

Teitl: Title:	Safeguarding Children and Vulnerable Adults
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Perchennog y Ddogfen: Document Owner:	<i>Karen Senior</i>
Ymgynghoriad: Consultation:	<i>Safeguarding Group</i>
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Safeguarding Children and Vulnerable Adults Policy

Purpose

Coleg Cambria is committed to providing a safe environment for all its learners. The commitment to Safeguarding Children and Vulnerable Adults is guided by prevailing legislation and current guidance from the Local Safeguarding Children's Board in accordance with The Wales Safeguarding Procedures 2019. Coleg Cambria will comply with the requirements of The Wales Safeguarding Procedures 2019 and will work in co-operation with other agencies to ensure the safety and welfare of its learners in all learning environments including outreach centres, work based learning and accommodation at Llysfas.

This policy aims to provide all staff with the necessary information to enable them to meet their safeguarding responsibilities and to ensure consistent good practice. There is a commitment from the college regarding safeguarding to protect learners, parents and other partners.

Scope

Coleg Cambria recognises the moral and statutory responsibility to safeguard and promote the welfare of all learners. The college will endeavour to provide a safe and welcoming environment where learners are respected and valued. The college will follow procedures to ensure that children and vulnerable adults receive effective support, guidance and justice.

Key Principles

Our core safeguarding principles are:-

- Safeguarding is everyone's responsibility
- The welfare of all learners is paramount
- All learners, regardless of age, gender, ability, culture, race, language, religion or sexual identity have equal rights to protection
- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a learner is at risk of harm
- Learners and staff involved in safeguarding protection issues will receive appropriate support
- Safer learners make more successful learners
- Policy will be reviewed annually unless an incident or new legislation or guidance becomes available.

Definitions

The term "child" refers to any person under the age of 18 years. It therefore refers to all learners up to the age of 18 years.

The term "vulnerable" adult refers to any person aged 18 years and over who or may be in need of community care services by reason of mental or other disability, age, illness and who is, or may be unable, to take care of themselves, or is unable to protect themselves against significant harm or serious exploitation.

Where reference is made to learners in this document it includes both children and vulnerable adults.

Responsibilities

The College:

- Ensures that the learners feel secure and are listened to, and that they know whom they can approach if they are worried or in difficulty.
- Designates a member of staff with overall responsibility for the protection of children and vulnerable adults, Designated Safeguarding Lead (DSL). This will be the Head of Student Services who will ensure that every member of staff and governors are made aware of the name and role involved.
- Designates members of staff with direct responsibility for the day to day management of all issues relating to the protection of children and vulnerable adults. These will be the Safeguarding Team.
- Refers all concerns or allegations of abuse promptly to the appropriate agencies, via the DSL or Safeguarding Team
- Keep confidential and secure records of all such referrals.
- Will, where abuse is known to have occurred, endeavour to provide appropriate support to the learner concerned, either directly or by referral. If a child to child allegation is made, then each child is supported by an advocate from the Student Services Team whilst investigations are carried out.
- Recognises that learners, in particular those who are vulnerable by virtue of their age, disability or illness may be at risk of experiencing, or have experienced abuse. The college provides appropriate guidance and education to learners about abuse, and the prevention of this, through its pastoral support system.
- Commence DBS Disclosures for all staff appointed and refer to the Education Workforce Council (EWC) when deemed necessary to do so. This is the statutory, self-regulating professional body for members of the Education Workforce in Wales. As an employer of registered persons the college is responsible for referring cases of alleged unacceptable professional conduct, serious professional incompetence and a relevant offence to the EWC. In accordance with the EWC (Main Functions) (Wales) Regulations 2015, the college has a duty to refer cases where it dismissed a registered person, or might have dismissed a registered person had they not resigned.
- Require learners to disclose information about certain criminal proceedings if the outcome is such a case would impact on the vocational area they are studying in relation to children or vulnerable adults. This information will be treated in the strictest confidence, however, the college may need to act on the information given and advise other agencies. Alternatively, via case conferences and strategy meetings with external agencies (police, social services etc) the college may be told information which brings into question the suitability of a learner on a specific programme. If this is the case then the learner will be invited into discussions and the Policy for Unspent Criminal Disclosures will be followed.
- Will act promptly and report any allegation of abuse that may be made against a member of the college staff.
- Will work with appropriate agencies.
- Ensure that any private fostering arrangements for learners under the age of 15 years are reported to the Local Safeguarding Children's Board.

