



Policies and Procedures

SAFEGUARDING POLICY

Purpose

Wise Origin College as part of its duty of care has appointed a Safeguarding Team with a Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Lead (DDSL) to support the process of safeguarding children, young people and adults at risk.

Designated Safeguarding Leads

Yusuf Patel (DSL) – 07704 621213 – safeguarding@wiseorigincollege.com

Zaheda Ravat (DDSL) – 0116 2425557 – safeguarding@wiseorigincollege.com

In an emergency

If you think a child or adult is in immediate danger you should **call 999**

<https://www.npcc.police.uk/SysSiteAssets/media/downloads/publications/publications-log/2020/when-to-call-the-police--guidance-for-schools-and-colleges.pdf>

Key External Agencies

Leicestershire County Council – Emergency Duty Team – 0116 255 1606

Leicestershire County Council – Adult social care - 0116 305 0004

Leicester City Council – Adult and Child Concerns – 0116 454 1004

Leicestershire Police – Non emergency enquiries – 101

NSPCC Helpline - 0808 800 5000 - www.nspcc.org.uk

Anti-terrorism Hotline – 0800 789 321

Policy Statement

The college believes that it is always unacceptable for a child, young person or adult to experience abuse of any kind and recognises its responsibility to safeguard and promote the welfare of children, young people and adults at risk, by a commitment to practice which protects them.

We recognise that:

- The welfare of the child, young person or adult at risk is paramount
- All children or adults at risk, regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity, have a right to equal protection from all types of harm or abuse
- Working in partnership with children, young people, and adults at risk, their carers and other agencies is essential in promoting the young peoples and adult at risk's welfare.

The purpose of this policy is:

- To provide protection for the children, young people or adults at risk who receive Wise Origin College services, including the children of adult members or users.
- To provide staff with guidance on procedures they should adopt if they suspect a child, young person or adult at risk may be experiencing, or be at risk, of harm or radicalisation.

This policy applies to all staff, including senior managers and any staff working on behalf of Wise Origin College.

We will seek to safeguard children, young people and adults at risk by:

- Valuing them, listening to and respecting them
- Adopting child/adult protection guidelines through procedures and a code of conduct for staff and learners
- Recruiting staff and learners safely, ensuring all necessary checks are made
- Sharing information about child/adult protection and good practice with children, parents/carers, staff and learners
- Sharing information about concerns with agencies who need to know, and involving parents/carers and young people/adults at risk appropriately
- Providing effective management for staff through supervision, support and training. Safeguarding and Prevent training will be included in the mandatory induction for staff and will be updated every 3 years.
- Learner development - Following the enrolment onto any of our qualifications, All Learners must complete an introduction on Safeguarding, Equality, Prevent and British Values. This will be the start of the on-going natural embedding into their curriculum.

What is child protection?

Safeguarding is what we do as a society to protect individuals (in particular, children and vulnerable adults) from harm such as abuse, neglect, and sexual exploitation. Safeguarding ensures children grow up with the best life chances and that all individuals are given safe and effective care.

Child protection is very similar—however, child protection is what we do as a society to protect children who have already experienced abuse, neglect, sexual exploitation, or have otherwise been harmed.

safeguarding is what we do to prevent harm, while child protection is the way in which we respond to harm.

Policy Scope

This policy should be read in conjunction with part 1 of 'Keeping Children Safe in Education September 2023, Contextual Safeguarding (May 2020 update), The Prevent Duty (Departmental advice for schools and childcare providers 2015) and Work based Learners and the Prevent statutory duty – Guidance for providers (May 2021)

The college recognises that it has a moral and statutory duty under s175 Education Act 2002 and the Children Act 1989 and Section 26 of the Counter-Terrorism and Security Act 2015 to safeguard and promote the welfare of its learners. These documents offer guidance and outlines procedures that must be followed in all cases of suspected abuse and situations of serious risk.

It applies to all learners under the age of 18 or those over 18 who are considered to be 'adults at risk'.

A 'child' is anyone under the age of 18 years and up to their 18th birthday.

The term 'vulnerable adult' has been used to replace 'adult at risk'. This is because the term 'adult at risk' may wrongly imply that some of the fault for the abuse lies with the adult abused.

An adult aged 18 years or over 'who is or may be in need of community care services by reason of mental or other disability, age or illness; and who is or may be unable to take care of him or herself, or unable to protect him or herself against significant harm or exploitation' (DH, 2000). This definition is taken from the current Department of Health guidance to local partnerships. Other definitions exist in partner organisations.

