



University of the
Highlands and Islands
Orkney College



SAFEGUARDING POLICY, PROCEDURES AND GUIDELINES

Orkney College UHI Safeguarding Policy, Procedure and Guidelines

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2.0 Aim of the Policy

- 2.1 Orkney College is committed to providing a safe and supportive environment for all its students and staff. The college has a duty of care to students and staff, to ensure the rights of individuals not to be harmed whilst at college are upheld. The Safeguarding Policy outlines the framework which exists to ensure the well being of students and staff and how the college will respond to issues of a Child or Adult Protection concern which comes to staff attention.

3.0 Objectives

- 3.1 To ensure that the college provides an environment in which everyone, particularly children, young people and adults at risk feel safe, secure, valued and respected.
- 3.2 To provide a clear structure for staff to work safely with all students in their care.
- 3.3 To ensure that all college staff take responsibility in order to protect and safeguard children, young people and adults at risk.
- 3.4 To make all college employees, including temporary staff, aware that they have a role in protecting students from harm, and that they must give paramount concern to the student's welfare.
- 3.5 To raise the awareness of all staff of the need to recognise and be alert to the signs that children, young people and adults at risk may need help or protection, and their responsibility to report concerns swiftly and appropriately.
- 3.6 To provide a structured procedure within the College which will be followed by all members of the college community in situations where there are concerns that a child, young person or adult at risk may be in need of help or protection.
- 3.6 To provide clear lines of communication so that students are aware that there is a member of staff whom they can approach if they are worried or in difficulty and know that they will be listened to fully.

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- 3.7 To ensure that all staff are aware of the links to the Orkney Child Protection Committee Policy and Guidelines (20011) and the Orkney Adult Support and Protection Policy (2009), upon which the Orkney College Policy is based.
- 3.7 To promote effective working relationships with professionals and agencies with statutory responsibilities for the protection of children, young people and vulnerable adults.

4. Context for the Orkney College Safeguarding Policy, Procedures and Guidelines

- 4.1 Orkney College provides further and higher education for a wide range of learners. This includes some who are under 16, vulnerable adults and those considered at risk. Orkney College upholds the right of all learners not to be harmed, physically or psychologically, whilst at college and to prevent others, as far as possible, from infringing these.
- 4.2 HM Inspectorate of Education's guidance on safeguarding describes the underpinning principles upon which safeguarding practices are based.

'Everyone has a responsibility to protect children, young people and vulnerable adults.

Every child, young person and vulnerable adult has, at all times, a right to feel safe and protected from any situation or practice which may result in physical or emotional harm.

Above all, the welfare of children, young people and vulnerable adults is the paramount consideration and we must work together to ensure they are protected.'

- 4.3 The college recognizes and complies with statutory and legal obligations that arise from legislation including the Protection of Children (Scotland) Act 2003, the Adult Support and Protection (Scotland) Act 2007 and other relevant guidance and regulation, including PREVENT.
- 4.4 The Duty of Care that the college has to all its students remains of paramount focus and importance in our work. As such the measures and approaches detailed in this documentation exist in addition to core welfare and support measures and general quality of provision that are provided to students through the course of our work.
- 4.5 The specific needs of people with disabilities, and those from ethnic, and other minority groups that may suffer discrimination and who might be especially vulnerable to harm will be recognized and addressed within the college's Equality Policy.

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- 4.6 Any specific needs of children who are looked after or accommodated by the Local Authority will be recognized and addressed.
- 4.7 The college will ensure that all staff, including temporary, part-time, and voluntary staff, who could potentially have unsupervised contact with children or vulnerable adults are deemed to be appropriate to work with them in terms of the relevant legislation. Reasonable steps will be taken to prevent foreseeable harm to children and vulnerable adults through ensuring that the college adheres to the Protection of Vulnerable Group (Scotland) Act 2007.
- 4.8 The college will take all reasonable steps to raise awareness of the impact to an individual's physical and psychological wellbeing resulting from domestic violence forced marriage and the risk of radicalisation. The college will maintain partnerships with local agencies supporting clients affected by these issues and will offer support to such clients accessing college services.
- 4.9 In terms of the Rehabilitation of Offenders Act 1974, the college cannot discriminate against learners whose convictions are spent. However, in situations where the college becomes aware that individuals who wish to study at Orkney College have unspent convictions, certain steps may be taken to ensure that such individuals pose no risk to the safety of staff and students at the college. Such measures will be implemented on a case by case basis but will include liaison with other agencies and may include a multi-agency assessment process taking place. Where a student discloses, or is identified by other means as having been charged with or convicted of a serious offence during the academic year, measures may be taken under the terms of the Student Disciplinary Code. In certain circumstances such measures could include dismissal from the college.
- 4.10 The college recognizes the statutory responsibility of the care services within the Local Authority/Orkney Health and Care to ensure the welfare of children and vulnerable adults and is committed to working with local representatives as appropriate to operate in line with their procedures and to share information if necessary and appropriate.
- 4.11 A systematic means of recording details of and monitoring students known or thought to be at risk of harm will be employed, including the recording of concerns.
- 4.12 The college will ensure that all staff receive WRAP training (PREVENT) and are aware of the process for reporting concerns for students who may be at risk of radicalization.
- 4.13 The college will in addition have representation on the PPC Committee at Orkney Islands Council through its PREVENT representative.

