

AYTUN VOCATIONAL COLLEGE LONDON

SAFEGUARDING AND PROTECTION POLICY & PROCEDURE

A: UNIT F6, LILFORD BUSINESS CENTRE, 61 LILFORD ROAD, LONDON SE5 9HY T: 0207 740 6328 E: ADMIN@AYTUNCOLLEGE.COM W: WWW.AYTUNCOLLEGE.COM

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Education & Skills
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VERSION 4.2 2017/18

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COMPANY NO.: 05170869. UKPRN NO.: 10028716

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1. POLICY STATEMENT

1.1 Aytun Vocational College London (AVCL) recognises that it has a statutory and moral duty to promote and safeguard the welfare for its learners who are under the age of 18 and of its vulnerable adults. Our policy applies to all staff, learners, contractors, visitors and volunteers working on behalf of or in conjunction with AVCL.

1.2 We recognise and adhere to the statutory requirements within the following important and relevant pieces of safeguarding legislation:

- Working Together to Safeguard Children (2010)
- Childrens Act (1989, 2004)
- Safeguarding Children and Safer Recruitment in Education (2007)
- Safeguarding Vulnerable Groups Act SVGA (2006 amended 2012)
- Protection of Freedoms Act (2012)
- Disclosure and Barring Service Code of Practice (CRB amended 2012)
- Sexual Offences Act (2003)
- Every Child Matters (2004)
- Equality Act (2010)

2. SAFEGUARDING LEARNERS

▪ What is Safeguarding?

2.1 Safeguarding is a proactive process of protecting and ensuring the safety and well-being of young and vulnerable learners. Safeguarding may involve instances in which a young or vulnerable learner is suffering or likely to suffer from harm. Safeguarding involves adopting safer recruitment practices to assist in identifying persons who are unsuitable to work with young or vulnerable learners.

▪ Definitions of Abuse/Neglect/Harm

2.2 A learner may be abused or neglected by having harm inflicted upon them by a person failing to act to prevent harm. AVCL recognises the following definitions with regard to abuse, neglect and harm.

▪ Physical Abuse

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

▪ Emotional Abuse

2.4 Emotional abuse is the persistent emotional ill treatment of a child or vulnerable adult which could cause severe and persistent adverse effects on the person's emotional development. It may involve conveying to the individual that they are worthless or unloved, inadequate, or only valued for what they can do for the abuser. Age or developmentally inappropriate expectations being imposed on children or vulnerable adults, causing the individual to frequently feel frightened, or the exploitation or corruption of children or vulnerable adults will also constitute

emotional abuse.

▪ **Sexual Abuse**

2.5 Means involving, forcing or enticing a child, young person or vulnerable adult to take part in sexual activities (including rape) whether or not the individual is aware of what is happening. The activities may involve physical contact including penetration or non-penetrative acts. For example, it may also include involving the child, young person or vulnerable adult in looking at or being involved in the production of pornographic material, watching sexual activities or encouraging the child or vulnerable adult to behave in sexually inappropriate ways.

▪ **Neglect**

2.6 Neglect is the persistent failure to meet a child's or vulnerable adult's basic physical and/or psychological needs likely to result in the serious impairment of their health or development, such as failing to provide adequate food, shelter and clothing, or neglect of, or unresponsiveness to, their basic emotional needs.

▪ **Risk to self and/or others**

2.7 This may include, but is not exclusive to, self-harm, suicidal tendencies or potential risk of harming others, which may or may not include children. This may be as a consequence of an individual experiencing a significant level of personal, emotional trauma and/or stress.

▪ **Domestic Violence**

2.8 Can be physical, emotional, sexual, or neglect - also covers forced marriages.

3. SUPPORTING A SAFEGUARDED PERSON

3.1 All staff and volunteers must be aware of their responsibilities for safeguarding children and vulnerable adults and creating an environment that promotes well-being and ensures personal safety and security.

3.2 Where a young or vulnerable learner seeks out a member of staff to confide in and share information about abuse or neglect or talks spontaneously individually or in groups, our staff will:

- Listen carefully to them, and not directly question him/her
- Give them time and attention
- Allow the person to give a spontaneous account; do not stop a person who is freely recalling significant events
- Make an accurate record of the information given taking care to record the timing, setting and people present, the person's presentation as well as what was said. Do not discard this as it may be later needed as evidence
- Use the persons own words where possible
- Explain that they cannot promise not to speak to others about the information they have shared.