An adult at risk may therefore be a person who:

- is elderly and frail due to ill health, physical disability or cognitive impairment
- has a learning disability
- has a physical disability and/or a sensory impairment?
- has mental health needs including dementia or a personality disorder
- has a long-term illness/condition?
- misuses substances or alcohol
- has a carer such as a family member/friend who provides personal assistance and care to adults and is subject to abuse
- is unable to demonstrate the capacity to make a decision and is in need of care and support.

(This list is not exhaustive.)

College staff may encounter child/adult protection concerns, such concerns could emerge from an assessment visit, from a member of the public or by a parental complaint.

The concern might relate to:

- What is or may be happening (or happened in the past) to a child/adult in an organisation we inspect (for instance a nursery or school)
- The concern may be brought to our attention by the child/adult themselves through what is said or a change in behaviour, alleged by others or through direct learner visits and observation.

- The concern may be about a current situation or past events and may be about allegations of disclosures of physical abuse, sexual abuse, emotional abuse or neglect, or a combination of one or more of these abuses. Where an adult at risk is concerned it could also involve discriminatory or financial abuse.

What is abuse?

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

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

Emotional abuse - The persistent emotional maltreatment of a child, such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate or valued only for meeting the needs of another person. It may include not giving a 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 the 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 - Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether 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. Sexual abuse can take place online and technology can be used to facilitate offline abuse.

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children (this known as child-on-child abuse)

Neglect - The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance misuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-takers); or ensure access to appropriate medical care or treatment.

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

Financial abuse - Including theft, fraud, exploitation, the misuse of possessions or benefits and pressure applied in relation to financial transactions.

Discriminatory abuse - That is based on a person's disability including harassment.

Institutional abuse - This can happen in residential homes, nursing homes or hospitals when people are mistreated because of poor or inadequate care, neglect and poor practice that affects the whole of that service.

'Keeping Children Safe in Education (KCSIE 2023) recognise other safeguarding issues which may give cause for concern:

Child sexual exploitation (CSE) - a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

Signs which may indicate CSE:

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

Child on child sexual violence and sexual harassment - As part of the statutory guidance 'Keeping Children Safe in Education (September 2023) is about how we identify, report and record sexual violence and sexual harassment.

Sexual violence and sexual harassment can occur between two children of any age and sex, from primary through to secondary stage and into further education.

As a Provider, Wise Origin College recognises that we need to be vigilant to the behaviours that have the potential to affect young people once they start their apprenticeship. We are aware that sexual harassment or violence can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable.

All staff working with children and young people, including vulnerable adults, are advised to maintain an attitude of 'it could happen here'.

Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

Children who are victims of sexual violence and sexual harassment wherever it happens, will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Wise Origin College recognise that we should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college, including intimate personal relationships (see also sections on child sexual exploitation and child criminal exploitation)

Child criminal exploitation (county lines) – This is where criminal gangs set up a drug dealing operation in a place outside their usual operating area. Gangs will move their drug dealing from big cities (e.g. London, Manchester, Liverpool etc.) to smaller towns to make more money. This can have a big effect on the community who live there and bring with it serious criminal behaviour.

- Can affect any child or young person (male or female) under the age of 18 years.
- Can affect any vulnerable adult over the age of 18 years.
- Can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- Can be carried out by individuals or groups, males or females and young people or adults; and;
- Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status and access to economic or other resources.

Some signs of county lines involvement and exploitation are:

- A child or young person going missing from school or home or significant changes in emotional well-being
- A person meeting unfamiliar adults or a change to their behaviour
- The use of drugs and alcohol
- Acquiring money or expensive gifts they can't account for
- Lone children from outside of the area
- Individuals with multiple mobile phones, tablets or 'SIM cards'
- Young people with more money, expensive clothing, or accessories than they can account for
- Unknown or suspicious looking characters coming and going from a neighbour's house
- Relationships with controlling or older individuals or associations with gangs
- Suspicion of self-harm, physical assault or unexplained injuries

Female Genital Mutilation (FGM) - Female Genital Mutilation (FGM) Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present it could signal a risk to the child or young person.

Victims of FGM are likely to come from a community that is known to practise FGM. Staff should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should

always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, can be found via NSPCC <https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/female-genital-mutilation-fgm/>

Where a professional discovers that an act of FGM appears to have been carried out on a girl who is aged under 18, he or she should personally report it to the police. Those failing to report such cases to the police will face disciplinary sanctions unless the professional has good reason not to. They should still consider and discuss the case with the DSL and involve Children Social Care as appropriate.

<https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information>

- Staff may hear about the possibility of FGM happening or having happened to a Learner's family member, e.g. sister/female cousin:
- A tutor may hear reference to FGM in conversation between Learners.
- A Learner may confide that they or a sister/cousin is to have a 'special procedure' to become a woman;
- A learner may report that they or their sister/cousin is going out of the country for a prolonged period;

A learner may disclose the worry about them or a sister/cousin being at risk:

- The referral procedures set out in this policy also apply where there are concerns about children/young people or adults who may have been drawn into terrorism. In accordance with the Department for Education Statutory Guidance 2015. The college recognises its duty to have due regard to the need to prevent learners from being drawn into terrorism and adopts appropriate protocols to minimise the risk.