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5. Responsibility for Implementation

- 5.1 The Orkney College Senior Management team is collectively responsible for implementation of this policy with the co-operation of all other members of staff.
- 5.2 Overall managerial responsibility lies with the Principal of Orkney College.
- 5.3 The College will appoint a Safeguarding Coordinator reporting to the Principal with designated responsibility for the policy.
- 5.4 The College will appoint Safeguarding Advisors ensuring a gender balance.
- 5.5 The role of the Safeguarding Co-coordinator, supported by the Safeguarding Advisors will be to:
 - Write, update and maintain the policy and procedure
 - Ensure that the policy and procedure maintain the College's compliance with statutory and legal obligations
 - Support the provision of appropriate staff training
 - Participate in meetings with external agencies as appropriate in support of the college's safeguarding arrangements
 - Maintain up to date knowledge and training on safeguarding issues through attendance at, and participation in, relevant training courses, conferences and seminars.
 - Make sure college procedures are followed by staff
 - Liaise with the Assistant Principal/Principal on the issue of staff and students undergoing PVG checks as appropriate and necessary
- 5.6 Orkney College will through a Safeguarding Advisory Group meet quarterly and review the policy on a bi-annual basis. The Orkney College Safeguarding Advisory Group will consist of:
Bill Ross - Principal
Lynn Tait – Safeguarding Co-ordinator
Derek Aiken – Safeguarding Advisor
Kathryn Sclater – Curriculum Leader Inclusive Practice
Jo Wallace – Assistant Principal (PREVENT)
- 5.7 The Safeguarding Advisory Group will monitor all complaints/allegations, including those that are informal and/or anonymous to identify any emerging issues.
- 5.8 The process followed to review and implement this policy will involve the Student Association with the aim of ensuring that awareness is raised of the existence and nature of the documents, among Student representatives, and in turn, other students.

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6.0 To Whom This Policy is Addressed

- 6.1 All students accessing provision at Orkney College
- 6.2 Parents and/or carers/guardians
- 6.3 Members of the Orkney College Management Council
- 6.4 All staff including volunteers and supply staff and any other contractors who may be engaged by the College.
- 6.5 All users of the college facilities
- 6.6 Professionals within the multi-agency network
- 6.7 Employers in the community who provide placements/progression routes for students

7.0 Linked Policies and Related Documents

- 7.1 Orkney College Bullying and Harassment Policy & Procedure
- 7.2 Orkney College Confidentiality of Information & Confidentiality Statement
- 7.3 Orkney College Equal Opportunities Policy
- 7.4 Orkney College E-safety Policy
- 7.5 Orkney College Guidance Policy
- 7.6 Orkney College Learning Support Policy
- 7.7 Orkney College Health & Safety Policy
- 7.8 Orkney College Inclusiveness Policy
- 7.9 Orkney College Policy on Computer Use (Acceptable Users Policy)
- 7.10 Orkney College Student Disciplinary Policy
- 7.11 Orkney College Whistle Blowing Policy
- 7.12 Orkney Islands Council Data Protection Policy
- 7.13 Orkney Islands Council Employee Code of Conduct

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- 7.14 Orkney Islands Council Recruitment and Selection Policy
- 7.15 Orkney Islands Council Whistle-blowing Policy
- 7.16 Orkney Islands Council Education Department Staff Disciplinary Policy
- 7.17 Protecting Children – A Shared Responsibility – Guidance on Inter-Agency Co-operation (Scottish Office, 1998)
- 7.18 Protecting Children and Young People: Framework for Standards (Scottish Executive, March 2004)
- 7.19 Protecting Children and Young People: The Charter (Scottish Executive, March 2004)
- 7.20 Safe and Well: A Handbook for Staff, Schools and Education Authorities (Scottish Executive, 2005)
- 7.21 'It's Everyone's Job to Make Sure I'm Alright (Scottish Executive, November 2002)
- 7.22 Scottish Social Services Council Codes of Practice
- 7.23 HMle Aspect Report on Safeguarding Arrangements and practice in Scotland's Colleges (2010)
- 7.24 Orkney Child Protection Committee Policy and Guidelines (2011)
- 7.25 Orkney Adult Support and Protection Policy (2009)

8. Relevant Legislation

- 8.1 Adult Support and Protection (Scotland) Act (2007)
- 8.2 Protection of Children and Prevention of Sexual Offences (Scotland) Act (2005)
- 8.3 Protection of Children (Scotland) Act 2003
- 8.4 The Children (Scotland) Act (1995)
- 8.5 Additional Support for Learning (Scotland) Act (2004)
- 8.6 Sexual Offences (Amendment (Act) (1998) (Section 3)

