, group, or peer supervision. The choice of approach will depend upon a number of factors, including personal choice, access to support, length of experience, qualifications, availability of groups etc.

2.1.7   These objectives and functions are:
1. Competent accountable performance (managerial function).
2. Continuing professional development (developmental/formative function).
3. Personal support (supportive/restorative function).

2.2   Purpose of Safeguarding Supervision for staff

The purpose of Safeguarding Supervision is to:

- Provide time to reflect on practice.
- Provide support with emotional well-being, resilience, picking up on demands and developing coping strategies.
- Have an opportunity to off-load, talk about how they are feeling when dealing with distressed students and the impact on their own life. It should feel restorative and help build resilience.
- Celebrating success.
- Review workloads and time management.
- Discuss and seek guidance on specific cases – review actions, avoid drift.
- Provide a fresh eye, talk through intolerances, frustrations e.g. with other agencies/systems.
- Provide an opportunity where a member of staff can be challenged supportively and constructively with advice offered on areas for improvement.
- Allow for issues relating to the workplace and working practices to be identified and discussed including safer working practice and professional boundaries.

- Enable an opportunity for reflection, creative thinking and solution focussed thinking.
- Consider how their role fits with the rest of the organisation/other services and the community.
- Identify achievements and good practice.
- Consider appropriate CPD/training needs in relation to their safeguarding role.

2.3 Principles

- Safeguarding supervision is not related to and does not replace appraisal, but should complement it.
- It is not counselling and a supervisor or member of staff at times may need to be referred to other services such as counselling. In this case the lead DSL would support a referral to the (Occupation Health Service).
- The relationship between supervisor and supervisee (s) should be positive and trusting with an element of choice to allow a positive and constructive outcome.
- The college SLT/Governors should see supervision as an important aspect of the professionals' work and ensure adequate time is provided.
- The supervisor should also be receiving supervision themselves.

2.4 Models of Supervision

2.4.1 Supervision in the college may be offered both internally and /or externally.

2.4.2 Internal supervision – Ideally, safeguarding supervision should be carried out by the named Designated Safeguarding Officers for safeguarding and child protection (DSL) in the college. DSL's should be allocated according to experience, relationship and workloads to best suit the individuals.

2.4.3 Supervision should be undertaken with designated staff responsible for or working with identified vulnerable children/young people and/or their families. It should include all staff working with children/young people who are subject to a child protection or child in need plan, children with social care involvement, children in care (CiC) and children subject to an Early Help Assessment.

2.4.4 Most supervision will be planned but this may be supplemented by informal supervision sessions e.g. in relation to a crisis, need to de-brief after a session with a student:
- Group of DSL's/Deputies meet from all campuses half termly.
- Mixture of group and peer supervision for front line triage team.

2.4.5 In some cases it may be necessary to conduct a group safeguarding supervision. This is a session where there may be several staff involved in direct child protection/safeguarding work with a specific child/ family. There are many benefits to be gained from group supervision including problem solving, peer group learning and giving and receiving strong feedback within a supportive setting.

2.4.6 In group supervision the roles and responsibilities of the supervisor and supervisees should be the same with the added principles:
- The group should clarify and agree the boundaries of confidentiality.
- Any records/meeting notes should reflect that this was a group supervision.

2.5 Structure of Supervision

The following recommendations serve as a framework to assist all those with safeguarding responsibilities.

Who might need safeguarding supervision	Who might provide safeguarding supervision
Designated Safeguarding Lead (DSL)	Principal, DDSL, colleague, safeguarding Governor
Deputy Designated Safeguarding Lead (DDSL)	Lead/and or 2nd DDSL
DSL - Safeguarding Officers	Lead DSL, DDSL
Triage Team	DSL (SO's)
Pastoral Mentors and Guidance Welfare	DSL (SO's)
Teaching Assistants	DSL (SO's)
Tutors	DSL (SO's) Line Manager
Other specialist support workers	DSL (SO's)

2.6 Working guidelines for Good Practice

Each person in supervision will have their own style and approach: however the following agenda is provided as a checklist to ensure that all core items are covered.

- Frequency and length of safeguarding supervision.
- Location – supervision should take place in a private and uninterrupted space during the working day.
- Recording – DSL meetings should be recorded and include actions, training requirement and lessons learnt outcomes. Actions and outcomes from DSL meeting will be shared with the lead DSL and feed into the Colleges Strategic Safeguarding meeting. Actions from peer on peer, triage/group and or one to one meetings should be agreed as necessary, i.e. training needs identified etc.
- Confidentiality – in general, supervision is considered as confidential, however there will be occasions where confidentiality will be overridden, for example in the case of child protection issues relating to the Supervisee or if not sharing information with senior school management could contribute in bringing the school into disrepute, there is a potential disciplinary matter or whistleblowing.
- Preparation for supervision – supervisee should identify cases/issues to discuss and start to reflect on these ahead of the supervision session.

2.7   Confidentiality

There will be three levels relating to the need to breach confidentiality within supervision as set out below, this is provided so that all individuals receiving supervision within their employment are clear about what can and cannot remain confidential to supervision.

Issue	Response
• Behaviour or activities which bring the college into disrepute. • Harm to self or others • Illegal activity • Actions of gross misconduct • Activities where child protection and vulnerable adults policies apply	There is a duty as an employee to report/action through the appropriate channels.
• Activities that may lead to disciplinary action being taken • Actions relating to performance and capability regarding putting a young person's safety at risk	Items **would** need to be reported via line management structures
• The information given by the supervisee will have significant impact on the organisation	Items **may** need to be reported via line management structures.

Part 3: VISITING SPEAKERS PROCEDURE

3.1   The Prevent Duty identifies in the Counter Terrorism and Security Act 2015, requires that the college has oversight of the content of any speeches or presentations by visiting speakers.

3.2   The college has a responsibility to take reasonable steps to maintain good order on its premises and will conduct necessary checks before any lettings are confirmed. The Lettings process is managed by Customer Service that include processes to manage risk assessments, checks and terms and conditions associated to lettings.

3.3   Organisers of visitors and visiting speakers must agree the visit with their line manager, using the Visitor and Visiting Speakers Procedure and application form. A Values agreement and safety guidance must be agreed, completed and issued and in a timely manner, and at least 10 days before the event.

3.4   Internal organisers of a visitor/speakers, to support a learner with their course assessment, must complete a Values Agreement and a risk assessment, which must include risk assessing materials to be used as part of the event. The risk assessment must be signed off by the organiser's line manager. If concerns are raised following the risk assessment, these must be passed to a more senior manager for further scrutiny.

