

# Safeguarding and Child Protection Policy

## Scope and Purpose of Policy

Within this policy, the term "Group", refers to all providers within the Cardiff and Vale College Group. This overarching safeguarding policy outlines the Group's collective approach to Safeguarding. This policy does not outline the individual processes and procedures for each organisation, it is designed to complement and underpin the existing safeguarding procedures in place across the group.

This policy is underpinned by the Group's vision – Inspirational, Inclusive and Influential and will support our work towards the key drivers of Quality, Efficiency and Growth. The policy will incorporate the following principles:

- Those who access Cardiff and Vale College Group must be **free from discrimination**.
- Learners will be supported to **enable** them to achieve their **potential** whilst in learning, in an environment which removes or minimises disadvantage, takes steps to meet their needs and which encourages participation.
- We will support learners to develop the skills they need to **progress** successfully through their lives.

The purpose of this policy is to ensure the effective safeguarding arrangements are in place across the CAVC Group. The Group has a moral and statutory duty to promote and protect the welfare of children and adults at risk and safeguard them from harm or abuse. The Group has a zero-tolerance approach to abuse and any other harmful behaviour.

This policy, and all associated Safeguarding procedures across the Group, apply to all staff and learners. Whilst staff have various levels of contact with learners, everyone must be aware of the potential indicators of neglect and abuse and be clear about what to do if they have a concern.

This policy will ensure that practices across the group are consistent, are in line with their shared values, promote good practice and ensures that all learners are safe. This policy makes explicit the expectation that all providers within the group will have their own safeguarding procedures that are legally compliant and robust to ensure the safety and welfare of learners.

We will ensure that learners on all levels and types of provision are clearly signposted to any external organisation or body which oversees provision, standards, expectations or redress such as an awarding body, the QAA or the Office for Independent Adjudicators for HE (this list is not exhaustive).

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## Policy Statements

### Safeguarding

Safeguarding is the action that is taken to promote the welfare of learners and protect them from harm. Safeguarding means:

- Protecting our learners from abuse and maltreatment
- Preventing the impairment of learners' health or development
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all learners to have the best outcomes

### Child Protection

Child protection is part of the safeguarding process. It focuses on protecting individual children identified as suffering or likely to suffer significant harm. This includes child protection procedures that detail how to respond to concerns about a child.

The Group is committed to ensuring the safety and welfare of all learners. We recognise that safeguarding and promoting the welfare of our learners is everyone's responsibility and we are always committed to acting in the best interest of learners. This policy will be reviewed by the Designated Safeguarding Person (DSP) on a regular basis to ensure it remains current and incorporates all local and national safeguarding advice and guidance. It has been completed in line with government legislation and guidance and procedures set out in the [Wales Safeguarding Procedures](#) and [Cardiff and Vale of Glamorgan Regional Safeguarding Board](#). For a more detailed description of safeguarding issues, see appendix 1 and the individual groups' safeguarding procedures.

The Group is committed to creating a safe environment for the whole community. This policy seeks to support all learners, including children, young people, vulnerable adults and adults who may be temporarily vulnerable.

The safeguarding teams in each organisation ensure that the Group complies with all statutory legislation, including the Prevent Duty. The teams are responsible for keeping up to date with any changes to existing legislation and guidance and any new legislation or guidance. The safeguarding teams operate the following principles and seek to:

- understand the context and identify the risks;
- take action to prevent and reduce harm;
- develop in learners the skills and resilience to avoid, resist and recover from harm; and
- engage with parents/carers, staff, partner agencies and the wider community to reduce the risk of harm.

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The Group will support all learners by:

- developing the tutorial programme and curriculum content to inform learners and allow opportunities to discuss safeguarding issues, including peer-on-peer abuse and preventing radicalisation;
- maintaining a college ethos that promotes a positive, inclusive environment, where all are valued;
- recording and managing all concerns reported;
- conducting risk assessments as needed; and
- collaborating with internal and external colleagues to identify and reduce risks.

## Specific Safeguarding Support

### Prevent Duty

The Group recognises its duty under section 26 of the Counter-Terrorism and Security Act 2015 to have 'due regard to the need to prevent people being drawn into terrorism'. All staff will receive training and guidance on the Prevent Duty so that they are able to identify learners who may be vulnerable to radicalisation and understand how to report their concerns. Staff must be alert to changes in a learner's behaviour that could indicate that they may need protection.

It is the responsibility of the DSPs in each organisation to raise awareness of the risks of radicalisation and ensure all stakeholders have adequate training. The DSPs will keep up to date with current local and national threats and issues regarding radicalisation, including an awareness of the current, largest threat to their learners. Collaboration with external organisations is essential to achieving this.