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- 8.7 Adults with Incapacity (Scotland) Act (2005)
- 8.8 Prevent Duty Guidance for Further Education Institutions in Scotland (July 2015)
- 8.9 Prevent Duty Guidance for Higher Education Institutions in Scotland (July 2015)
- 8.10 Mental Health (Care and Treatment) (Scotland) Act (2003)
- 8.11 Legislation outlined in Annex C of 'Protecting Children and Young People: Framework for Standards (Scottish Executive, March 2004)
- 8.12 UN Convention against Transnational Crime
- 8.13 The Palermo Protocol
- 8.14 European Convention Against Trafficking in Human Beings
- 8.15 The Data Protection Act (1998)
- 8.16 The Police (Scotland) Act (1997)
- 8.17 The Protection of Vulnerable Groups (Scotland) Act 2007

Status: Current

Policy Dated: April 2016

Author: Bill Ross, Principal Orkney College UHI

Review Date: April 2019

1. Safeguarding Procedure

1.1 Purpose

The purpose of the procedure is to support the implementation of Orkney College's Safeguarding Policy and to ensure that concerns about the welfare of children and adults at risk in the college are dealt with sensitively, effectively and promptly. The procedure provides step by step guidance on how to respond to a concern or disclosure.

2. Scope

2.1 Every member of staff has a role to play in safeguarding and as such this procedure is relevant and applicable to all staff including Heads of Division, Curriculum Leaders, permanent and temporary teaching and support staff, the Principal and the Safeguarding Co-ordinator.

2.2 Contractors, volunteers and other people working for or with the college will also be required to operate within the ethos and parameters of the procedure.

2.3 Safeguarding involves our general duty of care towards students and staff, as well as ensuring the welfare and safety of children under the age of 18 and vulnerable adults.

2.4 The procedure applies across all college sites, and therefore to all staff and students on these premises, as well as contractors working there.

2.5 It also applies to activity undertaken by the Students Association.

3. Responsibilities

3.1 Adhering to this procedure is mandatory and safeguarding is the responsibility of every member of college staff.

4. Role of the Safeguarding Co-ordinator/Safeguarding Advisors

4.1 For effective implementation of the Safeguarding Policy and Procedure, all staff must work in partnership to ensure the protection of those attending college. However, the Safeguarding Co-ordinator and Safeguarding Advisors have a specific role in dealing with any safeguarding matters that arise.

4.2 Every member of staff at induction will be advised of the names of the Safeguarding Co-ordinator and Advisors, and their role. Currently the following staff in the college carry out these roles:

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Bill Ross – Principal

Lynn Tait - Safeguarding Co-ordinator

Derek Aiken - Safeguarding Advisor

Jo Wallace – Assistant Principal (PREVENT)

- 4.3 The Safeguarding Co-ordinator and Safeguarding Advisors will
- act as a point of contact, advice and support for staff in the college in relation to any concerns about, or disclosures of alleged abuse from students
 - inform the Assistant Principal/Principal as appropriate when an incident or concern is reported or suspected
 - receive and advise on all incidents and concerns reported by staff or students; initiate action to deal with incidents and concerns where necessary, ensuring all appropriate persons have been contacted, potentially including the Local Authority/Orkney Health & Care and the Police. For concerns relating to PREVENT the PREVENT Co-ordinator will inform the SPOC at Orkney Islands Council.
 - Inform and liaise with the Assistant Principal/Principal of any incident in connection with the Safeguarding Policy which involves an allegation against a member of staff
 - Maintain complete and up to date records and retain these confidentially
 - Safeguarding Advisors will report all incidents and concerns to the Safeguarding Co-ordinator, or in their absence to Assistant Principal/Principal as appropriate

5. Identifying Harm

- 5.1 Through day to day contact with students, staff in the college are well placed to observe outward symptoms of abnormality or change in appearance, behaviour, learning pattern or development. Such symptoms could be due to a wide variety of causes including mental ill-health, bereavement, changes in family circumstances, drug, alcohol or solvent misuse and relationship problems. Sometimes, however, they could be due to harm.
- 5.2 Concerns regarding the protection of children or adults at risk may arise because:
- A child or adult at risk discloses that they are being harmed
 - There are suspicions or indicators that a child or adult at risk could be being harmed.
 - There are observable changes in the behaviour of a child or adult at risk that could relate to harm.
 - The behaviour of a member of staff towards a child or adult at risk causes concern or there is a suspicion that a staff member or volunteer is harming a child or adult at risk.

5.3 **Possible** signs of harm include:

- Bruises and injuries with which the explanation given seems inconsistent.
- Possible indicators of neglect, such as inadequate clothing, poor growth, hunger, poor hygiene.
- Possible indicators of emotional harm, such as excessive dependence; Attention seeking; self harming.
- Possible indicators of sexual harm – physical signs such as bruises, scratches or bite marks; or behavioural signs such as precocity, withdrawal or inappropriate sexual behaviour.

