



Coleg Gŵyr Abertawe
Gower College Swansea

Safeguarding Children and Vulnerable Adults Policy

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- Review frequency: 12 months
- Originator: Anne Pitman, Learner Safeguarding & Welfare Manager (Students Protocol) & Sarah King, Director of HR (Staff Protocol)
- Location of Policy: BIZ-Sharepoint/Intranet/Policies & Procedures/Learner Services & Support
- Policy Approved By: College Management Team – 16 June 2022

If you, or someone you know, would like this document in large print, audio, electronically or in Welsh, please contact:

Learner Safeguarding and Welfare Manager: Anne Pitman
(anne.pitman@gowercollegeswansea.ac.uk)

1. Introduction

Gower College Swansea are committed to taking action to safeguard and promote the welfare of all learners and apprentices. It is our legal and moral duty as a college to safeguard and protect the welfare of all young people and vulnerable adults.

There are three main elements to our policy:

- Prevention through the culture, lecturing and pastoral support offered to learners/apprentices.
- Procedures for identifying and reporting cases, or suspected cases, of abuse – because of our day-to-day contact with young people and vulnerable adults our staff are well placed to observe the outward signs of abuse.
- Support to learners who may have been abused.

Our policy applies to all staff and volunteers working in the education setting and governors. Learning support assistants, caretakers, business support staff as well as lecturers, tutors and assessors can be the first point of disclosure for a young person or vulnerable adult.

2. Prevention

We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted professional helps to safeguard learners/apprentices.

The College will therefore:

- Establish and maintain an ethos where young people and vulnerable adults feel secure and are encouraged to talk, and are listened to.
- Ensure young people and vulnerable adults know that there are professionals in the education setting whom they can approach if they are worried or in difficulty.

- Include in the curriculum, activities and opportunities for relationships and sexuality education which equip young people and vulnerable adults with the skills they need to stay safe from abuse and to know to whom to turn for help.
- Include in the curriculum material that will help young people and vulnerable adults develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills.
- Build relationships with other agencies and ensure early and appropriate referrals for support and intervention are made before risks escalate.
- Take a whole-college approach to well-being which will incorporate safeguarding and preventative measures to support children and families.
- Provide learners, apprentices and staff with access to Togetherall, a 24/7 mental health and wellbeing online and phone support and information service, monitored by trained clinicians.
- Annually review all safeguarding and Prevent policies/arrangements using Safe Communities self-assessment toolkit and Prevent risk assessment to develop an action plan which is reviewed termly.
- Follow safer recruitment processes.

3. Procedures

Gower College Swansea will follow the Wales and English Safeguarding Procedures that have been endorsed by Safeguarding Children Partnership Boards. The college will:

- Ensure it has a DSP for safeguarding who has undertaken the appropriate training.
- Recognise the role of the DSP and arrange support and training. The DSP along with Safeguarding Officers undertake significant training on Safeguarding and Prevent every year to ensure their understanding of specific topics is always up to date.

- Ensure every member of staff and every governor knows:
 - The name of the DSP and their role, the local authority point of contact and the designated governor for safeguarding.
 - That they have an individual responsibility for reporting children at risk and protection concerns to social services, or to the police, within the timescales agreed with the Regional Safeguarding Board.
 - How to take forward those concerns when the DSP is unavailable.
- Ensure that all members of staff are aware of the need to be alert to signs of abuse and neglect, and know how to respond to a learner who may disclose abuse or neglect.
- Ensure that members of staff who are EWC registrants are aware of the [Code of Professional Conduct and Practice for registrants with the Education Workforce Council](#) and the expectation within the Code that the registrant has regard to the safety and well-being of learners in their care and related content.
- Ensure that parents/carers have an understanding of the responsibility placed on the college and staff for safeguarding and child and vulnerable adult protection by setting out its obligations in the school brochure/learner handbook for apprentices.
- Provide training for all staff in safeguarding and Prevent so that they:
 - Understand their personal responsibility.
 - Know the agreed local procedures and their duty to respond.
 - Are aware of the need to be vigilant in identifying cases of abuse and neglect.
 - Know how to support a young person or vulnerable adult who discloses abuse or neglect.
 - Understand the role online behaviours may have in each of the above