3.5   If there is any doubt as to whether the activity may, in the reasonable opinion of the manager, be controversial, consult a member of the senior leadership team.

3.6   The college is entitled to refuse a request for use of its premises for any use which does not match its core values.

3.7   Preparing for a Visiting Speaker to Students

When you have a Visiting Speaker coming in there are a few things, which must be completed in advance and on the day. Any documents referenced are on the **Y Drive** in the 'Cross College' folder under '**Visiting Speaker Documentation'** unless otherwise stated.

- The online log – FAMs all have access to this and can share it with you on the One Drive, as you need it. This records in brief who is coming/ where/ when/ what for and requires that you note which of the below are required/ have been completed.
- Estates and IT job requests – put them on via Elvis as normal and note on the log when they have been done if they were required.
- Risk assessment – a template is available in the shared folder. It is well populated already so just review what is in there deleting anything that does not apply, adding anything you feel you need to and giving all of the items that you end up with a rating. Look at one that is already saved in one of the

subfolders if you need more guidance. Save the completed document in the appropriate sub folder.

- Authorisation – Values Agreement, this <u>must</u> be sent to the visitor and authorised 2 weeks before the visit. A signed copy needs to be scanned in and saved in the appropriate sub folder.
- A copy of the presentation/materials to be used must be viewed, agreed as part of the authorisation process and copied into the folder.
- REMEMBER – Visiting speakers must not be allowed to proceed with their event/ visit until the risk assessment and authorisation/ values agreement have been completed in full by our staff and the visitor as detailed above, these can be viewed in the y:drive/cross college/visiting speakers/faculty folders. Only the agreed people will be allowed on campus. This will be checked on sign in all visitors will need to produce a form of Identification.
- There is also a document, which is a basic Safety Briefing for you to go through with the visitor. They will have received the main safeguarding leaflet when you signed them in at reception so this includes some housekeeping i.e. inform them of the bathrooms, water machines, and fire bell tests etc.
- Once authorisation has been granted and all the necessary documentation completed the responsible person/FAM must email reception to inform them date, time, campus and person they are visiting.

Freedom of Speech Code of Practice

3.8   Introduction

3.8.1 Freedom of speech is a fundamental right and is protected under Article 10 of the Human Rights Act 1998 and the Education Act 1986.

3.8.2 Freedom of Expression – Article 10 of the Human Rights Act 1998, states that:
- Everyone has the right to freedom of expression. This right shall include freedom to hold opinions and to receive and impart information and ideas without interference by public authority and regardless of frontiers.

3.8.3 The Education Act 1986 requires that relevant educational establishments
- shall take such steps as are reasonably practicable to ensure that freedom of speech within the law is secured for members, students and employees of the establishment and for visiting speakers.

3.8.4 In addition the college has higher education provision which is regulated by the Office for Students and as part of requirements for registration the college is required to uphold public interest principles.

3.8.5 The Office for Students states that:
- We stand for the widest possible definition of freedom of speech: anything within the law.

- English law restricts speech in some ways. It prohibits harassment, or incitement to hatred. But it does give people the right to say things which may shock or offend.

- We want to make sure that students feel safe and are free to express themselves.

- There is no place for violence, intimidation or criminality on university campuses. We also believe that censoring or marginalising some groups to protect others is not appropriate.

3.9   Principles

3.9.1   This Code sets out the principles to be followed by staff, students and visitors seeking to use the college's premises or off campus resources for any purpose or activity.

3.9.2   The college must be inclusive in line with our mission, vision and values, and ensure that all can take part in college life.

3.9.3   The college welcomes the discussion of ideas and will support staff, students and visitors to express their views within a supportive environment ensuring that individuals are not denied their freedom of speech based on their beliefs or views. This will include views that may be controversial but must not break the law.

3.9.4   Freedom of speech is a fundamental right but not an absolute right , Freedom of speech may be limited in some circumstances and in particular does not protect against speech that unlawfully discriminate against or harass, or incite violence or hatred against, other persons and groups,

3.9.5   The college will comply with its statutory duty Prevent Duty within the Counter Terrorism and Security Act 2015, regarding individuals being drawn in to terrorism

3.10   Lawful Restrictions of Freedom of Speech

3.10.1   The college will not unreasonably refuse to allow events to be held on its premises unless there is a legal provision that conflicts with the event. Controversial views are not reasonable grounds for refusing an event or speaker.

3.10.2   Reasonable grounds to refuse could include:

- The event could incite individuals to commit a criminal act
- Lead to the unlawful expression of views such as are discriminatory
- Link to an organisation whose aims are illegal such as those in the proscribed organisations list for PREVENT.
- Promote extremism, radicalisation or terrorism.

This is not an exhaustive list of grounds for refusal.

3.11   Key Strategies and Policies that Relate to Freedom of Speech

- Freedom of Expression Policy
- Equality and Diversity Strategy
- Compliments, Suggestions and Complaints Procedure
- Safeguarding Policy
- Staff Disciplinary Policy

3.12   Register of Speakers, Risk and Appeals

3.12.1 The Freedom of Expression Policy sets out the processes for visiting speakers.

3.12.2 Details of all events and bookings will be kept by the relevant department or faculty.

3.12.3 In the event where a potential risk is identified for an event or visiting speaker the details will be referred to the Senior Leadership Team for review and the processes in the Freedom of Expression Policy completed.

3.12.4 In the event of a refusal to hold an event or allow a visiting speaker, and the visitor or event holder wishes to appeal this decision the college's compliments, suggestions and complaints procedure will apply along with the timeframes for each stage. The Compliments, Suggestions and Complaints procedure can be found at https://www.sccb.ac.uk/complaints

3.13   Governance

The Governing body at the college have overall responsibility for ensuring that the freedom of speech principles are adhered to in the college, this is expressed in the Governors and Senior Managers' Code of Conduct.

FREEDOM OF EXPRESSION POLICY

POLICY AIM

3.14   Introduction

The aim of the policy is to clarify the college's responsibility in fostering Freedom of Expression in an educational setting within the boundaries of the law and the protection it provides and with consideration of the college's core values. It is written with reference to the guidance provided by the Equality and Human Rights Commission on the legal framework for Freedom of Expression.