- Publicise these procedures widely and provide college staff with training in how they should be implemented.

The Designated Safeguarding Lead (DSL)

- The DSL takes lead responsibility for safeguarding and child protection (including online safety) in the college. The DSL has the status and authority within the college to carry out the duties of the post, which include:
 - Ensuring the Safeguarding Policy is known, understood and used appropriately by staff, reviewed annually, and publically available.
 - Advising and supporting staff on safeguarding matters.
 - Encouraging a culture of listening to learners.
 - Managing safeguarding referrals to children's social care, the police, or other agencies as quickly as possible and certainly within 24 hrs of receiving the allegation/suspicion. This will be confirmed by the sending of referral paperwork.
 - Taking part in strategy discussions and inter-agency meetings.
 - Liaising with the "case manager" and the designated officer(s) at the local authority where allegations are made against staff.
 - Making staff aware of training courses and the latest safeguarding arrangements available through the local safeguarding partner arrangements.
 - Transferring relevant information regarding learners under the age of 18 years to the new education institution.
 - Undergoing training and receiving regular updates to maintain the knowledge and skills required to carry out the role, including Prevent awareness training
- The DSL will inform senior postholders in cases which are deemed appropriate.
- All documentation will be held securely in accordance with the College's Data Protection Policy. Confidentiality remains a high priority and suspicions and investigations are shared only with those who need to know. Information is shared under the guidance of the Local Safeguarding Children's Board.
- The DSL will prepare a statistical summary of results at least annually for presentation to the Board of Governors.

The Deputy Designated Safeguarding Lead

- The deputy will be trained to the same level as the DSL and supports the DSL with safeguarding matters as appropriate. In the absence of the DSL, the deputy DSL carries out those functions necessary to ensure the ongoing safety and protection of children and vulnerable adults. In the event of the long-term absence of the DSL, the deputy will assume the functions above.

Safer Recruitment

- The College will comply with the requirements of The Wales Safeguarding Procedures 2019, Keeping Children Safe in Education (DfE 2019) and the local safeguarding partner arrangements by carrying out the required checks and verifying the applicant's identity, qualifications and work history. The College's Staff Recruitment, Selection and Appointment Policy sets out the process in full.

- All relevant nursery staff are made aware of the disqualification from childcare legislation and their obligations to disclose relevant information to the college.
- The College obtains written confirmation from supply agencies or third party organisations that agency staff or other individuals who may work in the college have been appropriately checked and are suitable to work with children and vulnerable adults. Trainee teachers will be checked following the same process.
- The college maintains a single central record of recruitment checks undertaken.

Volunteers

- Volunteers, including governors will undergo checks commensurate with their work in the college, their contact with learners and the supervision provided to them. Under no circumstances will a volunteer who has not been appropriately checked be left unsupervised.

Site Security

- Visitors to the college, including contractors, are asked to sign in and are given a badge, which confirms they have permission to be on site. The college's Site Security Policy and procedures apply to all visitors to Coleg Cambria Sites.

Extended College and Off-site Arrangements

- All extended and off-site activities are subject to a risk assessment to satisfy health and safety and safeguarding requirements. Where extended college activities are provided and managed by the college, the college's Safeguarding Policy and procedures apply. If other organisations provide services or activities on the college site, checks will be made to ensure they have appropriate procedures in place, including safer recruitment procedures.
- When learners attend off-site activities, including day and residential visits and work related activities, checks will be made to ensure effective safeguarding arrangements are in place.

Learners who may be particularly vulnerable

Some learners may have an increased risk of abuse. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur. To ensure that learners receive equal protection, the college will give special consideration to learners who are:

- Living away from home in Llysfas accommodation or a temporary setting.
- Living in chaotic and unsupportive home situations.
- Living transient lifestyles.
- Affected by parental substance misuse, domestic violence or parental mental health needs.
- Vulnerable to being bullied, or engaging in bullying.

- Vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality.
- Do not have Welsh or English as a first language.
- At risk of sexual exploitation, female genital mutilation, forced marriage or being drawn into extremism.

The list provides examples of additionally vulnerable groups and is not exhaustive.

