

## SAFEGUARDING POLICY

### Introduction

- 1.1 This policy states the responsibilities of The College of Animal Welfare in relation to safeguarding apprentices and vulnerable adults, in line with current legislation and guidance. The College will keep its policy and procedures on safeguarding under review to take account of any new Government legislation, regulations or best practice documents to ensure that staff are kept fully up to date with their responsibilities and accountabilities with regard to the safety and wellbeing of students.
- 1.2 Safeguarding is a core element of all aspects of the College's activity. The term safeguarding describes the broader preventative and precautionary approaches to planning and procedures that are necessary to be in place to protect all apprentices, learners, staff and visitors and minimise risk from any potential harm. Protection of the apprentices and vulnerable adults, 'safer recruitment practice' and health and safety are all aspects of safeguarding. This policy has, in the process of its formulation, been shared with the Cambridge safeguarding board (LSCB). The policy will be kept under annual review and takes due account of guidance by DfES and other relevant bodies and groups including the College's Health & Safety Committee.
- 1.3 This policy links to the following College policies:
- Anti-bullying Policy
  - Online Safety Policy
  - Whistleblowing Policy
  - Safer Recruitment Policy
  - Prevent Policy (preventing extremism and radicalisation)
  - GDPR Policy
  - Fitness to Study Policy
  - Fitness to Practise Policy
  - Health & Safety Policy
  - Acceptable Behaviour Policy
  - Covid-19 Risk Assessment for Apprentices/Learners
  - Equality, Diversity and Inclusion Policy
- 1.4 **Adults at Risk**  
An adult at risk is anyone who is 18 or over, who is or may be in need of support services by reason of mental or other disability, age or illness and who is or may be unable to take care of themselves or unable to protect themselves against significant harm or exploitation . The policy complies with the guidelines set out by The Department for Education; Keeping Children Safe in Education 2021, The Care Act 2015, The Mental Health Act ( Revised 2017)

and the updated Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings (guidance commissioned by DfES in October 2015).

## **2. Policy Statement**

- 2.1 The College of Animal Welfare aims to maintain a safe and welcoming environment on all its sites for staff, apprentices, learners and visitors. It is committed to meeting its duty to safeguard and promote the welfare of young people and vulnerable adults, and recognises its role in identifying cases of suspected abuse in making referrals to the appropriate investigating agencies.
- 2.2 The College is committed to taking a preventative approach to safeguarding young people from potential harm, damage, radicalisation or being drawn into terrorism (violent and non-violent extremism).
- 2.3 The College reserves the right to refuse admission to any student who may pose a risk to apprentices or vulnerable adults and has appropriate student admissions procedures in place.
- 2.4 The College takes its obligations seriously to deliver the outcomes specified in the Ofsted Education Skills Inspection Framework. In the context of this policy, inspectors will make a judgement on the effectiveness of leadership and management by evaluating the extent to which leaders, managers and members of the Employer Forum help and protect all apprentices and learners to keep them safe.
- 2.5 The College commits to take all appropriate actions to address concerns about the welfare of apprentices and young people and to work to agreed local policies and procedures to ensure that the maximum is done to provide a safe environment for apprentices and young people in the College. The College recognises that safeguarding impacts on all areas of an individual's life. The College aims to build knowledge of safeguarding and resilience in apprentices and learners within their college experience, personal lives and within the community. The curriculum includes elements of safeguarding, resilience, managing mental fitness and health and safety.
- 2.6 The College will safeguarding apprentices and young adults at risk by:
- adopting safeguarding procedures and a code of acceptable behaviour for staff and students
  - sharing information about safeguarding and good practice with apprentices, young people, parents and staff
  - sharing information about concerns with agencies who need to know and involving young people and parents appropriately
  - carefully following the procedures for recruitment and selection of staff
  - providing effective management for staff through support, supervision and training
  - creation and promotion of an open culture through a public interest disclosure (Whistleblowing Policy 2021)
  - reacting to and reporting abuse
  - checking the safeguarding arrangements of sub-contractor and contractors
  - adherence to professional codes of conduct