The Group will seek to build learners' resilience to radicalisation through the promotion of British values, democratic principles and the promotion of respect for other cultures.

### Peer-on-Peer Abuse

The Group take bullying and harassment seriously and are committed to ensuring all learners are treated equally and with respect. Sexual misconduct and harassment will not be tolerated. This responsibility refers to individuals when they are both in and out of our organisations and includes use of the internet and electronic communication devices such as email, mobile phones, games consoles, social networking sites etc.

The Group recognises that there is the potential for abuse between young people and staff will remain vigilant to the signs of peer-on-peer abuse. Staff will follow their organisation's safeguarding procedures to report and manage any concerns.

This policy has been updated in July 2021 using Welsh Government guidance, '[Guidance for education settings on peer sexual abuse, exploitation and harmful sexual behaviour](#)'. For more information please read the organisations' Bullying and Harassment policies and procedures.

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## Vulnerable Learners

Some learners are more vulnerable than others due to a specific care or support need and individual or home circumstances. They include learners who:

- are on, or have been on, the Child Protection register;
- are looked after or care-experienced;
- are young carers;
- are asylum seekers;
- have experienced significant trauma (recent or historic);
- have additional learning needs (ALN); and/or
- have a disability.

The Group will provide additional support for vulnerable learners as required. The safeguarding teams in each organisation will work with internal and external colleagues to identify and provide this support, signposting learners to external organisations as appropriate.

## Female Genital Mutilation (FGM)

Female Genital Mutilation is a form of child abuse and as such is dealt with within this policy. The UK Government has written advice and guidance on FGM that states; "FGM is considered child abuse in the UK and a grave violation of the human rights of girls and women. In all circumstances where FGM is practised on a child it is a violation of the child's right to life, their right to their bodily integrity, as well as their right to health. The UK Government has signed a number of international human rights laws against FGM, including the Convention on the Rights of the Child."

The Group recognises that the practice of FGM in the UK is a criminal offence and all staff will report concerns that FGM has been, or is about to be, carried out on a learner under the age of 18 to the police.

## Learners Aged 14-16

Students aged 14-16 whose main education provider is a school, are covered by all aspects of this policy when at any of the Group's sites. The safeguarding teams in each organisation will liaise with local authorities and the safeguarding leads in schools to ensure information is shared as needed. Organisation's Data Protection and Privacy policies will reflect the importance of sharing information if it is needed to safeguard children.

## Safer Recruitment

Each organisation within the group will comply with safer recruitment procedures including:

- undertaking Disclosure and Barring checks to ensure that all staff are suitable for employment,
- identifying and rejecting applicants who are unsuitable to work with children, young people and vulnerable adults,
- responding to concerns about the suitability of applicants during the recruitment process,
- responding to concerns about the suitability of employees and volunteers once they have begun their role, and
- ensuring all new staff and volunteers participate in an induction that includes safeguarding/child protection.

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HR teams in each organisation should also have clear policies and procedures relating to the Disclosure and Barring Service (DBS checks) and staff conduct relating to safeguarding.

## Reporting Concerns

### When to be Concerned

Learners could be at risk in their family, in an institutional or community setting, by those known to them or, more rarely, by a stranger.

Abuse could take the form of:

- Physical abuse
- Sexual abuse
- Emotional abuse
- Neglect
- Financial abuse
- Psychological abuse

For signs and indicators of abuse, see appendix 1.

### Duty to Report

All stakeholders (including governors and visitors) have a duty to report safeguarding concerns in line with the [Wales Safeguarding Procedures](#). Each organisation within the CAVC Group will have its own reporting procedures that will be detailed within their Safeguarding Procedures document. A report must be made if a person has a concern or suspicion that a learner:

- is experiencing or is at risk of abuse, neglect or other kinds of harm<sup>1</sup>;
- has needs for care and support;
- has needs for care and support, and as a result of those needs is unable to protect themselves against abuse, neglect or the risk of it.

If any person has knowledge, **concerns** or suspicions that a child is suffering, has suffered or is likely to be at risk of harm, it is their responsibility to ensure that the concerns are referred to the organisation's safeguarding team. This ensures that **social services** or the police can be informed, who have statutory duties and powers to make enquiries and intervene when necessary.

**THIS IS NOT A MATTER OF PERSONAL CHOICE.**



<sup>1</sup> See appendix 1 for further explanations  
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This policy applies to:

- All learners within the Group, regardless of mode or location of study.
- All staff within the Group.
- All partners and franchise organisations.
- Visitors to the Group.

