

# Polisi Coleg Penybont Bridgend College Policy

Enw'r Polisi/Policy Name: **Safeguarding Young People and Vulnerable Adults**  
Côd dogfen/Document code (os yn berthnasol/if applicable)

**Adran/Department:** Learner Services

**Awdur y Ddogfen/Document Author:** Joe Baldwin

**Teitl Swydd/Job Title:** Director of Learner Services

**Dyddiad Cymeradwyaeth/Date of Approval:** April 2018

**Dyddiad Adolygu/Review Date:** April 2019

**Coleg Penybont**

yn swyddogol

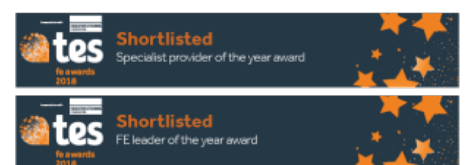
**Rhagorol**

**Bridgend College**

officially announced

**Excellent**

Byddwch yn bopeth y gallwch fod.  
Be all that you can be.



# Polisi Coleg Penybont Bridgend College Policy

## 1. Pwrpas ac Amcanion/ Purpose and Objectives:

Bridgend College is fully committed to the wellbeing of students, staff, visitors and other stakeholders. The College actively promotes the positive welfare of all staff and students including vulnerable adults and those with additional learning needs (ALN) and expects all staff, volunteers and partners including associated employers and work placement providers to endorse and demonstrate this commitment at all times.

Bridgend College recognises its responsibility to develop students in ways which will foster security, confidence and independence, enabling students to be all that they can be. We recognise that a safe and secure College and work environment is central to the wellbeing of all students and the College's Citizenship code is central to enabling this, endorsing three behaviour expectations:

- Be Ready
- Be Respectful
- Be Safe

Everyone working in or for Bridgend College shares a common goal, to help keep children and young people safe by contributing to:

- providing a safe environment for children and young people to learn and develop
- identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe

We want to enable all staff and volunteers to follow 4 key principles:

1. Recognise (signs and symptoms)
2. Respond
3. Report
4. Record

This policy covers the colleges statutory responsibilities relating to child protection, safeguarding young people and vulnerable adults and duties under the Prevent duty.

## 2. Manylion Polisi/ Policy Details:

The key aims that surround this policy are stated in safeguarding legislation, which includes; 'All Wales Child Protection Procedures 2008', 'Adult Protection Procedures 2010', 'Keeping Learners Safe Guidance document number 158/2015' and 'Prevent Duty Guidance 2015'.

The College will align guidance and procedures to the Western Bay Safeguarding Children's Board (WBSCB).

# Polisi Coleg Penybont

## Bridgend College Policy

Additional relevant legislation and guidance can be found in appendix 1. These documents along with this policy will enable to college to comply with requirements under statutory bodies including Estyn, Care Inspectorate Wales (CIW) and DfES.

### 3. Cyfrifoldeb (os yn berthnasol)/ Responsibilities (if applicable):

#### **The Governing Body is committed to ensuring that the College:**

- Raises awareness of issues relating to safeguarding and promoting the welfare of children and young people in the College.
- Provides a safe environment for children and young people.
- Identifies children and young people who are suffering or are at risk of suffering significant harm and takes appropriate action to see that such children and young people are kept safe at the College.
- Has a procedure for reporting and dealing with allegations of abuse against members of staff, other learners and volunteers.
- Operates safe recruitment procedures.
- Designates a member of staff with sufficient authority to take lead responsibility for child protection, safeguarding and the Prevent duty.
- Remedies any deficiencies or weaknesses with regard to safeguarding arrangements that are brought to the Governing Body's attention.

The Governing Body will annually review and approve the College Policy and Procedure.

#### **Designated Governor with responsibility for Safeguarding**

The Designated Governor will be responsible for liaising with the Principal and Designated Senior Person (DSP) to ensure that:

- The College's Policy meets Local Safeguarding Children's Board requirements;
- The policy is subject to annual review by the Governing Body; and
- The Governing Body is informed of how the College and its staff have complied with the policy (*including training undertaken*).

The Designated Governor will also be responsible for overseeing liaison with appropriate agencies in connection with allegations against the Principal. This will not involve undertaking a formal

# Polisi Coleg Penybont

## Bridgend College Policy

investigation but will ensure communication between parties and provide information to assist enquiries.

To assist the Designated Governor to fulfil these duties he/she shall receive appropriate training.

### **Designated Senior Person (DSP)**

The Designated Senior Person (DSP) responsible for safeguarding, child protection and Prevent within Bridgend College will:

- Ensure that all staff and volunteers receive training and regular updates on recognising, responding and reporting concerns.
- Act as a single point of contact for external agencies, including the Local Safeguarding Children's Board (LSCB).
- Submit an annual report to the governing body which reviews how the duties have been discharged, including staff training and any recommendations.
- Act as the single point of contact (SPOC) for Prevent and reporting concerns to the Welsh Extremism and Counter Terrorism Unit (WECTU).