- effective health and safety procedures
- reviewing the policy and good practice arrangements annually

2.7 The College recognises that because of the day to day contact with apprentices and young adults at risk the staff are well placed to observe signs of abuse. The College will therefore:

- establish and maintain an environment where apprentices and young people feel secure, are confident to talk and are listened to
- ensure apprentices and young people at risk know they can approach any adult employed in the College if they are worried
- include opportunities in the curriculum for apprentices and young people at risk to develop the skills they need to recognise and stay safe from harm or abuse.

### 3. **Apprentices Needs and Rights**

The College of Animal Welfare endorses the needs and rights of all apprentices.

- The need for physical care and attention
- The need for intellectual stimulation
- The need for emotional support and security
- The need for social contact and relationships
- The right to have their needs met and safeguarded
- The right to be protected from neglect, abuse, and exploitation
- The right to be protected from discrimination
- The right to be treated as an individual.

### 4. **The College's Commitment**

In the context of apprentices' needs and rights, the College Senior Management Team and the Employer Forum are committed to ensuring that the College:

- Fully recognises the welfare of apprentices is paramount and that of all young people and their right to protection from abuse
- Raises awareness of issues relating to the welfare of apprentices and young people and promote positive relationships between staff and apprentices
- Provides a safe environment for apprentices to learn within the College's campuses and in offsite activities which the College has involvement e.g. placement
- Identify any apprentices and young people who are suffering, or are likely to suffer, significant harm
- Take seriously and respond quickly and appropriately to all suspicions and allegations of abuse, including referral to the relevant investigating agency
- In undertaking these commitments, adopt some appropriately rigorous approaches to risk assessment and management.

Overall responsibility for compliance monitoring lies with the Safeguarding Group which is Chaired by the Lead Designated Safeguarding Officer. Six other suitably trained Safeguarding Officers are assigned responsibility for receiving referrals and taking appropriate action.

The College recognises the need to work with other agencies in undertaking its safeguarding commitments including:

- To designate a senior member of staff at each centre as having lead responsibility for safeguarding and to ensure that they receive the appropriate training
- Have in place and follow procedures in line with relevant interagency (local safeguarding board) guidance
- To operate safe recruitment procedures
- To have in place procedures to deal with concerns/suspicions about a young person's welfare
- To have in place procedures to deal with allegations of abuse against members of staff and students
- To ensure all staff working with learners receive appropriate safeguarding training and are aware of their responsibilities, including the identification of apprentices and young people at risk of significant harm. This includes all adults who need care and support, are experiencing ,or at risk of abuse or neglect and are unable to look after themselves
- To review the safeguarding policy annually
- To report annually to the Employer Forum on the implementation of this policy and procedures.

#### 5. **The Ten Types of Abuse and Neglect:**

- **Physical abuse** – hitting, kicking, burning, inappropriate restraint or moving and handling, misuse of medication and force feeding.
- **Sexual abuse (non-contact)** – photography, indecent exposure, harassment, enforced witnessing of sexual acts
- **Sexual abuse (Contact)** – inappropriate touching, forced masturbation of either or both persons, sexual assault, rape
- **Psychological/Emotional abuse** – threatening, prevention of using services, denial access to friends, lack of stimulation and meaningful occupation
- **Financial abuse** – theft of money or possessions, misuse of benefits, misuse of power of attorney, loans made under duress
- **Neglect or acts of omission** – for example, a carer not meeting a person's care needs, failure to provide food, shelter or clothing, medical care
- **Discriminatory abuse** – any abuse based on discrimination for example, not providing someone with culturally appropriate meals, inappropriate nicknames, unequal treatment and derogatory remarks
- **Organisational or Institutional abuse** – for example, repeated incidents of poor practice or neglect within an organisation, services that are based on the needs of staff/managers rather than the service users
- **Modern Slavery** – Human trafficking, Forced labour, Domestic servitude, Sexual exploitation such as escort work, prostitution and pornography and debt bondage.
- **Domestic violence or abuse** – Controlling, coercive or threatening behaviour. Violence or abuse between 16 or over who are or have been, intimate partners or family members. Honour based violence, female genital mutilation and forced marriage.