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 so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubts staff should speak to the designated safeguarding lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

Abuse linked to faith or belief is where concerns for a child's welfare have been identified, and could be caused by, a belief in witchcraft, spirit or demonic possession, ritual or satanic abuse features; or when practices linked to faith or belief are harmful to a child.

Any abuse that takes place against those who are branded (or labelled) either as a witch or as having been possessed by an evil spirit is unacceptable. Significant harm (including murder) can occur because of concerted efforts to 'excise' or 'deliver' evil from a child (or vulnerable adult).

This type of abuse is under-reported.

Spotting the signs that this abuse exists can prevent escalation from 'subtle' harms that may often go unnoticed by many, to 'extreme' situations where there is loss of life. Witchcraft beliefs are used to blame a person (rather than circumstances) for misfortune that happens in life.

Other forms of abuse that be a concern include:

Abuse of trust, Bullying including cyberbullying, deaf and disabled children and abuse, domestic violence and abuse, drugs, gang and youth violence, homophobia, faith abuse, fabricated or induced illness, internet abuse, mobile phone use of abusive images, peer sexual abuse, racism, trafficking/sexual exploitation and teenage relationship abuse.

Further information is available in part 1 of 'Keeping Children Safe In Education 2023' and The Prevent Duty 2015, which all staff are expected to read.

The Children's Act 1989 places a duty on local authorities to take steps to protect children and gives certain powers to the Police so that they can take action to protect them where necessary. The Act defines a child as a person under the age of 18. The Police and Social Services have the primary legal responsibility to protect children and investigate allegations of abuse.

Recognising Abuse

All staff should be aware of the signs of abuse and neglect so that they are able to identify cases of children, young people or adults who may be in need of help or protection. Staff should be advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, young person or adult, staff should always act in their best interest.

Young people who regularly go missing from home and work may be at risk of sexual exploitation and abuse, this must be viewed as a safeguarding concern.

It is recognised that some staff will have little if any contact with young people/adults at work and consequently may not be in a position to recognise abuse.

Child abuse can and does occur both within a child/young person's/adult's family and in institutional or community settings. It is acknowledged that some individuals seek to use childcare and community organisations to gain access to children, and that it is necessary to have an open mind when the possibility arises that a member of staff or a learner employed by Wise Origin College is suspected of abuse or inappropriate activity.

Physical signs that may indicate that a child or vulnerable adult is being or has been abused:

- Unexplained or suspicious injuries, particularly if such an injury is unlikely to have occurred accidentally
- An injury for which the child's or adult's explanation appears inconsistent
- Bruising/burns/cigarette burns/fractures which are unexplainable
- Genital injuries/infections/bleeding or discomfort
- Sudden speech disorders, delayed development, failure to grow
- Constant hunger, stealing food, frequently dirty, smelly,

- Untreated medical conditions or lack of treatment for illness or injury

A behavioural sign that may indicate a child or adult has been abused or is being abused:

- Inappropriate sexual awareness or sexually explicit behaviour
- The child appears distrustful of adults
- Unexplained changes in behaviour
- Concerning behaviour
- Aggressive behaviour or severe temper outburst
- Running away, not wanting to go home
- Cover up clothing to hide injuries
- Flinching when approached, fear of adults, fear of men or women
- Depression, low mood, self-harm, eating disorders
- Sexualised language, play, drawings or knowledge
- Nightmares, bed wetting
- Behaving increasingly secretly, possessing unexplained amounts of money, gifts
- Drug and alcohol abuse, suicide
- Excessive lack of confidence, need for approval, attention or affection
- Missing classes, appointments, being continually late
- Difficulty forming relationships, no friends

The recognition of abuse is not easy, and it is not the place of staff to make such a judgement. However, it is their responsibility to act on concerns in order to safeguard the welfare of the child/adult. If you feel uneasy about something you have seen or heard which could be deemed to be child abuse, seek advice from the Wise Origin College Designated Safeguarding Lead (DSL).

Doing nothing is not an option!!!

In some cases of suspected abuse parents/carers may not be informed first. This is the decision of the Designated Safeguarding Lead.

Reasonable physical restraint to prevent a child from harming themselves, another person, or from causing serious damage to property is not deemed to be abuse.

How to respond to signs or suspicions of abuse

All college staff should report their concerns to the DSL or DDSL. There will always be a member of the designated safeguarding team available to respond to any allegations/suspicious/concerns of abuse. All members of the team will receive training to carry out these roles and this will be reviewed and updated on a regular basis.

