



South  
Lanarkshire  
College  

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East Kilbride

# SAFEGUARDING POLICY AND PROCEDURES

## Document Information

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## Version History

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1.0	April 2023	Rose Harkness Karen Pirie	
2.0	May 2024	Rose Harkness	Updating safeguarder information. Adult Protection and Guidance section added. Role clarification for Curriculum.

## Quick Links

We are inclusive and diverse, and this is one of our values.

We are committed to the FREDIE principles of Fairness, Respect, Equality, Diversity, Inclusion and Engagement.

To find out more about FREDIE click [HERE](#)

To find out more about our Vision, Mission and Values click [HERE](#)



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# 1. Purpose and Aim

South Lanarkshire College is committed to providing a safe, supportive learning environment for all and complies with legislation and national guidance to ensure the safety of staff and students, whilst widening access and promoting inclusiveness and diversity. The College recognises that it has a moral and statutory duty to promote the health and welfare of those receiving education and training through the College.

Safeguarding is everyone's responsibility, and all staff are committed to recognising and reporting all concerns related to child protection, welfare and wellbeing and are appropriately trained to remain vigilant and spot signs of all forms of abuse and maltreatment.

As such, we promise to:

- Be observant and alert to signs of all forms of abuse.
- Be curious and question explanations offered by parents / carers / learners / staff and visitors.
- Be compassionate, honest and clear.
- Ask for support when we feel there is a limit of our experience / skills.
- Follow College policies and procedures linked to safeguarding referrals.
- Work together with other agencies when appropriate to ensure support for young people and their families is effective and helps improve person-centred outcomes.

The purpose of this policy is to safeguard and promote the welfare of children, young people and adults at risk at South Lanarkshire College.

## 2. Scope

This Policy pertains to the safety and wellbeing of children, young people and adults at risk. While child protection procedures may be considered for a person up to the age of 18, the legal boundaries of childhood and adulthood are variously defined. There are overlaps.<sup>[1]</sup>

- Children, as defined by current legislation, are those under 18 years of age.<sup>[2]</sup>
- Young People or Adults at Risk, are those over the age of 16 and could incorporate staff members, volunteers, visitors, partner representatives and designated persons. An 'adult at risk' is someone who is unable to safeguard their own wellbeing, property, rights or other interests; is at risk of harm and because they are affected by disability, mental disorder, illness or physical or mental infirmity, are more vulnerable to being harmed than adults who are not so affected.<sup>[3]</sup>

It should be noted that a person may have a disability, physical and/or mental health condition and be fully capable of safeguarding their personal wellbeing and interest. It is the whole of an adult's at risk particular circumstances which can combine to make them more vulnerable to harm than others and a proportionate response to the situation should always be taken.

Safeguarding and promoting the welfare of children, young people and adults at risk is defined for the purposes of this policy as:

- Protecting from maltreatment.
- Preventing impairment of children's mental and physical health or development.
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all young people to have the best outcomes.
- Ensure the College approach is person-centred, and trauma-informed, considering always what is in the best interest of the person involved.
- Safeguard both preventatively and responsively;

[1] National Guidance for Child Protection in Scotland 2021

[2] Children (Scotland) Act 1995

[3] The Adult Support and Protection (Scotland) Act 2007

- Ensure the suitability of adults who have contact with children.
- Promote good health, effective management of medical conditions, and the development of self-care in children, young people and adults at risk.
- Have clear standards of behaviour for staff / volunteers and children / young people.
- Manage behaviour by anticipating possible concerns, prevention strategies, and clear, fair responses to challenging behaviour.
- Maintain records that document safeguarding concerns over time, including low-level worries about a child, young person or adults at risk that together may paint a picture of concern
- Work effectively and collaboratively with child protection and safeguarding statutory agencies.
- Ensure that all policies and procedures relating to safeguarding and wellbeing are updated in collaboration with the Board of Management.

## Vulnerable Groups

To ensure that all College students receive equal protection the College will give special consideration to children, young people and adults at risk who are particularly vulnerable, especially:

- Mental health concerns
- Carers
- Transgender children / young people
- Affected by parental substance misuse, domestic violence, or parental mental health needs
- Care Experienced
- Asylum seekers
- Lone Parents
- Learners who identify as LGBTQ+
- Living away from home
- Estranged from family
- Homelessness
- Vulnerable to being bullied, or engaging in bullying
- Living in temporary accommodation
- Live transient lifestyles
- Living in chaotic and unsupportive home situations
- Vulnerable to discrimination on the grounds of race, ethnicity, religion, disability or sexuality
- At risk of sexual exploitation
- Do not have English as a first language
- Veterans and Service Leavers
- At risk of female genital mutilation (FGM)
- At risk of forced marriage
- At risk of being drawn into extremism

This list provides examples of additional vulnerable groups and is not exhaustive.

Staff with concerns about a student, staff member or receive a disclosure regarding actions or behaviour of a third party should complete the appropriate Safeguarding Reporting Forms (Appendix G) and contact the Safeguarding Lead, Depute or appointed Safeguarding Contacts as detailed in Section 7 – Safeguarding Staff.

## 3. Context

The College will be guided by the [National Guidance for Child Protection in Scotland 2021](#) and adhere to key legislation, [The Children \(Scotland\) Act 1995](#), [The Adult Support and Protection \(Scotland\) Act 2007](#), [The Children and Young People Act \(Scotland\) Act 2014](#) and [Section 26 of the Counter –Terrorism and Security Act 2015](#) and take cognisance of other legislation, national guidelines (Appendix A) as well as relevant College policies and procedures (Appendix B).

Where relevant, applicants, employees and volunteers at the College will be members of the Protection of Vulnerable Groups Scheme (the PVG Scheme) which has been introduced by [The Protection of Vulnerable Groups \(Scotland\) Act 2007](#). Students on placement as part of their course who require to be members of the PVG scheme will be processed by the College.

What does the College mean by Child Protection and Safeguarding?

- Child Protection - The processes involved in consideration, assessment and planning of required action, together with the actions themselves, where there are concerns that a child may be at risk of harm from abuse, neglect or exploitation.
- Safeguarding - This is a much wider concept than child protection and refers to promoting the welfare of children, young people and adults at risk. It encompasses protecting from maltreatment, preventing impairment of their health or development, ensuring that they are growing up in circumstances consistent with the provision of safe and effective care, and taking action to enable all children, young people and protected adults to have the best outcomes. Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or likely to suffer, significant harm.

There is a distinctive approach to safeguarding in Scotland linked to [Getting It Right for Every Child \(GIRFEC\)](#) which promotes action to improve the wellbeing of every child and young person. Safeguarding is a golden thread that runs through the curriculum. The aim is to support the development of learners' knowledge, skills and resilience to keep themselves safe and protected, and to develop an understanding of the world so that they can respond to a range of issues and potential risky situations arising throughout their lives. As such, it permeates many features of the education experience including leadership, values, vision, the curriculum, learning and teaching, positive relationships and building learner resilience.

The College safeguarding approach is directed by [The Human Rights Act 1998](#) (HRA) which sets out the fundamental rights and freedoms that everyone in the UK is entitled to and contains the Articles and protocols of the [United Nations Convention on the Rights of the Child \(Incorporation\)\(Scotland\) Bill](#). It compels public organisations to respect and protect an individual's human rights when they make individual decisions about them. In addition, Colleges have obligations under the [Equality Act 2010](#). According to the Equality Act, colleges must not unlawfully discriminate against people because of their sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity, or sexual orientation (protected characteristics).

## 4. Policy Statement

South Lanarkshire College believes that everyone has a responsibility to promote and safeguard the welfare of children, young people and adults at risk and that all college users should have a safe and supportive environment within which they can prosper and thrive. The College is committed to providing staff with the training, knowledge and understanding required to achieve this. The College actively promotes equality and is committed to eliminating discrimination, harassment and victimisation.

It also recognises that some children, young people and adults at risk are additionally vulnerable as a result of, for example, past experiences, the impact of discrimination, their communication needs or other circumstances. The College is, therefore, also committed to ensuring explicit consideration is given to the diverse needs of College students and staff in relation to all safeguarding decisions.