Other **possible** signs are:

- Withdrawn behaviour.
- Agitated or anxious behaviour.
- A student being isolated by other students or isolating themselves from fellow students.
- Nervousness when approached.
- Inappropriate or improper dress.
- Appearing unkempt or unwashed.
- Being overly anxious to please.
- Signs of discomfort or pain.
- Frequent absences for admission to hospital.
- Atypical incidence of absence from college.
- Uncharacteristic changes in the child or adult at risk's behaviour, attitude and commitment e.g. becoming quiet and withdrawn, or displaying sudden outbursts of temper.
- Inappropriate sexual awareness or behaviour.
- Fear of particular adults or students – especially those with whom a close relationship would normally be expected.
- Children or adults at risk being reluctant to go home.

Indicators might suggest a child has been the victim of trafficking or is at future risk of trafficking include:

- Being unable, or very reluctant to give details of accommodation or other personal details.
- Being one among a number of unrelated children living at one address.
- Wearing clothing that is unusual or inappropriate for age/stage, borrows clothing from older people.
- Having a significantly older boyfriend/girlfriend.
- Having a mobile phone but appearing to have little or no money.
- Acquiring money, expensive clothes, mobile phones or other possessions without plausible explanation.
- Being involved in underage marriage.
- Showing indicators of working e.g. being tired or hands being in poor condition.

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- Claims to have lived in the UK for years but hasn't learnt the local language or culture.

NB: No list of symptoms can be exhaustive and alternative medical, psychological or social explanations will most often exist for the signs and symptoms described above. The presence of one or more indicators is not proof that someone is actually being harmed or exploited.

5.4 **It is *not* the responsibility of staff working in the college to decide that someone is being harmed or to investigate concerns or allegations, but it is a responsibility of every member of staff to follow through on any concerns they may have by sharing them with the Safeguarding Co-ordinator/Safeguarding Advisor.**

5.5 Should a member of staff be concerned for the wellbeing of a student who is absent without explanation (atypical absence **5.3**) they should first attempt to contact the student or their named person. If they are unable to establish that the student is safe, they should discuss their concerns with a safe guarding advisor.

6. **How to respond if a Child or Adult at Risk Discloses that they are Being Harmed or Feel at Risk of Harm**

6.1 There may be a time when a child, young person or vulnerable adult approaches you as a trusted adult and tells you that they are being harmed or feel at risk of harm. It is vital that you respond to this in a sensitive and appropriate manner as follows:

- Be honest and transparent with the person making the disclosure in relation to your professional responsibilities. Make it clear that you will **have** to share information with others.
- Allow the person to speak without interruption.
- Listen to what the person says and show that you take them seriously.
- Stay calm – do not rush into inappropriate action.
- Reassure the person – confirm that you know it must be difficult to confide.
- Ensure that you clearly understand what has been said so that you can refer the matter to the Safeguarding Co-ordinator or Advisor
- **Keep questions strictly to a minimum.** If you ask questions, use open ended questions i.e. those where more than a yes/no response is required. **Make sure that you do not use leading questions or suggest words.**
- Record information on the documentation outlined in Appendix 1
- Consult with the Safeguarding Co-ordinator/Advisor ensuring that you communicate all the information accurately.
-

NB: The critical role of staff is to **listen, reassure, record and report.**

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As a member of staff you should not:

- Make promises you cannot keep. You must explain that you will have to tell other people in order to be able to help but that you will maintain maximum possible confidentiality.
- Make the person repeat the story unnecessarily.
- Delay.
- Panic.
- Investigate the matter.

In all cases you should refer the matter to a Safeguarding Co-ordinator/Advisor straight away.

7. Recording Information

- 7.1 If you have a concern regarding a child or adult at risk or a concern is declared to you, you should record the relevant information on a Safeguarding Report (Appendix 1), as soon as possible and certainly within 24 hours. This recording can be done in consultation with the Safeguarding Co-ordinator/Advisor if you wish.
- 7.2 It is important that all details are recorded and in the case of a disclosure you record the actual words used by the student as far as possible.
- 7.3 If the Safeguarding Co-ordinator/Advisor has been involved in the completion of the Record, they will retain the document and follow up the disclosure/concern. If they have not been involved, the document should be immediately forwarded to them.
- 7.4 If you have a concern that a child or adult at risk may be being harmed, or that a member of staff or other adult is behaving inappropriately, or if you have another child or adult at risk protection concern, you should consult with the Safeguarding Co-ordinator/Advisor and complete the Safeguarding Report (appendix 1) This document must be signed by you.
- 7.5 After completion, the document will be retained by, or should be immediately forwarded to the Safeguarding Coordinator/Advisor/PREVENT Coordinator, as appropriate.
- 7.6 Standard Data Protection guidelines for holding sensitive information should be observed when recording information. All recorded information should be handled sensitively and all conventions of confidentiality must be adhered to at all times.