### **Senior Person with responsibility for Staff**

The Director of People will:

- The recruitment of staff (permanent and temporary) and use of volunteers meets safer recruitment guidelines, including the use of the Disclosure and Barring Service (DBS) and Education Workforce Council requirements.
- Work in collaboration with the Designated Senior Person (DSP) to ensure that all staff and volunteers receive training and regular updates on recognising, responding and reporting concerns.
- Ensure that new staff and volunteers receive training as part of a wider induction on safeguarding procedures within the college and have access to this policy document.
- Ensure the mechanisms exist to ensure that the use of temporary and agency staffing comply with the colleges safeguarding responsibilities and procedures.

# Polisi Coleg Penybont

## Bridgend College Policy

### **Designated Wellbeing and Safeguarding Manager**

- Ensure that applicants with a disclosed criminal conviction are appropriately and robustly assessed by investigating disclosures and assessing associated risks to both self and others based on their application to study.
- Liaise with employers and training organisations that receive students from the college on short or long term placements (apprentices, traineeships, supported interns and work placements) to ensure that appropriate safeguarding procedures are operational.
- Ensure a safe online environment by filtering and monitoring activity using appropriate software and investigating any online incident reporting logs.
- Ensure that all safeguarding concerns are recorded accurately and securely in line with data protection regulations.
- Liaise with the Local Safeguarding Children Board as appropriate

### **The Student Wellbeing Officers**

Student Wellbeing Officers are designated members of the safeguarding team and have responsibility for:

- Providing frontline contact for the reporting of safeguarding concerns.
- Provide advice, supporting and training to staff and students.
- Refer cases of suspected abuse, allegations of abuse or incidents of harm to the relevant agencies
- Maintain accurate records of any safeguarding referral, complaint or concern (even when that concern does not lead to a referral) in line with data protection regulations.
- Deal with individual cases, including attending case conferences and review meetings as appropriate.
- Keep the Designated Wellbeing and Safeguarding Manager with responsibility for Safeguarding within the College informed about all cases of suspected abuse, allegations of abuse or incidents of harm.

# Polisi Coleg Penybont Bridgend College Policy

## **The Registered Manager – Weston House**

The designated Registered Manager of Weston House, the college's specialist residential provision is responsible for the safeguarding of residential students and for ensuring that reporting processes fulfil requirements under the Care Inspectorate Wales (CIW).

## **The Registered Manager – Bridgend College Day Nursery**

The designated Registered Manager of the Bridgend College Day Nursery is responsible for the safeguarding of children attending the nursery and holiday play scheme and for ensuring that reporting processes fulfil requirements under the Care Inspectorate Wales (CIW).

## **All Staff**

All staff have a responsibility to contact a member of the Wellbeing Team if they have a concern relating to a student at risk of or experiencing abuse or radicalisation.

All staff have a duty to ensure they participate in and complete regular safeguarding training and updates.

All staff must be aware of their roles and responsibilities in preventing violent and non-violent extremism.

## **4. Safer Recruitment and Selection**

Bridgend College will ensure that all appropriate measures are applied in relation to everyone who works in the College who is likely to be perceived by the student as a safe and trustworthy adult, including volunteers and staff employed by contractors.

The college will commit to ensuring at least one interview panel member is Safer Recruitment trained.

Safer recruitment practice adopted by the college include scrutinising applicants, verifying identity, academic and vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and checking the candidate's Disclosure and Barring Service (DBS) status, Education Workforce Council registration and status and right to work and remain in the UK.

For supply staff, the College will seek written confirmation that the employment business providing the member of supply staff has carried out the relevant checks and obtained the appropriate certificates and whether any enhanced DBS check certificate has been provided in respect of the member of supply staff and the date that confirmation was received.

# Polisi Coleg Penybont Bridgend College Policy

Under no circumstances will a volunteer in respect of whom no checks have been obtained be left unsupervised or allowed to work in regulated activity with a person under 18.

Where services such as student transportation are procured, contracting requirements will outline the college's requirement for any adult in direct contact with Bridgend College students, holds a valid enhanced DBS check.

## 5. Professional Relationships and Boundaries

Bridgend College recognises that positive professional relationships with students will support the best outcomes. Appropriate professional boundaries safeguard students and safeguard staff from unfounded allegations. It is the prime duty of the college to provide a safe and secure learning environment and protect the welfare of its students and staff.

It is essential that staff consider their conduct relating to communication with students both face-to-face and electronically.

### 5.1 Social Media

The college does not endorse connecting with students via personal social media accounts, including accepting friend / follow / connection requests via such platforms.

Where curriculum or course related accounts or online spaces are used to communicate with learners the colleges Acceptable Use Policy and Social Media Policy should be adhered to.

