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# Safeguarding Young People and Vulnerable Adults

## The Policy - Introduction

### CHILD PROTECTION POLICY

This policy and the accompanying guidelines refer only to those aspects of safeguarding which are directly related to issues of child protection, the referral process and the promotion of high standards of personal and professional practice across the College. Bullying, as a safeguarding issue and the procedures for dealing with it, is addressed in further detail in the College's Anti-Bullying Policy. The wider remit of safeguarding across the College is also addressed through additional relevant policies: Health, Safety & Welfare; Equality & Diversity; DBS, e-safety, behaviour and confidentiality.

Yorkshire College of Beauty Therapy recognises that all children have a right to protection from abuse and takes seriously its responsibility to protect and safeguard the welfare of all children, young people and vulnerable adults who come onto the College campus.

Hereafter, the term 'learners' will be used to include all those children/young people under 18 years of age and vulnerable adults and who are enrolled to college courses and to whom this policy is specifically directed. Our duty of care for other children, young people and vulnerable adults is covered by other policies and procedures across the college.

We will:

- Respond swiftly and appropriately to all suspicions or allegations of abuse, and provide parents/carers/advocates and students with the opportunity to voice their concerns.
- Have a system for dealing with concerns about possible abuse and support those who may have been abused.
- Maintain good links with Local Safeguarding Children's Boards (LSCBs) and the appropriate child and vulnerable adult social services team.

The Yorkshire College of Beauty Therapy recognises that all students may be the victims of neglect, peer on peer abuse and physical, sexual, emotional abuse. Accordingly it has adopted the policy contained in this document (hereafter "the policy"). The policy sets out agreed guidelines relating to the response to allegations of abuse, including those made against staff and volunteers.

The Yorkshire College of Beauty Therapy recognises that safeguarding encompasses the duties of child protection and the rights and welfare of children and vulnerable adults and believes that:

- Every individual within the College has a responsibility to inform the Designated Safeguarding Person (DSP) in respect of child protection or their deputy, of concerns relating to the safeguarding of students (or other children, young people or vulnerable adults). The DSP must decide if the concerns should be communicated to the relevant social services department, LSCBs or the police.
- All staff must fully acknowledge and appreciate that they have a professional responsibility to respond to any concern and that this will involve, following the procedures in this policy. Any investigation will require them to pass on information, respecting issues of confidentiality which should clearly be understood by all staff. The use of the term 'learners' refers to individuals under the age of 18 years and vulnerable adults. (\* See Glossary of terms page 19 & 20).
- This policy is intended to make it clear to all what is required in relation to the protection of learners in the College. It helps to create a safe and positive environment for learners and to show that The Yorkshire College of Beauty Therapy takes its duty of care seriously.
- Staff who have reason to believe that a learner may be at risk of bringing harm to themselves, either through self harm or potential suicide, should in the first instance, contact the College DSP. If the risk is consider significant and the DSP is not available then staff should contact LSCB or the Police.
- This policy and the guidelines have been prepared in accordance with the Leeds Safeguarding Children Board Child Protection Procedures, Keeping Children Safe in Education, statutory guidelines for schools and colleges 2018, Working together to safeguard children 2018, Information Sharing 2018 and Contextual Safeguarding 2017 and fully embraces the "Every Child Matters" agenda. Copies of these documents are available online and a hard copy is kept in the Child Protection file.
- Our business is committed to being at the forefront of safeguarding and prevent agenda, therefore further support and guidance is accessible via the regional prevent coordinator at DFE. The DSL has a duty to share and promote the additional guidance throughout the provision. Our Safeguarding team is on hand to provide one to one ongoing additional support where required.
- The IT usage at YCOB is monitored by our IT support company, Concorde IT Group. Within this support we have several web blockers enabled to limit content that could pose a safeguarding issue to students and/or employees.

They will be kept under review and be supported by appropriate training.

The policy applies to all staff and volunteers who act on behalf of the College and who come directly into contact with students.

All staff are provided with a Child Protection Handbook in addition to the training they receive

## Concerns about Physical Injury, Emotional Abuse or Neglect

If the learner has an injury which may be a non-accidental injury or symptoms of emotional abuse or neglect; or if there has been a disclosure of abuse, and a referral is to be made then.

- The DSP should contact the relevant child or adult social services referral and assessment team. Where there are concerns about the learner's safety or the safety of another person, the parents/carers/advocates of the learner should not be contacted before first consulting with Child Protection Team or Duty Advice Line LSCB.
- Where emergency medical attention is necessary it should be sought immediately. The DSP is informed of any injuries. Where injuries may have been self inflicted (as a result of self-harm or attempted suicide), contact the College DSP.
- If a referral is being made without the parent's/carer's/advocate's knowledge and non urgent medical treatment is require LSCB Child Protection team should be informed. Otherwise, the parent/carers/advocate should be contacted and the suggestion made that medical attention be sought for the learner.
- If appropriate, the parent/carer should be encouraged to seek help from relevant LSCB Early Help or Child Protection team prior to a referral being made. If they fail to do so in situations or real concern, the DSP will contact the relevant referral and assessment team for advice.

## Allegations of Sexual Abuse

In the event of allegations of sexual abuse the DSP will:

- Contact the relevant child and vulnerable adult LSCB referral and assessment team or the Police Vulnerable Person's Unit directly. The DSP should not speak to the parents/carers/advocates.
- Under no circumstances should the DSP, or any other member of the organisation, attempt to carry out an investigation into the allegations, disclosure or suspicions of sexual abuse. The role of the DSP is to collect the exact details of the allegations, disclosure or suspicion and to provide this information to the child or adult protection agencies that will investigate the matter under the Children Act 1989 or relevant protection of vulnerable groups' legislation.