## 5. Key Principles

South Lanarkshire College will promote the safeguarding of all college users and in particular children, young people and adults at risk from harm, abuse, exploitation or radicalisation.

The College will achieve this by:-

- Listening to children, young people and adults at risk, respecting them and providing support to those involved in a referral in adherence to this policy.
- Ensuring that all adults have a clear understanding of their legal and moral obligations to safeguard and protect children, young people and adults at risk from harm, abuse and exploitation.
- All reasonable steps being taken to prevent foreseeable harm to children, young people and adults at risk.
- Ensuring robust staff recruitment practices are in place and all adults with access to children and adults at risk are deemed fit to work with them.

- Being pro-active in promoting good lines of communication and ensuring that all students, parents, carers and partner agencies are familiar with the College's Safeguarding Policy and Procedures.
- Providing effective and ongoing staff development opportunities for all staff to develop their skills and knowledge in relation to the safeguarding and protection of children and adults at risk.
- Working effectively with key partners and other agencies.
- Ensuring clear reporting procedures are in place and that all adults understand their obligations to report concerns about a child or adult at risk to South Lanarkshire College's Safeguarding Lead or Depute Safeguarding Lead.
- Building a safeguarding culture where staff, students and all other College users know how they are expected to behave and know how to, and feel comfortable with, sharing concerns.
- Adopting a proactive approach to prevent inappropriate behaviour and working to ensure that all adults understand the boundaries of appropriate behaviour. Reference: Staff Code of Conduct and Good Practice; Gender-Based Violence Prevention and Support Policy; Student Behaviour, Attendance and Punctuality Policy and Code of Conduct.

## 6. Responsibilities

The South Lanarkshire College Board of Management and Principal has overall strategic responsibility for this Policy and for ensuring the College meet all legislative requirements pertaining to children, young people and adults at risk and that related policies and procedures are implemented and maintained.

All staff, as part of their normal duties and activities, have a safeguarding responsibility and will be made aware of their obligation to understand and adhere to the policy and engage in mandatory training.

The College has appointed senior members of staff to take overall responsibility for the policy (Vice Principals) and has also appointed a nominated Safeguarding Lead (Head of Student Services) and Depute Safeguarding Lead (Curriculum Manager Learning Development) to manage the College Safeguarding Network and oversee operational practice of the policy.

The Safeguarding Lead is responsible for:

- the oversight of safeguarding and child protection issues within the College;
- instituting any investigation into safeguarding issues or allegations of child abuse;
- determining the means of making an appropriate College response to any safeguarding issues or allegations of child abuse which may include:
  - making a recommendation to the Principal / Vice Principal / Curriculum of suspension of a person against whom allegations have been made;
  - Referral of the allegation to an external agency (e.g. Social Work or Police Scotland);
  - Informing parents, guardians or carers of any allegations of abuse or, in those cases where the matter has been referred by an external agency, deciding in conjunction with that agency what information will be conveyed to the parents, guardians or carers and at what stage;
  - keeping records relating to safeguarding and child protection issues;
  - designating other full-time members of the College staff to cover for absences or to act on behalf of the Lead and Depute;
  - support staff development in College safeguarding procedures; and
  - support the Safeguarding Network and act as the Chair of the College Safeguarding Group to support safeguarding and child protection activity across the College.

## 7. Safeguarding Staff

The following members of staff have overall responsibility for Safeguarding:

Senior Safeguarding Staff			
Name:	Angela Pignatelli	Email:	angela.pignatelli@slc.ac.uk
Job Title:	Vice Principal Learning, Teaching and the Student Experience Safeguarding Senior Manager in Charge		
Name:	Elaine McKechnie	Email:	elaine.mckechnie@slc.ac.uk
Job Title:	Vice Principal Finance, Resources and Sustainability Safeguarding Senior Manager in Charge		
Name:	Rose Harkness	Email:	rose.harkness@slc.ac.uk
Job Title:	Head of Student Services Safeguarding Lead		
Name:	Pauline Heeley	Email:	pauline.heeley@slc.ac.uk
Job Title:	Curriculum Manager Learning Development Depute Safeguarding Lead		

### College Safeguarding Network

All staff at the College should be familiar with the Safeguarding Policy. It clearly defines safeguarding, and highlights that there is a dedicated safeguarding network who act as a point of contact for providing safeguarding and child/adult protection expertise and advice to help support staff and students. This includes the Curriculum Manager for each curriculum area and a designated safeguarder in each of the College departments.

### Curriculum Role

The Curriculum is responsible for all behaviour and safeguarding matters, however, at all stages Student Services and Lead Safeguarding Officers can be consulted and called upon to provide guidance, advice and support.

Safeguarding Team			
College Safeguarders – Curriculum Areas			
Name:	Katie Orchiston	Email:	katie.orchiston@slc.ac.uk
Job Title:	Curriculum Manager Health and Social Care		
Name:	Joanne Warwick	Email:	joanne.warwick@slc.ac.uk
Job Title:	Curriculum Manager Hospitality, Events, Police and Legal Service		
Name:	Angela Reid	Email:	angela.reid@slc.ac.uk
Job Title:	Curriculum Manager Early Education and Childcare		
Name:	Margaret Campbell	Email:	margaret.campbell@slc.ac.uk
Job Title:	Curriculum Manager Hairdressing, Beauty and Make-up		
Name:	Rhona Keys	Email:	rhona.keys@slc.ac.uk
Job Title:	Curriculum Manager Social Services and Care		
Name:	Liz Woods	Email:	liz.woods@slc.ac.uk
Job Title:	Curriculum Manager Business Management, Media, and Tourism		
Name:	James Jamieson	Email:	james.jamieson@slc.ac.uk_



Job Title:	Curriculum Manager Building Service Engineering		
Name:	Nicola Murray	Email:	nicola.murray@slc.ac.uk
Job Title:	Curriculum Manager Built Environment		
Name:	Alisdair McTavish	Email:	alisdair.mctavish@slc.ac.uk
Job Title:	Curriculum Manager Carpentry and Joinery		
Name:	Fraser Waugh	Email:	fraser.waugh@slc.ac.uk
Job Title:	Curriculum Manager Wet Trades		
Name:	Lisa Doonan	Email:	lisa.doonan@slc.ac.uk
Job Title:	Curriculum Manager Quality		

<b>College Safeguarders – Services to Support Learners &amp; Departments</b>			
Name:	Mandy Murray	Email:	mandy.murray@slc.ac.uk
Job Title:	Depute Head of Student Services		
Name:	Karen Pirie	Email:	karen.pirie@slc.ac.uk
Job Title:	Guidance and Support Advisor		
Name:	Hazel McArdle	Email:	hazel.mcardle@slc.ac.uk
Job Title:	Guidance and Support Advisor		
Name:	Gary McIntosh	Email:	gary.mcintosh@slc.ac.uk
Job Title:	Head of Human Resources		
Name:	Chris Sumner	Email:	chris.sumner@slc.ac.uk
Job Title:	Head of Management Information Systems		
Name:	Craig Ferguson	Email:	craig.ferguson@slc.ac.uk
Job Title:	Head of Facilities		
Name:	Karen McFarlane	Email:	karen.mcfarlane@slc.ac.uk
Job Title:	Rural Academy Alternative Funding		
Name:	Natalie Black	Email:	natalie.black@slc.ac.uk
Job Title:	Finance Assistant		
Name:	Catriona Blacker	Email:	catriona.blacker@slc.ac.uk
Job Title:	Student President		

# Appendix A – Legislation and National Guidance

## UNRC

[United Nations Convention on the Rights of the Child \(Incorporation\)\(Scotland\) Bill](#)

### Legislation defining certain offences against children

- [Children and Young Persons \(Scotland\) Act 1937, section 12](#)
- [Prohibition of Female Genital Mutilation \(Scotland\) Act 2005](#)
- [Female Genital Mutilation \(Protection and Guidance\) \(Scotland\) Act 2020](#)
- [Sexual Offences \(Scotland\) Act 2009](#)
- [The Protection of Children and Prevention of Sexual Offences \(Scotland\) Act 2005](#)
- [Human Trafficking and Exploitation \(Scotland\) Act 2005](#)
- [Civic Government \(Scotland\) Act 1982](#)
- [Children \(Equal Protection from Assault\) \(Scotland\) Act 2019](#)