Sometimes concerns about a child/adult may not be about abuse. You may be concerned that a child or family may need some help in making sure all of a child/adult's needs are met or to address a particular problem. Examples of this might be where a child is suffering because of poverty, getting into trouble in the community,

or has a disability and needs extra help. In these instances, staff would still be expected to ask for advice from a member of the safeguarding team.

How to respond to a child/young person or adult telling you about abuse

There are some basic principles in reacting to suspicions, allegations, and/or disclosures of abuse.

What to do:

- stay calm
- listen, hear and believe
- ask open ended questions for clarification only. Think of the acronym 'TED' – Tell, Explain, Describe
- give the child/young person/adult time to say what they want
- reassure and explain that they have done the right thing in telling. Explain that only those people who need to know will be informed
- act immediately in accordance with the procedure in this policy
- record in writing as near as verbatim as possible what was said as soon as possible
- report to a member of the safeguarding team
- record the events in a safeguarding concerns form
- consider their immediate safety

What not to do:

- do not over-react. It is extremely unlikely that the child/young person/adult is in immediate danger
- do not probe for more information, questioning the child/young person/adult may affect how their disclosure is received at a later date
- do not make assumptions, paraphrase and do not offer alternative explanations
- do not promise confidentiality to keep secrets or that everything will be ok (it might not)
- do not try to deal with it yourself
- do not make negative comments about the alleged abuser
- do not 'gossip' or disclose any information with colleagues about what has been said to you
- do not make the child/young person/adult repeat the story unnecessarily

It is the duty of anyone who works with children/young people/ adults to report and record disclosure of abuse. It is not for staff to decide whether or not a suspicion or allegation is true. All suspicions or allegations must be taken seriously and dealt with accordingly to this procedure. If the disclosure is made by a parent/guardian/carer, you should follow the same procedure and refer them to a Designated Safeguarding Lead.

Individual staff should never deal with abuse disclosures in isolation and should always refer to a Designated Safeguarding Lead with responsibility for child/adult protection. The decision whether or not to report suspected abuse to Social Services or the Police will be made collectively by the Safeguarding Team.

No member of staff should give a learner their personal phone numbers, email address or home address or have a social media link with a learner.

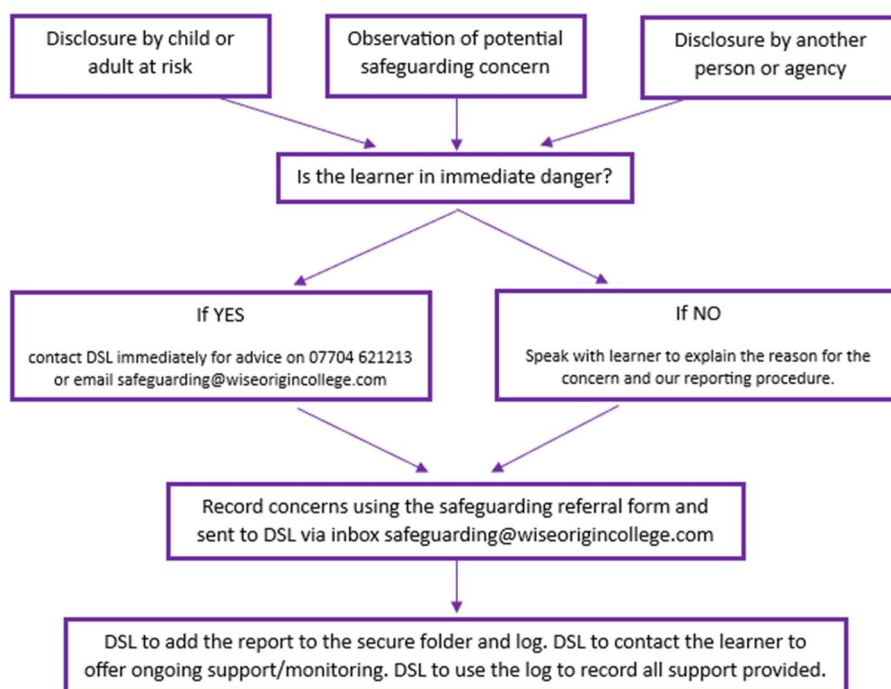
Procedure:

Safeguarding – Reporting procedure:

Wise Origin College operates a culture of openness and transparency, embeds the principles of ‘The 5 R’s’ across all our services and ensures all employees, learners and employers understand their responsibilities with regard to Safeguarding:

- Recognise the signs and indicators of abuse (Appendix 1), radicalisation and extremism (Appendix 2)
- Respond as soon as possible
- Record everything that has been heard, was said or any actions seen
- Refer to the Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Lead (DDSL)
- Resolve if you are still concerned, consider re-referral or escalation

If a member of staff, employer, learner or any other stakeholder has a concern that a child, young adult or adult at risk is at risk of harm, they have a duty to report their concern to a member of the Safeguarding Team within one working day, following the process below:



A concern does not have to be as a direct result of being told about someone at risk. A concern could be because of overhearing a conversation or reading something which highlights a risk. These concerns must always be referred to the Safeguarding team using the process above.