## Responsibilities

**The Governing Body** will be responsible for ensuring that:

- The Policy is reviewed on a regular basis (as per the policy terms of review) and appropriate advice is given on content.

**The Senior Leadership Teams** will:

- Have overall responsibility for ensuring that arrangements for safeguarding are effective across the group. They are responsible for developing effective governance arrangements and ensuring that relevant policies are in place across the group.

**Designated Safeguarding Persons (DSPs)** will:

- Ensure that each individual organisation has safeguarding procedures in place that effectively support the management of safeguarding across the group.
- Ensure that this policy and safeguarding procedures are effectively implemented across the Group.
- Ensure that systems are in place to keep detailed, accurate and secure records of concerns and referrals using case recording mechanisms. (MyConcern)
- Undertake appropriate training and ensure that all staff receive appropriate training.
- Support the Group to understand the requirements of the Prevent duty and provide advice and support on protecting those at risk of radicalisation.
- Support the Group to understand the requirements of safeguarding legislation and provide advice and support on protecting those at risk of harm
- Ensure the safeguarding policy is reviewed annually.
- Work in a collaborative approach to ensure that safeguarding across the group is consistent and robust.

**All staff** will:

- Read and understand the safeguarding policy and understand the reporting procedures for their respective organisation within the Group.
- Be aware of potential signs and symptoms of abuse.
- Know how to raise a concern if necessary.
- Understand that safeguarding is everyone's responsibility.

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**All learners** will:

- Attend induction and tutorial sessions to ensure they are aware of the policy and the issues it raises.
- Behave in a way that supports the Policy, including raising any concerns about themselves, other learners or situations with staff.
- Keep themselves and others safe.

## Legislation and Guidance

Safeguarding procedures across the group, must take the following legislation into consideration:

- [The Counter-Terrorism and Sentencing Act 2021](#)
- [The Protection of Freedom Acts \(2012\)](#)
- [Human Rights Act \(1998\)](#)
- [The Children Act \(2004\)](#)
- [The Education Act \(2002\)](#)
- [The Prevent Strategy \(2011\)](#)
- [In Safe Hands: Implementing Adult Protection Procedures in Wales](#)
- [Prevent Duty Guidance for Further Education \(2021\)](#)
- [Wales Safeguarding Procedures \(2019\)](#)
- [Keeping Learners Safe \(2021\) document no: 272/2021](#)
- [Complaints Procedures for School Governing Bodies in Wales 2012](#)
- [Safeguarding Vulnerable Groups Act 2006](#)
- [Respecting Others: Anti-Bullying Guidance 2003](#)
- [Handling allegations of abuse against teachers and non-teaching staff](#)
- [Social Services and Well-being \(Wales\) Act 2014](#) (Part 7 of the Act relates to safeguarding)
- [Female Genital Mutilation Act \(2003\)](#)

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## Equality and Diversity Statement

In accordance with College procedures, this Policy was written with consideration of the impact of individuals as per the Equality Act.

## Welsh Language Standards

This policy provides opportunities for persons to use either the Welsh or English language. The duties which come from the Standards mean that organisations should not treat the Welsh language less favourably than the English language, together with promoting and facilitating the use of the Welsh language i.e. making it easier for people to use in their day-to-day life.

## Health and Safety Implications

The Group's safeguarding policies and procedures are an essential part of the Health & Safety (H&S) responsibilities. Members of the safeguarding and H&S team should meet regularly through the year to share information and review this policy.

## Linked Policies

- Equality and Diversity
- Health and Safety
- Data Protection Policy
- Quality
- Teaching, Learning and Assessment
- Bullying and Harassment
- Acceptable IT Use
- Disclosure
- Fit to Study
- Learner Relationship Management
- Screening of Applicants who are Ex-Offenders
- Substance Misuse
- Tutorial
- Young Carers and Care Experienced Young People

## Linked Procedures

- Equality and Diversity
- Health and Safety
- Data Protection Procedure
- Safeguarding
- Attendance
- Bullying and Harassment

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- Complaints
- Fit to Study
- Learner Relationship Management
- Screening of Applicants who are Ex-Offenders
- Student Disclosure
- Substance Misuse
- Young Carers and Care Experienced Young People

## Approval, Change and Review

This policy is reviewed every year.