**Other safeguarding issues that the College are aware of and monitor:**

- Extremism/radicalisation
- Online abuse
- Peer on peer abuse
- Fabricated or induced illness
- Self-neglect

**6. Statutory Guidance and Framework**

Statutory guidance that contains information of what the College must do to keep apprentices and vulnerable adults safe is called Keeping Children Safe in Education 2021. All staff should read and understand at least Part 1 of the guidance and those that work directly with children should read and understand Annexe A.

**7. Designated Staff**

A list of designated persons with responsibility for safeguarding and child protection is given at Annexe 1.

**8. Safeguarding Training**

All members of staff at The College of Animal Welfare undergo safeguarding training at required intervals, in line with advice from the LSCB.

- Members of staff are responsible for ensuring the safeguarding policy and procedures are always adhered to
- Liaising with the Designated Safeguarding Lead or one of the Deputy Designated Safeguarding team members
- Inform the Designated Safeguarding Lead or the Deputy Designated Safeguarding team members, of any suspected cases of abuse or neglect
- Dealing with any disclosures in a supportive and reassuring way
- All staff are required to undertake training courses at regular intervals. Additional training is provided for those with direct safeguarding responsibilities
- Training is undertaken at regular intervals when new appointments are made, when there is a change in legislation, or as a yearly refresher. Evidence of safeguarding training is up to date and easily accessible for review in the cpd records and by records held by the HR Manager. The Designated Safeguarding Lead shares safeguarding training data with the Employer Forum at regular intervals.

The online safeguarding course includes topics:

- Safer recruitment
- Child protection in education
- Safeguarding young people
- Responsibilities

9. **Acceptable Behaviour for Staff and Students**

All staff are required to demonstrate exemplary behaviour and maintain high professional standards. Such behaviour will protect both staff and students from allegations of misconduct. Students are required to conduct themselves in an appropriate manner in their day to day activities, including in their dealings with other students, staff and external organisations. For more information, please refer to the Acceptable Behaviour Policy, Netiquette Guidance and the Student Code of Conduct.

10. **Safeguarding Information for Students**

The College is committed to ensuring that students are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. All students know that there is a safeguarding team. The College will inform students of whom they can talk to, both in and out of College, their right to be listened to and be heard and what steps can be taken to protect them from harm.

This information is delivered to apprentices and learners at the start of their course and reinforced throughout their programme of study via the personal tutor scheme, the curriculum, the VLE and on the College website.

11. **Dealing with a Disclosure – See Appendix 3 Approach to dealing with a concern**

If a student tells a member of staff about an incident:

- **RECEIVE**, listen carefully and stay calm
- **REASSURE** the young person by telling them that they have done the right thing.
- **INFORM** the young person that you must pass the information on, but only those that need to know about it will be told. Tell them who you are going to report the matter to (Safeguarding Officer).
- **REACT** – do not interview the young person. Be sure that you understand what you are listening to, use open ended questions and do not attempt to put words into the young person's mouth, keep questions to a minimum. Note the main points carefully, specifically:
  - Date, time and place of incident
  - Name of young person
  - Name of young person alleged to have been involved in the incident, if different from above
  - Nature of incident (staff should record the young person's disclosure carefully and aim for a verbatim account if possible. It is important to record the disclosure as factually as possible. Opinions should be avoided or clearly presented as an opinion)
  - Description of any physical or mental injuries observed if any
  - Any other information given
  - Confirmation that the young person has been advised of the next steps
  - Signed, date and time of report

It is not the responsibility of College staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however have a duty to recognise concerns and maintain an open mind.