If there is a concern that anyone may be at risk of immediate harm, then it is every individual’s responsibility to report this to the emergency services by dialling 999. The DSL or DDSL must be informed without delay.

Once a referral is made to the DSL

The Designated Safeguarding Lead will make an initial assessment of the allegation; consult with the staff involved and other designated staff as appropriate. This will usually involve speaking to the learner at the earliest opportunity. A first priority is to ensure that the learner is not in any immediate danger. Designated staff will seek medical attention if the learner is suffering from a serious injury.

The learner may be asked to repeat the disclosure they have made. Every effort will be made to communicate with the learner in a way that is appropriate to their age, understanding and preference. This is especially important for learners with a disability or those whose preferred language is not English.

The learner will be asked if there are younger children or any other adults who might also be at risk. However, the Designated Safeguarding Lead will avoid asking leading questions and will not attempt to investigate the allegations. A written account will be made of the disclosure and the context.

If the learner wishes to take the allegation forward, the DSL should support the learner in contacting Social Services, the Police or the NSPCC. When a learner is not sure about taking the allegation forward, the Designated Safeguarding Lead can, without necessarily identifying the person in question, discuss concerns with Social Services or the Police, so that an informed decision can be reached.

Following consultation, the Designated Safeguarding Lead will ask for the learner's views, if it is clear that they can understand the significance and consequences of a referral to Social Services or the Police (or Forced Marriage Unit or Counter-Terrorism Team).

It remains the responsibility of the Safeguarding Team to take whatever action is necessary to ensure the learner's safety and that of any other children or adults who may be at risk. This may on occasion involve a referral against the wishes of the learner involved.

Where practicable, concerns will be discussed with a parent or guardian unless this may, either by delay or the behavioural response it may prompt, place the learner at risk of harm. The learner's view will also be considered in deciding whether to contact their parent/guardian. A written record will be made of any discussion with parents/carers or guardians.

In the event of a decision to report, a member of the Safeguarding Team should inform the learner of the proposed action and the reasons for the decision. Ideally this should happen before the appropriate agency is informed, unless doing so would place the young person/adult at greater risk.

The Designated Safeguarding Lead should contact the Social Services Department of the appropriate local authority by telephone in the first instance and record the date and time that this took place. The Designated Safeguarding Lead will agree with the recipient of the referral what the learner and parents/carers will be told, by whom and when. The Designated Safeguarding Lead will make a confirmation of the referral in writing within 48 hours.

All concerns, discussions, decisions made and reasons for those decisions will be recorded. Written records will be kept confidential in a securely locked location and in accordance with the Data Protection Act/GDPR. However, where the police are involved then such records may need to be disclosed.

At Wise Origin College the Designated Safeguarding Lead will be the contact if Social Services or the Police require further information about the learner and if necessary, represent Wise Origin College at multi-agency strategy discussions or child protection case conferences.

There may be instances where more than one member of the designated staff will be involved in a particular disclosure. On occasion, they may work collaboratively to deal with a case.

Confidentiality

The legal principle that the “welfare of the child is paramount” means that taking action to safeguard the child, young person is most important. Privacy and confidentiality should be respected, but if doing nothing leaves a child at risk of harm, the child’s safety has to come first. So legally, it is fine to share information if someone is worried about the safety of a child/adult. When a concern or worry is raised, not everyone needs to know about it. This respects the child/adult’s, family and or staff’s rights to privacy.

Role of the DSL

- To appoint designated staff members with responsibility for child and adult protection.
- To arrange and attend regular safeguarding supervision and access ad hoc advice.
- To review and monitor the policy and its procedures annually, or if there has been a change.
- Safeguarding team to periodically access serious case reviews via NSPCC - <https://learning.nspcc.org.uk/case-reviews/recently-published-case-reviews>
- To ensure that all new staff are subject to an enhanced Disclosure and Barring (DBS) check
- To ensure a risk assessment is undertaken in admitting a learner who may pose a threat to others
- To ensure a risk assessment is carried out on all external speakers prior to the arranged presentation, including the hire of rooms.
- To reserve the right to refuse employment to any person who may pose a risk to children, young people or vulnerable adults
- To provide appropriate staff training at the recommended level, at least every 2 years for Designated Safeguarding Lead / Deputy Designated Safeguarding Lead to ensure staff are aware of the issue of protection from abuse and the procedures to follow starting from their initial induction.
- To refer any young person or vulnerable adult to Social Services or other appropriate agency e.g. the Police or NSPCC, when the person requests it, or the situation necessitates it.
- To ensure the person who discloses abuse is offered all possible appropriate support around the time of and after disclosure.
- To support staff who deal with a disclosure relating to safeguarding
- To keep records of a disclosure in a confidential file