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8. Referring Information Within the College and to Relevant Agencies

- 8.1 Information should only be referred within the college to the Safeguarding Co-ordinator/Advisor or a member of the senior management team.
- 8.2 No information should be referred to an external agency by any staff member other than the Safeguarding Co-ordinator/Advisor, a member of the college's senior management team.
- 8.3 On receiving information relating to a concern about a child or adult at risk, the Safeguarding Co-ordinator/Advisor will undertake consultation in order to be able to make a decision as to a proportionate and appropriate response.
- 8.4 Three decisions may be made:
No further action required – concerns have been allayed but written documentation regarding the concern and the reasons for no further action being taken will be kept.
Continued monitoring of the situation – concerns have not been fully allayed but a formal referral to Social Work/Police is not required at that time. Involved parties will continue to listen, observe, record, consult and report.
Formal referral – referral will be made to Social Work Services/Police/SPOC at Orkney Islands Council for further investigation, as appropriate
- 8.4 In the event of a safeguarding issue arising outwith 9.00am to 5.00pm (evenings, weekends, college holidays) the concerned member of staff will contact the Safeguarding Co-ordinator or a member of the Senior Management Team who will decide what action is required in line with the Orkney College Safeguarding Policy.

9. Confidentiality

- 9.1 Information can be shared without consent if the safety or well-being of the individual or others is at risk and is necessary in order to meet the College's 'duty of care'. This will always be the case in regard to child protection as the welfare of the child is paramount.
- 9.2 In any safeguarding matter, the welfare of the child or adult at risk is paramount and as such, only a restricted number of people within the college will have access to information that involves such issues. Information will be shared on a 'need to know' basis in accordance with current legislation and Codes of Practice.

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- 9.3 All staff will uphold confidentiality of information in relation to specific protection matters, by only discussing concerns with the College Protection Safeguarding Co-ordinator/Advisor/ Assistant Principal.

10 Keeping Children and Adults at Risk Informed and Involved

- 10.1 The views of the child or adult at risk should be taken into account throughout the process of dealing with a safeguarding matter.
- 10.2 The Safeguarding Co-ordinator/Advisor will keep the person informed while the matter is within the jurisdiction of the college and will provide support as required.
- 10.3 Students will be provided with information on the College's child and adult at risk protection procedures in appropriate college publications.

11 Working with Children from Schools

- 11.1 The Assistant Principal with responsibility for school liaison will request that all school pupils who are children at risk/subject to child protection concerns/Looked After, are identified by the school, prior to enrolment, together with any additional support needs, in order that a risk assessment can be carried out and appropriate measures of support put in place.
- 11.2 This procedure has been influenced by schools procedures in the Local Authority. Therefore, working within the procedure will help to ensure the safety of school pupils, as well as all other children attending the college.
- 11.3 If a child protection disclosure is made by or regarding a school pupil and it relates to events that have taken place within the college or which involve college staff, the disclosure will be dealt with by the college's Safeguarding Co-ordinator but appropriate members of school staff will be informed and updated regularly.
- 11.4 If a school pupil discloses to staff within the college a child protection issue which relates to events which have taken place outwith the college, this will be passed to the appropriate school to be dealt with by staff there.
- 11.5 The college will inform the relevant school if a school pupil requires to be transported to hospital following an incident on college premises. The pupil will be escorted by a First Aider and an additional member of college staff to the hospital.

12 Staff Development and Support

- 12.1 To support staff in the implementation of the Safeguarding Policy and Procedure, the college will provide initial and ongoing training to all staff members on the policy and its associated procedure.

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- 12.2 The college will also support staff by providing Good Practise Guidelines in order that they can work within the parameters of our Duty of Care, and protect themselves from wrongful allegations of harm.
- 12.3 All staff will receive training in PREVENT
- 12.4 The PREVENT Co-ordinator will update all staff with regards to any changes to the PREVENT agenda and reporting procedures.
- 12.5 The college will further support staff by providing an opportunity to talk through anxieties relating to safeguarding issues with the Safeguarding Co-ordinator/Advisors and offer reasonable appropriate support from external agencies if requested.

13 Student Development and Support

- 13.1 Students will be supported to protect themselves from harm in both the real and the virtual world through the college's guidance and support services and opportunities provided to learn about online safety.
- 13.2 All students will be made aware at induction of this Policy and their entitlement to be safe and protected from harm and abuse through the Website and Student Notice Board display materials.
- 13.3 Students will be informed of staff responsibilities; who to contact within the college to speak to about their concerns; the support services within the college and how and where to access information on external support agencies.
- 13.4 The Orkney College Student's Association (HISA) will be kept informed of the policy and developments and their advice sought as appropriate.
- 13.5 Where appropriate the college will provide learning experiences to develop the student's skills and confidence in personal relationships.
- 13.6 College staff will liaise and work together with other support services and agencies involved in the safeguarding of children, young people and adults at risk of harm.

14. Allegations Against Staff

- 14.1 A student may make an allegation against a member of staff. If an allegation is made, the member of staff to whom the allegation is disclosed should immediately inform the Safeguarding Co-ordinator/Assistant Principal/Principal.