All concerns regarding the welfare of students will be recorded and discussed with a member of the safeguarding team prior to any discussion with parents. See Appendix 2.

### **Logging a concern**

Staff should not investigate concerns or the allegations themselves but should report them immediately to the Designated Safeguarding Lead or Deputy. The Safeguarding Lead or nominated Deputy will make referrals to the relevant agency. If after discussion with the Designated Safeguarding Lead, a member of staff believes a referral should be made but the Designated Safeguarding Lead does not, they may still make the referral to a relevant external agency. If abuse is suspected but not disclosed, it may be appropriate to remind the apprentice or young learner about the availability of other appropriate sources of assistance.

## **12. Safeguarding Group**

The College Safeguarding Committee meets 6 times a year. This includes representation across the College including the Designated Safeguarding Lead, Safeguarding Officers from other centres and the Mental Health Lead. The group reports to the College's Senior Management and its terms of reference include monitoring the effectiveness of the College's safeguarding arrangements, advising on the development and review of related resources, and developing a safeguarding plan. The safeguarding group concerns itself with the wider safeguarding agenda which include matters such as bullying, internet safety, safe learning environments, drug and alcohol misuse, mental health and student awareness of personal safety.

The Designated Safeguarding Team share best practice, develop, review and ensure consistency of procedures, and consider feedback from the local safeguarding board.

## **13. Preventing Violent Extremism – The Prevent Agenda**

- 13.1 The Counter Terrorism and Security Act (2015) places a duty on the College to take best endeavours to prevent students from being drawn into terrorist and extremist activity, and statutory guidance is in place.

Prevent is embedded within The College of Animal Welfare's safeguarding procedure and this document should therefore be read in conjunction with the Prevent Strategy.

- 13.2 Staff will be trained through the safeguarding training to raise awareness of Prevent and will complete the Jisc introduction to the Prevent strategy (WRAP). Staff are aware of the signs of extremism and report any such concerns through the safeguarding process. The College will take concerns and take action as necessary, including referral to the local police contact, the Channel Panel, the Multi Agency Support Hub and/or providing support through the College's internal structures.

- 13.3 The College will also promote the ethos of the 'Prevent Agenda' by encouraging free and open debate whilst challenging extremist views. Through classroom practice, theme weeks and induction activities, the college will encourage equality of opportunity and celebrate diversity.
- 13.4 The College will not post or allow its premises to be used by extremist groups and will seek to prevent the distribution of extremist literature. The promotion of any organisation with links to violence and extremism is contrary to the values of the College and will constitute misconduct.
- 13.5 The College has conducted a risk assessment to consider the threats the organisation might face and the impact of any breaches of security. A Business continuity and incident response plan is in place should there be any disruptions to the business. IT security precautions are in place including the safe disposal of confidential waste.

#### 14. **Peer on Peer Abuse**

Apprentices and young learners can abuse others. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to)

abuse in intimate personal relationships between peers

bullying, including cyberbullying, prejudice-based and discriminatory bullying

physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; this may include an online element which facilitates, threatens and/or encourages physical abuse

sexual violence, such as rape, assault by penetration and sexual assault; this may include an online element which facilitates, threatens and/or encourages sexual violence

sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse

causing someone to engage in sexual activity without consent

consensual and non-consensual sharing of nude and semi nude images and or videos (also known as sexting or youth produced sexual imagery)

'Upskirting' which involves taking a picture under someone's clothing without them knowing; this is usually with the intention of viewing their genitals or buttocks for sexual gratification, or cause the victim humiliation, distress or alarm. Upskirting is a criminal offence and anyone of any gender, can be a victim

initiation/hazing type violence and rituals.

This can happen both inside and outside of the learning environment and online.