### 5.2 Home Visits

Efforts should be made to undertake meetings within the college. Where this cannot be achieved, it is expected that a risk assessment would be completed and two members of college staff would attend the visit.

### 5.3 Transporting Students

Wherever possible, it is expected that college transport (minibuses or cars) would be used for the purpose of transporting students. No member of staff should transport a learner without the appropriate levels of insurance cover. Staff should ensure that the relevant tax and MOT requirements are current and that the vehicle being used is appropriately roadworthy and that the maximum carrying capacity is not exceeded. It is a legal requirement that all passengers wear a seatbelt and it is the drivers responsibility to ensure that they do so.

Staff should not transport a student on their own. In a scenario where a second member of staff is not available, a taxi should be used and charged to the college account. Ideally there should be a male and female member of staff accompanying a student.

## 5.4 Photography and Video

Where photography or video footage is captured for the purposes of qualification evidence or marketing purposes, all subjects must have consented to images and footage being used. Staff must remember that some students will be subject to protection under a Public Protection Notice (PPN) or could be a child in care in a placement in a different local authority area to ensure their protection. The use of footage and images could contravene and place at harm a student in such a scenario.

## 6. Confidentiality

The duty of confidentiality is not absolute and may be breached where it is in the best interest of the student and in wider public interest. If professionals judge that disclosure is necessary to protect the young person or others from serious risk of harm, confidentiality may be breached. Staff must not disclose information relating to a student, their welfare or personal information without express authorisation to do so from the Designated Senior Person (DSP) or Designated Safeguarding and Wellbeing Manager. This stipulation includes where a member of staff may receive an information request from a parent, guardian or the police. The police are required to provide the college with a Personal Data Request Form completed by a Detective Inspector.

## 7. Children Missing in Education

In line with the Welsh Government statutory guidance on helping prevent children and young people from missing education, the college will endeavour to ensure that the LSCB is notified where a concern is raised relating to the non-attendance of a student believed to be at risk or where concerns are raised associated to a non-attendance.

## 8. Online and eSafety

The college reserves the right to monitor the use of IT systems, WIFI and other college owned devices. The college uses appropriate levels of firewall to reduce the risks of students from accessing content deemed inappropriate. The college also uses monitoring software which is able to identify keystrokes based on local, national and international vocabulary threat libraries. Such monitoring enables notification of incidents directly to those responsible for safeguarding within the college, providing key information on the nature of the incident, the asset number and the user. Monitoring is used to ensure the safety of all students and to reduce risks associated with online grooming, sexual exploitation, trafficking, radicalisation, extremism and other illegal activities.



# Polisi Coleg Penybont Bridgend College Policy

## 9. Radicalisation and Extremism

The college seeks to protect its students against the messages of violent extremism including, but not restricted to, those linked to Islamic ideology, far right and extremist animal rights movements.

Prevent happens before any criminal activity takes place by recognising, supporting and protecting people who might be susceptible to radicalisation.

This will be achieved through:

- Embedding British Values within the curriculum
- Building staff and student understanding of the issues and confidence to deal with them through staff development, specialist tutorials, awareness campaigns and community engagement activities.
- Deepening engagement with local communities and faith groups.
- Actively working with Bridgend Prevent Group which includes representation from Police, Local Authorities, Health, Education, Probation and Fire & Rescue services.

## 10. Dogfennau Cysylltiedig (os yn berthnasol)/ Related Documents

A list of key legislation and further guidance can be found in appendix 1.

## 11. Adolygiad dogfen/Document review

This policy and associated procedures will be reviewed annual, although updated in line with the publication of any statutory guidance or legislation.

# Polisi Coleg Penybont Bridgend College Policy

## Safeguarding Reporting Procedure

### RECOGNISE

A change in behaviour, attendance, appearance? Told or hear something?



### RESPOND

Respond positively to the learner - do not judge, prompt or question what you are being told.



### REPORT

**Students:** wellbeing@bridgend.ac.uk or 01656 302 302 ext 488

**Staff:** Report to Sam Morgan, Director of People  
sjmorgan@bridgend.ac.uk or 01656 302 302 ext 288



### RECORD

Concern is investigated by trained safeguarding lead with inter-agency involvement where required.

All progress and outcomes recorded on central secure safeguarding database.