### Legislation on managing adults who may pose a risk to children.

- [Criminal Justice and Licensing \(Scotland\) Act 2010](#)
- [Domestic Abuse \(Scotland\) Act 2011](#)
- [Domestic Abuse \(Scotland\) Act 2018](#)
- [Protection from Abuse \(Scotland\) Act 2001](#)
- [Abusive Behaviour and Sexual Harm \(Scotland\) Act 2016](#)

### Legislation on criminal proceedings and witness supports

- [Criminal Procedure \(Scotland\) Act 1995](#)
- [Victims and Witnesses \(Scotland\) Act 2014](#)
- [Age of Criminal Responsibility \(Scotland\) Act 2019](#)
- [Forensic Medical Services \(Victims of Sexual Offences\)](#)

### Additional Legislation

- [Children \(Scotland\) Act 2020](#)
- [Children \(Scotland\) Act 1995](#)
- [Children’s Hearings \(Scotland\) Act 2011](#)
- [Children and Young People \(Scotland\) Act 2014](#)
- [Counter Terrorism and Security Act 2015 \(section 26\)](#)
- [Disclosure \(Scotland\) Act 2020](#)
- [Mental Health \(Care and treatment\) \(Scotland\) Act 2003](#)
- [Anti-Social Behaviour \(Scotland\) Act 2004](#)
- [Adult Support and Protection \(Scotland\) Act 2007](#)
- [Adoption and Children \(Scotland\) Act 2007](#)
- [Equality Act 2010](#)
- [The Forced Marriage etc \(Protection and Jurisdiction\) \(Scotland\) Act 2011](#)
- [General Data Protection Regulation \(GDPR\)/Data Protection Act 2018](#)

### Emergency legislation under regular review

- [Coronavirus \(Scotland\) Act 2020 – Guidance on looked after children and children’s hearings provisions](#)

### Proposed legislation currently being considered by the Scottish Parliament

- [Domestic Abuse \(Protection\) \(Scotland\) Bill](#)

### National Guidelines

- [Protecting Children: A Shared Responsibility: A Guidance on Inter-agency Cooperation – Scottish Office, 1998](#)
- [It’s everyone’s job to make sure I’m alright’ – Scottish Executive, November 2002](#)
- [Legislation outlined Annex C of ‘Protecting Children and Young People Framework for Standards’ – Scottish Executive, March 2004](#)
- [National Guidance for Child Protection Scotland 2021](#)
- [Getting it right for every child \(GIRFEC\) National Practice Model – 2022](#)

# Appendix B – College Policies and Procedures

## College Policies and Procedures

- Bullying and Harassment Policy
- Confidentiality Policy
- Code of Conduct & Good Practice
- Data Protection – CCTV Policy
- Disclosure of Criminal Convictions Policy
- Freedom of Information Policy
- Gender-Based Violence Prevention & Support Policy
- Health and Safety Policy
- ICT Email & Internet Policy
- ICT Policy
- Learner Support Policy
- Physical Intervention Code of Conduct & Good Practice
- Recruitment and Selection Policy
- Student Code of Conduct
- Student Carer Policy & Support Plan
- Student Behaviour, Attendance and Punctuality Policy
- Staff Disciplinary Policy

# Appendix C – Definition of Abuse and Safeguarding Situations

## General Definition of Abuse <sup>[4]</sup>

Abuse and neglect are forms of maltreatment. Abuse or neglect may involve inflicting harm or failing to act to prevent harm. Children, young people and adults at risk may be maltreated at home; within a family or peer network; in care placements; institutions or community settings; and in the online and digital environment. Those responsible may be previously unknown or familiar, or in positions of trust. They may be family members. Children may be harmed pre-birth, for instance by domestic abuse of a mother or through parental alcohol and drug use.

## Categories of Abuse

The College recognises there are many types of abuse. These include:-

### Physical Abuse

Physical abuse is the causing of physical harm to a child or young person or adult at risk. Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning or suffocating. Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately causes, ill health to a child they are looking after.

### Emotional Abuse

Emotional abuse is persistent emotional ill treatment that has severe and persistent adverse effects on a child's emotional development. 'Persistent' means there is a continuous or intermittent pattern which has caused, or is likely to cause, significant harm. Emotional abuse is present to some extent in all types of ill treatment of a child, but it can also occur independently of other forms of abuse.

### Neglect

Neglect consists of persistent failure to meet a child's basic physical and/or psychological needs, which is likely to result in the serious impairment of the child's health or development. There can also be single instances of neglectful behaviour that cause significant harm. Neglect can arise in the context of systemic stresses such as poverty and is an indicator of both support and protection needs. 'Persistent' means there is a pattern which may be continuous or intermittent which has caused or is likely to cause significant harm. However, single instances of neglectful behaviour by a person in a position of responsibility can be significantly harmful. Early signs of neglect indicate the need for support to prevent harm.

### Child Sexual Abuse

Child sexual abuse (CSA) is an act that involves a child under 16 years of age in any activity for the sexual gratification of another person, whether or not it is claimed that the child either consented or assented. Sexual abuse involves forcing or enticing a child to take part in sexual activities, whether or not the child is aware of what is happening.

### Child Sexual Exploitation

Child sexual exploitation (CSE) is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a person under 18 into sexual activity in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact. It can also occur through the use of technology. Children who are trafficked across borders or within the UK may be at particular risk of sexual abuse.

### Online Abuse

Online child abuse is any type of abuse that occurs in the digital environment and the internet, facilitated through technology and devices such as computers, tablets, mobile phones, gaming devices and other online-enabled devices.

### Criminal Exploitation

Criminal exploitation refers to the action of an individual or group using an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18 into any criminal activity in exchange for something the victim needs or wants, or for financial or other advantage of the perpetrator or facilitator. Violence or the threat of violence may feature. The victim may have been criminally exploited, even if the activity appears

[4] National Guidance for Child Protection in Scotland 2021

consensual. Child criminal exploitation may involve physical contact and may also occur through the use of technology. It may involve gangs and organised criminal networks. Sale of illegal drugs may be a feature. Children and vulnerable adults may be exploited to move and store drugs and money. Coercion, intimidation, violence (including sexual violence) and weapons may be involved.

### **Female Genital Mutilation (FGM)**

This extreme form of physical, sexual and emotional assault upon girls and women involves partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons. Such procedures are usually conducted on children and are a criminal offence in Scotland. FGM can be fatal and is associated with long-term physical and emotional harm.

### **Forced Marriage**

A forced marriage is a marriage conducted without the full and free consent of both parties and where duress is a factor. Duress can include physical, psychological, financial, sexual, and emotional abuse. Forced marriage is both a child protection and adult protection matter. Child protection processes will be considered up to the age of 18. Forced marriage may be a risk alongside other forms of so called 'honour-based' abuse (HBA). HBA includes practices used to control behaviour within families, communities, or other social groups, to protect perceived cultural and religious beliefs and/or 'honour'.

### **Child Trafficking**

Child trafficking involves the recruitment, transportation, transfer, harbouring or receipt, exchange or transfer of control of a child under the age of 18 years for the purposes of exploitation. Transfer or movement can be within an area and does not have to be across borders. Examples of and reasons for trafficking can include sexual, criminal and financial exploitation, forced labour, removal of organs, illegal adoption, and forced or illegal marriage.

### **Recognition of Abuse**

Staff, both teaching and support, because of their day-to-day contact with individuals, are well placed to observe outward symptoms of abnormality or change in appearance, behaviour, learning pattern or development. Such symptoms may be due to a variety of other causes, including bereavement, domestic violence or other changes in family circumstances, or drug, alcohol or solvent misuse. Sometimes, however, they may be due to child abuse.