## Prevention of abuse

The Yorkshire College of Beauty Therapy will promote the highest standards in personal and professional practice in order to prevent incidents of abuse within the College and will take seriously and respond appropriately to any allegations made against staff or volunteers. (Further information and advice is in the Staff Code of Conduct.)

- The College will include the promotion of high standards in personal and professional practice across teams within the child protection training programme so that staff can identify particular actions and activities in their day to day work which will ensure that all learners feel safe and that they become aware of actions and activities which make them vulnerable to allegations of abuse.
- The College will raise awareness amongst the learners about how they can protect themselves against abuse, including peer to peer abuse and what action they can take if they find themselves to be a victim of abuse.

### **Allegations against staff or volunteers**

The Yorkshire College of Beauty Therapy will follow the statutory procedures in line with the relevant LCSB or Safeguarding Adults Boards if any allegation is made against a member of staff.

- All allegations against staff or volunteers should be referred to the Senior Management Officer (SMO) with designated responsibility for dealing with allegations against staff and volunteers. The SMO, who is the will be the first line of contact and will deal with allegations appropriately, in line with Keeping children safe in education July 2018, part 4.
- If the allegation concerns behaviours or actions toward a learner under the age of 18, the matter must be discussed with the Local Authority Designated Officer (LADO) within 1 working day of the allegation being made. The SMO, or any other person, must not undertake any investigation into the allegations or take any measures other than those aimed to securing immediate safety or evidence. The procedures for responding to allegations against staff or volunteers (where learners are involved) are available on the relevant LSCB website. If allegations against a member of staff are substantiated, referral to the independent Safeguarding Authority (ISA) will be considered by the LADO in consultation with the Training Director.
- If the allegations concerns behaviours or actions against an adult, the process followed should be in line with procedures available from the relevant Adult Safeguarding Boards.

### **Learners with Learning Difficulties, and/or Disabilities (LLDD)**

- Some learners with learning difficulties and/or disabilities may be especially vulnerable to abuse. Extra care should be taken to interpret correctly apparent signs of abuse and neglect. Any indication of abuse of these learners should be reported in the same way as for other learners, according to local established procedures. Where appropriate, the Learning Support team should be involved.
- Where abuse is suspected, learners or adults who have difficulties in communicating should be given the chance to express themselves to a member of staff with appropriate communication skills and/or be provided with an advocate. The Yorkshire College of Beauty Therapy should create an atmosphere in which learners with learning difficulties and/or disabilities feel confident and able to discuss these matters.

**Date of Policy Review 15/5/19**

**Presented to the Senior Management Team May 2019**

**To be reviewed annually thereafter.**

## Safeguarding Young People and Vulnerable Adults (Child Protection)

### Guidelines and Procedures

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### Guidelines and Procedures

## **Introduction**

The Yorkshire College of Beauty Therapy expects staff to use the following information to ensure appropriate and sensitive response to concerns, allegations or disclosures.

The categories of abuse outlined below, provide the legal framework to assist all those people working with learners to acknowledge and apply the principles of good working practice to their roles and responsibilities.

All divisional areas and support teams within The Yorkshire College of Beauty Therapy will need to understand:

- How to identify signs of abuse
- The child protection referral process
- How to implement the highest standards of personal and professional practice within their area in order to ensure that learners feel safe and staff do not leave themselves to open allegations of abuse.

## **Legal definitions of abuse**

### **Neglect**

Neglect is the persistent failure to meet a learner's basic physical and/or psychological needs, likely to result in the serious impairment of the learner's health or development. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect from physical harm, or danger or failure to ensure access to appropriate medical care or treatment. It may also include neglect or, or unresponsiveness to, a learner's basic emotional needs.

### **Physical Abuse**

Somebody may abuse or neglect a learner by inflicting harm, or by failing to act to prevent harm. Students may be abused in a family or in an institution or community setting by those known to them or, more rarely, by a stranger. Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a learner. Physical harm may also be caused when parent/carer/advocate feign the symptoms of, or deliberately causes ill health to a learner whom they are looking after.

### **Sexual Abuse**

Sexual abuse involves forcing or enticing a learner to take part in sexual activities, whether or not the learner is aware of what is happening. The activities may involve physical contact, including penetrative or non penetrative acts. They may include non contact activities, such as involving students in looking at, or in the production of, pornographic material or watching sexual activities or encouraging students to behave in sexually inappropriate ways.

### **Emotional Abuse**

Emotional abuse is the persistent emotional ill treatment of a learner such as to cause severe and persistent adverse effects on the learner's emotional development. It may involve conveying to the learners that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may involve causing students frequently to feel frightened or in danger, other exploitation or corruption.

Some level of emotional abuse is involved in all types of ill treatment of a learner, although it may occur alone.

## Peer on peer abuse

Children can abuse other children and this is classed as peer to peer abuse. It takes many forms and can include (but is not limited to) bullying (including cyberbullying), sexual violence and sexual harassment, physical abuse, sexting and initiating type violence and rituals.

**The college recognises that there are other forms of abuse of potential significance to students.**

## Bullying

The Yorkshire College of Beauty Therapy recognises that bullying is deliberate, hurtful behaviour that can take many forms. It can be verbal, physical, psychological, social and technological, it does and can include actions such as physical assaults, sarcasm, taunts, threats, gestures, unwanted physical contact, inappropriate use of a cell phone or computer, graffiti, stealing or hiding personal items. Bullying in some forms can constitute a criminal act.

The Yorkshire College of Beauty Therapy provides training and learning materials to assist both learners and teaching staff to consider this unacceptable type of behaviour, and will take appropriate action it is identified. There is a separate bullying policy.

## Harassment

Harassment is closely associated with aspects of bullying and occurs when an individual feels that they are subject to behaviour that is unacceptable. Such behaviour may include simple name – calling or an action that is designed to upset or worry another person. Harassment in some forms can constitute a criminal act.

