



Safeguarding Policy

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Impact Assessment Date: March 2021

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History of Changes

Version	Description of Change	Authorised by	Date
1.1	Combined child safeguarding and adults at risk policy Updated procedures for both Online reporting introduced to safeguarding Change header and footer Removed additional materials from polices to be held in Moodle	M Forisky	March 21

West Lothian College is an inclusive organisation and all policies, procedures, strategies, plans, provisions, criteria, functions, practices and activities, including decisions and the delivery of services are assessed to consider the impact on staff and students covered by the Equalities Act 2010 by the completion of an Equalities Impact Assessment (EIA). Protected characteristics are defined as age, disability, gender reassignment, marriage or civil partnership (in employment only), pregnancy and maternity, race, religion or belief, sex, sexual orientation.

Please see end of this document for EIA.

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1. Introduction

West Lothian College is committed to providing a safe and protected environment for all. The College complies fully with current, relevant legislation and statutory guidance to ensure the safety of staff and students whilst widening access and promoting inclusiveness and diversity. The College recognises that adults at risk and children and young people often have a wide variety of needs and characteristics that may require special consideration.

In considering this policy, professionals can demonstrate, and record, that such considerations have been made and communication is appropriate to the students' level of understanding.

The College works successfully in partnership with a wide range of key local and national stakeholders to identify the needs of potential learners, design programmes, and provide progression routes and access to employment. The College learner profile includes young people of school age i.e. pupils and adult learners who are recognised as adults at risk. Partners include West Lothian Council Education Services, West Lothian Council Community Health and Social Care Partnership, Skills Development Scotland and Employers.

The College will operate in close collaboration with statutory agencies and be guided by National Guidance for Child Protection in Scotland 2010, Protection of Vulnerable Groups (Scotland) Act 2007 (the 2007 Act) and other relevant legislation and guidance noted in Appendix 1.

Where relevant, applicants and employees are members of the Protection of Vulnerable Groups Scheme (the PVG Scheme) which has been introduced by the Protection of Vulnerable Groups (Scotland) Act 2007 (the 2007 Act). Students on placement as part of their course who require to be members of the PVG scheme will be processed by the college.

2. Corporate Statement of Intent

The following policy statement has been agreed and adopted by the college:

West Lothian College confirms its commitment to ensuring that all children, young people and vulnerable adults have the right to be cared for, protected from harm and to participate in a safe environment, in which their rights and needs are respected. The welfare of children, young people and vulnerable adults is paramount.

This policy is set in conjunction with: **Student Carers Policy, Equality, Diversity and Inclusion Policy** and the **Prevent Duty Guidance**: for Scotland derived from the Counter–Terrorism and Security Act (2015). The college will work in collaboration with Social Services and Police Scotland

along with other agencies to protect children, young people and vulnerable adults

3. Diversity

All learners including children, young people and vulnerable groups have a wide variety of needs and characteristics that may require special consideration.

These include age, race, ethnicity, religion, culture, sexual orientation, ability and social and cultural difference. It is vitally important that these diverse needs are explicitly considered when making decisions relating to safeguarding. When following procedure, it is crucial that professionals clearly demonstrate and record that such considerations have been made. All communication with children, vulnerable adults and/or their families must be appropriate to their level of understanding.

4. Roles and Responsibilities

- The college **Board of Governors** is ultimately responsible for and is committed to ensuring that the college meets all legislative requirements relating 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 activities have a role to play in safeguarding children, young people and adults at risk. All staff will therefore be made aware of their obligation to adhere to the policy and will engage with mandatory training annually.
- **HR and People Development** – to put in place robust staff recruitment practices and mandatory staff development. The Head of HR and People Development will be responsible for ensuring that Protection of Vulnerable Groups (PVG) membership is processed. The Senior HR Business Partner is responsible for ensuring all new members of staff receive copies of the Safeguarding Policy for reporting concerns and the name of the designated person. HR and People Development team will put in place mandatory training for all staff.
- **Vice Principal, Learning and Attainment** – to strategically lead safeguarding practice across college and review policies and procedures annually and ensure implementation of these. The Assistant Principal, Learning and Attainment has a lead role in counter terrorism activity and will liaise with Police Scotland on this.
- **Designated Member of Staff (Director of Access, Employability and Schools)** – will manage the Safeguarding Team and oversee operational practice. The Designated Member of staff will ensure mandatory staff development is provided to all staff and will be responsible for ensuring appropriate training and development of the Safeguarding Team. The

Designated Member of Staff will report on safeguarding activities to the Executive Leadership Team annually.