# Polisi Coleg Penybont Bridgend College Policy

## Appendix 1: Legislation and Guidance\*

Safeguarding Children in Education 2008

<http://learning.gov.wales/docs/learningwales/publications/130509-safeguarding-children-in-education-en.pdf>

Keeping Learners Safe Guidance 2015

<http://learning.gov.wales/docs/learningwales/publications/150114-keeping-learners-safe-en.pdf>

Statutory Guidance to help keep children and young people from missing education 2017

<http://learning.gov.wales/docs/learningwales/publications/170323-statutory-guidance-to-help-prevent-children-and-young-people-from-missing-education-en.pdf>

Education Act 2002 (section 175)

All Wales Child Protection Procedures 2008

Children Act 1989

Children Act 2004

Safeguarding Vulnerable Groups Act 2006

Female Genital Mutilation Act 2003

Serious Crime Act 2015

Borders, Citizenship and Immigration Act 2009 (section 55)

Safety on Learner Transport (Wales) Measure 2011

Rights of Children and Young Persons (Wales) Measure 2011

United Nations Convention on the Rights of the Child (UNCRC)

Social Services and Well-being (Wales) Act 2014

Well-being of Future Generations (Wales) Act 2015

Prevent Duty Guidance for England and Wales (revised July 2015)

Prevent Duty Guidance for Further Education Institutions in England and Wales

Counter-Terrorism and Security Act 2015

*\*list not exhaustive*

## Appendix 2: Glossary of Key Terms

Abuse: emotional	The persistent emotional ill-treatment of a child such as to cause severe and persistent adverse effects on the child's emotional and behavioural development.
Abuse: physical	The hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates or induces illness in a child whom they are looking after.
Abuse: sexual	Forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening, including: <ul style="list-style-type: none"><li>• physical contact, including penetrative or non-penetrative acts</li><li>• non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities or</li><li>• encouraging children to behave in sexually inappropriate ways.</li></ul>
British Values	Values identified as part of the Prevent Duty: democracy, the rule of law, individual and mutual respect, tolerance of different faiths and beliefs
Child in need	A child is a child in need if: <ul style="list-style-type: none"><li>• he/she is unlikely to achieve or maintain, or have the opportunity of achieving or maintaining, a reasonable standard of health or development without the provision for him/her of services by a local authority</li><li>• his/her health or development is likely to be significantly impaired, or further impaired, without the provision for him/her of such services or</li><li>• he/she is disabled.</li></ul>
Child protection	Child protection is a part of safeguarding and promoting welfare. This refers to the activity which is undertaken to protect specific children who are suffering or are at risk of suffering significant harm as a result of abuse or neglect.
Development	Physical, intellectual, emotional, social or behavioural development.
Extremism	Vocal or active opposition to fundamental British Values, including democracy, the rule of law, Individual and mutual respect and tolerance of different faiths and beliefs.
Harm	Ill-treatment or the impairment of health or development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another.
Health	Physical or mental health.

# Polisi Coleg Penybont

## Bridgend College Policy

Ideology	A set of beliefs.
Neglect	The Social Services and Well-being (Wales) Act 2014 has defined neglect as “a failure to meet a person’s basic physical, emotional, social or psychological needs, which is likely to result in an impairment of the person’s well-being (for example, an impairment of the person’s health or, in the case of a child, an impairment of the child’s development)”.
Radicalisation	The process by which a person comes to support terrorism and forms of extremism that may lead to terrorism.
Safeguarding	Protecting vulnerable people, whether from crime, other forms of abuse or from being drawn into terrorism-related activity
Significant harm	Section 31(10) of the Children Act 1989 states that “where the question of whether harm suffered by a child is significant turns on the child’s health or development, his health or development shall be compared with that which could reasonably be expected of a similar child”.
Terrorism	An action that endangers or causes serious violence, damage or disruption and is intended to influence the government or to intimidate the public and is made with intention of advancing a political, religion or ideological.
Vulnerability	Factors and characteristics associated with being susceptible to abuse, harm or radicalisation.
Vulnerable Adult	A person over 18 years of age who is or may be in need of community care services by reason of mental or other disability, age or illness and who is or may be unable to take care of himself or herself, or unable to protect himself or herself against significant harm or serious exploitation.
Well-being	<p>The Social Services and Well-being (Wales) Act 2014 defines well-being in relation to any of the following:</p> <ol style="list-style-type: none"><li>physical and mental health and emotional well-being</li><li>protection from abuse and neglect</li><li>education, training and recreation</li><li>domestic, family and personal relationships</li><li>contribution made to society</li><li>securing rights and entitlements</li><li>social and economic well-being</li><li>suitability of living accommodation</li></ol> <p>In relation to a child, “well-being” also includes:</p> <ol style="list-style-type: none"><li>physical, intellectual, emotional, social and behavioural development</li><li>“welfare” as that word is interpreted for the purposes of the Children Act 1989.</li></ol>

## Appendix 3: Types of Abuse

**Physical abuse** may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

**Emotional abuse** may involve conveying to young people that they are worthless or unloved, inadequate. It may involve serious bullying (including cyberbullying), causing young people frequently to feel frightened or in danger, or the exploitation or corruption of children or vulnerable adults. Some level of emotional abuse is involved in all types of abuse though it may occur alone.

**Sexual abuse** involves forcing or enticing a young or vulnerable person to take part in sexual activities, not necessarily involving a high level of violence. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as looking at, or in the production of, sexual images or watching sexual activities, or grooming a child or vulnerable person in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children and young people.