Learners with additional educational needs (ALN) and disabilities

Learners with additional educational needs and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of learners, which can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the learner's disability without further exploration.
- The potential for learners with ALN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in overcoming these barriers.

Coleg Cambria Employees

- If a member of the College staff suspects or is told that abuse of a child or vulnerable person may have taken place they must inform the Safeguarding Team the same day either by verbal referral or by using the College Safeguarding Referral Form/Button on intranet. Staff must not comment on any statements made or conduct any questioning of the learner.

Appropriate training is given to staff to ensure this takes place.

- College staff will ensure when organising work placement that the placement is currently displayed on the Approved Work Placement Database or if not will apply for the placement to be vetted. This includes work-based learners or learners on work experience programmes. The workplace vetting process is managed by the Health and Safety section in the Estates Department and the process takes into consideration the principles of Wellbeing and Safeguarding. Where appropriate learners being placed will have an up to date valid DBS check and the college will work with placements on issues surrounding safeguarding.
- College staff must be aware that inappropriate behaviour towards learners is unacceptable and that their conduct must be beyond reproach. Under the Sexual Offences Act 2003 it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the college and a learner under 18 may be a criminal offence. The college's Code of Conduct sets out the expectations of the staff.

- The College provides advice to staff regarding their personal online activity via the Information Security Policy (sub policy: Acceptable Use Policy) and Social Media Policy. Staff found to be in breach of these rules may be subject to disciplinary action or a safeguarding investigation.
- If an allegation of abuse is made against a member of the college staff the DSL will follow the guidelines in Part 4 of The Wales Safeguarding Procedures 2019 and Care in Wales (CIW) requirements.
- Allegations concerning staff who no longer work at the college, or historical allegations will be reported to the police.
- Staff who are concerned about the conduct of a colleague towards a learner are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the learner is paramount. The College's Whistleblowing Policy enables staff to raise concerns or allegations, initially in confidence and for a sensitive enquiry to take place. All concerns of poor practice or possible abuse by colleagues should be reported to the DSL. All reports or complaints about the CEO or Principal should be reported to the Chair of Governors who will liaise with the local authority and follow the guidelines in Part 4 of The Wales Safeguarding Procedures 2019 and Care In Wales (CIW).

The Safeguarding Group

- The college will establish and maintain a Safeguarding Group, chaired by the Principal, and ensure that the members of this group represent the college at appropriate meetings.
- This group will recognise the role of the DSL and arrange support and training. They will ensure the DSL represents the college at appropriate meetings.
- In the absence of the DSL the deputy named member of staff will implement procedures if required.
- This group will ensure that the governing body and every member of staff knows:
 - The name of the DSL and their role
 - That they have individual responsibility for referring safeguarding concerns using the proper channels and within the timescales agreed with the Local Safeguarding Children's Board.

Consultation

The college will ensure that the policy for Safeguarding is guided by the appropriate Local Children's Safeguarding Boards and Care in Wales.

The college will establish and maintain a Safeguarding Group, chaired by the Principal. The Safeguarding policy will be approved by the Communication and Culture Committee annually.

Procedure

Recognising Abuse

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child/vulnerable adult by inflicting harm by hitting them or failing to act to prevent harm. Abuse may be committed by adult men or women and by other children and young people.

The Wales Safeguarding Procedures 2019 refers to the categories of abuse and are set out in Appendix 1 of this policy.

Indicators of abuse

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons, it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the DSL.

It is the responsibility of all staff to report their concerns but not their responsibility to investigate or decide whether a child or young person has been abused.

A child who is being abused, neglected or exploited may:

- Have bruises, bleeding, burns, fractures or other injuries
- Show signs of pain or discomfort
- Keep arms and legs covered, even in warm weather
- Be concerned about changing for sports sessions
- Look unkempt and uncared for
- Change their eating habits
- Have difficulty in making or sustaining friendships
- Appear fearful
- Be reckless with their own safety or other's safety
- Self-harm
- Frequently miss college, arrive late or leave the college for part of the day
- Show signs of not wanting to go home
- Display a change in behaviour - from quiet to aggressive, or happy-go-lucky to withdrawn
- Challenge authority
- Become disinterested in their college work
- Be constantly tired or preoccupied
- Be wary of physical contact
- Be involved in, or particularly knowledgeable about drugs or alcohol
- Display sexual knowledge or behaviour beyond that normally expected for their age
- Acquire gifts such as money or a mobile phone from new 'friends'.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw and each small piece of information will help the DSL to decide how to proceed.