3.3 Reassure the person that:

- You are glad that they have told them
- That he / she has not done anything wrong
- What you are going to do next
- Explain that help will need to be sought to keep them safe

▪ **Learner Involvement**

3.4 Learners should be involved in creating a safe learning environment through induction, consultation, reviews and curriculum-based activities.

3.5 Initial assessment and individual reviews provide opportunities for tutors/assessors to identify areas of concern for learners and address these through individual learning and/or course plans. These should be regularly reviewed by tutor/assessors and learners. Learners are asked for feedback during and at the end of their course and their personal safety and well-being should be included in this process.

4. PROCEDURES FOR DEALING WITH CONCERNS AND ALLEGATIONS OF ABUSE

4.1 Where there are concerns about the safety and well-being of young learners or vulnerable adults it is vital that information is shared with relevant organisations: most decisions to share information require professional judgement. There must be a legal basis for sharing information and a legitimate purpose for doing so.

4.2 Whenever information is shared, it is important that the information should be recorded along with the date, the person(s) it was shared with and for what purpose. Under Data Protection Act 1998 Confidential information may be shared without consent where there is an overriding public interest in disclosure. There is a statutory or professional duty to share relevant information in circumstances where young learners or vulnerable adults need to be safeguarded.

4.3 The Designated Person for Safeguarding must be informed immediately, who will investigate the concern and take appropriate action, all records of the investigation, will be kept strictly confidential and stored in a secure place.

▪ **Allegations against members of staff**

4.4 In all cases where there are allegations of abuse, it is vital that these are dealt with fairly, quickly and consistently.

4.5 If an allegation is made against a member of staff this should be reported immediately by the Designated Officer or to a member of the senior management team. Actions should be taken both to protect vulnerable adults and the accused member of staff. These may include ensuring that the member of staff is not placed in a vulnerable situation while investigations take place. Where it is appropriate, relevant Human Resources procedures may be initiated and/or a referral made to an external agency

- **Allegations of learner abusing another learner**

4.6 If a learner has been accused of being involved as an abuser in child abuse the Designated Officer must be contacted as soon as possible. The Designated Officer will contact the Police immediately as this is a criminal act and a view needs to be taken as to whether a prosecution might take place. In this instance both sets of parents will be informed and it is likely that the accused learner will be suspended immediately.

- **Anonymous Allegations**

4.7 Concerns raised anonymously tend to be far less effective, and depending on the level of information, the matter may not be investigated at all.

The decision taken to investigate the matter further will depend upon:

- The seriousness of the matter
- Whether the concern is believable
- Whether an investigation can be carried out on the information provided



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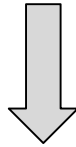
Appendix 1

Safeguarding Learners Flow Chart 1

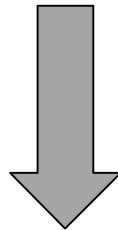
You are approached by a young or vulnerable learner with a disclosure that s/he is being, or has been harmed or abused or neglected

and/or you are informed of such a disclosure by staff member, learner or member of the public

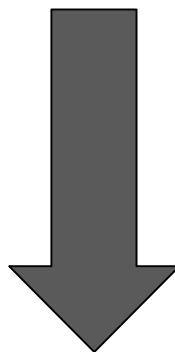
and/or you are concerned that a young or vulnerable learner is, or may be subjected to abuse or harm.



Make a written note of the information/ observation, and include a record of the time, date and persons present.



Inform your line manager as soon as possible or the designated safeguarding officer



Line manager will evaluate the incident and/or make a referral to the appropriate internal officer or external agency.

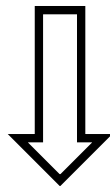
Appendix 2

Safeguarding Learners Flow Chart 2

You are concerned that the behaviour of a member of staff or other person is threatening, or potentially threatening, the well-being of a young person or vulnerable adult.



Report your concerns immediately to the Designated Safeguarding or the Local Authority Designated Officer (for other local authority establishments)
Where appropriate, relevant Human Resources Service procedures may be initiated and/or a referral made to an external agency.



In all situations, you must provide an outline of your concerns in writing. If the matter is referred to Children's Services, Adult Services or the police, you may be asked to provide a formal statement of your concerns for subsequent external investigations.

Appendix 3

Allegation Report Form



Learner Name:		Date of Birth	
Course Studying			
Staff Member Name			
Details of Allegation			
Action Taken			
Date sent to Designated Person			
Designated Person Signed			
Action taken by Designated Person			