3.15 Objectives

3.15.1 To clarify the college's responsibility to promote freedom of expression.

3.15.2 To identify the circumstances under which freedom of expression may legitimately be restricted.

3.15.3 To outline the college's responsibility regarding visiting speakers including external lettings

3.16 Responsibility to promote Freedom of Expression

3.16.1 Section 43 of the Education (no2) Act 1986, places a positive duty on universities and colleges to take such steps as are reasonably practicable to ensure the freedom of speech/expression within the law is secured for members, students, and employees of the institution and for visiting speakers.

3.16.2 Freedom of expression is a fundamental right protected under the Human Rights Act 1998 and by article 10 of the European Convention on Human Rights. It is also protected under common law.

3.16.3 Protection under article 10 extends to the expression or views that may shock, disturb or offend the deeply – held beliefs of others.

3.16.4 Freedom of expression is protected more strongly in some context than others. In particular, a wider degree is afforded to political speech and debate during an election campaigns. In certain circumstances free speech and freedom of expression can be restricted. Governments have an obligation to prohibit hate speech and incitement.

3.16.5 As a college we are expected to allow open debating of challenging ideas which may need to use controversial resources. Controversial materials should not be left unchallenged by the member of staff using them.

3.16.6 The college has a duty to promote fundamental British Values. These are:

- democracy
- the rule of law
- individual liberty
- mutual respect
- tolerance of those of different faiths and beliefs

3.17 Legitimate Restriction of Freedom of Expression

3.17.1 Freedom of expression may be limited in some circumstances and in particular does not protect statements that unlawfully discriminate against or harass, or incite violence or hatred against, other persons and groups, particularly by reference of their race, religious belief, gender or sexual orientation.

3.17.2   No one can rely on human right to freedom of expression to limit or undermine the human rights of others.

3.17.3   The college as a public body has duties which requires us to have due regard to the need to promote good relations between different communities protected by the equality law. This may require active challenge to the use of offensive communication and hate speech.

3.17.4   The College also has a duty under the counter Terrorism and Security Act 2015, to participate fully in work to prevent people from being drawn into terrorism.

3.17.5   Although there is no universally accepted definition, hate speech is generally understood to describe forms of expression which incite violence, hatred or discrimination against other persons and groups, particularly by reference to their ethnicity, religious belief, gender or sexual orientation, language, national origin or immigration status.

3.17.6   South and City College is a secular, educational establishment, regulated by Ofsted and subject to legislation and statutory guidance on matters such as safeguarding children and vulnerable adults, and the advancement of equality of opportunity.   The College reserves the right to monitor any activity associated with South and City College or the use of its premises to ensure that it supports the ethos of the College

3.18   Related Documents

Prevent Strategy
Single Equality Scheme
Safeguarding Policy and Procedure
Staff and Student Disciplinary Policy
Dignity at Work Policy
Health and Safety Policy
Prevent Duty 2015
Human Rights 1998

3.19   Date for Review

July 2022

Version	Date	Description of changes made	Changed by:
1	July 2015	New Policy to meet the Prevent Duty Guidance	Jane Linsell
1	March 2021	Review of procedure and form	Jane Linsell

Part 4: MULTI-FAITH ROOM GUIDANCE

4.1   Multi-Faith rooms are available at the main college campuses. The rooms may equally be used as a quiet space for people to sit and contemplate, to pray, to take a few moments to de-stress from a busy day, or to recover from a traumatic life event, such as bereavement

4.2   Location of Multi-Faith Rooms

4.2.1   Multi-Faith rooms are available at the main college campuses. The rooms may equally be used as a quiet space for people to sit and contemplate, to pray, to take a few moments to de-stress from a busy day, or to recover from a traumatic life event, such as bereavement

4.2.2   The Multi-Faith Room are located:

- Hall Green
- Digbeth
- Bordesley Green
- Handsworth
- Golden Hillock
- Fusion
- Bournville

4.3   To use the Multi-Faith room

There are rooms available for use by any male or female member of staff or student, of any faith or beliefs and for those whom religion has no particular significance in their lives.

4.4   Who can use the room?

The room offers a designated space for spiritual/religious activities (individual and very small group), designated prayer, as well as a space for peace, quiet and reflection.

4.5   Vacating the room

It is important that when users vacate the room that any items and furniture used are packed away, so other users find the room left clean and tidy, ready for their use.

4.6   Physical set up of the room

4.6.1   The room has been set up to make it possible for people of all faith groups to use. It is a small room without special additional equipment, fixtures and fittings. Anyone requiring washing facilities will need to use the facilities made available in the college.

4.6.2 Users of the room will need to bring their own religious texts if they use them and remove them upon leaving

4.7   Use of the room

4.7.1 Staff or students may wish to use the room for silent prayer, mediation, to de-stress from their busy lives, or as a place of calm after bereavement.

4.7.2 The room should be a safe space for all users. This means that everyone has a duty to respect other users and to ensure the environment remains welcoming to people of all faiths, beliefs, and for those whom religion has no particular significance in their lives. It is therefore of the utmost importance that all users of the multi-faith and quiet contemplation room behave reasonably and considerately towards others who use the room.

4.7.3 If physical activity plays a part in the individual act of worship or contemplation, as is the case for Muslim prayer and for those practicing meditative yoga, then individuals are permitted to use the room for such activity.

4.8   Noise

4.8.1 The Multi-Faith room may be used for quiet contemplation, designated prayer, reflection and meditation. Unless group prayer is taking place, individuals using the room must keep noise to a level that does not disturb others. It should be noted, however, that the room will only accommodate a maximum of 2 – 3 people.

4.8.2 If a room is required for a larger number then another room in college must be booked via the central room booking service.

4.9   Display of objects

4.9.1 During the course of a session, a group is permitted to display religious materials. At the end of prayer, meditation or contemplation all these items must be removed from the room. This is so all users feel equally free and comfortable to use the room.

4.9.2 The Multi-Faith room will remain neutral and therefore it is not permitted to permanently display imagery, statues, or written materials in the rooms, or just outside the room. All users must be sensitive to others who may also wish to use the room after them.

4.9.3 Anyone using the room should make sure that any specific items are put away and that the room to be left clean and tidy for other users.

4.10   Notices, posters, leaflets

Notices, posters, leaflets, or advertisements for forthcoming events must not be left in the Multi-Faith room.

4.11 Use of equipment in the room

If individuals are using the room on a drop in basis, mobile phones, kindles, tablets, laptops, or amplifying equipment are not permitted in the room.

4.12 Security and valuables in the room

No charity box, monies or valuables are permitted to be kept within the room. You are responsible for looking after your own personal belongings.

4.13 Food and drink

No food and drink should be consumed unless this forms part of worship requirements. The room must be left clean, tidy, and free of any food, drink or wrapping papers.