For example, the following may be noticeable:

- Bruises, particularly bruises of a regular shape which may indicate the use of an implement such as a strap, or the marks of a hand, lacerations, bite marks or burns.
- Possible indicators of physical neglect, such as inadequate clothing, poor growth, hunger, poor hygiene.
- Possible indicators of emotional abuse, such as excessive dependence, attention seeking, self-harming.
- Possible indicators of sexual abuse – physical signs such as bruises, scratches or bite marks, or behavioural such as precocity, withdrawal or inappropriate sexual behaviour.

Other possible signs are:

- Withdrawn behaviour.
- Agitated or anxious behaviour.
- Student being isolated by other students.
- Student isolating him/herself from fellow students.
- Inappropriate/improper dress.
- Unkempt, unwashed, smelly.
- Overly anxious to please.
- Bruising and minor injuries.
- Frequent absences for admission to hospital.
- Atypical incidence of absence from college.
- Sudden changes in behaviour, eg secretiveness.
- Atypical aggressive, acting-out behaviour.
- Precocious sexual behaviour.

Any of the above may be accompanied by marked deterioration in performance or increased absenteeism – both of which can in themselves be indicators of abuse. No list of symptoms can be exhaustive. Also, alternative medical, psychological or social explanations may exist for the signs and symptoms described.

## **Adult Support and Protection Guidance** <sup>[5]</sup>

Most adults, who might be considered to be at risk of harm, manage to live their lives without experiencing harm. Often this is with the assistance of caring relatives, friends, carers, professional agencies or volunteers. However, some people will experience harm such as physical harm, psychological harm, sexual harm or exploitation of their finances or property. The Adult Support and Protection (Scotland) Act 2007 was introduced to maximise the protection of adults at risk of harm.

The [West of Scotland Inter Agency Support and Protection Practice Guidance](#) provides an overview of the process to support and protect when harm happens to an adult at risk. It details the action to be taken by agencies when harm is identified; the timescales for referrals; the process of inquiries and investigations and case conferences. This guidance does not place any governance expectations on agencies in the same way as local procedures agreed by the multi agency Adult Protection Committees. However, what it does is bring together in one document, a process that follows the legislation, the relevant Code of Practice, and the actions that should be taken by the public agencies to meet their duties under the 2007 Act. It can be used by all agencies, especially the voluntary and private sector agencies, knowing that each Adult Protection Committee who signed up, has agreed in principle that it reflects local practice and local procedures.

The document:

- Recognises existing legislation to protect adults
- Focuses on the 2007 Act
- Contains information on the definition of harm and common indicators
- Outlines guidance for intervention

The addition of the Adult Support and Protection (Scotland) Act 2007 (the 2007 Act) means there is a concise legal framework to facilitate further the protection of adults at risk of harm through the measures contained in Part 1 of the Act.

### **Adult Support and Protection (Scotland) Act 2007**

Adult at risk Section 3(1) defines an 'adult at risk' as adults who:

- are unable to safeguard their own well-being, property, rights or other interests;
- are at risk of harm, and
- because they are affected by disability, mental disorder, illness or physical or mental infirmity, are more vulnerable to being harmed than adults who are not so affected.

It is important that all three elements of this definition must be met, or that there are grounds for believing all three elements may be met, for an adult to be deemed an adult at risk and for interventions to take place under the 2007 Act. It is the whole of an adult's particular circumstances that can combine to make them more vulnerable to harm than others.

### **Principles**

The principles must be taken into account at all stages of any intervention and emphasise the importance of striking a balance between an adult's right to freedom of choice and the risk of harm to that person.

Any intervention must be reasonable, necessary, proportionate and legal.

A public body or office holder must be satisfied that any intervention will provide:-

- Benefit to the adult which could not reasonably be provided without intervening in the adults affairs and;
- Is, of the range of options likely to fulfil the object of the intervention, the least restrictive to the adult's freedom

In addition, in considering a decision or course of action, the public bodies or office holders must also have regard to the following:-

- The adult's ascertainable wishes and feelings (past and present).
- Any views of the adult's nearest relative, primary carer, guardian or attorney and any other person who has an interest in the adults well being or property.
- The importance of the adult participating as fully as possible in the performance of the function and providing the adult with such information and support as is necessary to enable the adult to participate.

[5] <https://www.east-ayrshire.gov.uk/Resources/PDF/W/West-of-Scotland-Inter-Agency-ASP-Guidance.pdf>

- The importance of the adult not being, without justification, treated less favourably than the way in which a person who is not an adult at risk of harm would be treated in a comparable situation.
- The adult's abilities, background and characteristics.

## Values

In general terms, the following values underpin any intervention in the affairs of adults deemed to be at risk and in need of protection under this multi agency guidance:

- Every adult has a right to be protected from all forms of abuse, neglect and exploitation.
- The welfare and safety of the adult takes primacy in relation to any inquiry or investigation.
- Every effort should be made to enable the individual to express their wishes and make their own decisions to the best of their ability recognising that such self-determination may involve risk.
- Where it is necessary to override the wishes of the adult or make decisions on his/her behalf for their own safety (or the safety of others) this should be proportionate and least restrictive.

Partnership agencies subscribing to this guidance for the protection of adults at risk will also adhere to:

- Actively working together within the value base of dignity, privacy, choice, safety, realising potential, equality and diversity.
- Actively promoting individual choice and the well being of adults at risk through service provision.
- Actively work together within an interagency framework to provide the best outcomes for adults at risk.
- Acting in a way which supports the rights of the individual to lead an independent life based on personal choice.
- Recognising people who are unable to make their own decisions and/or to protect themselves and their assets.
- Interventions should be legal, necessary and proportionate.
- Decisions should be defensible, recorded and have a clear rationale.

## Duty to Report

Public agencies have a duty to report any suspected or actual harm to an adult at risk. This should occur within 1 working day of the concerns being noted.

Contact details for each authority can be found [here](#).

## Gender-based Violence (GBV)

For the purpose of this policy, we use the Scottish Government's definition of gender-based violence. Gender-based violence describes a range of behaviours that includes: intimidation, harassment, online abuse, intimate image sharing, domestic abuse, physical and emotional abuse, stalking, sexual assault and murder. The term also includes commercial sexual exploitation and so-called 'honour based' violence, including, female genital mutilation, forced marriages and 'honour' crimes.<sup>[6]</sup>

GBV is a function of gender inequality. It takes the form of actions that result in physical, sexual, and psychological harm or suffering to women and girls, or affront to their human dignity, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or private life. It is men who predominantly carry out such violence, and women who are predominantly the victims of such violence. By referring to violence as 'gender based' this definition highlights the need to understand violence within the context of women's and girl's subordinate status in society. Such violence cannot be understood, therefore, in isolation from the norms, social structure and gender roles within the community, which greatly influence women's vulnerability to violence.<sup>[7]</sup>

Although gender-based violence affects more women and girls, it also impacts men and boys, and those in the LGBTQ+ community. We recognise that gender-based violence is an issue across all of society and we are fully committed to ensuring our campus is safe for everyone. In addition, the College seeks to provide a caring and timely response to those who have been impacted by gender-based violence. In everything that we do, the College will consistently send out a strong message that gender-based violence has no place in our college community or wider society.

These can include, but are not limited to:

- Physical, sexual and psychological violence (for example physical assault and sexual assault, coercive control etc.)