## Grooming

Grooming is the process by which an offender prepares a young person or vulnerable adult for sexual activities. This method can be use by any offender . This process is usually carefully planned, stage managed, premeditated and can take weeks and even months to establish, and can include the following:

- Build the trust of the learner
- Show favouritism
- Gain the trust of the learner’s carers
- Isolate the learner from friends/family
- Foster intimidation and secrecy. Offenders usually put a great deal of effort into ensuring that a learner remains quiet. Apart from promises, threats and bribes, offenders usually take advantage of a powerless learner by presenting a distorted view of what is happening.
- Boundary violations. This may begin with an innocent touching. Then the offender asks him/herself the question:  
Q “Is it safe to proceed to more intimate acts?”  
A “Yes because X (the learner) showed interest and no fear. X also promised to keep the whole thing a secret.”

**Evaluation:** This cycle of events means that the learner has been groomed to become an adult lover. The learner feels very confused as to what is acceptable behaviour and often takes on self blame – they have a distorted view of life and do not realise that other adults do not behave in the same way.

## **Child Sexual Exploitation (CSE)**

CSE is the next step after grooming. It involves exploitative situations and relationships where young people receive something, for example, food, gifts drugs etc. Exploitation is an imbalance of power over the victim which increases as the relationship develops and can involve coercion, intimidation and/or enticement including pressure from peers to have sex. Further information on CSE is available from the DSP

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

FGM 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 is a form of child abuse with long-lasting, harmful consequences. Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers, along with social workers and healthcare professionals, to report to the Police where they discover through disclosure by the victim (or visual evidence which is unlikely for a teacher) that FGM appears to have been carried out on a girl under the age of 18. Failure to do so will face disciplinary sanctions

## **Forced Marriages**

Forced marriages is a marriage conducted without the full consent of both parties and where duress is a factor. It is an entirely separate issue from an arranged marriage with is freely entered into and the two should not be confused. Acts such as forced marriage and so-called “honour crimes” come under the definition of “domestic violence.” Any disclosure of a forced marriage by a learner must be referred to a DSP and the procedures carried as outlined in the flow chart in Appendix 2.

## **Radicalisation and extremism**

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism.

Staff also need to be aware of Prevent guidance which aims to prevent people from being drawn into terrorism and the Channel programme which focuses on providing early intervention support for those identified as being vulnerable to being drawn into terrorism

This is covered in more detail in the radicalisation policy and information for staff.

Please note this is not an exhaustive list of forms of abuse. Safeguarding relating to e-safety and staff/pupil relationships are covered in separate policies.

# **PREVENT POLICY**

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**PREVENT** is a national initiative to prevent extremism and radicalisation.

**Any member of staff, or Learners who have any concerns regarding the issues identified in the radicalisation and extremism information attached should report those concerns immediately to the Designated Child Protection Officer(DCP) – Jane Redgrave , or the Training Director if the DCP is not available.**

## **NATIONAL GUIDANCE AND STRATEGY**

**PREVENT** is a key part of the Government’s strategy to stop people becoming terrorists or supporting terrorism. Early intervention is at the heart of **PREVENT** in diverting people away from being drawn into

terrorist activities. **PREVENT** happens before any criminal activity takes place, it is about recognising, supporting and protecting people who might be susceptible to radicalisation. The **PREVENT** strategy objectives are:

### **IDEOLOGY**

Respond to the ideological challenges of terrorism and the threat we face from those who promote it.

### **INDIVIDUALS**

Prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support.

### **INSTITUTIONS**

Work with sectors and institutions where there are risks of radicalisation which we need to address.

### **REFERRAL AND INTERVENTION PROCESS**

Any concerns as a result of observed behaviour or reports of conversations that suggest a young person supports extremism and/or terrorism **must** be reported immediately as stated above.

Where a young person is thought to be in need or at risk of significant harm then the DCP will make a referral to Channel. Channel is a specific unit within the Police which has been set up to investigate early stages of potential extremism and radicalisation.

Referrals are completed on-line at <http://www.westyorkshire.police.uk/help-advice/counterterrorism>

### **Contextual Safeguarding**

Although this is not a term relating to abuse, staff need to be aware of its meaning. Initially designed to respond to events outside the control of the family, mainly peer on peer abuse, it focuses on disrupting/changing harmful contexts rather than just supporting/involving the family. For example, if a take-away was known as somewhere gang members recruited drugs runners then then take-away and gangs would be targeted and their activities disrupted rather than just the family being given support/having intervention. The thinking behind this is that often peers have a strong influence than family on young people.

### **What you should do if you suspect abuse**

The college has a duty of care to all learners and members of staff. The member of staff dealing with a suspicion, concern or a learner's disclosure will need to make a judgement about the seriousness of the allegation and to whom they should report. For guidance, this may be as follows:

- Where allegations are less serious or urgent and involve a learner, the member of staff should initially contact the learner's Tutor.
- Where allegations are of a (more) serious nature, the member of staff should report direct to a DSP.
- Where allegations involve a member of staff or DSP, this should be reported directly to the Training Director
- It is recommended that all staff should use the referral procedures outlined in these guidelines and procedures. However, the right of any individual to make direct referrals to child protection agencies is acknowledged.

All reports of cases outlined above relating to learners should be forwarded to Learner Liaison for confidential recording. Matters relating to staff will be recorded by the Training Director.

If any individual feels that the organisation has not responded appropriately to concerns they can contact the relevant child or adult LSCB referral and assessment team or the police directly for advice which may result in recourse to other College procedures.

Suspicions, disclosures or concerns should not be discussed with anyone, other than those named above.

**All suspicions, disclosures or concerns must be reported as soon as possible.**

**What the College will do when abuse is reported to a DSP or a disclosure is made.**

The DSP(s) will follow up all referrals and disclosures made directly by students or via staff in accordance with this policy, the guidelines and procedures and as appropriate to the specific circumstances of the referral.