## Location and Access to the Policy

This policy is available from the staff intranet

**Date approved:** \_\_\_\_\_

**Responsible Manager:** \_\_\_\_\_

**Approved by:** \_\_\_\_\_

**Executive Lead:** \_\_\_\_\_

**Review date:** \_\_\_\_\_

**Accessible to Students: :** \_\_\_\_\_

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## Appendix 1

All staff should familiarise themselves with [Wales Safeguarding Procedures](#) for advice and guidance.

### **Safeguarding is everyone's responsibility.**

Effective safeguarding requires:

- Every member of staff and all stakeholders to play their part and contribute to safeguarding and promoting the wellbeing of learners.
- Information-sharing in accordance with guidance<sup>2</sup>.
- Staff to work together with internal and external colleagues to better understand our learners, their circumstances and their needs for care, support and safety.
- Developing co-productive working relationships to support learners at risk.

### **Safeguarding Children<sup>3</sup>**

Everyone has a responsibility for safeguarding children. Every child can be hurt, put at risk of harm or abused, regardless of their age, gender, religion or ethnicity. Safeguarding legislation and government guidance says that safeguarding means:

- protecting children from maltreatment
- preventing impairment of children's health or development
- ensuring that children are growing up in circumstances consistent with the provision of safe and effective care

**The rights of the child should be paramount to our approach.**

### **Signs and Indicators of Possible Abuse, Neglect and Harm in a Child**

Links below provide descriptions of the abuse, neglect and harm that may lead to a child being at risk. It is important to note that these are NOT exhaustive lists. Rather, they are provided to offer practitioners pointers that may alert them to possible abuse or neglect in an adult or child.

#### **Physical abuse**

#### **Sexual Abuse**

#### **Neglect**

#### **Emotional Abuse and Neglect**

<sup>2</sup> Information sharing to safeguard children: guidance <https://gov.wales/sharing-information-safeguard-children>

<sup>3</sup> The legal definition of a child is anyone under the age of 18

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## Adults at Risk

Adults can be at risk from the same types of abuse as children – physical, sexual and emotional. They can also be at risk of financial abuse or neglect, particularly if they rely on the support of others if they have care or support needs.

Vulnerable adults can include those who:

- have a disability;
- have a significant learning difficulty;
- are unable to protect themselves or report abuse;
- are homeless; and/or
- have a drug or alcohol addiction.

The link below leads to a description of the different forms of abuse and neglect that adults at risk may experience and ways in which the maltreatment may manifest itself. It is important to note that maltreatment may be linked to one specific incident or ongoing and/or repeated abuse and neglect. The maltreatment may result from one issue such as alcohol or drug misuse or an accumulation of circumstances and stressors, such as domestic violence and abuse, social isolation and deprivation.

Staff should be mindful that assessing harm does not mean merely listing the risk factors that are accumulating and assuming the longer the list the more likely the level of harm: just one risk factor may have a significant impact.

[Pointers for Practice: Signs and Indicators of Possible Abuse and Neglect in an Adult at Risk](#)

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## Appendix 2

### Advice from Wales Safeguarding Procedures

Specifically, all stakeholders should:

- understand their role and responsibilities to safeguard and promote the welfare of children at risk of harm, abuse and neglect;
- be familiar with and follow their organisation's procedures and protocols for safeguarding;
- know who to contact in their organisation to discuss concerns about a child at risk of abuse and neglect and their duty to report;
- be alert to indicators of abuse and neglect both within and outside the family;
- have access to and comply with the Wales Safeguarding Procedures;
- have received training to a level commensurate with their role and responsibilities;
- know when and how to report any concerns about abuse and neglect to social services or the police;
- know that an employee has a duty to report if an individual, family member or member of the public expresses concerns about a child's or adult's safety to them. They must never be asked to make a self-referral to social services or the police;
- be alert to and aware of the risks which individual abusers, or potential abusers, may pose to children at risk of abuse and neglect;
- recognise when a caregiver has compromised caring capacity, that is, problems which may affect their capacity to provide effective and appropriate care, or which may mean they pose a risk of harm;
- be aware of the impact and effects of abuse and neglect on children at risk;
- understand the safeguarding process;
- share and help to analyse information so that an informed assessment can be made of the child and family's needs and circumstances;
- contribute as required to provide help or a specific service to the child at risk or a member of their family as part of an agreed plan and contribute to the reviewing progress against person-centred outcomes;
- contribute as necessary at all stages of the safeguarding process;
- contribute to regularly reviewing outcomes against specific shared objectives;
- work co-operatively with the child at risk, carers and families, unless this is inconsistent with the need to ensure the individual's safety;
- be committed to fully co-operating with all other agencies in the interests of safeguarding adults at risk of abuse and neglect.

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