4.14 General

4.14.1 The Multi-Faith room should be respected for the purpose that is intended and is not to be treated as an additional meeting room or facilities that will provide additional storage space.

4.14.2 Students should where possible should not disrupt their lesson times to use the Multi Faith rooms. Where students request time out to observe religious or cultural festivals and customs, curriculum areas will be sympathetic to their needs and requirements.

4.15 Contact for any enquiries

4.15.1 If you have any further questions about using the Multi-Faith room or wish to report a problem or concern please report it to a member of the reception team.

4.15.2 Safeguarding concerns can be reported to 0121 644 2222 or email at safeguarding@sccb.ac.uk

Part 5: TRIPS AND VISITS PROCEDURE

5.1   The Health & Safety at Work, etc., Act 1974 places on the employer a duty to ensure, so far is reasonably practicable, the health, safety and welfare at work of all employees and others who may be affected by its undertakings. These duties extend to educational visits or trips.

5.2   Under Health & Safety legislation employees must:

- Take reasonable care of their own and others health & safety
- Co-operate with their employers over safety matters
- Carry out activities in accordance with training and instructions
- Inform the employer of any serious risks.

5.3   The College fully encourages students to participate in educational visits & trips safely in line with curricular activity. To this end these guidelines have been developed, following guidance from the Good Practice Guide from the Department of Education and Employment.

5.4   There are four types of activity to which these guidelines apply:

- **Offsite Activities** – activities away from the main site or campuses, that have been organised by college staff for the benefit of the students
- **Local Trips** – activities organised within the West Midlands and fall within the college day
- **Out of Area** – activities which take place further afield and is outside of the students' normal college day
- **Residential/Overseas visits –** visits with at least one overnight stay

5.5   Purpose

5.5.1 The purpose of this procedure is to guide staff in ensuring that all trips and visits are planned appropriately, taking full account of health and safety, safeguarding and the college's additional responsibilities for students under the age of 18.

5.5.2 The procedure lays out timescales for the completion of documentation and signing off. Trips will not be signed off when documentation is presented late. This is in order to ensure that all appropriate checks can be undertaken thoroughly.

5.5.3 When trips are planned as part of the curriculum, it is essential that no student is excluded from participation due to an inability to pay a student contribution.

5.6   Responsibilities

5.6.1 The responsibility for each activity lies with the Faculty Head of each department along with the organiser of the visit.

5.6.2 The staff responsible must ensure these guidelines are followed and the necessary documentation and authorisation is received prior to the visit/residential taking place.

5.6.3 The planning for all trips will be undertaken by an identified member of staff who will be referred to as the Organiser/Person in Charge (PIC). The Person in Charge will usually be a lecturer or a member of the enrichment team.

5.6.4 The Organiser/Person in Charge will be responsible for:

- The completion of all relevant documentation to appropriate timescales
- The completion of risk assessments
- Ensuring that all members of staff are aware of all Health and Safety policy and procedures, and monitoring compliance with these
- The collation and checking of student consent forms
- Liaison with Legal Services, the LSF Office, Health and Safety and the Transport Office as applicable
- Ensuring that all financial aspects of planning the trip are carried out in line with Financial Regulations
- Ensure that the trip pack has been signed off by the Faculty Head/Director Student Engagement as appropriate

5.6.5 Depending on the type of trip, different levels of sign off will be required. Colleague signing off trips are responsible for verifying that all parts of the planning process have been completed correctly, in line with this procedure.

5.7 Staff/student ratio

5.7.1 There is no definitive ratio for staff to students, although as a minimum 2 members of staff must accompany students on overseas and residential trips and there after a ratio of 1 staff to 10 students must be observed for students aged 18 years and under and 1 to 12 must be observed for adult learner on residential and overseas trips, pending the outcome of the risk assessment. The staffing ratio should be at least 1:12 for students aged under 18 years and at least 1:15 for adults for all other trips.

5.7.2 Consideration of each activity must be undertaken taking into account:

- the competence of staff
- the risks
- the number of students
- age i.e. 14-19,16-19 or 19+
- gender
- behaviour of students
- medical issues including mental health
- learning difficulties

5.7.3 Wherever possible, mixed groups of students should be accompanied by one male and one female member of staff on local trips or out of area, however

mixed groups on Residential and overseas trips must have male and female members of staff.

5.7.4 The Faculty head must be satisfied that the supervision arrangements for the visit are suitable and sufficient and have been agreed with their relevant line manager.

5.8 Supervision

5.8.1 As a general principle, students under the age of 18 should not be left unsupervised. However, there will be certain enrichment trips (e.g. to a theme park) where the venue will be contained and where the organisation concerned will have its own arrangements for supervising and safeguarding visitors. In these circumstances, the Person in Charge may take the view that students under the age of 18 may be unsupervised on the clear understanding that they do not leave the venue and that students return promptly to the agreed meeting place. In these circumstances, staff should stay on duty and be visible around the venue in case of any problems. The unsupervised time should be clearly shown on the itinerary.

5.8.2 Members of staff who are on duty are "in loco parentis" for students under the age of 18. Regardless of the venue, they should conduct themselves in a responsible professional manner at all times and should have a clear understanding of professional boundaries.

5.9 Parental Consent

5.9.1 Where students are under the age of 18 years old, parental consent must be gained. If on a residential trip, parents must also sign a medical consent form. In order for parents to consent, they must be provided with sufficient information in writing and invited to briefing sessions if appropriate.

5.9.2 Where regular (no overnight) trips are reoccurring within term time, the use of one consent form would be sufficient to cover the year, as long as it clearly states 'for all trips' on the form and the Parent/Guardian has received the relevant information about the types of trips occurring.

5.10 Emergency Procedures

5.10.1 Good planning will reduce the possibility of an emergency situation arising but may not always prevent one occurring. The need for immediate action may be required, therefore plans must be in place, which identifies the person who will take charge of the situation and the name and contact details of a person within the college who will act as a link person between the group and family members etc.

5.10.2 For international visits, residential visits or visits where a late return is expected (after 16:30), the trip organiser must give Receptions the emergency contact details of the manager within the college who, in the event of an emergency, will act as link with the families and the emergency services.

Emergency numbers and a list of participant's names, addresses and telephone numbers are to be filed in reception prior to the visit taking place.

5.10.3 If an emergency does occur on a trip or visit the person in charge must

- Establish the nature and extent of the emergency as quickly as possible
- Ensure all of the group are safe
- Ensure all are aware of the incident and that procedures are being followed
- Notify the British embassy consulate if the emergency occurs abroad
- Inform the College contact relaying all relevant information
- Complete a written report following the accident incident reporting procedures.

