

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 Journey

Awdur y Ddogfen/Document Author: Joe Baldwin

Teitl Swydd/Job Title: Assistant Principal Learner Journey

Dyddiad Cymeradwyaeth/Date of Approval: January 2021

Dyddiad Adolygu/Review Date: January 2022

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.

Safeguarding is preventing and protecting children from abuse, neglect or other kinds of harm, and educating those around them to recognise the signs and dangers (Keeping Learners Safe 2020).

Whilst statutory responsibilities for safeguarding and child protection applies to young people (children) who are under 18 years of age, the Social Services and Wellbeing (Wales) Act 2014 extends the duty to report where the college has reasonable cause to suspect that an adult is at risk.

2. Manylion Polisi/ Policy Details:

The key aims that surround this policy are stated in safeguarding legislation, which includes; Wales Safeguarding Procedures 2019, Adult Protection Procedures 2010, Keeping Learners Safe Guidance document number 265/2020 (replacing document number 158/2015), The Wellbeing of Future Generations (Wales) Act 2015, The Social Services and Wellbeing (Wales) Act 2014 and Prevent Duty Guidance 2015.

The College will align guidance and procedures to the Cwm Taf Morgannwg Safeguarding Board (CTMSB) and the Wales Safeguarding Procedure.

Additional relevant legislation and guidance can be found in appendix 1. These documents along with this policy will enable the 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.

The Governing Body should undertake safeguarding training within the first term of starting the role.

Designated Governor with responsibility for Safeguarding

The Designated Governor will be responsible for liaising with the Principal and Designated Safeguarding 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 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.

Principal

The Principal must ensure that all staff;

- Follow the safeguarding policy and procedures
- Have the resources needed to keep young people safe (including access to training)
- Know how to raise a concern and know who the colleges DSP is and how to contact them

Designated Safeguarding Lead (DSP)

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

- Ensure that all staff and volunteers receive training and regular updates on recognising, responding and reporting concerns, at least every two years
- Act as a single point of contact for external agencies, including the Local Safeguarding Children's Board (LSCB)
- Have involvement where a Care and Support Protection Plan is in place for a young person
- 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:

- Ensure that 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 Safeguarding Person (DSP) to ensure that all staff and volunteers receive training and regular updates on recognising, responding and reporting concerns and that a training record is kept. Refresher training must take place at least every two year
- 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

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 DSP and Wellbeing and Safeguarding Manager informed about all cases of suspected abuse, allegations of abuse or incidents of harm

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 must notify the Responsible Individual for the service immediately.

Person in Charge – Bridgend College Day Nursery and Playscheme

The designated Person in Charge of the Bridgend College Day Nursery and Playscheme is responsible for the safeguarding of children attending the nursery and holiday playscheme and for ensuring that reporting processes fulfil requirements under the Care Inspectorate Wales (CIW). The setting will have its own policy in relation to safeguarding children, in line with the requirements of its registration.

The Person in Charge must notify the Responsible Individual for the service immediately.

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. This must happen at least every two years.

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.

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 Remote / Online Working, Teaching and Learning

There are a number of considerations which staff and learners should take when engaging in remote or online working and teaching.

Support and detailed considerations can be found in appendix 7. Please also refer to section 8.

5.3 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.

5.4 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.

5.5 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 Safeguarding 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.

Where peer-to-peer bullying takes place, learners should be encouraged to use safety and reporting features within online platforms and apps. These features include reporting to the platform provider and blocking users.

Where peer-to-peer bullying or harassment occurs between Bridgend College learners, concerns can be shared with the college Wellbeing Team for further support, signposting and intervention.

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. Reporting and Investigations

Staff must share concerns that they have about a learner with the Student Wellbeing Team or the DSP. Where the escalation of a concern is required, this will be shared in a report with social services and/or the police.

Information must be;

- accurate, concise and clear;
- remain confidential and only shared for the purpose of ensuring safety and wellbeing
- shared within 24 hours

The college must inform the local authority where we have reasonable cause to believe that a young person is at risk (as defined within section 130 of the Social Services and Wellbeing (Wales) Act 2014).

The college must not carry out its own investigations. Where a concern raised related to a member of staff, this must be reported to the local authority or the police, in line with 'Keeping Learners Safe' guidance (2020). The college will follow the Welsh Government guidance on [handling allegations of abuse against teachers and other staff](#).

11. Dogfennau Cysylltiedig (os yn berthnasol)/ Related Documents

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

12. 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.

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.

Appendix 1: Legislation and Guidance*

[Keeping Learners Safe Guidance 2020](#)

[Statutory Guidance to help keep children and young people from missing education 2017](#)

Education Act 2002 (section 175)

[Wales Safeguarding Procedure \(2019\)](#)

Children Act 1989

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

[Handling allegations of abuse against teachers and other staff](#) (2014)

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

Guest Speaker and External Events Procedure (Bridgend College)

**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">• physical contact, including penetrative or non-penetrative acts• non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities or• encouraging children to behave in sexually inappropriate ways.
ACE	Adverse Childhood Experience(s) - stressful experiences occurring during childhood that directly hurt a child (e.g. maltreatment) or affect them through the environment in which they live (e.g. growing up in a house with domestic violence). ACEs include childhood abuse (physical, sexual or emotional); neglect (emotional or physical); family breakdown; exposure to domestic violence; or living in a household affected by substance misuse, mental illness, or where someone is incarcerated.
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
CAMHS	Child and Adolescent Mental Health Services
Child in need	A child is a child in need if: <ul style="list-style-type: none">• 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• his/her health or development is likely to be significantly impaired, or further impaired, without the provision for him/her of such services or• he/she is disabled.
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.