**Neglect** is the persistent failure to meet a child's or vulnerable adult's basic physical and/or psychological needs, likely to result in the serious impairment of their health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Neglect may involve a parent or carer failing to provide adequate food, clothing or shelter.

**Discriminatory Abuse** includes behaviour towards a student that is racist, sexist, based on a person's disability and other forms of harassment.

**Financial or Material Abuse** is stealing possessions or money from a child or vulnerable adult or bullying to force them to hand over money or possessions.

**Institutional abuse/Poor practice** is inappropriate or disrespectful or insufficient care, which affects the whole setting and denies or restricts dignity, choice or fulfilment of persons at risk.

**Non - Contact Abuse** are abusive acts which do not involve actual physical contact; pornographic or violent films, sexual acts performed in front of the victim, violent acts with the abused present.

**Risk to self and/or others** may include but is not exclusive to self-harm, suicidal tendencies or potential risk of harming others, which may or may not include children. This may be a consequence of an individual experiencing a significant level of personal, emotional trauma and/or stress.

Self-harm is a term that covers a range of behaviours used as a coping mechanism where an individual harms themselves by psychically inflicting pain or excess to deal with emotional pain.

# Polisi Coleg Penybont

## Bridgend College Policy

Common methods of deliberate self - harm include:

- Cutting
- Over - eating or undereating
- Burning your skin
- Inserting objects into your body
- Hitting yourself or walls
- Taking an overdose
- Swallowing hazardous substances
- Exercising excessively
- Scratching and hair pulling

**Financial or Material Abuse** including theft, fraud, exploitation, pressure in connection with wills, property or inheritance of financial transactions, or the misuse or misappropriation of property, possessions or benefits.

**Sexual Exploitation** is a form of sexual abuse where a child or young person are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. Consent cannot be given (under the age of 18 years) even where a young person believes they are voluntarily engaging in sexual activity with the person who is exploiting them Sexual exploitation does not always involve physical contact and can happen on - line.

**Sexting** generally refers to the sending of sexually explicit images via text, email, instant messaging (e.g. Google Hangouts, WhatsApp or Facebook Messenger) or through social networking sites. Young people (under 18) texting intimate pictures of themselves via social media are committing a criminal offence (distribution of child pornography) and can face police action even if their actions are entirely voluntary.

**Forced Marriage** - forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage.

**Honour Based Violence (HBV)** encompasses crimes which have been committed to protect or defend the honour of a family and/or community, including female genital mutilation, forced marriage and practices such as breast ironing. All forms of HBV are abuse and should be handled and escalated as such.

**Female Genital Mutilation (FGM)** is a mandatory reporting duty and comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse. Section 5B of the Female Genitalia Mutilation Act 2003 (as inserted by section 74 of the serious crime act 2015) places a duty upon teachers/tutors to report to the Police where they discover that FGM appears to have been carried out on a child under 18 years.

# Polisi Coleg Penybont Bridgend College Policy

## Appendix 4: College Safeguarding Team Structure and Contacts

You can report a safeguarding concern in several ways:

1. Email [wellbeing@bridgend.ac.uk](mailto:wellbeing@bridgend.ac.uk)

This inbox can be accessed by all of the Wellbeing Team and is monitored Monday-Thursday 8:30-17:00 and Friday 8:30-16:30 throughout the year, including holiday periods but excluding bank holidays and Christmas closure.

2. Telephone 01656 302 302 ext. 488
3. Complete a disclosure form found on the staff portal
4. Face to face. Anyone trained in managing safeguarding concerns can be easily identified wearing a purple 'Wellbeing Team' lanyard.





# Polisi Coleg Penybont Bridgend College Policy

## Appendix 5: Awareness Assurances

A number of assurances exist to ensure that staff, students, visitors and other stakeholders are aware of our duties and expectations in relation to safeguarding and prevent.

Assurances include:

- Wellbeing Team with responsibility for safeguarding are easily identifiable wearing a purple 'Safeguarding Team' lanyard.
- All visitors and contractors sign in at reception and are issued with a personalised photographic identity badge to wear whilst on college premises.
- All visitors and contractors are issued with a bilingual safeguarding advice booklet upon sign-in.
- Key reporting messages posted on electronic screens across college campuses.
- Online safeguarding training module for all staff.
- 'Report a Concern' button on the staff portal.



# Polisi Coleg Penybont Bridgend College Policy

## Appendix 6: Emergency Contact Details – Social Services

You should only report a safeguarding concern where you are unable to speak to the college Wellbeing Team, Designated Safeguarding and Wellbeing Manager or the Designated Senior Person (DSP). You can also seek advice using the Police non-emergency number 101.

If you are making a referral regarding the protection of children and vulnerable adults you will need to contact the appropriate department within each Council for where the person lives.