- To make the policy & procedures available to all staff and learners on the internal communication system.
- To raise awareness of the policy and procedures to our associate organisations

Safer Recruitment:

The Management team are responsible for ensuring that Wise Origin College follows recruitment procedures that help to deter, reject or identify people who might abuse children whether through volunteer or paid employment. All recruitment panels will have at least one member who has completed Safer Recruitment training.

Wise Origin College endeavours to ensure that we do our utmost to employ 'safe' staff by following the guidance in 'Keeping Children Safe in Education, 2023' together with the local authority and the organisation's individual procedures.

Safer recruitment means that all applicants will:

- complete an application form
- provide minimum one referee, ideally the most recent employer who can comment on the applicant's suitability to work with children
- provide evidence of identity and qualifications
- be checked through and registered with the Disclosure and Barring Service as appropriate to their role, (for more information uk) *

Both the Safeguarding Team and Team Managers are alerted of any DBS that have passed or failed by the HR Department. For most appointments, an enhanced DBS check with barred list information will be required as the majority of staff will be engaging in regulated activity. A person will be considered to be in 'regulated activity' if as a result of their work they:

- will be responsible, on a regular basis, in a school or college, for teaching, training, instructing, caring for or supervising children; or
- will carry out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children; or
- engage in intimate or personal care or overnight activity, even if this only happens once.

Self-disclosure form

As part of our duty to safeguard and promote the welfare of our Learners and staff, and in particular children and vulnerable adults, all staff are required to complete an Annual Self Declaration form. It is your responsibility as an employee to notify the HR Department of any convictions that occur as soon as they arise.

Single Central Record

Wise Origin College have a single central record covering all members of staff. The information recorded for all staff includes the following information:

- an identity check;
- a DBS check;
- an enhanced DBS check/certificate;
- mandatory training – safeguarding, Prevent and Channel and Equality and Diversity
- a check of professional qualifications; and
- a check to establish the person’s right to work in the United Kingdom.

Wise Origin College recognise that we have a legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult; where the harm test is satisfied in respect of that individual; where the individual has received a caution or conviction for a relevant offence, or if there is reason to believe that individual has committed a listed relevant offence; and that individual has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. Referrals should be made as soon as possible after the resignation or removal of the individual. Guidance on referrals can be found on GOV.UK.

Allegations of abuse made against members of staff or an employer

Any allegation made against a member of staff or another learner will be treated seriously and investigated immediately. The DSL will report to the Directors and appropriate action will be taken to safeguard the welfare of the child/young person, adult at risk or any others who it may affect. If necessary, Children’s social care and the Police may have to be notified.

This is about managing cases of allegations that might indicate a person would pose a risk of harm if they continue to work in regular or close contact with children, young people (and in some cases adults at risk) in their present position, or in any capacity. It should be used in respect of all cases in which it is alleged that a member of college staff has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children.

Employers have a duty of care to their employees. They should ensure they provide effective support for anyone facing an allegation and provide the employee with a named contact if they are suspended. It is essential that any allegation of abuse made against a member of staff is dealt with very quickly, in a fair and consistent way that provides effective protection for the child/young person and at the same time supports the person who is the subject of the allegation.

Allegations of abuse from a staff member towards any learner should be reported to the Designated Safeguarding Lead as soon as possible. The Designated Safeguarding Lead will follow the guidelines set out in 'Working Together to Safeguard Children 2018' and 'part 4 of Keeping Children Safe in Education 2023' and seek advice from the Local Authority Designated Officer (DO). The Designated Safeguarding Lead will take appropriate action following the advice of the LADO.

Whistleblowing

All staff should feel able to raise concerns about poor or unsafe practice and potential failures in Wise Origin College safeguarding regime and know that such concerns will be taken seriously by the Designated Safeguarding Lead.

Appropriate whistleblowing procedures which are reflected in staff training and behaviour policies and these concerns should be brought to the attention of the Designated Safeguarding Lead.

Where a staff member feels unable to raise an issue within the college or feels that their genuine concerns are not being address, other whistleblowing channels may be open to them.