- **Responsibility of Safeguarding Team** – to promote a safe environment for all and to action swiftly any safeguarding concerns raised. To communicate effectively internally with students and staff and externally with key agencies when children, young people and vulnerable adults are deemed to be at risk. To report, record and maintain records as required. The Safeguarding Team will be responsible for providing support for staff and for informing the Designated Member of Staff and the Vice Principal, Learning and Attainment of all safeguarding situations. In summary, any individual at risk of harm or at risk of being radicalised or drawn into extremism will be supported by the Safeguarding Team.

5. Legislation and Guidance

Key legislation, guidance and policy relevant to Safeguarding are noted in Appendix 1.

6. Implementation

The Designated Member of Staff and the Safeguarding Team will ensure that the policy is implemented in line with other relevant policies and procedures as noted above. The names and contact details of the current Safeguarding Team will be communicated to all staff across college on a regular basis and held by the Support for Learning Team, reception staff and College Management. Safeguarding procedures will be sent to all staff on a regular basis.

7. Review

The policy will be reviewed annually to assess effectiveness.

Appendix 1 – Legislation, Guidance and Strategy

- National Guidance for Child Protection in Scotland 2010
- Children (Scotland) Act 1995
- Data Protection Act 1998 (amended by the UK Freedom of Information Act 2000)
- Education (Scotland) Act 1980
- Freedom of Information Act (Scotland) 2002
- Further and Higher Education (Scotland) Act 1992
- Further and Higher Education (Scotland) Act 1992 Amendment Order 2003
- Health and Safety at Work Act 1974 (and related regulations)
- Police Act 1997
- Protection of Children Act 1999
- Protection of Children (Scotland) Act 2003
- School Pupil Records (Scotland) Regulations 1990
- Getting it Right for Every Child 2008
- Children and Young People (Scotland) act 2014
- Mental Health (Scotland) act 2015
- Counter Terrorism and Security Act 2015
- Prevent Duty Guidance: for Scotland derived from the Counter – Terrorism and Security Act 2015
- It's Everyone's Job to Make Sure I'm Alright (Scottish Executive 2002)
- The United Nations Convention on Rights of the Child
- Equally Safe: Scotland's strategy to eradicate violence against women and girls in Scotland, 2018 (including safer together training to promote understanding of Gender Based Violence)
- Adult Support and Protection (Scotland) act 2007
- Protection of Vulnerable Groups (Scotland) Act 2007 (the 2007 Act)
- Protection of Vulnerable Groups Scheme (the PVG Scheme)

Further links with the following will influence and update ongoing practice:

- SAMH suicide prevention training
- Smart justice approach
- Trauma informed practice

Appendix 2 - Good Practice – Safeguarding: Working with children & young people and adults at risk

Safeguarding means protecting the health well-being and human rights of children, young people and adults at risk, enabling them to live safely free from abuse and neglect. Safeguarding is everyone responsibility. It is about people and organisations working together to prevent and reduce both the risks and experience of abuse or neglect.

WHAT TO DO...

If someone talks to you about abuse or concerns:

- Advise that you will have to pass the information on.
- Allow him or her to speak without interruption, listen to what is said, but do not investigate
- Be sensitive to feelings of guilt and isolation, do not make any judgement.
- Let them know that they were right to share this information with you.

If you have concerns or suspect someone may be at risk of harm:

- Report the matter to the Safeguarding Team immediately. Contact details for the Safeguarding Team are available from Reception and are distributed via email regularly.