Bullying

While bullying between learners is not a separate category of abuse and neglect, it is a very serious issue that can cause anxiety and distress. All incidents of bullying, including cyber-bullying and prejudice-based bullying should be reported and will be managed through the college's Policy and Procedure for Dealing with Bullying and Harassment against Learners.

Peer on peer abuse

A learner may be harmed by other learners or young people. Staff will be aware of the harm caused by bullying and will use the college's anti-bullying procedures where necessary. However, all staff recognise that learners can abuse their peers and should be clear about the college's policy and procedures regarding peer on peer abuse. All peer abuse is unacceptable and will be taken seriously. Some forms of peer on peer abuse are listed in Appendix 1.

Learners staying with host families

The International department may arrange for visiting learners to stay with a host family during a foreign exchange or educational visit. A DBS will be obtained from the individuals who reside at the house that the learner will be placed at. Host families will be trained on safeguarding procedures and know who to report to if they have concerns.

Taking Action

Any learner, in any family in any college could become a victim of abuse. Staff should always maintain an attitude of "it could happen here" and should remember to:

- In an emergency take the action necessary to help the learner (including calling 999).
- Report the concern immediately to the DSL/and by using the Safeguarding Button on the Staff Intranet.
- Not start their own investigation.
- Share information on a need-to-know basis only - do not discuss the issue with colleagues, friends or family.
- Seek support if distressed.
- Raise a concern if there is a suspicion that a learner may be at risk, the learner's behaviour may have changed, their artwork could be bizarre, or they may write stories or poetry that reveal confusion or distress. Physical signs may also be present and staff should give the learner the opportunity to talk and ask if they can help in any way. Staff should use the Safeguarding Button on the intranet to report early concerns.
- If the learner discloses they are being abused the following process should be followed.

- ☐ Allow them to speak freely
- ☐ Remain calm and not overreact
- ☐ Give reassuring nods or words of comfort and not be afraid of silences
- ☐ Not automatically offer any physical touch as comfort
- ☐ Under no circumstances ask investigative questions
- ☐ Avoid admonishing the learner for not disclosing earlier
- ☐ Tell the learner what will happen next
- ☐ Report verbally as soon as possible to the DSL
- ☐ Complete the Safeguarding Button report as soon as possible
- ☐ Seek support

Notifying Parents (under 18)

- The college will normally seek to discuss any concerns about a learner with their parents/guardian. This must be handled sensitively and the DSL will contact the parent/guardian in the event of a concern, suspicion or disclosure. If the DSL believes that notifying parents/guardians could increase the risk to the learner or exacerbate the problem, advice will be first sought from the local authority and/or the police before parents/guardians are contacted.

Confidentiality /Sharing information

- All staff will understand that safeguarding issues warrant a high level of confidentiality. Staff should only discuss concerns with the Safeguarding Team. That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.
- Safeguarding information will be stored and handled in line with the college's Information Retention Schedule for 20 years.
- Information sharing will take place in a timely and secure manner and where necessary and proportionate to do so the information will be relevant, adequate and accurate.
- Information sharing decisions will be recorded, whether or not the decision is taken to share.
- Any safeguarding in electronic format will be password protected and only made available to relevant individuals.
- The DSL will obtain consent from the learner and/or parents to share sensitive information within the college or with outside agencies. Where there is good reason to do so, the DSL may share information without consent, and will record the reason for not obtaining consent.
- If any member of staff receives a request from a learner and/or parent/guardian to see a safeguarding record they will refer the request to the Data Protection Officer.
- The GDPR and the Data Protection Act 2018 do not prevent the college from sharing information with relevant agencies, where that information may help to protect a child.

Training / Support

It is important that all staff receive training to enable them to recognise the possible signs of abuse, neglect and exploitation and to know what to do if they have a concern.

New staff and governors will receive a briefing during their induction, which includes the college's Safeguarding Policy and Code of Conduct Policy, reporting and recording arrangements, and details for the DSL. All staff, including the DSL, Principal, CEO and governors will receive training that is regularly updated. All staff will also receive safeguarding updates via email, website access and staff meetings throughout the year.

Support required for learners who have been harmed will depend on their circumstances and the nature of the abuse. Support could include counselling, mentoring, the support of family and friends and/or support with improving peer relationships.