The Wise Origin College Designated Safeguarding Lead:

Name	Role	Telephone	Email
Yusuf Patel	Designated Safeguarding Lead	07704 621213	safeguarding@wiseorigincollege.com
Zaheda Ravat	Deputy Designated Safeguarding Lead	0116 2425557	

Review of the Policy

The Safeguarding Policy will be revised annually by the Senior Management Team and Director.

Policy Review	Review Date	Next Review Date	Approved by
Annually	1 st August 2023	1 st August 2024	Asif Khan

Appendix 1

Radicalisation and Extremism Risk Indicators

The information below is not exhaustive and all or none may be present in individual cases of concern. Nor does it mean that adults at risk and young people experiencing these factors are automatically at risk of exploitation for the purposes of extremism. The accepted view is that a complex relationship between the various aspects of an individual's identity determines their vulnerability to extremism.

There is no such thing as a 'typical extremist' and those involved in extremism come from a range of backgrounds and experiences. The following indicators may help to identify factors that suggest an adult / young person or their family may be vulnerable or involved with extremism:

Vulnerability	Potential Risk Indicators
Identity crisis	Distance from cultural / religious heritage and uncomfortable with their place in the society around them
Personal crisis	Family tensions; sense of isolation; adolescence; low self-esteem; disassociating from existing friendship group and becoming involved with a new and different group of friends; searching for answers to questions about identity, faith and belonging
Personal circumstances	Migration; local community tensions; events affecting country or region of origin; alienation from UK values; having a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy
Unmet aspirations	Perceptions of injustice; feeling of failure; rejection of civic life
Criminality	Experiences of imprisonment; poor resettlement / reintegration, previous involvement with criminal groups

Access to extremist influences:

- Reason to believe that the young person associates with those known to be involved in extremism
 - Possession or distribution of extremist literature / other media material likely to incite racial / religious hatred or acts of violence, including tattoos depicting certain symbols or numbers
 - Use of closed network groups via electronic media for the purpose of extremist activity
- Experiences, behaviours and influences:
- Experience of peer, social, family or faith group rejection
 - International events in areas of conflict and civil unrest having a personal impact on the young person resulting in a noticeable change in behaviour
 - Verbal or written support of terrorist attacks
 - First-hand experience of racial or religious hate crime
 - Extended periods of travel to international locations known to be associated with extremism

- Evidence of fraudulent identity / use of documents to support this
- Experience of disadvantage, discrimination or social exclusion
- History of criminal activity
- Pending a decision on their immigration/national status

More critical risk factors include:

- Being in contact with extremist recruiters
- Articulating support for extremist causes or leaders
- Accessing extremist websites, especially those with a social networking element
- Possessing extremist literature
- Justifying the use of violence to solve societal issues
- Joining extremist organisations
- Significant changes to appearance / behaviour

Appendix 2

External Referral to Regulatory and Professional Bodies

Due to the nature of the industry sectors in which many of our learners work, it is sometimes necessary to make an external referral to a regulatory or professional body in addition to, or instead of, making an external safeguarding referral, eg; in cases of professional misconduct where there is a regulatory requirement for a member of that professional body to report.

The main external regulatory body that is associated with the training provision undertaken by Wise Origin College Limited is the **Office for Standards in Education, Children’s Services and Skills (Ofsted)**. The rationale for reporting to this organisation is detailed below, **but an external referral should only be made following discussion with the Designated Safeguarding Officer / Lead.**

Office for Standards in Education, Children’s Services and Skills (Ofsted)
Inspectorate for services providing education and skills for learners of all ages, and regulator and inspectorate for services that care for children and young people.
External referrals should be considered if: <ul style="list-style-type: none"> • There is a concern about a learning or childcare provider • There is a concern about a children’s or young people’s care provider • The provider’s own policies and procedures have been followed with no discernible improvement being made

Any concerns should initially be raised using the Safeguarding Reporting procedure.

WOC will fully support and protect employees who, in good faith (without malicious intent), make a referral about a colleague. More information can be found in this policy.

If there is a concern that anyone may be at risk of immediate harm, then it is every individual's responsibility to report this to the emergency services by dialling 999. The DSL / DDSL must be informed without delay.

Appendix 3

How to Protect Yourself against Allegations of Abuse:

Avoid personal and social contact with children or vulnerable adults and seek to minimise the risk of any situation arising in which misunderstandings can occur. Rationale for reporting to these organisations is detailed below, but an external referral should only be made following discussion with the Designated Safeguarding Lead.