[6] <https://www.gov.scot/publications/equally-safe-scotlands-strategy-prevent-eradicate-violence-against-women-girls/>

[7] Equally Safe: Scotland's strategy for preventing and eradicating violence against women and girls

- Unwanted and unwelcome, sexual or gender-based verbal, written, online and/or physical conduct.
- Sexual harassment and intimidation at college, work and in the public areas
- Threatening or causing physical harm, extreme verbal abuse, or other conduct which threatens or endangers the health and safety of any other person.
- Discrimination, as defined as actions that deprive other members of the community of educational or employment access, benefits or opportunities on the basis of gender.
- Intimidation, defined as implied threats or acts that cause an unreasonable fear of harm in another.
- Bullying, defined as repeated and/or severe aggressive behaviour likely to intimidate or intentionally hurt, control or diminish another person, physically or mentally.
- Violence between those in an intimate relationship (this includes romantic relationships, dating, domestic, and/or relationship violence). Intimate relationship violence is a pattern of abusive behaviour in any relationship that is used by one partner to gain or maintain power and control over intimate partners. Intimate partner violence can be physical, sexual, emotional, economic, or psychological actions or threats of actions that influence another person.
- Stalking, defined as a pattern of repeated and unwanted attention, harassment, contact, or any other course of conduct directed at a specific person that would cause a reasonable person to feel fear of their safety or the safety of others e.g. unwanted gifts, sms messages, through social media.
- Dowry related violence – Dowry includes gifts, money, goods or property given from the bride's family to the groom or in-laws before, during or any time after the marriage. Dowry is a response to explicit or implicit demands or expectations of the groom or his family.
- Forced and Child Marriages – Forced marriage is when a person faces physical pressure to marry (e.g. threats, physical violence or sexual violence) or emotional and psychological pressure (e.g. made to feel like they are bringing shame on their family).
- Honour crimes involve physical, emotional, psychological, financial and sexual abuse, including murder, committed by people who want to defend the reputation of their family or community.
- FGM (Female Genital Mutilation), also known as female genital cutting and female circumcision, is the ritual removal of some or all of the external female genitalia.

Signs that indicate someone may have been impacted by gender-based violence. These can include, but are not limited to:

- There may be obvious effects of physical violence e.g. bruising
- Explanations for injuries/incidents that occur that are 'explained away' by the victim
- Poor attendance or presenteeism
- Changes in behaviour
- Interruptions at college, e.g. repeated upsetting calls/texts/emails
- May cry or be very anxious
- Uncharacteristic distraction, problems with concentration
- Depression/suicidal ideation
- Fear of partner/references to anger
- Expresses fear about leaving children home alone with partner
- Appears to be isolated from friends and family
- Needing regular time off for 'appointments'

It is important not to make assumptions as some of the above indicators may be indicative of other concerns unrelated to abuse. The context within which they occur is therefore an important consideration.

For further information and support, visit the College's designated webpage for [Preventing Gender-Based Violence](#).

### **Prevention of Radicalisation**

As of July 2015, the [Counter-Terrorism and Security Act 2015](#) placed a new duty on education providers. Under section 26 of the Act, colleges are required, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism. This duty is known as the Prevent Duty.

In Scotland, this duty is met through Prevent Multi-Agency Panels (PMAP). The term 'Prevent Multi-Agency Panels' (or 'PMAP') refers to the local authority led support and the duty as set out in section 36 of the CTSA 2015. This is separate and distinct from police-led Prevent case management. This programme aims to work with the individual to address their specific vulnerabilities, prevent them becoming further radicalised and possibly entering the criminal justice system because of their actions. The PMAP process forms a key part of Prevent. The process adopts a multi-agency approach to identify and provide support to individuals who are at risk of being drawn into terrorism. There is no fixed profile of a terrorist, so there is no defined threshold to determine whether an individual



is at risk of being drawn into terrorism.

It is recognised that radicalisation can occur to an individual from any section of society and is not particular to any racial, ethnic or social group. It is further recognised that in many instances the process of radicalisation is essentially one of grooming by others.

Possible signs of radicalisation include:

- The individual's views become increasingly extreme regarding another section of society or government policy
- The individual becomes increasingly intolerant of more moderate views
- The individual expresses a desire/intent to take part in or support extremist activity
- They are observed downloading, viewing or sharing extremist propaganda from the web
- They become withdrawn and focused on one ideology
- The individual may change their appearance, their health may suffer (including mental health), and they may become more isolated from family, friends, peers or social groups.

### **Mental Health and Wellbeing**

The College has an important role to play in supporting the mental health and wellbeing of students and staff.

Mental health problems can, in some cases, be an indicator that a person has suffered or is at risk of suffering abuse, neglect or exploitation.

All staff should also be aware that mental health problems can, in some cases, be an indicator that someone has suffered or is at risk of suffering abuse, neglect or exploitation. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences (ACE's), this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour, and education.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health concern. Staff, however, are well placed to observe on a day-to-day basis and identify those whose behaviour suggests that they may be experiencing a mental health concern or be at risk of developing one. Immediate action should be taken in response to any mental health concerns and a referral made to a College Safeguarder. Action should also be taken where there is a safeguarding concern already present, through reporting the concern to Student Services staff in the Student Advice Centre or in serious circumstances the Safeguarding Lead / Depute Safeguarding Lead as with any other safeguarding concern.

The College has a number of staff trained in Mental Health First Aid and ASIST (Applied Suicide Intervention Skills Training) providing immediate help and support to those who need it.

For help and support at the College during office hours telephone: 01355 807780 (ask for Student Services or an ASIST trained member of staff) or email [student.support@slc.ac.uk](mailto:student.support@slc.ac.uk). For staff specific support contact Human Resources by emailing [humanresources@slc.ac.uk](mailto:humanresources@slc.ac.uk)

Students and staff experiencing issues with mental health and/or be in crisis can be supported to contact their GP or emergency services as well as information and advice on external specialist support agencies. This includes concerns with health and psychological difficulties, anxiety, depression, self harm, or suicide ideation.

For information and support, contact Student Services by emailing [student.support@slc.ac.uk](mailto:student.support@slc.ac.uk). Visit the College's designated webpage for [Mental Health and Wellbeing](#).

To find out more about the support available at the College, use the links below:

- [Student Mental Health and Wellbeing - Supported Pathways to Wellness](#)
- [Student Mental Health Agreement 2022-24](#)
- [Student Support Pocket Guide](#)
- [Student Mental Health Strategy](#)

# Appendix D – Safeguarding Procedures

## INTRODUCTION

The purpose of these safeguarding procedures is to ensure that concerns about the welfare of children, young people and adults at risk in the College are dealt with sensitively, effectively and efficiently.

They will provide step-by-step guidance on how to respond to a concern.

South Lanarkshire College will ensure that every member of staff:

- Reads and understands the Safeguarding Policy and Procedures that include the mandatory reporting duty of all child/adult protection and safeguarding concerns.
- Knows the names of the Senior Safeguarding Staff / Safeguarding Lead / Depute Safeguarding Lead and wider Safeguarding Network.
- Will undergo mandatory safeguarding training as part of the staff induction process and through refresher training. The training will cover:
  - Their personal responsibility/Staff code of conduct/teaching standards.
  - Understand the definitions of all forms of abuse, physical abuse, emotional abuse, sexual abuse and neglect etc.
  - The need to be vigilant in identifying cases of abuse at the earliest opportunity.
  - How to support and respond to a child, young person or adult at risk who discloses significant harm (either actual or likely).
  - Prevent Duty referral process.
  - Their understanding of professional boundaries and what constitutes inappropriate behaviour.
- Knows their duty linked to unsafe practices, regarding young people or adult at risk, by a colleague.
- Undertakes appropriate discussion with parents and carers.
- Monitor internet usage in classrooms and knows how to recognise and respond to inappropriate internet use.
- Respects and adheres to the South Lanarkshire College Code of Conduct.

The Safeguarding Lead / Depute Safeguarding Lead will disclose any information about a learner to other members of staff on a need-to-know basis.

All staff should be able to reassure individuals that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting any form of abuse and/or neglect. Nor should they ever be made to feel ashamed for making a report.

All staff should be aware that young people and vulnerable adults may not feel ready or know how to tell someone that they are being abused, exploited or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to their Safeguarding Lead / Depute Safeguarding Lead / Curriculum Safeguarder if they have concerns about a young person or adult at risk, as it is also important that staff determine how best to build trusted relationships with young people and vulnerable adults which facilitate communication.

Concerns may arise because:

- Abuse is disclosed;
- There are suspicions or indicators that a child, young person or adult at risk is being abused;
- There are observable changes in behaviour that may relate to abuse;
- A young person may abuse or radicalise another young person;
- The behaviour of a member of staff towards a young person causes concern or there is suspicion that a staff member or volunteer is harming a child/young person/adult at risk.