All staff should be able to recognise the indicators and signs of peer on peer abuse and know how to identify it and respond to reports in line with the safeguarding policy.

Staff recognise the importance of challenging inappropriate behaviours between peers that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as “banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for apprentices and in worst case scenarios, a culture that normalises abuse leading to young people accepting it as normal and not coming forward to report it.

## 15. **Students requiring mental health support**

Students arriving at the college for the first time need to adapt to significant changes, such as moving to a new area, separation from family and friends, establishing a new social network, managing a tight budget, combining academic study with family commitments, coping with a disability in a new environment and, for international students, living in a new country and adjusting to a different culture. For many, these changes are exciting and challenging and an intrinsic part of the attraction of going to college, however, they can also give rise to anxiety and stress.

15.1 The college aims to provide a supportive environment that will help students with mental health difficulties to realise their academic potential and more specifically, to meet course requirements. This will be supported by:

- encouraging students with mental health difficulties to seek help
- supporting a culture in which mental health problems are accepted, not stigmatised
- liaising with appropriate services to ensure that students with serious mental health problems receive appropriate treatment
- meeting the support and study needs of students with mental health disabilities
- making reasonable adjustments to policies and procedures which might otherwise unlawfully discriminate against students with mental health difficulties
- ensuring that the availability of support is accurately and widely publicised to both prospective and current students
- establishing consistent procedures across the college for helping students with mental health difficulties
- providing guidance and awareness training to those staff involved in the support and care of students; and
- respecting the confidentiality of personal information provided by students with mental health difficulties

- 15.2 Information about the support available to students with mental health difficulties is provided as part of the induction process, both electronically and in paper form. Publicity material emphasises the importance of seeking help at the earliest possible opportunity and of the confidentiality of personal information. Information is regularly reviewed to ensure that it remains accurate and appropriate.

The VLE provides detailed information on-line and in print about the services it offers students. They also provide a student self-help library and self-help web-pages, both of which provides practical advice on how to cope with problems such as anxiety, depression, bereavement, insomnia and exam stress.

The College is continuously building a range of resources for staff and students to support good mental health including the adoption of the 24 hour platform 'Togetherall' and use of the Fika Mental Health Fitness App

16. **Complaints regarding the handling of a safeguarding issue**

Any complaint about the handling of a safeguarding issue can be made directly to the Chair of the Employer Forum or to the Cambridge local agency safeguarding hub.

The College's Complaint Policy and Procedures can be used when making a complaint.

Minimum expectations for complaints will be acknowledged within a working day of receipt, wherever possible the College will aim to resolve any complaints to the satisfaction of both parties within 10 working days.



Barbara Cooper Hon Assoc RCVS Cert Ed Lic IPD DTM RVN  
Principal, The College of Animal Welfare

## Appendix 1 - Designated Staff with responsibility for Safeguarding Apprentices and Young People

Role	Name	Contact number	Email
Designated Safeguarding Lead	Barbara Cooper	07803 903047	<a href="mailto:bcooper@caw.ac.uk">bcooper@caw.ac.uk</a>
Deputy Designated Safeguarding Leads	Kim James	07711 007 040	<a href="mailto:kjames@caw.ac.uk">kjames@caw.ac.uk</a>
	Mel Young	07967 730 192	<a href="mailto:myoung@caw.ac.uk">myoung@caw.ac.uk</a>
	Claire Defries	07980 210 286	<a href="mailto:cdefries@caw.ac.uk">cdefries@caw.ac.uk</a>
	Karen Hibell	07884 223 863	<a href="mailto:khibell@caw.ac.uk">khibell@caw.ac.uk</a>
	Claire Greenwood	0113 322 8048	<a href="mailto:cgreenwood@caw.ac.uk">cgreenwood@caw.ac.uk</a>
	Deborah Gould	07824 304546	<a href="mailto:dgould@caw.ac.uk">dgould@caw.ac.uk</a>
Principal	Barbara Cooper	07803 903047	<a href="mailto:bcooper@caw.ac.uk">bcooper@caw.ac.uk</a>

Designated Safeguarding Officers receive training in safeguarding and interagency working and will receive refresher training at least every 2 years. The team are required to keep up to date with developments in safeguarding apprentices and young people on an annual basis.