**In an emergency you should dial (9)999 if using a College phone and 999 otherwise.**

Bridgend Police Public Protection Unit  
Coychurch Police Station  
Bridgend  
01656 651 660

Children Services	Adult Protection
<b>Bridgend County Borough Council</b> Children Services Intake and Assessment Team: 01656 642320 (24 hrs)	<b>Bridgend County Borough Council</b> Adult Protection Coordinator Assessment Team Tel: 01656 642479
<b>Caerphilly County Borough Council</b> Safeguarding Children Board Contact & Referral Team: 0808 100 1727 Out of Hours South East Wales Emergency Duty Team Tel: 0808 328 4432	<b>Caerphilly County Borough Council</b> Adult Services Tel: 0808 100 2500 or 01443 873635 (Manager) Out of Hours Emergency Duty Team: Tel: 0808 328 4432
<b>Cardiff County Council</b> Children Services Team: 02920 536 400 Out of Hours Emergency Duty Team: 02920 448 360	<b>Cardiff County Council</b> Protection of Vulnerable Adults Team 02920 536436 Out of Hours Emergency Duty Team: 02920 788 570
<b>City and County of Swansea</b> Access & Initial Assessment Team: 01792 635700 Out of Hours Emergency Duty Team: 01792 775 501	<b>City and County of Swansea</b> Protection of Vulnerable Adults Team: 01792 636 854 Out of Hours Emergency Duty Team: 01792 775 501
<b>Merthyr Tydfil County Borough Council</b> Intake and Assessment Team Duty Officer: 01685 724 525 Out of Hours Emergency Duty Team: 01443 849944	<b>Merthyr Tydfil County Borough Council</b> Protection of Vulnerable Adults Team Tel: 01685 724 507 / 725000 / 724594 (Manager) Out of Hours Emergency Duty Team: 01443 849944
<b>Neath Port Talbot County Borough Council</b> Intake and Assessment Team Duty Officer: 01639 685717 Out of Hours Emergency Duty Team: 01639 895 455	<b>Neath Port Talbot County Borough Council</b> Protection of Vulnerable Adults Team Tel: 01639 763 009 Out of Hours Emergency Team: 01639 895 455
<b>Newport County Borough Council</b> Contact Centre: 01633 656 656 Out of Hours Emergency Duty Team: 0800 328 4432	<b>Newport County Borough Council</b> Contact Centre: 01633 656 656 Out of Hours Emergency Duty Team: 0800 328 4432
<b>Rhondda Cynon Taff County Borough Council</b> Duty Social Work Team: 01443 486731 Out of Hours Emergency Duty Team: 01443 849 944	<b>Rhondda Cynon Taff County Borough Council</b> Adult Protection Coordinator: 01443 427755 Out of Hours Emergency Duty Team: 01443 849 944
<b>Vale of Glamorgan</b> Intake and Assessment Team: 01446 725206 Out of Hours Emergency Duty team: 02920 448 360	<b>Vale of Glamorgan</b> Protection of Vulnerable Adults Coordinator Tel: 01446 704 740 Out of Hours Emergency Duty team: 02920 448 360

# Polisi Coleg Penybont Bridgend College Policy

## Asesiad Effaith Iaith Gymraeg / Welsh Language Impact Assessment

<b>Enw Polisi / Gweithdrefn</b> Name of Policy / Procedure	Safeguarding Young People and Vulnerable Adults					
<b>Perchennog Polisi</b> Policy Owner (to complete this EIA)	Joe Baldwin					
<b>Nod(au'r) a Pwrpas y Polisi</b> Aim(s) and Purpose of Policy	Safeguard Young People and Vulnerable Adults					
<b>I bwy mae'r polisi hwn yn effeithio?</b> Who does the policy affect?	<b>Dysgwyr</b> Learners	✓	<b>Staff</b>	✓	<b>Y Cyhoedd Gyffredinol / General Public</b>	✓

## Safonau Iaith Gymraeg / Welsh Language Standards

<b>Rhif/ No.</b>	<b>Math/ Type</b>	<b>Safon / Standard</b>	<b>Cadarnhaol (gallai fod o fudd)</b>  <b>Positive (could benefit)</b>	<b>Negyddol (gallai effeithio)</b>  <b>Negative (could impact)</b>	<b>Dim Effaith</b>  <b>No Impact</b>
94	Safonau Llunio Polisi  Policy Making standards	<p>Pan fyddwch yn llunio polisi newydd, neu'n adolygu neu'n addasu polisi sydd eisoes yn bodoli, rhaid i chi ystyried pa effeithiau, os o gwbl (pa un ai yw'r rheini'n bositif neu'n andwyol) y byddai'r penderfyniad polisi yn eu cael ar— (a) cyfleoedd i bersonau ddefnyddio'r Gymraeg, a (b) peidio â thrin y Gymraeg yn llai ffafriol na'r Saesneg.</p> <p>When you formulate a new policy, or review or revise an existing policy, you must consider what effects, if any (whether positive or adverse), the policy decision would have on — (a) opportunities for persons to use the Welsh language, and (b) treating the Welsh language no less favourably than the English language.</p>			✓