### **These procedures apply to everyone in the College.**

The procedures are mandatory. Child protection is the responsibility of every adult. The publication [It's everyone's job to make sure I'm alright](#) Scottish Executive, 2002 and subsequent updated guidelines published in 2017 [It's still everyone job to make sure I'm alright](#) emphasises the need for all of us to take responsibility in order to protect children and young people.

## HOW TO RESPOND IF SOMEONE DISCLOSES ABUSE, GBV OR RADICALISATION

All staff are expected to do the following:

**LISTEN** carefully and remain calm; do not express shock or embarrassment.

**DO NOT** guarantee confidentiality and be clear that you will act sensitively and explain what will happen next.

**GIVE REASSURANCE** that you are taking the information seriously.

**DO NOT** ask leading questions.

**DO NOT** examine any physical injuries.

**DO NOT** attempt to investigate the allegations yourself.

**NEVER JUDGE** even if the allegation is against a colleague.

**RECORD** what was said, also note the date, time, and place that the conversation took place.



All staff must follow College procedures for recording and storing sensitive information.

If an allegation is brought to your attention as a member of staff, you should:

- Be honest and transparent in relation to your professional responsibilities, for example, make it clear that you may have to share information with others.
- Allow the child/young person/adult at risk to speak without interruption.
- Listen to what the child/young person/adult at risk says and show that you take them seriously.
- Consult/inform the Safeguarding Lead/Depute Safeguarding Lead/Curriculum Safeguarder ensuring that you communicate all the information accurately.
- Stay calm – do not rush into inappropriate action.
- Reassure the child/young person/adult at risk – confirm that you know how difficult it must be to confide.
- Ensure that you clearly understand what the child/young person/adult at risk has said – so that you can refer.

In all cases, go straight to the Safeguarding Lead / Depute Safeguarding Lead / Curriculum Safeguarder.

### ALLEGATIONS AGAINST STAFF

A student may make an allegation against a member of staff. If an allegation is made, the member of staff receiving the allegation will immediately inform the Safeguarding Lead / Depute Safeguarding Lead.

Whenever an allegation against any member of staff is received by the Safeguarding Lead, advice should be sought from Head of Human Resources and the Principal's Office.

If the allegation involves the Safeguarding Lead the matter should be reported to the Vice Principal's (Senior Safeguarding Manager in Charge) and Head of Human Resources.

If the allegation is against the Principal, the concerns must be reported to the Clerk to the Board of Management, Vice Principal's, Safeguarding Lead and Head of Human Resources.

The Safeguarding Lead should be alerted to cases in which it is alleged that a person has:

- Behaved in a way that has harmed, or may have harmed a child, young person, or adult at risk.
- Possibly committed a criminal offence against or related to a child, young person, or adult at risk.
- Behaved towards a child or children in a way that indicates they may pose a risk of harm to children.
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children, young people, or adults at risk.

This applies to paid employees, volunteers, casual/agency staff, and self-employed workers who will have contact with children, young people and adults at risk as a part of their role.

The Safeguarding Lead ensures that all allegations or concerns about professionals or adults working or volunteering with children are recorded appropriately, monitored, and progressed in a timely and confidential way.

The Safeguarding Lead provides advice and guidance to employers and voluntary organisations, liaising with the police and other agencies and monitoring the progress of cases to ensure that they are dealt with as quickly as possible, consistent with a thorough and fair process. Any allegations or concerns must be reported to the Safeguarding Lead / Depute Safeguarding Lead within 24 hours (or one working day) of it coming to notice.

The Safeguarding Lead / Depute Safeguarding Lead will provide Curriculum and Department Safeguarders ongoing guidance, help and support. The consultation process allows for concerns to be evaluated objectively and to ascertain whether similar concerns may have been raised but not met the threshold for investigation.

### **CURRICULUM ROLE CLARIFICATION**

There has been an increase in the number of referrals to Student Services and not all of these are safeguarding issues, they may be behavioural in nature instead. Staff should familiarise themselves with the [Attendance and Behaviour Policy](#) which is also available in the documents library on the Portal.

Please see below for what should happen:

- If a lecturer has a concern that they cannot deal with themselves then they should speak to their Curriculum Manager.
- If the Curriculum Manager requires advice or support, they should speak to the appropriate Associate Principal. If it is a clear safeguarding issue, such as a disclosure of abuse, Prevent Duty concern or an immediate risk to life, as defined by the Safeguarding Policy, then you should follow the Safeguarding Flowchart as set out in Appendix E of the Policy.

The Curriculum is responsible for all behaviour and safeguarding matters, however, at all stages Student Services and Lead Safeguarders can be consulted and called upon to provide guidance, advice, and support.

### **CONTACT WITH PUPILS IN PARTNER SCHOOLS / ON OUTREACH**

It is normal practice that school pupils will be taught in discrete groups and where this is not the case a risk assessment will be undertaken.

If you are working in a school at the time the allegation of abuse is made, the school's child protection procedures should be followed, and you should advise the Safeguarding Lead that you have filed a report with the School's Child Protection Practitioner.

If you are working in College or in a College outreach base, the College Safeguarding Procedures should be followed.

### **RECORDING INFORMATION**

Complete appropriate Safeguarding Reporting Forms within acceptable timescales (see example proforma at Appendix G) which can also be found in the Documents section of the Staff Portal.

Observe standard guidelines for holding sensitive information in accordance with current legislation.

All recorded information must be handled sensitively. All conventions of confidentiality must be adhered to at all times.

Storage and access of information will be managed by the Safeguarding Lead. Records will be retained for a period of three years.

## **REFERRING INFORMATION TO RELEVANT AGENCIES**

External referrals for example to Police Scotland or Social Work would normally be made by either the Safeguarding Lead / Depute Safeguarding Lead or a member of the wider Safeguarding Network. If the staff member suspects that the child, young person or adult at risk is in immediate danger, they will contact the Police straightaway by dialling 999. All incidents and actions will be reported to the Safeguarding Lead / Depute Safeguarding Lead in a timely manner

In line with the requirements of the PVG (Scotland) Act 2007, if the College is made aware of criteria for referral being met or previously having been met before the PVG Act came into force, the Safeguarding Lead or Head of Human Resources will make a referral to Disclosure Scotland.

## **CONFIDENTIALITY**

In accordance with current legislation, the welfare of the child, young person or adult at risk is paramount.

Only a restricted number of people within the institution should have access to information that involves child/adult protection and safeguarding issues.

Information should be shared on a 'need to know' basis in accordance with current legislation and Codes of Practice.

[Data Protection Act \(DPA\) 2018](#) controls how personal information is used by organisations, businesses or the government and is the UK's implementation of the General Data Protection Regulation (GDPR).

The DPA (2018) does not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children, young people, or adults at risk. This falls under a common law duty of care where the College deem the circumstances to be in the public interest necessary to protect students and staff.

When deciding whether information needs to be shared with staff within the setting or with other agencies, staff should take account of the following principles, bearing in mind that the most important consideration is whether sharing information is likely to support the safeguarding and protection of a child, young person or adult at risk:

- Necessary and Proportionate
- Relevant
- Adequate
- Accurate
- Timely
- Secure
- Recorded

Staff should consider when they share information, how and how much they share, and where possible they should be transparent about the fact that they are sharing. It is important to acknowledge that sharing of all information that could be regarded big or small is essential for the protection of the child, young person, or adult at risk.

Although the process for deciding whether to share information is the same within and outside the setting, in terms of proportionality and the need to know, sharing information with practitioners from other agencies needs to be documented. It is reasonable for staff to discuss day-to-day concerns about students with colleagues in order to ensure that general needs are met in college. However, staff should report all child/adult protection and safeguarding concerns to the Safeguarding Lead. The person receiving the referral will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

The Safeguarding Lead / Depute Safeguarding Lead or Curriculum Safeguarder will normally obtain consent from the student/or parents/carers to share sensitive information within the College or with outside agencies. Where there is good reason to do so, the Safeguarding Lead / Depute Safeguarding Lead or Curriculum Safeguarder may share information without consent, and will record the reason for not obtaining consent. If any member of staff receives a request from a student / parent/carer to see child/adult protection / safeguarding records, they will refer the request to the Data Protection Officer. Every effort will be made to prevent unauthorised access to sensitive information.