- The DSP will not make any decisions alone but will discuss actions with another appropriate DSP before taking action.
- As appropriate, the DSP will seek further advice from the relevant child or adult Safeguarding referral and assessment team (according to the location of the learner's residence) or make a direct referral.
- The College will co-operate with the requirements of the relevant child or adult Safeguarding referral and assessment team, LCSB or Police in helping them to further investigate the referral e.g. provide confidential interviewing facilities for the learner.
- The DSP will follow up, as appropriate, the involvement of any other staff or learner in the referral or disclosure.
- This may require the signposting of appropriate support for that individual e.g. it may be appropriate for staff to make anyone affected by the reporting of abuse aware of the Counselling service offered by the College as a means of support and, with their agreement, to make an appointment for them.
- Support may also be required for the learner who made the initial disclosure; any ongoing counselling requirements may be undertaken by College Learner Liaison who will assess the situation and make a referral to an outside agency if appropriate.

However, the Learner Liaison's priority will be to comply with the College's requirements with regard to referral rather than those of their own ethical code.

- Where appropriate disciplinary action will be implemented in accordance with the Staff or Learner Disciplinary Policies e.g. in cases where abuse has been as a result of bullying by another learner.
- Any referral may also involve following through the College's Complaints Procedures.
- Any outcomes from a referral or disclosure will be reviewed and the next steps taken as appropriate and in accordance with the relevant College policies and procedures.

- Staff should be aware that information regarding a referral or disclosure should only be shared on a need to know basis, and the appropriate consent gained. Under the GDPR and Data Protection Act 2018 you may share information without consent if, in your judgement, there is a lawful basis to do so, such as where safety may be at risk (Information sharing 2018). The DSP or Training Manager should always be consulted prior to information sharing and a record kept of the decision taken and why.

**What to do if a young person, vulnerable adult or member of staff has talked to you about abuse or asks you to listen.**

**Remember – it is not your responsibility to solve the problem but it is your responsibility to act and pass on the information.**

### **Procedure**

1. Reassure the learner that you will **listen** to what they have to tell you.
2. Tell the learner that you may need to share the information with someone else who needs to know and who can help them. **Do not promise to keep it confidential.**
3. Make sure that the location of where you are is both safe and not isolated (it is appropriate to consider your own safety and reputation).
4. If possible, tell another member of staff where you are and why.
5. Listen but do not make promises you cannot keep.
6. If possible, go over what has been said.
7. Ask the learner what they want to happen next; in some cases the student has the right just to be listened to and may not wish the matter to be taken any further.
8. If the learner is in danger, escort them to the reception or learner liaison office or nearest, appropriate location (this location should offer security, confidentiality and opportunity for sensitivity e.g. Training Directors office) to take immediate action.
9. Tell the learner what you intend to do with the information and with whom you would like to share it.
10. As soon as possible, record what was said, using the learner's own words, sign and date. If the information is late recorded electronically, keep the initial notes secure (see 4.3).

### **Prevention of abuse**

The Yorkshire College of Beauty Therapy will ensure that, wherever possible, every effort is made to implement its vision and values in order to ensure that students feel secure, that they are encouraged to talk and will be listened to. It will aim to do this by respecting:

### **Confidentiality**

It is important that staff should clearly understand issues of confidentiality when working with learners particularly in the context of child protection.

The key points to consider are:

- Child protection legislation overrides GDPR rules where the safety of the learner is judged to be at risk. It is the responsibility of the DSP to make this judgement.
- Learners need to be aware that staff cannot guarantee confidentiality and must be clearly told that any information that they might give may need to be shared with others who need to know. Consent here may not be possible but is always desirable and will be in accordance with the learner's Learning Agreement. It may be helpful to explain to the learner why the information needs to be referred on, the difference between confidentiality and secrecy and that only those who need to know and who can help them will be told.
- Confidentiality should never be broken without informing the learner.
- Issue relating to Child Protection should only be discussed by those who need to know and must **never** be discussed in general staff meetings or conversations.
- In line with the policy, liaison with other agencies will only be conducted with consent from the DSP.

### **By keeping Records**

- It is important that records related to child protection are kept securely in a locked cabinet by Learner Liaison.
- Staff must not hold on to information and no copies should be kept – it is very important to keep all original records in a locked secure place. **This information must not leave college.**
- All staff within the college are expected to pass on records to the correct person and ensure they are secure at all times.
- The College will pass on records if and when it is appropriate to do so to the appropriate organisation, within the GDPR and information sharing guidelines.
- All records will be kept for 6 years after the student has left college and then destroyed. (Except in cases where the College may be aware that there is an ongoing issue with a learner. In which case, the College should contact the relevant local authority/external agency to determine whether or not the records are still required).

### **By the provision of training**

- The Yorkshire College of Beauty Therapy has responded to government legislation to ensure that all staff will be trained and supported to understand how to implement safeguarding procedures.
- This training is updated at necessary intervals, 2 yearly for DSPs, 3 yearly for all other staff.

- The College, where possible, will use the staff expertise within the college to enhance its training programmes.
- The College will provide curriculum activities, opportunities and skills to equip learners to stay safe from abuse and which will embrace the “Every Child Matters” agenda.
- Staff should update their basic awareness training via [www.safeguardingchildren.co.uk](http://www.safeguardingchildren.co.uk) prior to attending bespoke additional training workshops to further explore opportunities to demonstrate good practice.
- Full use is made of specialist staff to deliver distinct topics recognising the value of the “Every Child Matters” agenda, e.g. finance, health, drugs, pregnancy, alcohol, bullying, cyber-bullying and harassment.

### **Whistleblowing**

To ensure a transparent and accountable reporting process, our Whistleblowing Policy is designed to equip staff members with the necessary support and protection they need to report serious concerns in confidence without fear of reprisal.