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- 14.2 Whenever an allegation against any member of staff is received by the Safeguarding Co-ordinator, it will immediately be referred to the Assistant Principal/Principal
- 14.3 Reports of alleged misconduct to students could cover a wide variety of behaviours and therefore, the college will consider each case on its unique merits as to whether conduct has or has not occurred.
- 14.4 The college may make an immediate decision to temporarily suspend an individual accused of harming a child or adult at risk pending further inquiries in line with OIC Staff Disciplinary Procedures.
- 14.5 If the allegation is against the Safeguarding Co-ordinator, the matter should be reported directly to the Principal.
- 14.6 If the allegation is against the Principal, the matter should be reported directly to the Head of Service for Leisure & Lifelong Learning.

15. Teaching Practices and Procedures

- 15.1 Teaching practices and procedures need to take account of the need to exercise a duty of care to protect the health, safety and well-being of children/young persons and vulnerable adults.
- 15.2 The Assistant Principal will ensure that risk assessments are carried out (with guidance from the Protection Co-ordinator), to ensure that the College's enhanced duty of care is met and reasonable steps have been taken to prevent harm, in relation to:-
- School pupils
 - Young people at risk under the age of 18 years
 - Adults at risk of harm including students affected by disabilities
- 15.3 Additionally risk assessments will be carried out in relation to:
- students with convictions or pending convictions; where these are known and there is concern about possible harm to the individual or others
 - where an allegation of harm has been made in relation to a student
 - where a Scheduled 1 Offender applies to enroll on a college course (Multi-agency public protection arrangements will apply) (MAPPA)
- The Assistant Principal will obtain advice from the Safeguarding Co-ordinator, who will access support and information from appropriate agencies as necessary.

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- 15.4 All staff should demonstrate exemplary behaviour in order to act as a role model and to protect themselves from allegations of misconduct. Good Practice Guidelines can be found in Appendix 5.

16. Use of Photographic/Filming Equipment

- 16.1 Written consent to take and use images of children/young people/vulnerable adults in college promotional activities will be obtained from the individuals concerned and parents/carers, prior to the taking of photographs and/or video footage.
- 16.2 Children/young people/vulnerable adults and parents/carers will be made aware of when, where and how the images may be used in order that they may give informed consent. This includes comprehensive information regarding use of images e.g. in print, multi-media, broadcast; for what purpose e.g. promotion, publicity, evaluation, audit, review; and where possible an indication of who the audience will be.

17.0 Complaints

- 17.1 Children, young people or adults at risk of harm who feel they have not been treated fairly in relation to this policy should follow the Orkney College Complaints Procedure.
- 17.2 Members of staff who feel they have not been treated fairly in relation to this policy should follow the Colleges Grievance Procedure.

Status: Current

Procedure Dated: April 2016

Author: Joanne Wallace

Review Date: January April 2019

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Appendix 1

ORKNEY COLLEGE SAFEGUARDING REPORT

Orkney College UHI
East Road
Kirkwall
Orkney
KW15 1LX
Tel: 01856 569000
Fax: 01856 569001

Guidance: This form should be completed as soon as possible after receipt of information that raises concern regarding possible harm or abuse.

Confidentiality must be observed at all times and only shared on a need to know basis in the best interests of the child/young person/vulnerable adult and their protection.

Details of Person Making Report

Name: Print	Signature:
Position:	
Tel No:	
Date:	

Details of Child/Young Person/Vulnerable Adult about whom there is concern:

Name:
Course/Class:
Name of school if appropriate:
Date of Birth:
Address:
Tel No:

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Name and Address of Parent/Guardian/Carer:

Name:
Address:
Tel No:

Details of person about whom there is concern in connection with the child/young person/vulnerable adult:

Name:
Position/Relationship :
Date of Birth if known:
Address:
Tel No:

Details of Alleged Incident/Reason for Concern (if a disclosure has been made by a child, young person or adult at risk record the details in the person's own words)

--

Date, Time and Location of Incident/Concern:

--

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Your observations:

Description of any injuries sustained and any concerning behaviour of the child/young person/vulnerable adult:

What action if any was taken to support the child/young person/vulnerable adult immediately after the incident/concern to the present time:

Contact Details of Witnesses/Concerned Persons

Witness 1

Name

Address

Tel No:

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Witness 2
Name
Address
Tel No:

This document should now be passed to the College's Safeguarding Co-ordinator/Safeguarding Advisor/PREVENT Co-ordinator

This section of the form should be completed by the Safeguarding Co-ordinator/Advisor

Consultation Undertaken

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Decision Made (Please tick one only)

No Further Action	
Continued Monitoring	
Formal Referral	

Date:

Details including a full explanation of the reason not to consult with a statutory agency, if made:

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Details of Formal Referral

(including the agency to which the situation is being referred and a contact name within the agency, date of referral).

Notes including any other supportive action required:

Name (Print):

Safeguarding Co-ordinator/Advisor/PREVENT Co-ordinator

Signature:

Date:

Copy of Record Form To & Date

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Senior Manager Advised
Date
Further Action Required/Taken in Orkney College

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Appendix 2 – Glossary of Terms

These definitions have been taken from a range of legal and statutory sources including legislation relating to the protection of children and adults, and guidance from the UK and Scottish governments and their associated agencies.