## **ONLINE SAFETY / REMOTE LEARNING**

Staff and students commonly use electronic equipment including mobile phones, tablets and computers daily to access the internet and share content and images via social networking sites such as Facebook, Twitter, MSN, Tumblr, Snapchat, TikTok and Instagram. Those technologies and the internet are a source of fun, entertainment, communication and education. Unfortunately, however, some adults and young people will use those technologies to harm children and the use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm.

The breadth of issues within online safety is considerable, but can be categorised into four areas of risk:

- Content: being exposed to illegal, inappropriate or harmful material; for example, pornography, fake news, racist or radical and extremist views;
- Contact: being subjected to harmful online interaction with other users; for example, commercial advertising as well as adults posing as children or young adults; and
- Conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images, or online bullying;
- Commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams.

The College's online IT Acceptable Use Policy explains how we try to keep students and staff safe in college and protect and educate learners in the safe use of technology. The College has appropriate filters and monitoring systems in place to protect children from potentially harmful online material. We will complete an annual review of our online safety policy which will be supported by an annual risk assessment. This will consider and evaluate any emerging risks our students face when participating in online activity.

Cyberbullying and sexting by learners will be treated as seriously as any other type of bullying and will be managed through the Attendance, Behaviour and Punctuality Policy, Student Code of Conduct and the GBV Prevention and Support Policy.

It is essential that information is shared with parents and carers which outlines how online learning is being delivered. This should include explicit details of sites that will be accessed, staff that pupils will interact with, and how this is being monitored. There must also be robust strategic oversight to ensure that monitoring systems are effective, and that staff are able to identify and report concerns.

## **HOW TO KEEP PEOPLE INFORMED AND INVOLVED IN THE PROCESS**

In accordance with the principles of current legislation, the views of the child/young person/adult at risk will be taken into account when considering risk, adversity and protective factors. Cultural sensitivity and competence is necessary in considering the family reference point

All students will be provided with information on the College's safeguarding procedures during induction and in appropriate college publications.

The Safeguarding Lead / Depute Safeguarding Lead / Curriculum Safeguarder will keep the child/young person/adult at risk informed while the matter is within the jurisdiction of the College.

The Safeguarding Lead / Depute Safeguarding Lead / Curriculum Safeguarder will take account of the views of the child/young person/adult at risk involved in the process.

## **SUPPORT AND STAFF DEVELOPMENT**

The College will provide initial, on-going and appropriate training to all staff members on the Safeguarding policy and associated procedures.

The College will support staff by providing an opportunity to talk through any concerns with the Safeguarding Lead / Depute Safeguarding Lead and offer reasonable appropriate support from external agencies if requested.

The College will offer support to the wider College Safeguarding Network if requested.

# Appendix E – Safeguarding Flowchart

In the College there are a number of key groups of staff who are likely to receive a safeguarding disclosure.

Those in key roles may include:

- Student Support Services
- Academic Staff
- Extended Learning Support
- Reception and Library Staff
- Student Association Officers
- Facilities Staff
- IT Staff
- Human Resources Staff

There are also a number of mechanisms in place for staff and students to make a safeguarding / GBV / mental health and wellbeing disclosure which include:

- Report and Support
- Student support email – [student.support@slc.ac.uk](mailto:student.support@slc.ac.uk)
- Staff support email – [humanresources@slc.ac.uk](mailto:humanresources@slc.ac.uk)
- Academic guidance meeting
- Staff support meeting
- Tell Us @ SLC
- Student Advice Centre

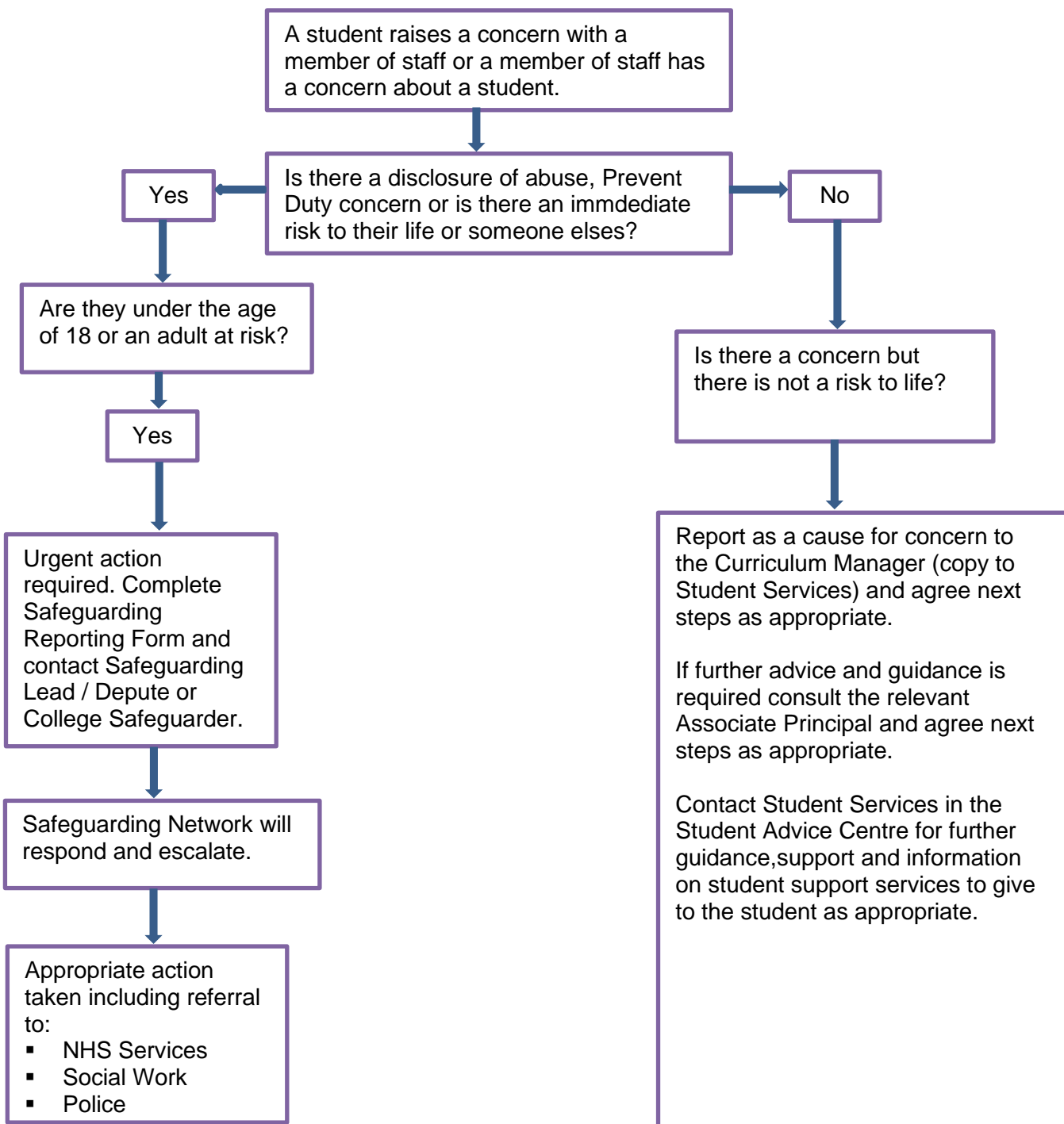
Once a disclosure is made, and the member of staff has collated the appropriate information (Safeguarding Reporting Forms – Appendix G) this will be then passed to the Safeguarding Lead / Depute Safeguarding Lead / Curriculum Safeguarder for further investigation and action. In most cases, when a disclosure is made this will be passed directly to the Safeguarding Lead / Depute Safeguarding / Curriculum Safeguarder to take forward.