Domestic Violence	An incident or pattern of incidents of controlling, coercive, threatening, degrading and violent behaviour, including sexual violence, in the majority of cases by a partner or ex-partner, but also by a family member or carer.
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
Ideology	A set of beliefs
MAPPA	Multi-Agency Public Protection Arrangement
MASH	Multi-Agency Safeguarding Hub
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)”
PoVA	Protection of Vulnerable Adults
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** The Social Services and Well-being (Wales) Act 2014 defines well-being in relation to any of the following:
- a. physical and mental health and emotional well-being
 - b. protection from abuse and neglect
 - c. education, training and recreation
 - d. domestic, family and personal relationships
 - e. contribution made to society
 - f. securing rights and entitlements
 - g. social and economic well-being
 - h. suitability of living accommodation
- In relation to a child, “well-being” also includes:
- a. physical, intellectual, emotional, social and behavioural development
 - b. “welfare” as that word is interpreted for the purposes of the Children Act 1989.

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.

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.

County Lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas [within the UK], using dedicated mobile

Polisi Coleg Penybont Bridgend College Policy

phone lines or other form of “deal line”. They are likely to exploit children and vulnerable adults to move [and store] the drugs and money and they will often use coercion, intimidation, violence (including sexual violence) and weapons.

Appendix 4: College Safeguarding Team Structure and Contacts

You can report a safeguarding concern in several ways:

1. Email 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.



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.



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

Appendix 7: Remote / Online Working, Teaching and Learning

We know that remote and online connectivity is essential in delivering a responsive and agile organisation. We have a responsibility to ensure that all staff and learners are able to access and utilise online opportunities safely.

The parameters and guidance outlined is designed to ensure that everyone can benefit from digital tools and online capabilities, designed to enhance working, engagement and connectivity.

Live Video Calling and Conferencing

- Ensure your work area is clear, well-lit and check your surroundings / backdrop
- Ensure that you are wearing appropriate clothing
- Ensure that others within your location or household are aware that you are on video
- Do not record or photograph a session without knowledge and permission from everyone involved in the session or call
- Do not distribute or share any recordings, photos or screenshots without the knowing and approval of all participants. Failure to do so contravenes legislation governing individual privacy and consent
- Consider whether the audio only option would meet the requirements of the communication, in which case, participants can disable the video functionality

If you have a concern about any action or incident during a video call, you should terminate it and report the facts immediately to a member of the safeguarding team (page 16 of Bridgend College Safeguarding policy).

Online Platforms

Staff must only communicate with learners via college approved platforms and only for purposes associated with official college business.

Staff must not use personal accounts to connect or communicate with learners (see section 5 of the Bridgend College Safeguarding policy).

Platforms including (although not exhaustive) including WhatsApp, FaceTime, Houseparty, Facebook or Facebook Messenger must not be used to communicate or connect with learners.

Why?

- To maintain professional boundaries and to reduce any unintended risk
- Other platforms are not monitored by college online safety software. The college's G Suite environment is monitored and also uses Google Vault to back-up history
- User terms associated with data usage and rights cannot be controlled as personal and enterprise/business licences and terms or use are different
- Free platforms including YouTube and Facebook Live do not allow users to restrict audiences

Staff / Learner Meetings Online

A 1:1 online video meeting between a member of staff and a learner should be avoided. Where circumstances mean that this would be challenging (e.g. assessment), a second member of staff should be present on the call or preferably, the call should be recorded via the feature within Google Meet. Permission should be sought from the learner prior to recording.

Consider whether video is required for the purpose of the communication – could the audio only function have the desired outputs.

Contacting Learners at Home / Remotely

Learners can be contacted via the following methods, and staff must only use their Bridgend College user account;

- Google Hangouts / Google Meet
- Google Classroom
- Email (from a *bridgend.ac.uk* domain account)
- SMS via MiHub
- eLP and comment functions via MiHub
- Telephone only via the ShoreTel software when logged in via remote or from a college mobile

Online Bullying and Harassment

See section 8 of the Bridgend College Safeguarding policy.

Useful Guidance and Resources

[NSPCC: Undertaking remote working safely](#)

[NSPCC: eSafety \(including livestreaming and social media\)](#)

[NSPCC: Internet Connected Devices \(e.g Google Home or Amazon Alexa\)](#)

Asesiad Effaith Iaith Gymraeg/ Welsh Language Impact Assessment

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

Safonau Iaith Gymraeg / Welsh Language Standards

Rhif/ No.	Math/ Type	Safon / Standard	Cadarnhaol (gallai fod o fudd) Positive (could benefit)	Negyddol (gallai effeithio) Negative (could impact)	Dim Effaith No Impact
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>			✓

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 — (a) opportunities for persons to use the Welsh language, and (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— (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 not have adverse effects, or so that it would have decreased adverse effects, on — (a) opportunities for persons to use the Welsh language, and (b) treating the Welsh language no less favourably than the English language.</p>			✓
97	<p>Safonau Llunio Polisi</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</p>			✓

	Policy Making standards	<p>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>	✓		
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>			✓
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>			✓

		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 — (a) opportunities for persons to use the Welsh language, and (b) treating the Welsh language no less favourably than the English language.			
103	Safonau Llunio Polisi Policy Making standards	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— (a) cyfleoedd i bersonau ddefnyddio'r Gymraeg, a (b) peidio â thrin y Gymraeg yn llai ffafriol na'r Saesneg. 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 — (a) opportunities for persons to use the Welsh language, and (b) treating the Welsh language no less favourably than the English language.			✓

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/ Measurement
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			<i>(sut y byddwn ni'n gwybod ein bod wedi cyflawni'r camau gweithredu)</i> Success Measure <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: 25/11/20