Designated safeguarding staff are responsible for:

- Overseeing the referrals of cases suspected abuse or allegation to MASH
- Maintaining a proper record of any safeguarding concerns (even where that concern does not lead to referral)
- Ensuring that parents of apprentices and young learners are aware of the College's policy for safeguarding
- Liaising with MASH and other appropriate agencies
- Liaising with secondary schools which send learners to the College to ensure that appropriate arrangements are made for those learners
- Ensuring that the College works with employers and training organisations that provide apprenticeships and/or work placement for apprentices other than people from the College to ensure that appropriate safeguards are in place
- Ensuring that all staff receive training in safeguarding apprentices and young people
- That refresher training takes place annually
- The Lead Safeguarding Officer will provide information on an annual basis to the Employer Forum setting out how the College has discharged its duties. They are also responsible for reporting deficiencies in procedural policies identified by the Employer Forum at the earliest possible opportunity

**Appendix 2 Logging a concern**

**Log of concern about a young person 's welfare**

Name of College	College address:
Learner's full name:	Learner's date of birth:
Ethnicity:	Gender:
learner's first language:	
Today's date: dd/mm/yy	Time:
Name and role of person completing the log:	
Date and time of the incident / concern:	
<b>Description of the incident / concern</b> (if describing an injury, describe the size, shape colour and location and also complete a body map):	
Signature of person completing log:	
Body map completed? <b>YES / NO</b> (If YES, please attach securely)	

**Please pass this form immediately to the Designated Person for Safeguarding, who should complete the section overleaf.**

## To be completed by the Designated Person for Safeguarding

Name of Designated Person:

Initial action taken by the Designated Person:

Has the parent/carer been informed of the concern? **YES / NO** (please circle as appropriate)

If YES, state name of parent/carer:

If YES, state who informed the parent/carer, the action taken and the outcome:

If NO, provide the reason why not:

Date:

Time:

Signature of Designated Person:

Details of any further action taken or relevant information (this may include follow-up calls, feedback from other professionals, etc. and should include details.) A separate sheet can be used, if required:

**Designated Person – please ensure a record of this log is added to the child welfare chronology and added to the child’s welfare file. If advice is required or you need to make an urgent referral, call the MASH on 0345 045 1362**

## Body map

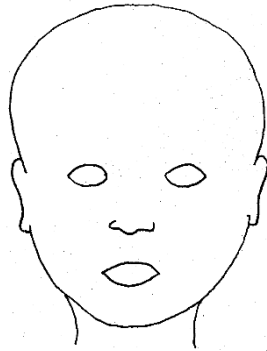
Full name of young person :

Date of birth:

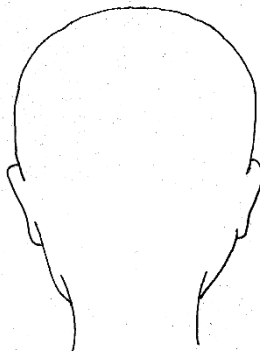
Date body map completed:

Name and role of person completing the body map:

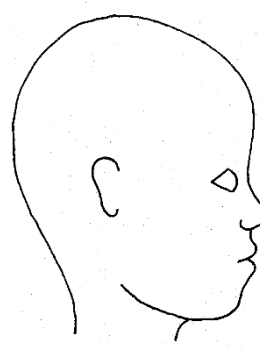
Important – remember to attach the body map to the log of concerns about a child's welfare