5.11   Incidents on the Trip

5.11.1 In the event of a disciplinary incident on a trip, the college's disciplinary procedure should be followed. On return, an Incident Report Form should be completed and sent to the Faculty Head/Deputy Faculty Head to decide if any further action is needed.

5.11.2 In the event of any accident or injury, an Accident / Incident report form should be completed and the usual procedure followed. In the event of a medical emergency whilst on an overseas trip, refer to Insurance Travel Policy for medical travel assistance.

5.11.3 Ideally, there should be a qualified first aider on any trip. If none of the members of staff is a qualified first aider, then the person in charge should assume the responsibility for being the nominated person to take first aid decisions. He / she should ensure that a first aid kit is taken on the trip and should ensure that any accident reporting is completed in line with procedure. The arrangements for first aid should be recorded on the Generic Trip Risk assessment.

5.12   Agreement in Principle.

5.12.1 The purpose of this stage is to ensure that the trip is an appropriate part of the students' college experience; that appropriate funding arrangements can be put in place (in line with the college's Financial Regulations) and that sufficient staffing is available, including an appropriate gender balance of staff for mixed groups. The staffing ratio should be at least 1:12 for students under the age of 18 and at least 1:15 for adults for none residential and overseas trips (Higher staffing ratios will apply on residentials).

5.12.2 The Trip Authorisation Form (Trip 1a) should be completed by the Person in Charge of the proposed trip and signed by the Faculty Head / Deputy Head of Faculty.

5.12.3 An Application to the Learner Support Fund can be made at this stage using the LSF Form (Trip 1b) accompanied by a copy of Trip 1a. LSF funding cannot

be guaranteed and if approved can only be made available for eligible students. The Person in Charge is advised to check with the LSF Office to establish whether funding is available before making an application. LSF is limited and the college must be able to demonstrate value for money. LSF can only be allocated to activities which enhance the students' college experience. The Person in Charge should not confirm a booking dependent on LSF Funding until confirmation has been received from the LSF Office. LSF cannot be allocated for staff costs or staff subsistence.

5.12.4 If LSF is awarded, the Person in Charge will be responsible for following additional requests made by the LSF Office according to the timescales given.

5.13   Insurance and Health & Safety Procedures

5.13.1 A check should be made to ensure that all activities are covered by the college's insurance. Most activities will be covered. The following are not covered by our usual policy: rafting or canoeing involving white water rapids; flying or other aerial activities (excludes fee paying passengers); speed or time trials, sprints or racing of any kind (other than on foot); mountain climbing/rock climbing; pot holing; sub-aqua or deep sea diving; abseiling, bungee jumping and winter sports. This does not mean that the trip cannot involve such activities – the Person in Charge should inform Legal Services at this stage of the planning so that they can arrange temporary cover. If the Person in Charge is in any doubt, he / she should check with Legal Services.

5.13.2 Accompanying staff must be adequately experienced, competent and be fully briefed regarding their role and responsibilities. Anyone who is unsure of the hazards and risks associated with any risk assessment can seek advice from the Assistant Faculty Head of Health and Safety.

5.14   Itinerary

An itinerary should be produced both for students (and parents / guardians of students under the age of 18) and for easy reference at college on the day of the trip. There is no form for this stage, as each trip will have different requirements. As a minimum, the itinerary should include the following:

- Destination, date
- Name of Person in Charge
- Arrangements for meeting, departure and travel
- Arrangements at the destination including whether students will be supervised in groups
- Arrangements for meals
- Guidance on clothing etc.
- Arrangements for return

5.15   Consent Forms

5.15.1 The purpose of this stage is to ensure that:

- We have permission for students under the age of 18
- We have confirmation of arrangements for going home for students under the age of 18
- We are aware of any safeguarding issues for students under the age of 18
- We gather details of any medical conditions we need to be aware of
- We have the students' mobile numbers in case of emergency
- We have emergency contacts at home

5.15.2 The Person in Charge will need to issue clear deadlines for the return of Consent Forms (Trip 2a or Trip 2b) and any contributions.

5.15.3 The Consent form should be checked carefully before the trip documentation is presented to the Faculty Head / Deputy Faculty head. Students with incomplete or unsigned Consent Forms should not be allowed to go on the trip. Student contributions should be collected and processed according to the college's Financial Regulations (Trip 3).

5.16   Risk Assessments

Risk Assessments must be completed for relevant aspects of the trip and reviewed where required. Generic documents are available under the Health and Safety Section of ELVIS. Risk assessments should be adapted as appropriate to reflect particular aspects of the trip and / or the particular needs of students. If any change in circumstances or process occurs or a new potential hazard arises, the risk assessment must be immediately reviewed and changes implemented. If a student has disclosed asthma, a copy of the college's Asthma Guidelines should be included. The Person in Charge should ensure that staff familiarise themselves with this document in advance.

5.17   Safeguarding

5.17.1 Some students present a greater risk than others when they participate in a trip. This could be due to one or more of the following factors:

- A behavioural issue
- A disability
- A sensory impairment
- A medical condition such as ASD, ADHD, asthma, diabetes, epilepsy
- A mental health difficulty
- Vulnerability due to a safeguarding issue

5.17.2 The college should make reasonable adjustments to ensure that such students can participate in the trip and are not discriminated against. As part of this process, the Safeguarding section (Trip 2a or trip 2b) should be completed for each student who requires one and the control measures recorded on the generic Trip Risk Assessment.

5.18   Planning Sign off

5.18.1 The Person in Charge should complete the following documentation/information:

- Authorisation/LSF Funding
- Consent Forms/Medical/Safeguarding information
- Visit Planning Sign Off
- Itinerary
- Student List
- Staff List, including emergency contact details
- Risk Assessments
- Asthma Guidelines (if applicable)
- Travel Insurance Monitoring as applicable
- Visit Planning Sign off

5.18.2 The pack should be sent to the relevant Faculty Head / Deputy Faculty Head for sign off two weeks before the date of the trip. This time scale is in order to allow them to check and sign off the documentation. Please note ***Residential or Overseas trips should be sent 21 days in advance, before being forwarding onto the Director of Student Engagement 7 days in advance for final sign off***

5.18.3 When the pack has been signed off, the Person in Charge should scan or send a copy to the Faculty Administration Manager for logging in the Intuition database. If LSF funding has been requested, the Person in Charge should confirm to the LSF Office that the trip is going ahead.