Support may also be required for the learner that harmed. The college will seek to understand why the learner acted in this way and consider what support may be required to help the learner and/or change behaviours. Once those have been met, the consequences for the harm caused or intended will be addressed.

Staff involved in any issue relating to safeguarding will be offered support via the Human Resources Department who may seek further support from the counsellor if required.

Communication & Publication

Related Policies

- Code of Conduct
- Complaints Procedure
- Data Protection Policy
- DBS Policy
- Information Retention Schedule
- Information Security Policy (sub policy: Acceptable Use Policy)
- Looked after Children Policy
- Policy and Procedure for Dealing with Bullying and Harassment against Learners.
- Recruitment, Selection and Appointment Policy
- Site Security Policy
- Social Media Policy
- Unspent Criminal Disclosure Policy
- Whistleblowing Policy

References

The Wales Safeguarding Procedures 2019.

Working Together to Safeguarding Children (2018).

Keeping Children Safe in Education (DfE) (2019).

WG Keeping Learners Safe (2015).

Working Together Under The Children Act (2004) Wales.

Social Services and Well-being (Wales) Act 2014.

HM Government Revised Prevent Duty Guidance for England and Wales (Revised 2019).

Prevent Duty Guidance for FE Institutes in England and Wales.

Appendix 1

Physical Abuse

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

Emotional Abuse

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

Sexual Abuse

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

Neglect

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

- Provide adequate food, clothing, and shelter (including exclusion from home or abandonment)
- Protect a child from physical and emotional harm or danger.
- Ensure adequate supervision (including the use of inadequate care-givers).
- Ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to a child's basic emotional needs.

Peer on Peer Abuse

- Physical abuse such as biting, hitting, kicking or hair pulling
- Sexually harmful behaviour/sexual abuse such as inappropriate sexual language, touching, sexual assault or rape.
- Sexting including pressuring another person to send a sexual imagery or video content.
- Teenage relationship abuse-defined as a pattern of actual or threatened acts of physical, sexual or emotional abuse, perpetrated against a current or former partner.
- Upskirting- taking a picture under a person's clothing without their knowledge.
- Initiation/hazing - used to induct newcomers into an organisation such as sports team or college groups by subjecting them to a series of potentially humiliating, embarrassing or abusing trials which promote a bond between them.
- Prejudiced behaviour - a range of behaviours which cause someone to feel powerless, worthless or excluded and which relates to prejudices around belonging, identity and equality, in particular prejudices linked to disabilities, special educational needs, ethnic, cultural and religious backgrounds, gender and sexual identity.

Serious Violence

All staff are made aware of the indicators that learners are at risk from or are involved with serious violent crime. These include increased absence, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts could also indicate that learners have been approached by or are involved with individuals associated with criminal gangs.

Online safety

As colleges increasingly work online, it is essential that learners are safeguarded from potentially harmful inappropriate material. The use of technology has become a significant component of many safeguarding issues, such as child sexual exploitation, radicalisation and sexual predation.

Sexting

There is no accepted definition of 'sexting' but most professionals agree that it refers to the sending or posting sexually suggestive images, including nude or semi-nude photographs of a person under 18 years of age, via mobiles or over the internet. This can be referred to as 'youth produced sexual imagery'.

All incidents involving youth produced sexual imagery will be responded to as follows:-

- The incident will be referred to the DSL immediately and the DSL will hold an initial review meeting with appropriate staff. If appropriate, there will be subsequent interviews with the young people involved.
- Parents will be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm.
- At any point in the process, if there is a concern a young person has been harmed or is at risk of harm a referral will be made to children's social care and /or the police immediately in accordance with this policy.

- In some instances, it may be necessary to refer the matter to the police. Once a report is made to the police, the report must be recorded, and the police will investigate. This may include seizure of the devices and interviews with the young people involved.

Child Sexual Exploitation (CSE)

Sexual Exploitation involves an individual or group of adults taking advantage of the vulnerability of an individual or groups of children or young people, and victims can be any gender. Young people are often unwittingly drawn into sexual exploitation through the offer of friendship and care, gifts, drugs and alcohol, and sometimes accommodation. CSE is a serious crime and can have a long lasting adverse impact on a learner's physical and emotional health. It may also be linked to child trafficking. A young person may not recognise the coercive nature of the relationship and doesn't see themselves as a victim. The learner may initially resent what they perceive as interference by staff, but staff must act on their concerns, as they would for any other type of abuse. All concerns should be reported to the DSL immediately.