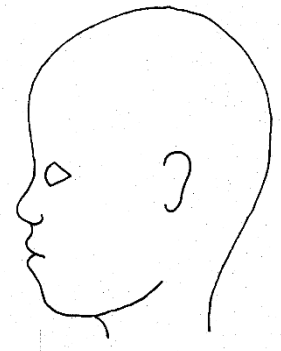
**FRONT**



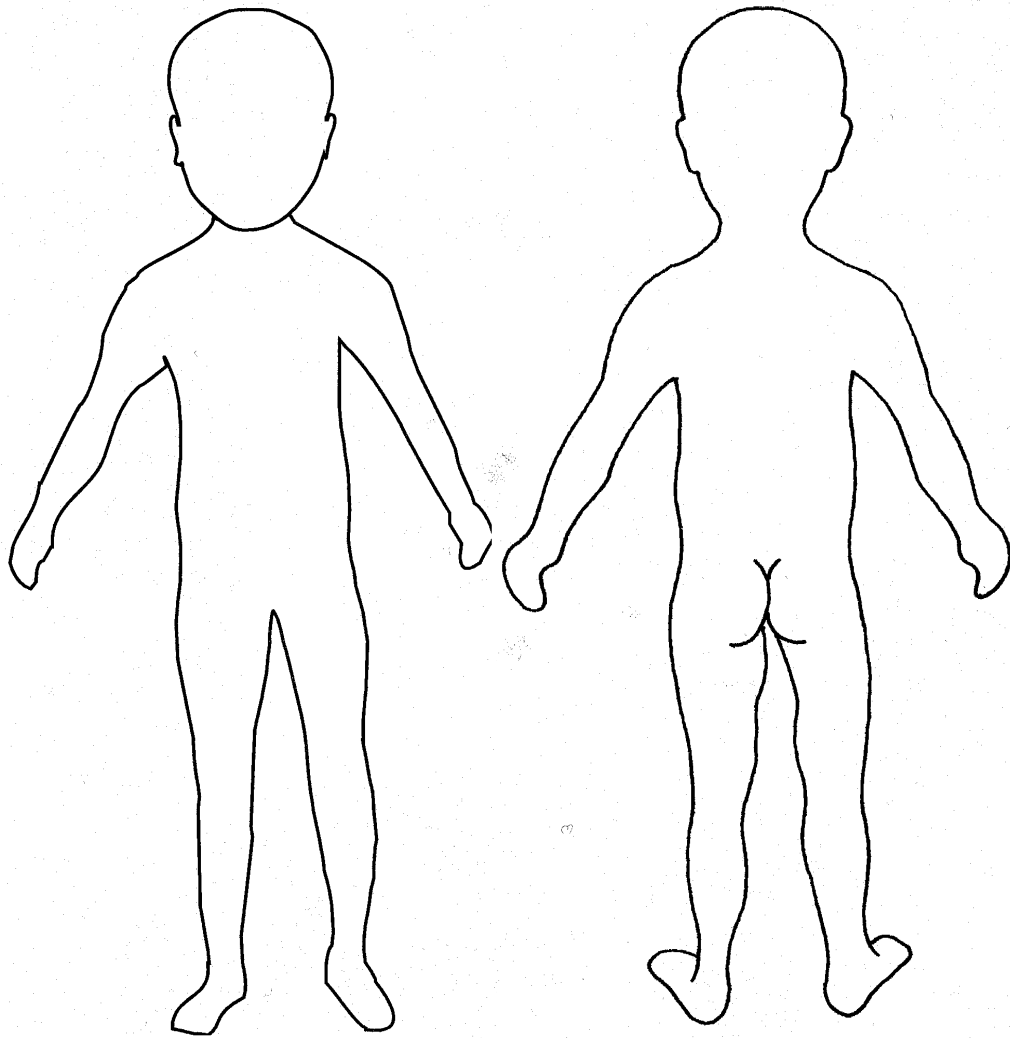
**BACK**



**RIGHT**



**LEFT**



### Appendix 3 Approach to reporting a concern