You Should NOT:

- Engage in flirting, innuendo or make suggestive terms or gestures, or indicate favouritism for a child or vulnerable adult
- Issue or threaten any form of physical punishment
- Initiate or engage in sexually provocative games, conversations or activity involving or observed by young people, whether based on talking or touching
- Make sexually suggestive remarks or discriminatory comments to or in front of a learner or discuss colleague's own sexual relationships in front of them
- Engage in any sort of sexual relationship with a young person, even where the young person is aged 16 or over and therefore legally able to consent
- Use any type of physical punishment to discipline. Shouting at learners should be avoided.
- Photograph or film young people for which no prior consent has been sought
- Broadcast or view any audio and/or visual material (CDs, DVDs, videos, computer or games etc.) that has inappropriate content for young people
- Invite, or allow a young person or vulnerable adult who you have met through your work to your home or another location where the purpose is one of friendship or an intimate relationship
- Engage in, or tolerate, any inappropriate physical activity involving young people
- Allow the use of inappropriate language to go unchallenged
- Do things of a personal nature for children, young people or vulnerable adults that they can do for themselves
- Dismiss an allegation of any sort relating to a learner's welfare or delay the reporting of an allegation
- Discourage anyone from reporting concerns or ask individuals to keep secrets
- Make promises to keep secrets, keep any disclosure confidential or overreact or be judgemental should they suspect abuse
- Spend excessive amounts of time alone with children, young people or vulnerable adults, away from others
- Make unnecessary physical contact with children, young people or vulnerable adults. However, there may be occasions where physical contact is unavoidable, such as providing comfort at times of distress or physical support in contact sports or similar. In all cases, contact should only take place with consent of the child, young person or vulnerable adult

- Do not arrange to meet a child, young person or vulnerable adult or their families with whom you work outside of working hours unless it is with consent of the parent / carer and person in charge of the activity
- Give or receive gifts and / or substances such as drugs, alcohol, cigarettes, e cigarettes from or to a learner or their family
- Consume alcohol, take illegal drugs or legal highs, during the working day / evening or at events, including during any breaks or when in the presence of learners
- Smoke / vape with, or in front of, young people
- Steal, or condone someone else's stealing, regardless of the value of the stolen item

You Should:

- Work in a room where you can be visibly seen, leave the door open and make sure other adults visit the room regularly whilst respecting children, young people and vulnerable adults' rights to privacy and encourage children, young people and adults to feel comfortable enough to report attitudes or behaviours they do not like
- Plan activities that involve more than one other person being present, or at least within sight and hearing of others. If it is unavoidable always ensure your line manager knows where you are, with whom and why
- All colleagues, volunteers, delivery partners and contractors at organised activities will be expected to act with discretion regarding their personal relationships. This should ensure their personal relationships do not affect their leadership role within the organisation. All pre-existing relationships between colleagues, volunteers, delivery partners, contractors and or participants of the organised activities must be declared.
- Avoid working in isolation with children, young people and vulnerable adults
- Never give out a personal mobile number or private e-mail address and ensure contactable working hours are stated
- Everyone should be aware of the procedures for reporting concerns or incidents and be familiar with the contact details of the DSO/DSLs
- Treat all young people and adults equally and listen to them; avoid favouritism and gossiping
- Ensure allegations or disclosures by a young person or another adult are taken seriously and reported, including any made against you. Follow the procedures for reporting concerns
- Never befriend or chat to children, young people or vulnerable adults on social network sites
- Always use professional language when writing, telephoning, emailing or using the social media to communicate with young people or vulnerable adults
- Be aware that young people can develop heterosexual and homosexual infatuations (crushes) towards adults working with them. If this is happening, tell your line manager and then respond to the situation in a way that maintains the dignity of all concerned. If colleagues, volunteers, delivery partners and contractors have concerns relating to the welfare of a child, young person or vulnerable adult in their care, be it concerns about actions/behaviours of another colleague or concerns based on any conversation with the child, young person or vulnerable adult, particularly where they make an allegation, they should report this immediately

- Act as a role model
- Set and monitor appropriate boundaries and relationships when working with children, young people and vulnerable adults based on openness, honesty and respect for the child or vulnerable adult. Ensure that the focus of your relationship with a young person that you have met through any programmes remains professional at all times. The aim should never be to develop the relationship into a friendship or intimate relationship
- Respect a young person's/ adult's right to personal privacy but never agree to keep any information relating to the harm of a young person/ adult confidential. Provide support to a child, young person or vulnerable adult making a complaint
- Remain calm and ensure that no one is in immediate danger if they suspect abuse. Report any concerns to the DSO / DSL team without delay and record all the facts
- Ensure that if a young person who has become distressed needs comfort that this is done in a way that is both age appropriate and respectful of their personal space. Never act in a way which may be perceived as threatening or intrusive. Always ask a young person before you act. Hugging should be limited and never initiated by colleagues / volunteers. Any hugging should be done by the side of the young person with an arm placed around the shoulders side by side
- Ensure that if any kind of physical support is required during any activities, it is provided only when necessary, in relation to the activity and that this is done in a way that other colleagues can observe you