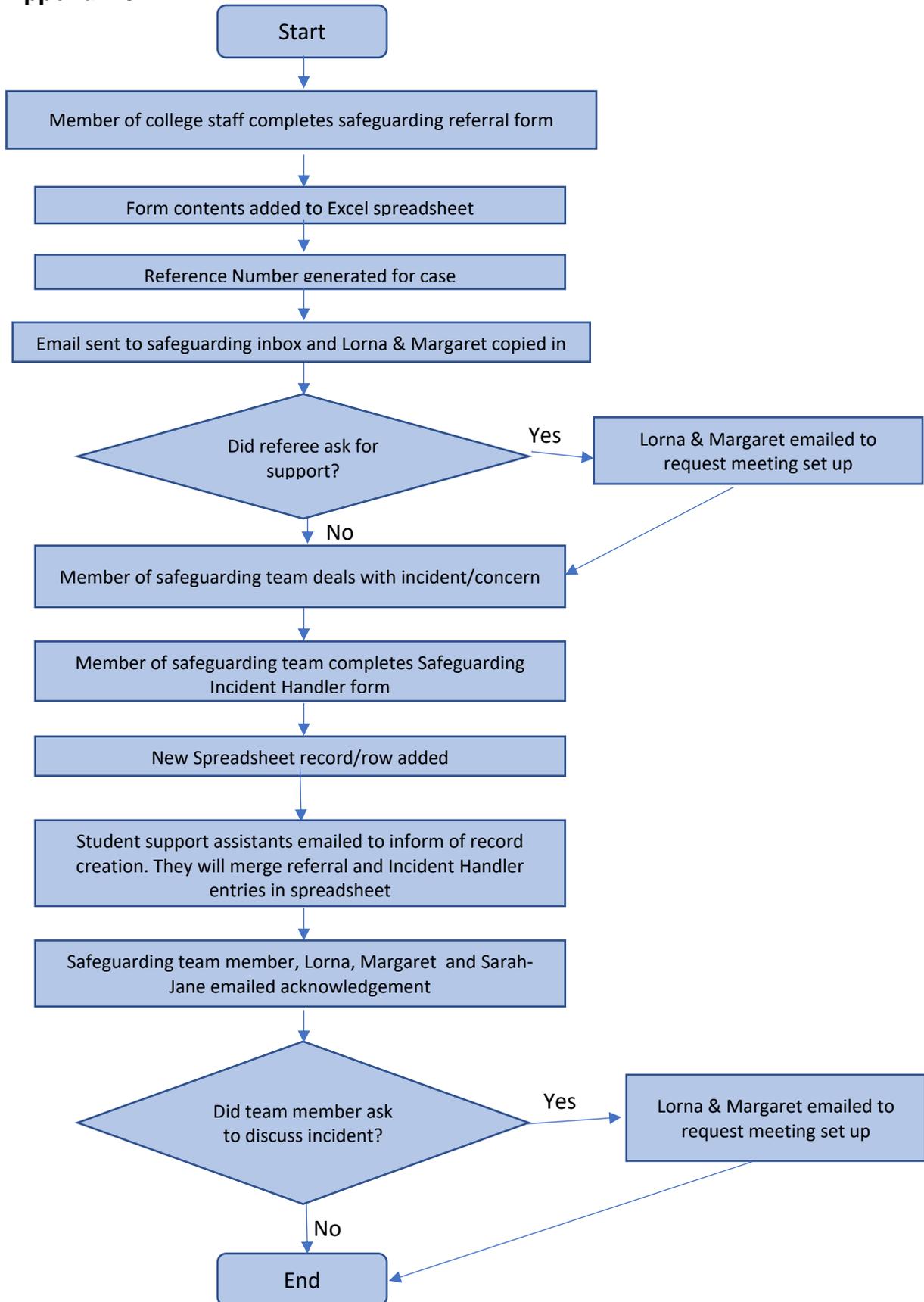
If you receive an allegation about anyone or about yourself:

- Immediately report to the Safeguarding Team who will inform the Designated Member of staff and the Vice Principal, Learning and Attainment.
- Ensure that no one is placed in a position, which could cause compromise.

In all cases:

- Record the facts as soon as possible; report the facts to the Safeguarding Team.
- **Remember it is not your role to investigate.**

Appendix 3



Appendix 4

Example of Safeguarding Reporting Form – electronic

Name of person reporting concern/disclosure: Position: Date: Time:
Reporting to: Position:
Person at risk: Date of Birth: Age: Address: Contact No:
Record EXACTLY what the person reported. Record actual details (including questions asked and responses). Continue over if necessary.
Date and time report written:
Signature Reporter: _____ Signature Reported to: _____ Date: _____ Date: _____ Print name: _____ Print name: _____

Safeguarding Reporting Form

Person at Risk: _____

Action	Discussion	Staff Initial Date/Time

Number of additional pages:



Equality Impact Assessment

Before carrying out an EIA, you should familiarise yourself with the College’s EIA Policy Statement and Guidance, along with further information and resources which are available on SharePoint.

EIA covers **strategies, policies, procedures, plans, provisions, criteria, functions, practices and activities, including decisions and the delivery of services**, but will be referred to hereinafter as ‘policy/practice’.