Our whistleblowing process places a duty on all staff members to report instances or suspicion of:

- Malpractice;
- Wrongdoing;
- Risk, or;
- Illegal activity.

These concerns may be reported to the **DSL** in writing as soon as possible (within the same working day) via our usual reporting process. Where a staff member feels that a concern has not adequately been addressed within a timely manner, they can report to an appropriate prescribed body. Alternatively, concerns can be submitted anonymously directly to an appropriate prescribed body as soon as they arise.

Our Whistleblowing Policy is communicated to staff directly during their induction, is embedded within our other policies and procedures, and is available for use by partner organisations as appropriate.

### **Additional Information regarding the prevention of abuse**

At The Yorkshire College of Beauty Therapy, other factors are taken into consideration to prevent the abuse of learners:

### **Recruitment of Learners**

Child protection issues arise with regard to the recruitment of learners because a potential learner may have a history which means they pose a threat to other students in the College. This is by the following procedures

### **Interviews**

- An interview must be a strict prerequisite for entry on to any course.
- The interview must be conducted by The Yorkshire College of Beauty Therapy staff who are experienced in interviewing.

- The interview should not be regarded as a formality and offers made will be dependent upon facts and information revealed by the interviewee and references.
- Where learners reveal a background which may put other learners at risk, a risk assessment must be completed and the learner's acceptance onto the course carefully considered.
- Further information can be obtained in the Admissions Policy. For staff interview procedures refer to the HR policy.

### **References – Learners**

- At least one closed reference prior to enrolment that meets specific course requirements which has been obtained directly by The Yorkshire College of Beauty Therapy.
- The referee will be told the type of course/activity that the learner has applied to and be asked to state whether there are any known reasons to doubt the learner's suitability for having access to others.
- The closed reference should be from the learner's last educational establishment. In the case of applications from mature learners, a personal referee who is not a relative may be more appropriate.

### **Recruitment of Staff**

Human Resources (HR) will continue to ensure that safe recruitment practices are upheld for all staff and that current legislation is adhered to.

Where the individual's role is a "regulated post" as defined by the Safeguarding Vulnerable Groups Act 2006 (as amended by the Protection of Freedoms Act 2012) HR will ensure that all the statutory pre-employment checks are adhered to. Any staff giving cause for concern will be investigated and, if necessary, subject to the college's disciplinary procedure, and reported to the Police and/or Independent Safeguarding Authority (Disclosure and Barring Service will effect from 1<sup>st</sup> December 2012).

Human Resources will continue to provide appropriate training and professional development in order to allow all staff to carry out their job effectively and implement the highest standards of personal and professional practice.

### **Salon Employers**

Where The Yorkshire College of Beauty Therapy contracts sub contractors or has a sub contracting arrangement with an salon employer, it will ensure that the agency or body has appropriate policies in place and agrees to comply with College policy.

### **Working with other agencies**

Staff will liaise where necessary with the LSCB and attend conferences and training if required, in accordance with LSCB procedures.

Where possible staff will continue to develop close links with feeder schools to share information and support young people at risk.

### **Work Experience, Work Placements and Apprenticeships.**

Employers will work with learners who wish to complete a period of work experience. This should be organised via the work placement officers or the course tutor, who will ensure that an appropriate risk assessment and all health and safety procedures are completed before the employment/ work experience starts.

We have a duty of care to all our learners and no less than those employed as Apprentices and who attend on a part-time basis. The education of both apprentices and employers on child protection issues is essential. The contract/agreement for apprentices must include a guidance note on child protection and how to recognise the signs in their employees.

### **Photography**

The following information is provided as a guide to minimise the risk of photographic images being used or stored in an inappropriate way.

- The Data Protection Act applies to photographs of learners where this can be classed as personal data. This may apply to:
  - Photographs of learners which are taken for official College use, for example as part of the learner record or the issuing of identification passes;
  - Photographs taken of learners in class or during any teaching and learning or other college activity;
  - Any photograph of a learner that is stored electronically by the College.
- Permission should always be obtained from the learner before taking a photograph, and also from the parent/carer/advocate where the learner is under 18, how the image will be used. This should cover all possible future uses of the image for example use in printed marketing material, on the website, in posters or on notice boards. A photograph should never be used for any other purpose than that agreed with the subject at the time permission is given.
- Where the media/press are involved in taking photographs of learners, the learners, and their parent/carer/advocate where the learner is under 18, must agree to the use of the photographs by third parties and be aware that the images may appear/be used in the media.
- In order to minimise the risk of learner images being used in an inappropriate way, visiting photographers must wear official ID badges and be supervised at all times by a member staff.

### **College Customers**

The College is open and accessible to adults and attracts customers from outside the College who wish to use our commercial facilities e.g. Salons. The College is aware of the associated risks and staff are trained to be alert to this. When working with adults our learners are always supervised. The College works closely with other authorities to ensure that learners are not put at risk.

## Contractors

Involves all contracts and/or one off requirements for the provision of works at The Yorkshire College of Beauty Therapy, where a member of a provider's personnel may come into contract with a learner(s), or sensitive personal information in relation to them, will require those providers' personnel to hold DBS clearance.

In order to offer protection to its learners, The Yorkshire College of Beauty Therapy (YCOB) expects that relevant providers' personnel engaged in the provision of these contracts will have the same level of DBS clearance, monitoring and verification as YCOB would expect of its directly employed staff. Therefore, it is crucial for staff to ensure that where appropriate, the relevant level of DBS disclosure is sought and confirmed in writing. This is vitally important in not only protecting learners, but those staff involved in the procurement of goods/services.

The procurement instructions require that all tenders and quotes for contracts (and indeed, one-off requirements) to consider whether the contract requires DBS provision. The decision as to whether a contract requires DBS provision will depend on the nature of the works, goods or services of utilities to be provided, and completion of a risk assessment.