5.18.4 The Person in Charge should make a copy of the pack and leave it at Reception on the day of the trip. The other pack should be taken on the trip. The emergency contact for Overseas/residential visits must be provided with a pack before departure.

5.18.5 After the trip the Person in Charge should shred one copy of the pack.

5.18.6 The other copy should be stored securely for three months in case there are any issues arising from the trip and then shredded.

5.19   Travel by college Minibus / Coach

All vehicles must be booked with the Transport Manager. College vehicles should only be driven by members of staff authorised to do so. The college must hold a copy of the member of staff's driving licence which will need to have the D1 entitlement and the member of staff will need to have declared any medical conditions on the medical form which will be held by HR. If the member of staff has not driven a college minibus before, he /she will be required to go undertake a test drive with a member of the transport team who will familiarise him / her with the vehicle and assess his / her ability to drive it. On the day, the driver must complete all of the relevant documentation and

prior to leaving must make a check of the roadworthiness of the vehicle. All passengers should wear seatbelts and the driver should not be the only member of staff.

5.20   Travel by external Minibus / Coach

College transport should be used if possible. If external transport is required, this should be booked by the Division following the college's Financial Regulations. The transport company should provide its own risk assessment and evidence that drivers are CRB checked. Legal Services should be contacted for insurance purposes.

Part 6: BULLYING

6.1   The College defines bullying as any form of harassment or intimidation that is unwanted or hurtful to the recipient, or which affects the dignity of any individual student or group of students in the college, now referred to as Peer on Peer bullying.

6.2   It is important to distinguish between bullying and banter. Bullying will involve one or more of the following:

   - a power imbalance
   - a deliberate intention to hurt or humiliate
   - repeated occurrences

6.3   Bullying includes name-calling, taunting, mocking, and making offensive comments; kicking; hitting; pushing; taking belongings; inappropriate touching, producing offensive graffiti spreading hurtful and untruthful rumours or always leaving someone out of groups.

6.4   Bullying can take a number of forms, for instance:

   - Racist – bullying on the basis of a person's colour, ethnicity, culture, national origin or national status
   - Religious - bullying on the basis of a person's faith community,
   - Sexual – using sexuality as a weapon
   - Homophobic – targeting someone because of their sexual orientation
   - Transphobic – bullying because someone is thought to be transgender
   - Cyberbullying – Bullying that takes place through the use of technology. This can involve sending hurtful text messages, emails, instant messages, or posting malicious messages on line (e.g. social networking websites), or sending or posting offensive or degrading images or videos to include sexting.
   - Bullying of people with disabilities – hurtful behaviour towards student with disabilities, some of whom are amongst the most vulnerable in the college.
   - Bullying of people due to their social class

6.5   Some bullying may involve more than one of the categories above. Not all bullying is easily categorised, however, and may simply involve the powerful targeting the more vulnerable.

6.6   Bullying may involve students, staff or people from outside the College.

6.7   The College will take action in accordance with the Anti-Bullying and Disciplinary Procedures but in view of the fact that there is extensive relevant legislation, reserves the right to report any incident to the police.

6.8   In the case of any allegation or incident, which may be regarded as a safeguarding matter, the details will be reported to the appropriate external agency in line with the College's Safeguarding Policy.

6.9   All staff have a responsibility to deal with any bullying that they witness or that is disclosed to them.

6.10   Aims

6.10.1 This procedure seeks to ensure that students are able to about their daily lives, to work without bullying, intimidation or harassment and that where bullying, intimidation or harassment do occur that they are dealt with swiftly and sensitively. The college will seek to do this by:

- Ensuring that all staff and students are aware of the policy and understand both the terms and actions described in the policy
- Establishing clear procedures to deal with any suspected or reported case of bullying, intimidation or harassment
- Supporting students who find themselves as victims or bystanders of bullying, intimidation or harassment
- Monitoring and reviewing the policy annually to ensure that it fulfils the aims set out and that it meets the needs of students

6.10.2 The college recognises that bullying can be a complex and difficult issue to deal with and that each case will need to be dealt with according to its particular circumstances. This may involve a flexible approach within the overall context of this procedure.

6.11   Roles and Responsibilities

6.11.1 The Director of Student Services[2] and Heads of Faculty will lead on the promotion of the anti-bullying strategy for the college and will maintain an overview of the cases of bullying reported. These managers will monitor all incidents identified under this procedure.

6.11.2 Student Services will:

- Raise awareness of Staying Safe in their induction for new students
- Develop and deliver workshops which address the different forms of bullying and abuse
- Liaise with outside providers who can deliver sessions addressing bullying
- Provide support for the alleged victims / alleged perpetrators or bystanders as appropriate
- Promote awareness of helpful websites such as CEOP and Bullying UK
- Develop partnerships with external agencies e.g. police, Women's Aid, Barnardo's
- Work with the Student Union Executive and the student body to explore ways of promoting anti-bullying in the college, to find ways of making staff aware of issues which they do not know about and to create other means by which bullying and abuse may be disclosed.

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[2] Jane Linsell

6.11.3   Safeguarding Officers will:

- Take responsibility for advising and supporting staff in any incident involving safeguarding issues
- Keep records of all safeguarding cases
- Report to appropriate external agencies where necessary, in line with the Safeguarding Policy

6.11.4   Teaching Staff will:

- Ensure that all students are aware of the Anti-Bullying procedures and all other related College Policies including the Code of Conduct and Disciplinary Policy and Procedures
- Complete tutorial activities that promote and develop positive behaviour
- Challenge incidents of bullying and notify them as in section 6.18 below.

6.11.5   Non-teaching staff will:

- Report any allegations of bullying or bullying witnessed as in section 6.18 below
- Challenge any threatening behaviour towards individual students calling for assistance as required.

6.12   Procedure

6.12.1   Bullying is a difficult issue to deal with. If, as a member of staff, you feel that you are not equipped to deal with an incident you should immediately involve your line manager who will support you through the incident.

6.12.2   Allegations of bullying should be reported to one of the following Managers who will advise on the next steps:

- Deputy/Assistant Directors for Student Services
- Deputy/Assistant Faculty Heads
- Director for Student Services

6.12.3   Where appropriate, guidance will be given on resolving the matter locally. In other cases, the Disciplinary or Safeguarding Procedures will be followed.