# Polisi Coleg Penybont

## Bridgend College Policy

95	<p>Safonau Llunio Polisi</p> <p>Policy Making standards</p>	<p>Pan fyddwch yn llunio polisi newydd, neu'n adolygu neu'n addasu polisi sydd eisoes yn bodoli, rhaid ichi ystyried sut y gellid llunio'r polisi (neu sut y gellid newid polisi sydd eisoes yn bodoli) fel y byddai'r penderfyniad polisi'n cael effeithiau positif, neu effeithiau mwy positif, ar— (a) cyfleoedd i bersonau ddefnyddio'r Gymraeg, a (b) peidio â thrin y Gymraeg yn llai ffafriol na'r Saesneg.</p> <p>When you formulate a new policy, or review or revise an existing policy, you must consider how the policy could be formulated (or how an existing policy could be changed) so that the policy decision would have positive effects, or increased positive effects, on —</p> <p>(a) opportunities for persons to use the Welsh language, and</p> <p>(b) treating the Welsh language no less favourably than the English language.</p>		✓	
96	<p>Safonau Llunio Polisi</p> <p>Policy Making standards</p>	<p>Pan fyddwch yn llunio polisi newydd, neu'n adolygu neu'n addasu polisi sydd eisoes yn bodoli, rhaid ichi ystyried sut y gellid llunio'r polisi (neu sut y gellid newid polisi sydd eisoes yn bodoli) fel na fyddai'r penderfyniad polisi'n cael effeithiau andwyol, neu fel y byddai'n cael effeithiau llai andwyol, ar—</p> <p>(a) cyfleoedd i bersonau ddefnyddio'r Gymraeg, a</p> <p>(b) peidio â thrin y Gymraeg yn llai ffafriol na'r Saesneg.</p> <p>When you formulate a new policy, or review or revise an existing policy, you must consider how the policy could be formulated (or how an existing policy could be changed) so that the policy decision would not have adverse effects, or so that it would have decreased adverse effects, on —</p> <p>(a) opportunities for persons to use the Welsh language, and</p> <p>(b) treating the Welsh language no less favourably than the English language.</p>			✓

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## Bridgend College Policy

97	<p>Safonau Llunio Polisi</p> <p>Policy Making standards</p>	<p>Pan fyddwch yn cyhoeddi dogfen ymgynghori sy'n ymwneud â phenderfyniad polisi, rhaid i'r ddogfen honno ystyried a cheisio barn ynghylch yr effeithiau (pa un ai yw'r rheini'n bositif neu'n andwyol) y byddai'r penderfyniad polisi o dan ystyriaeth yn eu cael ar—</p> <p>(a) cyfleoedd i bersonau ddefnyddio'r Gymraeg, a</p> <p>(b) peidio â thrin y Gymraeg yn llai ffafriol na'r Saesneg</p> <p>When you publish a consultation document which relates to a policy decision, the document must consider, and seek views on, the effects (whether positive or adverse) that the policy decision under consideration would have on —</p> <p>(a) opportunities for persons to use the Welsh language, and</p> <p>(b) treating the Welsh language no less favourably than the English language.</p>			✓
98	<p>Safonau Llunio Polisi</p> <p>Policy Making standards</p>	<p>Pan fyddwch yn cyhoeddi dogfen ymgynghori sy'n ymwneud â phenderfyniad polisi, rhaid i'r ddogfen honno ystyried a cheisio barn ynghylch sut y gellid llunio neu addasu'r polisi o dan ystyriaeth fel y byddai'n cael effeithiau positif, neu effeithiau mwy positif, ar—</p> <p>(a) cyfleoedd i bersonau ddefnyddio'r Gymraeg, a</p> <p>(b) peidio â thrin y Gymraeg yn llai ffafriol na'r Saesneg.</p> <p>When you publish a consultation document which relates to a policy decision the document must consider, and seek views on, how the policy under consideration could be formulated or revised so that it would have positive effects, or increased positive effects, on —</p> <p>(a) opportunities for persons to use the Welsh language, and</p> <p>(b) treating the Welsh language no less favourably than the English language.</p>	✓		