- Notify the local authority's social services team if:
 - A learner on the child protection register is excluded, either for a fixed term or permanently.
 - There is an unexplained absence of a learner on the child protection register of more than two days' duration from school (or one day following a weekend).
- Work to develop effective links with relevant agencies and cooperate as required with their enquiries regarding child protection matters, including attendance at initial review as well as child protection conferences and core groups and the submission of written reports to the conferences.
- Keep written records of concerns about children and vulnerable adults (noting the date, event and action taken), even where there is no need to refer the matter to the local authority immediately.
- Ensure all records are kept secure and in locked locations.
- Adhere to the procedures set out in the Welsh Government's [Disciplinary and Dismissal Procedures for School Staff: Revised Guidance for Governing Bodies](#)
- Ensure that recruitment and selection procedures are made in accordance with Welsh Government's [Keeping Learners Safe Guidance](#) for Wales and [Keeping Children Safe in Education for England](#).
- All staff delivering in Wales read [Keeping Learners Safe Guidance](#) and all staff delivering in England read [Keeping Children Safe in Education](#) Part 1.
- Designate a governor for safeguarding who will oversee the college's Safeguarding Children and Vulnerable Adults policy and practice.

4. Supporting those at Risk

We recognise that young people/vulnerable adults who are at risk, suffer abuse or experience violence may be deeply affected by this.

This college setting may be the only stable, secure and predictable element in the lives of young person or vulnerable adult at risk. Nevertheless, when at college setting their behaviour may be challenging and defiant or they may be withdrawn. The college will endeavour to support the learner/apprentice through:

- The content of the curriculum to encourage self-esteem and self-motivation.
- The college ethos which:
 - Promotes a positive, supportive and secure environment.
 - Gives learners a sense of being valued (see section 2 on Prevention).
- Providing learner and employer handbooks for apprentices which detail support available, including confidential helplines and how to raise and report concerns.
- The college's behaviour policy, which is aimed at supporting vulnerable pupils in the college. All staff will agree on a consistent approach that focuses on the behavioural outcome of the young person or vulnerable adult but does not damage the individual's sense of self-worth. The college setting will endeavour to ensure that the learner knows that some behaviour is unacceptable but that they are valued and not to be blamed for any abuse which has occurred.
- Liaison with other agencies who support the learner such as local authority officers – for example the educational psychology service, behaviour support services or the Education Welfare Service – child and adolescent mental health services, and advocacy services.
- Keeping records and notifying the local authority as soon as there is a recurrence of a concern.
- Monitoring IT usage as detailed in our IT Acceptable Use Policy.

When a learner on the child protection register leaves, we will transfer information to the new provider immediately and inform social services.

Prior to onboarding, apprenticeship employers are checked as part of the due diligence process, including employer vetting and monitor health and safety appraisal and that the employer understands their duty in relation to employing the apprentice, safeguarding and Prevent Duty. Their commitment is obtained during initial assessment via the apprenticeship agreement in Wales and the commitment statement in England.

During eight weekly Progress Review's with the apprentice and their employer, the tutor/assessor checks on the apprentice's wellbeing. Any concerns are reported to line managers and the Designated Safeguarding Lead who will make the necessary investigations. Learner and Employer handbooks detail how to report concerns including accidents and near misses to our WBL Health & Safety Advisor for investigation and escalating to government and agencies as needed. We also ensure through checks/audits that all apprentices:

- Have a contact of employment.
- Receive payslips.
- Are being paid on a specific date.
- Are treated fairly in the workplace.
- Receive the correct PPE.
- Understand the safeguarding and prevent obligations and how to report concerns informally and formally to teaching staff, learner coaches and safeguarding officers.
- Continue to work in a safe and healthy environment through our vetting and monitoring process.

Any apprentice who is aged between 16 and 18 or considered vulnerable will be identified prior to commencing an apprenticeship. This will inform any alternative risk assessments and arrangements that will need to be considered for on and off the job training arrangements.

5. Anti-Bullying

Our policy on anti-bullying is set out in a separate document, available on the intranet and internet, [Challenging Bullying, Rights, Respect and equality Protocol] and is reviewed annually by CMT and the governing body.