6.12.4   When bullying is to be dealt with through the Disciplinary Procedure:

- A Statement should be completed by the member of staff who has the allegation made to them or who witnesses the event. The form should immediately be forwarded, in accordance with the instructions given.
- If appropriate, statements should be gathered from students who can provide further information.
- Support should be offered to the victim involving Student Services staff as appropriate

- The Deputy/ Assistant Director for Student Services/Assistant Faculty Heads will determine the next steps in accordance with the Disciplinary Procedure
- Where appropriate, parents / guardians of students under the age of 18 or of vulnerable adults will be notified of actions taken. No details of alleged / actual perpetrators should be disclosed by any member of staff.

6.12.5 The Deputy/Assistant Directors for Student Services will liaise with Deputy/Assistant Heads of Faculty and teaching staff to keep them informed of progress in dealing with allegations of bullying and in order to agree strategies for dealing with any future occurrences.

6.12.6 When bullying is to be dealt with through the Safeguarding Procedure, one of the college's Safeguarding Officers will lead on the matter, liaising with other colleagues as appropriate.

6.12.7 Bullying is particularly difficult to deal with when a student alleging bullying does not want to be identified and does not wish to make a statement. In these circumstances, staff should refer to the Assistant Directors for Student Services who will advise on the next steps. It may be that the student can be sufficiently reassured and will then make a statement, in which case the procedure outlined above can be followed. It may be that the student insists on remaining anonymous, in which case the Deputy/Assistant Director for Student Services will attempt to deal with the matter informally in an attempt to make the unwanted behaviours stop. All such informal interventions must be recorded, but will not be reported on as bullying since the allegation will be unproven.

PART 7: E-SAFETY

7.1   New technologies have become integral to the lives of young people in today's society, both within college and in their lives outside. The internet, other digital and information technologies are powerful tools, which open up new opportunities for everyone. These technologies can stimulate discussion, promote creativity and increase awareness of context to promote effective learning. Students should have an entitlement to safe internet access at all times.

7.2   These tools can be used to raise educational standards and promote student achievement. However, the use of these new technologies can put young people at risk within and outside the college. Some of the dangers they may face include:

- Access to illegal, harmful or inappropriate images or other content
- Unauthorised access to / loss of / sharing of personal information
- The risk of being subject to grooming by those with whom they make contact on the internet.
- The sharing / distribution of personal images without an individual's consent or knowledge
- Inappropriate communication / contact with others, including strangers
- Cyber-bullying
- Access to unsuitable video / internet games
- An inability to evaluate the quality, accuracy and relevance of information on the internet
- Plagiarism and copyright infringement
- Illegal downloading of music or video files
- The potential for excessive use which may impact on the social and emotional development and learning of the young person.

7.3   The College has an e-Safety policy that is used in conjunction with other College policies such as behaviour, anti-bullying, safeguarding and PREVENT strategy. As with all other risks, it is impossible to eliminate those risks completely. It is therefore essential, through good educational provision to build students' resilience to the risks to which they may be exposed, so that they have the confidence and skills to face and deal with these risks. Additionally the college will provide the necessary safeguards to help ensure that they have done everything that could reasonably be expected of them to manage and reduce these risks.

7.4   All areas of the College are involved in e-safety including governors, SLT, staff and students. All users are required to accept the 'acceptable use policy' when logging in. The AUP references other policies including Data Protection, Internet and Email usage and IT Security policies. Concerns identified are reported and responded to in accordance to the colleges various policies, as appropriate.

7.5   IT Infrastructure

The College uses several systems to help students keep safe while online.

- **Juniper Advanced Threat Protection Web filtering**. The categories of websites that are blocked and allowed are regularly reviewed.
- **Google, Bing and DuckDuckGo Safesearch enforced** so that only safe reviewed search results are returned.
- **YouTube Restricted Mode** is enforced so that only video suitable for under 18s can be viewed.
- **Sentinel email alerts** so that any attempt to access militancy or other blocked categories of website triggers an alert.
- **LanSchool classroom management** in place to help teachers manage and monitor the computer usage during classes and in public computing areas.
- **All web usage is recorded** and can be interrogated.
- Web usage and categories can be reported on demand.
- All e-Safety systems and restrictions apply to College computers and any mobile device, tablet or computer owned by the student that is connected to the BYOD Wifi.
- **Microsoft Endpoint Protection** virus and malware scanning on all College computers
- **Microsoft Advanced Threat Protection** virus, spam, phishing and malware scanning for email and cloud storage.
- Trialling of eSafety services such as eSafe, FutureDigital and Impero.

Annex 1

COVID-19 College Closure Arrangements for Safeguarding and Child Protection at South and City College Birmingham

1. **Key Contacts**

2. **Context**

3. **Vulnerable students**

4. **Reporting a concern**

5. **Peer on Peer Abuse**

6. **Online safety**

7. **Mental Health**

1. Key Contacts

Role	Name	Campus	Email
Designated Safeguarding Lead	John Hillen	Cross College	john.hillen@sccb.ac.uk
Deputy Designated Safeguarding Lead	Anna Marie Mason	Bournville Academy	Anna.Marie-Mason@sccb.ac.uk
Deputy Designated Safeguarding Officer	Donna Kelly	Bournville	donna.kelly@sccb.ac.uk
Designated Safeguarding Officer	Alison Harrison	Digbeth & Fusion Fashion	alison.harrison@sccb.ac.uk
Designated Safeguarding Officer	Silbert McQueen	Handsworth & Fusion ESOL	Silbert.McQueen@sccb.ac.uk
Designated Safeguarding Officer	Bernard Thompson	Bordesley Green	bernard.thompson@sccb.ac.uk
Designated Safeguarding Officer	Leanne Dixon	Hall Green & Golden Hillock	Leanne Dixon@sccb.ac.uk
Designated Safeguarding Officer	Cassandra Dockery-Pirouzi	Bournville Academy	Cassandra.Dockery-Pirouzi@sccb.ac.uk
Designated Safeguarding Officer	Mark Jenkins	Digbeth	Mark.Jenkins@sccb.ac.uk

2.   Context

2.1   There have been significant changes within our setting and within the UK in response to the outbreak of COVID-19.

2.2   This annex sets out some of the adjustments South and City College Birmingham is making in line with the changed arrangements in the college and following advice from government and local agencies.

2.3   The current position is that, following the Government announcement, all college sites are closed and timetables have been postponed.

2.4   Despite the changes, the College's Safeguarding Policy is fundamentally the same: the welfare of children and young people always comes first, staff should respond robustly to safeguarding concerns and referrals should continue to be made in line with our established safeguarding procedure.