Safeguarding	Safeguarding Carry out the college's general Duty of Care in relation to students and staff, ensuring the safety and welfare of children and adults at risk.
Duty of Care	The college's responsibility to use professional expertise and judgement to protect and promote the best interests of students and staff, and to ensure that we exercise an appropriate level of care towards them, as is reasonable within the parameters of our relationship
Child	Someone who is aged under 18 years.
Child Protection	Child Protection is a part of the overall area of safeguarding and refers to the activities undertaken to protect specific children who are being harmed or are at risk of suffering harm.
Adult at Risk	Someone who is aged 16 or over and 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
Vulnerable Adult	Vulnerable Adult is the term that was previously used to refer to someone we would most often now refer to as an Adult at Risk.
Abuse	A broad definition of abuse is: all forms of physical and/or emotional ill treatment, neglect or negligent treatment or commercial or other exploitation, resulting in actual or potential harm to health, survival, development or dignity in the context of a relationship of responsibility, trust or power.
Trafficking	The recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, abduction, fraud, deception, abuse of power or a position of vulnerability, or the giving or receiving of payments or benefits to obtain the consent of a person having control over another person, for the purpose of exploitation
Exploitation	Includes the exploitation or the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or the removal of organs

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General Definition of Harm

Harm or maltreatment constitutes all forms of physical and/or emotional ill treatment, sexual harm, neglect or negligent treatment or commercial or other exploitation, resulting in actual or potential harm to the health, survival, development or dignity in the context of a relationship of responsibility, trust or power.

Categories of Harm

Physical Harm

Physical harm is that which results in actual or potential physical harm from an action or lack of an action, which is reasonably within the control of a parent/carer or person in a position of responsibility, power or trust. There may be single or repeated incidents.

Sexual Harm

Any child or adult at risk may be deemed to have been sexually harmed when any person(s), by design or neglect, exploits the child or adult at risk, directly or indirectly, in any activity intended to lead to the sexual arousal or other forms of gratification of that person or any other person(s) including organised networks. This definition holds whether or not there has been genital contact and whether or not the child or adult at risk is said to have initiated, or consented to, the behaviour.

Psychological Harm

Failure to provide for the basic emotional needs of children and adults at risk such as to have a severe effect on the behaviour and development of the individual. This form of harm also includes threats of harm or abandonment, deprivation of contact, humiliation, blaming, controlling, intimidation, coercion, harassment, verbal harm, isolation or withdrawal from services or supportive networks.

Abuse of Trust

Young people are indoctrinated with attitudes to drugs; education; social, political or religious views which are unacceptable to the student, the student's family, community or the college. The inappropriate use of photographic material taken at events is also an abuse of trust.

Bullying

Verbal, emotional and physical bullying is also a form of harm and there is a requirement for all within the college to ensure that there are sufficient mechanisms to allow children to report instances of bullying. The college must ensure that everyone understands bullying will not be tolerated in any form, and that the college is prepared to take the problem seriously and investigate any incident and decide on appropriate action, also ensuring that children are able to report bullying to someone in authority.

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Neglect

This occurs when the essential needs of a child or adult at risk are not met and this is likely to cause impairment to physical health and development. Such needs include food, clothing, cleanliness, shelter and warmth. A lack of appropriate care, including deprivation of access to health care, may result in persistent or severe exposure, through negligence, to circumstances which endanger the child or adult at risk.

Financial Harm

Including theft, fraud, exploitation, pressure in connection with wills, property, inheritance, financial transactions, or the misuse or misappropriation of property, possessions or benefits.

Discrimination

Harm that results because of, or in association with: age, colour, disability, gender, race, religion, cultural background or sexual orientation.

Appendix 3: Signs of Potential Abuse

Children and Young People

There are a number of signs, which may indicate that a child/young person may be in need of help or protection. However it is important to recognise that one cannot assume that a child/young person has been abused on the basis of one or more indicators.

The list below is not comprehensive, but illustrates that a child in need of help or protection may present in a variety of ways. In general, any adverse change in a child's behaviour or performance should raise concern if there are no other adequate explanations.

- Doubtful or inconsistent explanations of fractures, cuts, bruises, scalds, burns, lacerations, swellings, or small bite marks
- Symptoms of the consumption of potentially damaging substances; e.g. excess alcohol, overdose of medicines, cleaning fluids
- Undue fear of adults or displaying apprehensive or withdrawn behaviour
- Very aggressive behaviour
- Running away from home
- Depression
- Eating Disorders
- Self harm
- Bruising in areas where a child/young person would not normally injure themselves
- Failure to thrive emotionally, developmentally, or physically. There may be loss of weight, lethargy, and tiredness
- Unexplained absences
- Childhood pregnancy
- Unusual behaviour or suspicious behaviour of parents

Ways in which concerns might be identified:

- A child can show by their behaviour, or by an attempt to talk openly to a trusted person, that they are in need of help and protection. Staff should be alert to such attempts to pass on information.
- Someone else discloses that a child has told him/her or that he/she strongly believes a child has been or is being abused.
- Something in the behaviour of a member of staff/fellow student/visitor to the college, or the way the person relates to the child, alerts you or makes you feel uncomfortable in some way.
- Observing one child abusing another (peer abuse)