Honour-Based Violence

'Honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of HBV are abuse and should be reported immediately to the DSL.

FGM is the collective name given to a range of procedures involving the partial or total removal of the external female genitalia for non-medical reasons. In England, Wales and Northern Ireland, the practice is a criminal offence under the Female Genital Mutilation Act 2003. The practice can cause intense pain and distress and long-term health consequences, including difficulties in childbirth.

FGM is carried out on females of any age, from young babies to older teenagers and adult women, so college staff are trained to be aware of risk indicators. Many such procedures are carried out abroad and staff should be particularly alert to suspicions or concerns expressed by female learners about going on a long holiday during the summer holiday period.

A forced marriage is a marriage in which a female (and sometimes a male) does not consent to the marriage but is coerced into it. Coercion may include physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual violence and abuse. In England and Wales the practice is a criminal offence under the Anti-Social Behaviour, Crime and Policing Act 2014. Children may be married at a very young age, and well below the age of consent. College staff are trained and any suspicions or concerns about being taken abroad and not being allowed back into the UK should be investigated. A forced marriage is not the same as an arranged marriage, which is common in several cultures. Families of both spouses take a leading role in arranging the marriage but the choice of whether to accept the arrangement remain with the prospective spouses.

Radicalisation and Extremism

The government defines extremism as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of

different faiths and beliefs. Some learners are at risk of being radicalised: adopting beliefs and engaging in activities which are harmful, criminal or dangerous. Islamic extremism is the most widely publicised form and colleges should also remain alert to the risk of radicalisation into white supremacy extremism. College staff receive training to help to identify signs of extremism. Opportunities are provided in the curriculum to enable learners to discuss issues of religion, ethnicity and culture and the college follows the HM Government Revised Prevent Duty Guidance for England and Wales(July 2015) and Prevent Duty Guidance for Further Education Institutions in England and Wales. This part of Safeguarding should be read in conjunction with the College's Prevent Policy.

Criminal Exploitation

Criminal exploitation is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs exploiting young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. The main indicator is increased absence during which time the learner may have been trafficked for the purpose of transporting drugs or money. County lines exploitation can affect any child under the age of 18 years. It can still be exploitation even if the activity appears consensual, can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence. County lines exploitation can be perpetrated by individuals or groups, any gender, and young people or adults and is typified by some form of power imbalance such as age, gender, cognitive ability, physical strength, status and access to economic or other resources.

Money Mules

Colleges are a key recruiting ground for criminals who want to move money through accounts to make it look less suspicious to banks. Young people are given a cut for allowing their account to be used. Often they ask no questions over the source of the money. Most money mules are young men who when they try to quit are often threatened with violence by the criminals who recruited them. Young people are being recruited to the illegal activity via social media and often do not understand the consequences of if they are caught they face prison as well as bank account closure and difficulties in the future with finances. The number involved in this activity has grown significantly since 2018.

Grooming

Grooming is when someone builds a relationship, trust and emotional connection with a child or vulnerable adult so they can manipulate, exploit and abuse them. Children and young people who are groomed can be sexually abused, exploited or trafficked. Anybody can be a groomer, no matter their age, gender or race. Signs of grooming can include:

- Paying special attention to the learner
- Buying gifts for the learner for no reason
- Offering to buy alcohol or drugs for the learner
- Spending time with the learner while they are showering, or undressing
- Talking about sex, and making sexual jokes
- Touching the learner whilst in the presence of parents/carers to make the victim believe that the abuse is okay. This can be a simple hug.
- The victim does not want to be hugged or touched by the abuser.

- The predator shares common interests with the learner that you know they don't have any interest in.

Private fostering arrangements

A private fostering arrangement occurs when someone other than a parent or close relative cares for a learner under the age of 16 for a period of 28 days or more, with the agreement of the child's parents. It applies to a child under the age of 16 years or aged under 18 if the child is disabled. By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify children's services as soon as possible.

Accommodation

Research has shown that children can be particularly vulnerable in residential settings. All accommodation will comply with the National Minimum Standards and will be inspected by Care in Wales (CIW).