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## Bridgend College Policy

99	<p>Safonau Llunio Polisi</p> <p>Policy Making standards</p>	<p>Pan fyddwch yn cyhoeddi dogfen ymgynghori sy'n ymwneud â phenderfyniad polisi, rhaid i'r ddogfen honno ystyried a cheisio barn ynghylch sut y gellid llunio neu addasu'r polisi o dan ystyriaeth fel na fyddai'n cael effeithiau andwyol, neu fel y byddai'n cael effeithiau llai andwyol, ar—</p> <p>(a) cyfleoedd i bersonau ddefnyddio'r Gymraeg, a</p> <p>(b) peidio â thrin y Gymraeg yn llai ffafriol na'r Saesneg.</p> <p>When you publish a consultation document which relates to a policy decision the document must consider, and seek views on, how the policy under consideration could be formulated or revised so that it would not have adverse effects, or so that it would have decreased adverse effects, on —</p> <p>(a) opportunities for persons to use the Welsh language, and</p> <p>(b) treating the Welsh language no less favourably than the English language.</p>	✓		
101	<p>Safonau Llunio Polisi</p> <p>Policy Making standards</p>	<p>Pan fyddwch yn comisiynu neu'n gwneud gwaith ymchwil y bwriedir i'ch cynorthwyo i wneud penderfyniad polisi, rhaid ichi sicrhau bod yr ymchwil yn ystyried pa effeithiau, os o gwbl (a pha un ai ydynt yn rhai positif neu'n rhai andwyol), y byddai'r penderfyniad polisi sydd o dan ystyriaeth yn eu cael ar—</p> <p>(a) cyfleoedd i bersonau ddefnyddio'r Gymraeg, a</p> <p>(b) peidio â thrin y Gymraeg yn llai ffafriol na'r Saesneg</p> <p>When you commission or undertake research that is intended to assist you to make a policy decision, you must ensure that the research considers what effects, if any (and whether positive or adverse), the policy decision under consideration would have on—</p> <p>(a) opportunities for persons to use the Welsh language, and</p> <p>(b) treating the Welsh language no less favourably than the English language.</p>			✓

# Polisi Coleg Penybont

## Bridgend College Policy

102	<p>Safonau Llunio Polisi</p> <p>Policy Making standards</p>	<p>Pan fyddwch yn comisiynu neu'n gwneud gwaith ymchwil y bwriedir i'ch cynorthwyo i wneud penderfyniad polisi, rhaid i chi sicrhau bod yr ymchwil yn ystyried sut y gellid gwneud y penderfyniad polisi sydd o dan ystyriaeth fel y byddai'n cael effeithiau positif, neu effeithiau mwy positif, ar—</p> <p>(a) cyfleoedd i bersonau ddefnyddio'r Gymraeg, a</p> <p>(b) peidio â thrin y Gymraeg yn llai ffafriol na'r Saesneg.</p> <p>When you commission or undertake research that is intended to assist you to make a policy decision, you must ensure that the research considers how the policy decision under consideration could be made so that it would have a positive effects, or so that it would have increased positive effects, on —</p> <p>(a) opportunities for persons to use the Welsh language, and</p> <p>(b) treating the Welsh language no less favourably than the English language.</p>			✓
103	<p>Safonau Llunio Polisi</p> <p>Policy Making standards</p>	<p>Pan fyddwch yn comisiynu neu'n gwneud gwaith ymchwil y bwriedir i'ch cynorthwyo i wneud penderfyniad polisi, rhaid i chi sicrhau bod yr ymchwil yn ystyried sut y gellir gwneud y penderfyniad polisi sydd o dan ystyriaeth fel na fyddai'n cael effeithiau andwyol, neu fel y byddai'n cael effeithiau llai andwyol, ar—</p> <p>(a) cyfleoedd i bersonau ddefnyddio'r Gymraeg, a</p> <p>(b) peidio â thrin y Gymraeg yn llai ffafriol na'r Saesneg.</p> <p>When you commission or undertake research that is intended to assist you to make a policy decision, you must ensure that the research considers how the policy decision under consideration could be made so that it would not have adverse effects, or so that it would have decreased adverse effects, on —</p> <p>(a) opportunities for persons to use the Welsh language, and</p> <p>(b) treating the Welsh language no less favourably than the English language.</p>			✓

# Polisi Coleg Penybont Bridgend College Policy

## Cynllun Gweithredu / Action Plan

Dylai camau gweithredu ddangos camau i'w cymryd i leihau neu, lle bo modd, ddileu unrhyw effaith negyddol ar yr Iaith Gymraeg.

Actions should demonstrate steps to be taken to reduce or where possible, eliminate any negative impact on the Welsh Language

Gweithredu/ Action	Pwy/ Who	Erbyn Pryd/ By When	Mesur Llwyddiant/ <i>(sut y byddwn ni'n gwybod ein bod wedi cyflawni'r camau gweithredu)</i>  <b>Success Measure</b> <i>(how will we know we have achieved the action)</i>
Standard 96	Sam Gunnarsson	Publication Date	Ensure that disclosure document is available in Welsh
Standard 98 and 99	Joe Baldwin	30 day consultation	All staff will have a 30 day period to offer insight and advice on any amendments to the policy to support Welsh language users.

Dyddiad Cwblhau Aseu / Assessment Completion Date: 2<sup>nd</sup> March 2018