2.5   The pressures on children, young people and their families at this time are significant. There will be heightened awareness of family pressures for a variety of reasons including through having to stay within the household, through financial hardship or health anxiety. These areas should be considered in terms of setting any work for students to undertake at home (including recognising the impact of online learning and ability to access on line resources). Staff may be aware of the mental health of both students and their parents or carers, and should refer to safeguarding about any emerging concerns.

3.   Vulnerable Students

3.1   Vulnerable students include those who have an allocated social worker and those children and young people with education, health and care plans (EHCPs).

3.2   Those who have a social worker include students who have a Child Protection Plan and those who are looked after by the Local Authority. A student may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989.

3.3   Eligibility for free school meals in and of itself should not be the determining factor in assessing vulnerability.

3.4   South and City College Birmingham will continue to work with and support student's social workers to help protect vulnerable students.

3.5   We have undertaken an exercise to identify the most vulnerable students and individual arrangements have been made with students who have an attached social worker and those with an EHCP.

3.6   **or students subject to a Child Protection Plan and Child In Need Plan, and who have an allocated social worker**: contact will be made by the safeguarding team twice weekly with these students in agreement with the family and social worker. Where families have requested this to be once per week, this has been discussed and agreed with the allocated social worker.

3.7   **For students who are Looked after Children and recent Care Leavers**: contact will be made by the mentors who will call daily, weekly or twice weekly as agreed with the student, carer and social worker.

3.8   **For students with an EHCP**: Support Workers and the learning support team/and or teaching assistants will maintain regular contact as agreed with student and parents / carers. Support can be delivered through individual arrangements based on curriculum activity.

3.9   **For students on the edge of social care involvement or pending allocation of a social worker, or identified as high risk**: contact will be made by a member of the safeguarding triage team once per week for a wellbeing check.

        NB: Contact will be made remotely through telephone calls/Skype or other appropriate methods.

4.   Reporting a Concern

4.1   *Staff should continue to follow the safeguarding procedures, using MyConcern.*

4.2   COVID-19 means a need for increased vigilance due to the pressures on services, families and young people, rather than a reduction in our standards.

4.3   Normal safeguarding procedures apply for referrals to children's services. This contact will go through a member of the safeguarding team (listed above) who will follow appropriate measures in seeking the appropriate and necessary support.

4.4   Should a child or young person be at risk of significant harm and local agencies are not able to respond, the staff/college will immediately contact the Police.

5. Peer-on-Peer Abuse

We recognise the potential for abuse to go on between young people, especially in the context of a college closure or partial closure. Staff will remain vigilant to reports of peer-on-peer abuse.

6. Online Safety

6.1 It is extremely important that professional boundaries do not slip during this exceptional period and protocols for on line working have been issued.

6.2 With such different arrangements in place, young people could be at greater risk of on line abuse. We remind all staff to maintain the view that 'it could happen here' and to immediately report any concern, no matter how small, to the safeguarding team via MyConcern.

6.3 Young people will be using the internet more during this period. The College may also use online approaches to deliver training or support. Staff will be aware of the signs and signals of cyberbullying and other risks online and apply the same child-centred safeguarding practices as when students are learning at the College. The College continues to ensure appropriate filters and monitors are in place. The College has taken on board the guidance from the UK Safer Internet Centre on safe remote learning and guidance for safer working practice from the Safer Recruitment Consortium.

6.4 Staff can access further guidance here:

https://www.tes.com/news/coronavirus-10-safeguarding-rules-teachers-home

https://learning.nspcc.org.uk/news/2020/march/undertaking-remote-teaching-safely/

7. Mental Health

Restrictions to movement and contact with other people means students could be more likely to be at risk of mental health problems. The Department for Education have produced guidance to support parents:

https://www.gov.uk/government/publications/covid-19-guidance-on-supporting-children-and-young-peoples-mental-health-and-wellbeing/guidance-for-parents-and-carers-on-supporting-children-and-young-peoples-mental-health-and-wellbeing-during-the-coronavirus-covid-19-outbreak

Annex 2

<u>Video Conferencing Protocols</u>

Do:
- Conduct yourself in a professional manner throughout the conversation with colleagues or students - you remain an employee of South and City College throughout the call.
- Conduct video calls to learners or colleagues from a desk or other appropriate location.
- Remind students that all calls/videos may be recorded -   this is to safeguard both parties and wouldn't routinely be shared.
- Be punctual and courteous. Introduce yourself and take note of other attendees' so you can address them by name. Turn off call tone on your phone. Treat this just like you would a face to face meeting with a student, colleague or other adult.
- Make sure to have current client version loaded before scheduled calls. Test your audio and/or video before a scheduled call.
- Look at your screen, pay attention to others and when speaking make sure to look at your camera.
- Use the 'blur background option' to hide any background if needed.
- Picture in Picture is your best reference, you can see yourself and your surroundings just as others on the call can.
- Make sure you have good light. Adjust lighting or use a portable light source to make sure you have good light shining at you from the front. You can overdo it too, so experiment until you find a good balance. Try pointing a strong desk lamp at the wall you're facing. You get good front light without having to look directly into a harsh light.
- Ensure you are appropriately dressed – 'business casual' at all times.
- Mute your microphone when not needing to talk to avoid any background noise.
- On completion of the on-line conversation, consider posting your comments/questions in the *Team Chat* window.
- All 1:1 on line activity with under 18s or vulnerable adults MUST be agreed with parents / carers prior to the 1:1 taking place. The 1:1 must then take place only at the days / times agreed with parents. Parents and carers should be present in the house at the time.
- **If at any time you feel uncomfortable during a 1:1 call, with something done or said, you should end the call as soon as possible and report any concerns to your line manager and / or safeguarding.**

Don't:
- Conduct a video call if it would be improper for a face-to-face meeting.
- Do not multi-task; your audience will be aware.
- Shout; the other participants will tell you if they cannot hear.
- Click your pen, tap on your desk or anything else annoying or distracting. It is important to remember:
  - No eating

- o Glass of water or coffee - yes
- o Smoking, glass of wine, bottle of beer etc- no
- o Avoid yawning, gum chewing etc
- Position yourself where your children, spouse, or pets are, not only can everyone see you, but they see what's around and behind you too.
- Leave multiple applications open during the call as it may affect the quality.
- Wear stripes or heavy patterns creating pixilation of images.

Useful further guidance

https://www.tes.com/news/coronavirus-10-safeguarding-rules-teachers-home

https://learning.nspcc.org.uk/news/2020/march/undertaking-remote-teaching-safely/

https://www.nspcc.org.uk/keeping-children-safe/online-safety/internet-connected-devices/