College Safeguarders include:

- Vice Principals (Senior Safeguarding Officers)
- Head of Student Services (Safeguarding Lead)
- Curriculum Manager for Support for Learning (Depute Safeguarding Lead)
- Depute Head of Student Services
- Guidance and Support staff in Student Services
- Curriculum Manager for each curriculum area
- Head of Human Resources
- Head of Facilities
- Head of MIS
- Student President (Student Association)
- Designated safeguarder for each of the following functional areas: Finance, Alternative Funding

College Safeguarders do not respond in isolation and will work collaboratively when responding to safeguarding disclosures. Staff should adopt a holistic, trauma informed approach to ensure the College responds effectively in the most appropriate way to fully support the individual.

The following flowchart provides the key elements of the safeguarding response pathway.



**References**

- Examples of abuse – Physical, Emotional, Financial, Sexual and Neglect.
- Risk to life – When someone has a suicide plan or is in the process of ending their life.
- Risk to life by threatening violence

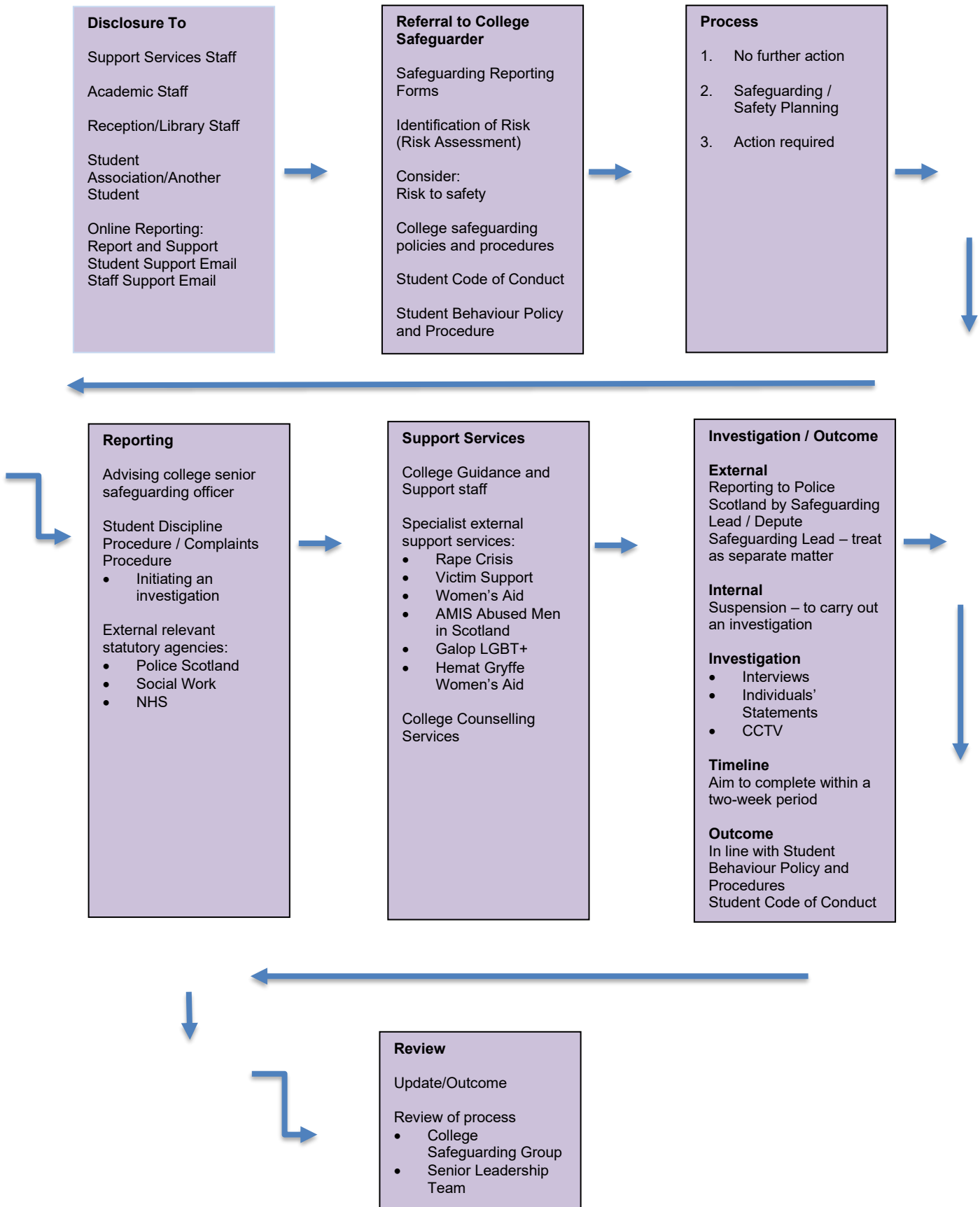
A Protected Adult is defined as someone over the age of 16 and,

- is unable to safeguard themselves, their property, rights or other interests, and
- is at risk of harm, and
- because they are affected by disability, mental disorder, illness or physical or mental infirmity, are more vulnerable to being harmed than others who are not so affected.



# Appendix F – Gender-Based Violence (GBV) Flowchart

The following flowchart provides the key elements of the GBV response pathway.



## Appendix G – Safeguarding Reporting Forms

Remember to maintain strict confidentiality and store this form securely.

### Section A: Reporter's Name and Information

<b>Your Name</b>	
<b>Your Position</b>	
<b>Office Location</b>	
<b>Phone Number</b>	
<b>Email Address</b>	
<b>What is your reason for completing this form? Select one option below.</b>	
Concerns about a student	<input type="checkbox"/> <i>Now complete Section B</i>
Disclosure from a student	<input type="checkbox"/> <i>Now complete Section C</i>
Concerns about someone responsible for students	<input type="checkbox"/> <i>Now complete Section D</i>

### Section B: Concerns for or about a student

<b>Student's Name</b>		
<b>Student's Date of Birth</b>		
<b>Student's Reference Number</b>		
<b>Student's Contact Number</b>		
<b>Name of School (if applicable)</b>		
<b>Is the student a child, a vulnerable adult or neither?</b>	A child	<input type="checkbox"/>
	A vulnerable adult	<input type="checkbox"/>
	Neither	<input type="checkbox"/>
<b>Your Concerns</b> (Include as much relevant detail as possible including reasons for concern, name(s) of person(s) involved, dates and times, any discussion that has taken place.)		
<b>Please now pass the form to the Safeguarding Lead</b>		

## Section C: Disclosure from a student

<b>Student's Name</b>		
<b>Student's Date of Birth</b>		
<b>Student's Reference Number</b>		
<b>Student's Contact Number</b>		
<b>Name of School (if applicable)</b>		
<b>Is the student a child, a vulnerable adult or neither?</b>	A child	<input type="checkbox"/>
	A vulnerable adult	<input type="checkbox"/>
	Neither	<input type="checkbox"/>
<b>Date and time of disclosure</b>		
<b>What did the student tell you?</b> Record exactly what the student said in their own words and any questions you asked if the situation needed clarified. Continue on separate sheet if necessary.		
<b>Provide any additional relevant information.</b> Examples may include changes in the student's behaviour, any observations prior to the disclosure etc.		
<b>Please now pass the form to the Safeguarding Lead</b>		

## Section D: Concerns about someone responsible for students

<b>Person of Concern's Name</b>	
<b>Person of Concern's Position</b>	
<b>Your Concerns</b> (Include as much relevant detail as possible including reasons for concern, name(s) of person(s) involved, dates and times, any discussion that has taken place.)	
<b>Please now pass the form to the Safeguarding Lead</b>	

## Section E: Safeguarding Lead

<b>Safeguarding Lead's Name</b>		
<b>Consultation Undertaken</b>		
<b>Decision Made</b>	No further action	<input type="checkbox"/>
	Continued monitoring	<input type="checkbox"/>
	Formal referral	<input type="checkbox"/>
<b>Rationale for Decision</b>		
<b>Formal Referral Details</b> Include details of which agency has been informed, including name and contact number where possible.		
<b>Formal Referral Date</b>		
<b>Senior Management Liaison</b> Include details of which member of Senior Management has been made aware of the situation, any discussions that took place and the date the exchanges took place.		
<b>Safeguarding Lead's Signature</b>		
<b>Date of Reporting Form Closure</b>		



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College

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