6. Young People or Vulnerable Adults with Additional Learning Needs

We recognise that statistically children and vulnerable adults with additional learning needs are most at risk of abuse. Staff who work with these students with an additional learning need, such as a profound and multiple disability, sensory impairment or emotional and behavioural problem, need to be particularly sensitive to signs of abuse.

7. Prevent and Radicalisation

While Prevent is part of the College Safeguarding regime, we have a standalone Prevent Policy which covers this area and can be found on the staff intranet and our College website

8. Who to contact if you have any Concerns Regarding Safeguarding or Prevent

Should you have any safeguarding concerns about a child, young person or vulnerable adult please contact a designated safeguarding officer using contact details below. It is vital that all concerns are raised immediately with a Safeguarding officer.

Safeguarding Officers (for full time, part time students and apprentices, during office hours Monday to Thursday 8.30-5.00pm and Friday 8.30-4.30pm):

- Ian Billington 07880 089048
- Vicki Wannell 07393 789238
- Ryan McCarley 07917 352153
- Cathy Thomas 07946 373455
- Tamsyn Oates 07867 135815
- Mo Qasim 07917 136101
- Jo Harris 07385 932356
- Karen Blades 07500 269118

Lead Safeguarding Officer (can be contacted outside of office hours, if available):

- Anne Pitman 01792 284223

Designated Safeguarding Lead for Work Based Learning/
Apprenticeship:

- Ian Jones 07788 864228

I am not able to make contact with Designated Safeguarding Officer:

In the unlikely event you cannot contact a DSO and you believe the young person or vulnerable adult is at risk of significant harm or risk to life please ring 999 emergency services.

If they are not in immediate danger, but you have concerns please contact your line manager who will liaise Anne Pitman (DLSO) with as much detail as possible and leave a contact number, so she can liaise with you over your concerns and make the appropriate referral.

You are also have the option to make contact with Lisa Collins, the Safeguarding Officer for Swansea Schools, if the child is in our 14-16 provision contact Lisa Collins for advice:

Lisa.Collins@swansea.gov.uk or call 07827 822700

If you have concerns about a member of staff or allegations have been made against a member of staff, contact the Director of HR, Sarah King sarah.king@gcs.ac.uk 284137 or the HR Manager, Sally Davies, sally.davies@gcs.ac.uk 284292

9. Related Documents

This Policy should be read in conjunction with the:

- Acceptable Use Policy
- Prevent Policy
- Student Disciplinary Procedures
- Student Drug & Alcohol Policy
- Challenging Bullying, Rights, Respect and Equality Protocol
- Unspent Criminal Conviction Policy
- Student Self-Harm and Suicide Policy Protocol
- Staff Whistle Blowing Policy
- Staff Disciplinary Procedures
- Fitness to Study Policy

Policies are accessible on our website or staff intranet.

10. The Welsh Language

Mae Coleg Gŵyr Abertawe yn ymrwymedig i hyrwyddo'r iaith Gymraeg, yn unol â Safonau'r Iaith Gymraeg a Mesur y Gymraeg (Cymru) 2011.

Gower College Swansea is committed to the promotion of the Welsh language, in accordance with the Welsh Language Standards and the Welsh Language (Wales) Measure 2011.

Signature:

A handwritten signature in black ink that reads "Mark Jones". The signature is written in a cursive style with a long horizontal stroke at the end.

Person signing off Policy: Mark Jones, Principal

Date: 16 June 2022

Appendix 1

Safeguarding Referral Form

(Including 14-16 students, apprentices and vulnerable adults)

Today's Date:	
Name of person reporting disclosure:	
Position of person reporting disclosure:	
Name of Student, Apprentice:	
Student's DOB:	
Course:	
Tutor/Assessor:	
Name of suspected abuser:	
Details of alleged abuse: (including dates, time and place of alleged abuse):	
Details of other younger people or vulnerable adults who may have had contact with alleged abuser: (Names and DOB)	
Details and age of who else lives in the household:	
Actions taken:	
Signed: (Designated Person)	
Signed: (Reporting Person)	