## Volunteers

Volunteers are subject to the same scrutiny in terms of statutory checking as employed staff, if they are undertaking "regulated" activity. **Under no circumstances will a volunteer for whom a DBS Disclosure is necessary be left unsupervised with students.** However, not all volunteers undertaking activities that would otherwise be described as "regulated" are subject to DBS checking. Under the Protection of Freedom Act, volunteers undertaking "regulated" activity are not subject to compulsory Vetting and Barring procedures **if they are supervised.** Each case will be considered on its own merits.

In coming to a decision on the Risk Assessment, the college will consider:

- The duration, frequency and nature of contract with learners, and then.
- What the college knows about the volunteer, including formal or informal information offered by staff, parents and other volunteers.
- Whether the volunteer is well known to others in the college community who are likely to be aware of behaviour that could give cause for concern.
- Receipt of a reference from the volunteer's current employer, of from other voluntary activities where referees would advise on suitability; and
- Any other relevant information about the volunteer or the work they are likely to do.

## **Glossary of Terms**

### **Adult**

People aged 18 years or over who are not defined as vulnerable (see vulnerable adults).

### **Adults Authorities**

Include any local social services organisations which provide support for adults, including all students over the age of 18.

### **Allegations**

When someone reports specific unacceptable behaviour where abuse/harm may have occurred.

### **Barring list (previously List 99)**

List 99 contains the names, dates of birth and teacher reference number of people whose employment has been barred or restricted, either on ground of misconduct or on medical grounds

### **Child**

A person under the age of 18 years. A child becomes an adult on the date of their 18<sup>th</sup> Birthday.

### **Concern**

Inappropriate or unacceptable behaviour or communication e.g. favouritism, negligence.

### **DBS**

Disclosure and Barring Service

### **DSP**

Designated Safeguarding Person

### **Disclosure**

Is when a person tells someone they are harmed or abused in some way.

### **ISA**

Independent Safeguarding Authority

### **LADO**

Local Authority Designated Officer

### **Learner**

For the purpose of this policy this term covers any children or young people under the age of 18 and any vulnerable adults who are studying at The Yorkshire College of Beauty Therapy.

### **LSAB**

Local Safeguarding Adult Board

### **LSCB**

Local Safeguarding Children Board

**Learner Liaison**

Based in The Yorkshire College of Beauty Therapy who can give advice and support on a number of issues including, Mental Ill Health, Anger Management, Physical and Sexual Health, Homelessness, Substance Misuse and provide sign posting to various support services.

**Staff**

Those individuals employed by The Yorkshire College of Beauty Therapy

**Volunteers**

Those individuals who work at the college in an unpaid capacity and help out in the classroom and/or assist with offsite activities.

**Vulnerable adults**

Persons aged 18 or over with:

- A learning or physical disability
- A physical or mental illness, chronic or otherwise, including an addiction to alcohol or drugs
- A reduction in physical or mental capacity

**Young Person**

A term used to define 'children' of college age who are under the age of 18.

## **Appendix 1**

### **Contact Details for College DSPs and external organisations.**

#### **Designated Safeguarding Person (DSP Training completed April 14)**

Jane Redgrave – Learner Liaison – 0113 250 9507 extension number 302

#### **Deputy Safeguarding Person – Senior Management**

Rebecca O’Farrell Training Director – 0113 250 9507 extension number 504

In an emergency and the DSPs cannot be contacted, then the relevant child or adult safeguarding team, LSCB, LSAB or the Police should be contacted at the number given below:

Leeds Safeguarding Children Board Duty and Advice Team – 0113 376 0336

Leeds Child Protection Team - 0113 3951716

Adult Social Care – Leeds – 0113 22 4401

Bradford Safeguarding Children Board – 01274 437500

Out of hours emergency – 01274 431010

North Yorkshire – 0845 034 9410

Out of Hours – 0845 034 9417

#### **Advice Lines:**

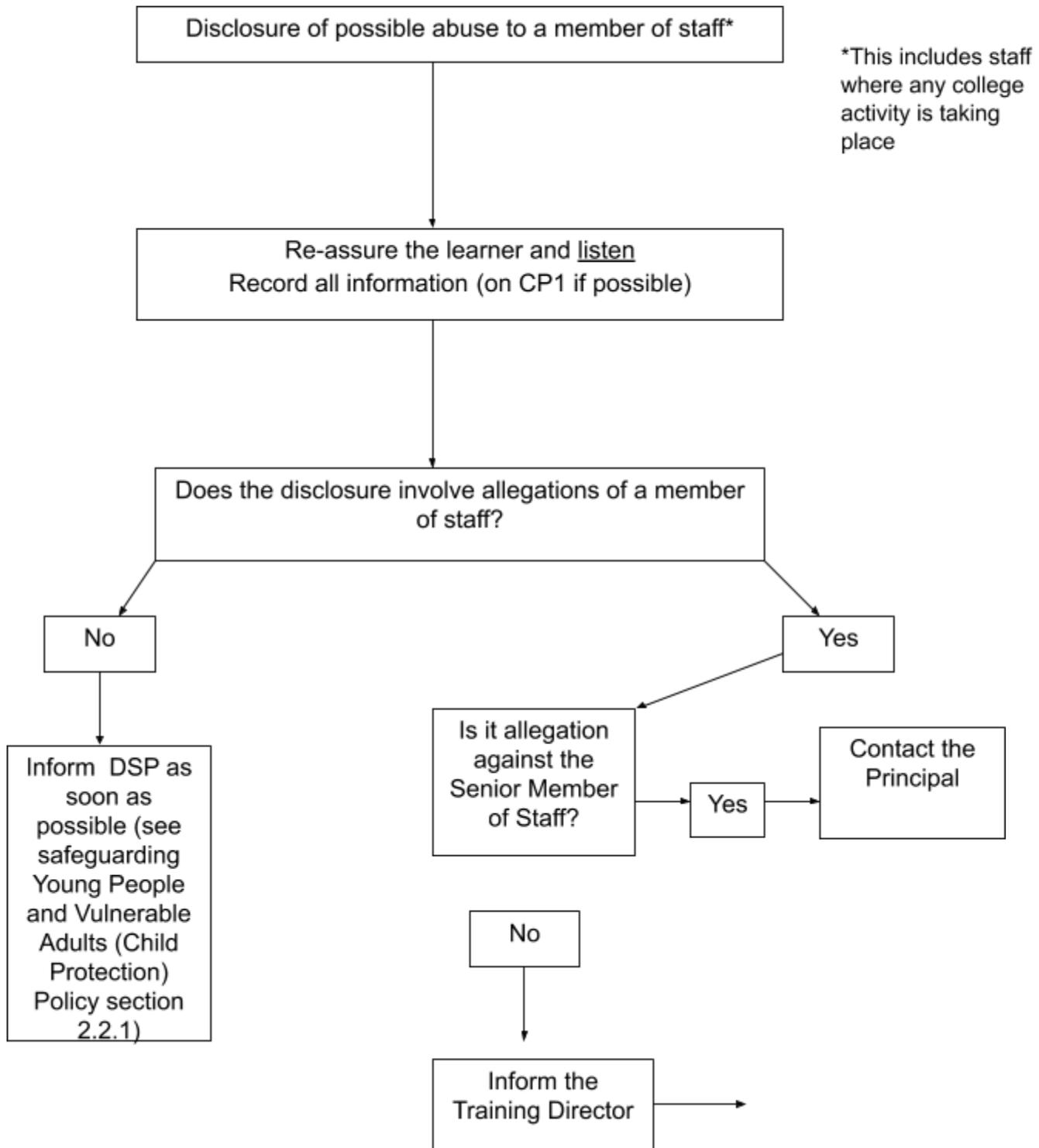
Childline – 0800 111111

NSPCC – 0808 800 5000

Adult Social Care – 01904 555111

## Appendix 2

### Safeguarding procedures for dealing with concerns or disclosures



If you suspect that any physical abuse may have been self inflicted (i.e. self harm or a suicide attempt), you should contact Jane Redgrave or Rebecca O'Farrell.

Please also consider whether or not you need to contact for a first aider. This is: -

Charlotte Newbould

Once the information has been passed on to the relevant personnel, the learner will be give appropriate support, a referral will be made to the relevant child or adult social services where appropriate and those involved will be informed of the outcomes (within the rules of confidentiality).

## Appendix 3

### Reference and further reading

Contextual Safeguarding Network et al 2017, *Contextual Safeguarding*  
DofE, *Every Child Matters: Change for Children” (Series)*  
DofE, 2018, *Keeping Children safe in Education*  
DofE, *Safeguarding Children and Safer Recruitment in Education*  
DoH,HMSO, 2000, “*No Secrets” (The Protection of Vulnerable Adults)*  
Foreign & Commonwealth Office, 2009, Multi – agency practice guidelines: *Handling cases of Forced Marriage*

HMG, 2018, *Information Sharing*  
HMG, 2018, *Working Together to Safeguard Children*  
HMSO,1989. *Children Act*  
HMSO, DfES/NIACE 2007, *Safer Practice, Safer Learning” (Vulnerable Adults)*  
HMSO, *Disability Discrimination Act 2005*  
HMSO, 2005, *Mental Capacity Act*  
HMSO, 2015, *What to do if you’re worried a child is being abused*  
Ofsted, April 2011, *Basic Practice in Safeguarding Colleges*  
Ofsted, 2009, *Handbook for Inspecting Colleges*  
The Independent Safeguarding Activity Authority, Department of Children and Family The Stationary Office, 2004, *Children Act*  
Services,  
The Stationary Office, 2006, *Safeguarding Vulnerable Groups Act*

### Websites:

[www.direct.gov.uk](http://www.direct.gov.uk) follow links

[www.everychildmatters.gov.uk/safeguarding](http://www.everychildmatters.gov.uk/safeguarding)

[www.legislation.hmso.gov.uk](http://www.legislation.hmso.gov.uk) and follow links to the Police Act 1997, definition for Vulnerable Adult.

[www.nspcc.org.uk](http://www.nspcc.org.uk) (National Society for the Prevention of Cruelty to Children).

[www.safeguardingchildren.co.uk](http://www.safeguardingchildren.co.uk) (North Yorkshire Safeguarding Children Board)

[www.teachernet.gov.uk/childprotection](http://www.teachernet.gov.uk/childprotection)

<http://www.leedslscb.org.uk/> - Leeds Safeguarding Children Board

For expert guidance on the following specific safeguarding issues for go to p12 in the following publication:

Then click on the subject you require further information on:

- child missing from education
- child missing from home or care
- child sexual exploitation (CSE)
- bullying including cyberbullying
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM)
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- mental health
- private fostering
- preventing radicalisation
- sexting
- teenage relationship abuse

## Appendix 4

### Safeguarding: Recording a concern/disclosure

Pages 10 - 13 of this policy outlines what you need to do if you have a concern or if a learner makes a disclosure.

Details of your concern or of the disclosure should be passed on to a DSP and a written record made promptly and accurately which should be submitted to the Learner Liaison (LL) for safe keeping with all other safeguarding records. Only original documents will be kept by the LL and, in order to assist with the maintenance of confidentiality, no copies should be made..

Information can be captured in various ways:

1. Use the cause for concern form (p26)
2. A hand written note. In many cases this will be in the learner's own handwriting as this is an effective way to accurately capturing the information in the learner's own words. Please ensure this is signed and dated by the learner.
3. An email sent under confidential cover. In order to increase confidentiality, please do not include the learner's full name in this email (use initials or their learner reference number).