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Signs of Potential Abuse

Adults at Risk of Harm

- Unexplained, unusual or suspicious injuries
- Demonstration or fear by the vulnerable adult to another person/ also demonstration of fear of going to a particular place
- Changes in mood or behaviour on the part of the vulnerable adult
- Inappropriate attachments
- Signs of grooming
- Signs of radicalisation
- The vulnerable person showing apathy, depression, withdrawal, hopelessness and suspicion
- A delay between injury and seeking medical care
- Signs of financial abuse
- Unusual or unexplained behaviour of carers, including a delay in seeking advice, dubious or inconsistent explanations
- Signs of misuse of medication:
Not administered or prescribed
Medication in excess of the prescribed dose (which may result in drowsiness, slurring of speech, lack of sleep, continuous pain
Medication less than the prescribed dose (which may result in pain, lack of sleep etc)
- Unexplained physical deterioration in the vulnerable adult ie loss of weight
- Physical changes e.g. tattoos relating to extremists etc

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Appendix 4: Good Practice Guidelines

- 4.1 Recognising and being alert to the signs that children/young people and vulnerable adults may need help or protection and using your power to help. This means reporting any concerns regarding an individual's welfare to a designated Child Protection Advisor in Orkney College.
- 4.2 Treating all children/young people and vulnerable adults equally, and with respect and dignity
- 4.3 Ensuring that children/young people/vulnerable adults are protected from discrimination on any grounds, including ability and challenging discriminatory comments or behaviour
- 4.4 Challenging constructively inappropriate use of language and/or behaviour
- 4.5 Designing activities to include all students and to promote positive attitudes towards differences
- 4.6 Building balanced relationships based on mutual trust which empowers children/young people/vulnerable adults to be involved in the decision making process
- 4.7 Giving enthusiastic and constructive feedback rather than negative criticism
- 4.8 Maintaining a safe and appropriate distance with children/young people/vulnerable adults. Where physical contact is inescapable e.g. to demonstrate equipment staff should be aware of the limits within which such contact should take place and the possibility of misinterpretation of such contact
- 4.9 Never making gratuitous physical contact with a child/young person/vulnerable adult. There may be occasions where an individual needs comfort (which may include physical comfort) and staff should use their discretion to ensure that it is appropriate and not unnecessary or unjustified contact.
- 4.10 When it is necessary for staff to do things of a personal nature for children/young people/vulnerable adults, to only carry out these tasks with the full understanding and consent of the individual. If a child/young person/vulnerable adult is dependent on you, talk with him/her about what you are doing and give choices where possible. This is particularly so if you are involved in any dressing or undressing of clothing, or where there is physical contact, lifting or assisting an individual to carry out personal activities. Make sure you do not do things of a personal nature for a child (or disabled adult) that they can do for themselves.

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- 4.11 Bringing to the attention of the Assistant Principal any training needs you may have in relation to the tasks you are expected to undertake.
- 4.12 Never using physical force against a child/young person/vulnerable adult, unless it constitutes reasonable restraint to protect him/her another person or yourself. If it is necessary to restrain a participant because they are in immediate danger to themselves or others, then the minimum amount of force should be used for the shortest amount of time. Remain calm and get the support and attention of other staff. The incident should be recorded in writing, with a witness statement (where possible), immediately afterwards.
- 4.13 Working as far as possible in an open environment e.g. avoiding private or unobserved situations.
- 4.14 There may be occasions when a confidential interview is necessary and in such circumstances, the interview should be conducted with an open door or visual access. Where this is not possible, the member of staff should ensure that there is another adult nearby
- 4.15 Keeping records of any false allegations a student makes against you or other staff. This should include everything from: 'You're always picking on me', to 'you hit me', or comments such as 'don't touch me'. If possible get another member of staff to witness the allegation. Inform the Assistant Principal and consult with a designated Child Protection Advisor.
- 4.16 If students of mixed genders are to be supervised on activities, giving consideration to the need for them to be accompanied by a male and female member of staff.
- 4.17 Never keeping suspicions of inappropriate behaviour or abuse by a colleague, student, or visitor to the college, to yourself. Report your concerns to the Principal in the first instance who will consider what action, including consultation with the Safeguarding Co-ordinator, is necessary.
- 4.18 Discussing any concerns or problems regarding 'safe working practice' with the Assistant Principal/Safeguarding Co-ordinator.
- 4.19 Staff should not use their personal Email addresses or mobile phones to contact students.
- 4.20 Staff should not accept an invitation from a student to be their 'friend' on their personal social networking site.

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- 4.21 You should not transport any student in your own vehicle. The primary reason for this is due to insurance considerations. A college or local authority vehicle should be used. Consider whether in the individual circumstances there are any safeguarding issues that may make this inappropriate. Always notify a Department Colleague, CL or Assistant Principal if you are undertaking a journey with an individual student. Request through a CL or Assistant Principal a taxi for the journey if the circumstances are warranted.