Policy/Practice (name or brief description):	Child Safeguarding Policy
Strategy/Policy includes Equalities Statement of Inclusiveness? Yes	Text to be included in strategy/policy: Statement of Inclusiveness West Lothian College is an inclusive organisation and all policies, procedures, strategies, plans, provisions, criteria, functions, practices and activities, including decisions and the delivery of services are assessed to consider the impact on staff and students covered by the Equalities Act 2010 by the completion of an Equalities Impact Assessment (EIA). Protected characteristics are defined as age, disability, gender reassignment, marriage or civil partnership (in employment only), pregnancy and maternity, race, religion or belief, sex, sexual orientation. Please see end of this document for EIA.
Reason for Equality Impact Assessment (choose from the following options):	
<ul style="list-style-type: none"> • Proposed new policy/practice • Proposed change to an existing policy/practice • Undertaking a review of an existing policy/practice • Other (please give detail): 	Proposed change to an existing policy/practice – merger of several policies to provide one overarching policy.

Person responsible for the policy area or practice:	
Name:	Margaret Forisky
Job title:	Director of Access, Employability and Schools
An Equality Impact Assessment must be carried out if the policy/practice:	
<ul style="list-style-type: none"> • affects operational or strategic functions of the College • is relevant to the promotion of equality (in terms of the Public Sector Equality Duty 'needs' as set out in the Policy and Guidance) 	
Why the EIA is being carried out	<p>Relevant to operational and strategic functions of the college</p> <p>Relevant to the promotion of equality (age, disability)</p>
Equality Groups	
Relevant to the Policy/Practice, identify which of the undernoted equality groups are impacted upon:	
<ul style="list-style-type: none"> • Age • Disability • race (including ethnicity and nationality) • religion or belief • sex • sexual orientation • gender reassignment • pregnancy and maternity • marriage or civil partnership 	No negative impact for any group. Policy is designed to clearly advise staff on responsibilities which the college has to care for, protect from harm and promote a safe environment for children, young people and vulnerable adults.

Record your assessment against the following statements:

Statement	Equality assessment
Detail the evidence of the needs of the identified equality groups and any gaps in information	No group is negatively impacted. The policy ensures that staff practices are promoted to ensure safeguarding.
Will application of this policy/practice lead to discrimination (direct or indirect), harassment, victimisation, less favourable treatment for particular equality groups?	No
If yes, how will the policy/practice be changed to contribute to advancing equality of opportunity	N/A
State how this policy/practice will foster good relations:	Policy is written to provide clear guidance to all and ensure that the rights of children, young people and vulnerable adults are protected, in line with our corporate responsibilities and without prejudicing treatment of any other group.
Will the policy/practice create any barriers for any other groups?	No
If yes, how will the policy/practice be changed to contribute to advancing equality of opportunity	No
Which equality groups or communities have been consulted in the development and review of this policy/practice?	None

Equality Impact Assessment Outcome	
Select one of the four options below to indicate how the development/review of the policy/practice will be progressed and state the rationale for the decision. (Delete the options that do not apply):	

<p>Option 1: No change required – the assessment is that the policy/practice is/will be robust.</p> <p>Option 2: Adjust the policy or practice – this involves taking steps to remove any barriers, to better advance equality and/or to foster good relations.</p> <p>Option 3: Continue the policy or practice despite the potential for adverse impact, and which can be mitigated</p> <p>Option 4: Stop the policy or practice as there are adverse effects cannot be prevented/mitigated against.</p>	<p>Option 1</p>
<p>Monitoring</p>	
<p>When will the policy/practice next be reviewed?</p>	<p>March 2023</p>
<p>Publication of EIA</p>	
<p>Can this EIA be published in full, now? Please state Yes or No</p> <p>If No – please specify when it may be published or indicate restrictions that apply:</p>	<p>Yes</p>
<p>Sign-off</p>	
<p>EIA undertaken by</p> <p>Name:</p> <p>Date:</p> <p>Accepted by person responsible for the policy/practice named above:</p> <p>Name:</p> <p>Date:</p> <p>Approved by Equalities Committee</p> <p>Date:</p>	<p>Beth Brownlee</p> <p>05 March 2022</p> <p>Margaret Forisky</p> <p>05 March 2022</p> <p>N/A</p>

Retain a copy of this form for your own records and send a copy to lbyrne@west-lothian.ac.uk