If the incident warrants a direct referral to the local safeguarding authorities by a DSP, the DSP will need to have the following information:

- Learner's full name and date of birth
- Address
- Parents' names
- Names and ages of any siblings
- Contact details for the learner (mobile number)
- Dates of incidence of abuse and any evidence

If a referral is made, some of this information may be given to the safeguarding authorities directly by the learner speaking to them – the Learner Liaison/DSP will facilitate this.

As much of this information as is possible should be included in the written information submitted to Learner Liaison.

**Please remember that you are reporting the incident and not investigating it.**

- **Do not promise to keep the matter secret** but do reassure the learner that you will tell only those people who need to know and who can help them and that the matter will be dealt with confidentially.
- **Do not ask closed, leading questions** e.g. have you been raped/hit? Ask open questions e.g. tell me what happened to you? How are you feeling? What would you like me to do?
- The DSP will give you guidance regarding any further information required.

## CAUSE FOR CONCERN FORM – CONFIDENTIAL

Please note do not interpret what is seen or heard, simply record the facts. After completing please pass immediately to Jane Redgrave, Designated Child Protection Officer

Name of young person \_\_\_\_\_ Class \_\_\_\_\_

Name of staff member completing form \_\_\_\_\_

Day \_\_\_\_\_ Date \_\_\_\_\_ Time \_\_\_\_\_ Place \_\_\_\_\_

(of observed behaviour/discussion/disclosure)

**Nature of incident/concern including relevant background, details of any injuries etc.** (Record young person's word verbatim where possible, continue on separate sheet if necessary. Remember to sign that sheet as well).

Signed \_\_\_\_\_ Date \_\_\_\_\_

Action/passed to \_\_\_\_\_

**Now pass this form to the Learner Liaison or the Training Director in a sealed envelope and do not store any copies.**

**Please remember that you are reporting and not investigating this incident.**

Cause for concern forms are available at Yorkshire College of Beauty in the Learner Liaison Office and downstairs in the tutor staffroom

## Appendix 5

### One to One Meeting – Guidance for Staff

All staff should be aware of their responsibilities under Child Protection legislation when working and meeting with learners. Staff should also be aware of their potential vulnerability when meeting a learner on a one to one basis e.g. during individual tutorials.

The following points should be of help to staff:

- Try to ensure that the venue for the meeting is suitable and that you:
  - ❖ Are visible
  - ❖ In a room with a door with a visibility panel or left open/ajar.
  - ❖ Allow the learner to sit with easy access to the door
  - ❖ Are close to other staff (rooms) where you can access help
- Record the content of the discussion at the meeting on the appropriate documentation
- Do not make any promises about not telling anyone else about the content of the discussion; under Child Protection legislation, you have a responsibility to refer information which suggests a student is in danger.
- If you have any concerns about meeting a learner
  - i. Inform your manager
  - ii. Conduct the meeting with another member of staff present. (This may be desirable on occasions if you are dealing with a sensitive issue)
- Unexpected meetings with learners where they are upset or where a sensitive matter may be raised, always materialise when we are least prepared. Stay calm and try not to feel under pressure; you still need to address the points listed above. Under no circumstances should you physically comfort the learner. Verbally reassure him/her and state what you are going to do next. Refer the matter on where necessary.
- Do not hold one to one interviews/meetings with a learner off site when on an approved College trip or at an approved venue.

## Appendix 6

### Role summary: Designated Safeguarding Person (DSP)

#### Purpose of this Role

- To promote positive safeguarding procedures and practices so that all our learners feel safe
- To provide a level of support to staff which ensures consistency in the implementation of the College's safeguarding procedures (as specified in the Safeguarding Young People and Vulnerable Adults (Child Protection Policy) and Keeping Children Safe in Education.

#### Specific Duties

- To take lead responsibility for safeguarding and child protection (including on-line safety) and understand the unique risks associated on-line.
- To have a thorough understanding of the Safeguarding Young People and Vulnerable Adults (Child Protection) Policy and Keeping Children Safe in Education
- To act as a key point of referral for learners and staff so that the College can respond swiftly and appropriately to all suspicions or allegations of abuse
- To follow up all referrals and disclosures made directly by students or via staff in accordance with the policy, the guidelines and procedures and, as appropriate, to the specific circumstances of the referral.  
This will involve:
  - ❖ Receiving information form, and offering advice to, staff, volunteers, children, and young people, vulnerable adults, parents, carers about concerns relating to vulnerable adult or child protection issues,
  - ❖ Assessing this information promptly and taking appropriate action,
  - ❖ Maintaining secure records of this information
  - ❖ Ensuring that the information is held centrally in the College's safeguarding file.
- To be familiar with:
  - ❖ Local and national safeguarding legislation and guidance,
  - ❖ Procedures for referral to the local authority's children and vulnerable adults.
- To know how to contact, and establish links, with out Local Safeguarding Children Boards and the relevant people within children's and adult services or police so that referrals can be made
- To maintain appropriate levels of training
- To maintain confidentiality regarding safeguarding cases at all times
- To refer cases to the Channel programme where there is a radicalisation concern.
- To refer cases where a person is dismissed or left due to risk/harm to a child to the DBS as required and to the Police where a crime has been committed
- To undertake refresher training at least every 2 years and Prevent awareness training

## **Appendix 7**

### **Youth Produce Sexual Imagery**

Youth produce sexual imagery has now replaced sexting. The law states that possessing and distributing any imagery of someone under the age of 18 which is 'indecent' is illegal. This includes imagery of yourself if you are under 18.

The National Police Chiefs Council (NPCC) has made clear that incidents involving youth produced sexual imagery should primarily be treated as safeguarding issues.

Please see Sexting in schools and colleges: Responding to incidents and safeguarding young people, produced by UKCCIS, for further information and guidance on how to respond and deal with these types of incidents.