

# Safeguarding Children, Young People and Vulnerable Adults Policy and Procedure

## Document Control Information

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The Board of Management (or any person/group with delegated authority from the Board) reserves the right to amend this document at any time should the need arise following consultation with employee representatives. This Policy has been subject to an Equality Impact Assessment this can be accessed on: <https://www.glasgowkelvin.ac.uk/equality-diversity/>

## **Glasgow Kelvin College**

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## 1. Introduction

The College is committed to providing all College users and visitors with a safe, supportive environment within which they can achieve, further develop and flourish and that protects them from harm, abuse and exploitation.

The College is equally committed to providing staff with an environment in which they can work together to encourage and develop an ethos which embraces difference and diversity and respects the rights of all.

## 2. Scope

The College takes cognisance of its statutory duties which arise as a consequence of the Protection of Vulnerable Groups (Scotland) Act 2007 (as amended), the Children and Young People (Scotland) Act 2014, the Adult Support and Protection Act 2007 and other related legislation, regulation and guidance and its Prevent duty in the Counter-Terrorism and Security Act 2015. This policy is designed to apply and enhance its statutory duties in that respect and protect College staff when dealing with vulnerable groups, children and young people. The College's policy is underpinned by the following:

- the welfare of children, young people and vulnerable adults is a primary concern of the College
- a child for the purposes of the Protection of Vulnerable Groups (Scotland) 2007 Act is an individual under the age of 18 (Section 97 of 2007 Act);
- a vulnerable adult for the purposes of the 2007 Act is any person aged 16 or over whom, for the time being is unable to safeguard their own welfare or properly manage their financial affairs (Section 94 of 2007 Act);
- the **Adult Support and Protection Act 2007** gives protection to adults at risk of harm or neglect. Learn about the Act and who it protects;
- the statutory guidance under the Children and Young People (Scotland) Act 2014 issued by the Scottish Ministers under section 63 of the [Children and Young People \(Scotland\) Act 2014](#) (the Act), this provides corporate parents with information and advice about how they should fulfil the duties set out in Part 9 (Corporate Parenting) of the Act;
- all children, young people and vulnerable adults have the right to be protected from abuse, to live in an equal society that enables them to flourish, to be treated with kindness, dignity and respect, and to have their rights upheld at all times (*Keeping Children Safe in Education* and the *National Guidance for Child Protection* (Scotland, 2021);
- all children, young people and vulnerable adults should feel safe and secure while using the College or in the care of its staff;
- all suspicions of or allegations of abuse will be taken seriously and reacted to appropriately and without delay;

- taking action to stop any inappropriate verbal or physical behaviour and emotional abuse, including bullying;
- having due regard to the need to prevent people from being drawn into terrorism, violent extremism and non-violent extremism; and
- staff working with children, young people and vulnerable adults will have an understanding of the issues surrounding child protection, their duty under Prevent and be aware of good practice in relation to working with children, young people and vulnerable adults.

## Definitions

**Children and Young People:** Anyone under 18 years of age. (The Protection of Children (Scotland) Act 2003 defines children as anyone under 18 years of age. This is also the age recommended by Education Scotland and the Scottish Government for use in College Safeguarding Policies.)

**Adults at Risk:** This term refers to anyone aged 16 or over in Scotland whom for the time being:

- is unable to safeguard their own welfare or properly manage their financial affairs; and
- is in one or more of the following categories:
  - a) a person in need of care and attention by reason of their infirmity or the effects of ageing
  - b) a person suffering from an illness or mental disorder
  - c) a person substantially affected by a disability

Adults at risk may be in need of health or social support services and may be unable to take care or protect themselves from harm or exploitation.

The College has adopted the Prevent Duty in accordance with legislative requirements.

However, the College will endeavour to incorporate the relevant duties so as not to:

- a) Stifle legitimate discussions, debate or learner engagement activities in the local community; or
- b) Stereotype, label or single out individuals based on their origins, ethnicity, faith and beliefs or any other characteristics protected under the Equality Act 2010.

**Prevent:** The national Prevent Duty confers mandatory duties and responsibilities on a range of public organisations, including Further Education Colleges, and seeks to:

- Respond to the ideological challenge of terrorism and aspects of extremism, and the threat we face from those who promote these views.
- Provide practical help to prevent people from being drawn into terrorism and violent extremism and ensure they are given appropriate advice and support.
- Work with a wide range of sectors where there are risks of radicalisation which needs to be addressed, including education, criminal justice, faith, the internet and health.

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

The Policy applies in all circumstances to:

1. all staff who, during the course of their employment have direct and indirect contact with children and vulnerable adults, or who have access to information about them, have a responsibility to safeguard and promote the welfare of children and vulnerable adults. No act or omission on the part of the College, or that of its staff, or partner organisations, should put a child young person or vulnerable adult inadvertently at risk, safeguarding is everyone's responsibility; and
2. the conduct of staff, students, volunteers, partner representatives, and designated persons in direct contact with children, young people and vulnerable adults.

### **3. Principles**

The College will promote and safeguard the wellbeing of children, young people and vulnerable adults to ensure that they feel safe and secure and that they are free from exploitation and abuse. This will be achieved by:

- providing a safe, secure, welcoming and person-centred environment;
- promoting the rights, including privacy and dignity, of children, young people and vulnerable adults;
- ensuring staff having a clear understanding of their roles and responsibilities in protecting children, young people and vulnerable adults from harm and abuse including bullying and neglect;
- staff receiving:
  - training in the College's Safeguarding Policy at induction and every two years thereafter or to reflect any new legislative requirements.

- a briefing on the 'safeguarding advice for all staff' delivered by their line manager and/or through the Colleges Continuous Professional Development events.
- staff having a clear understanding of their roles and responsibilities in recognising vulnerability to being drawn into terrorism and be aware of what action to take;
- staff and student office bearers receiving training in the Prevent awareness to ensure a general understanding of what radicalisation means, the potential risks affecting children, young people and vulnerable adults, a specific understanding of how to identify individuals who may be at risk of radicalisation and to challenge extremist ideas;
- the College's Safeguarding Children, Young People and Vulnerable Adults Procedures and meeting the relevant Local Authority guidance on child protection;
- staff, Board Members and individuals regularly using the College being a member of the Protection of Vulnerable Groups Scheme (PVG Scheme) or carefully and appropriately vetted by Disclosure Scotland in line with Part V of the Police Act 1997 prior to appointment and by applying these procedures routinely throughout an individual's career at the College;
- regular risk assessments by relevant staff in respect of possible abuse being carried out or the risk of radicalisation. Monitoring will be undertaken through matters raised through the Colleges Director of Student Experience and Enterprise and Learner Behaviour Policy and appropriate interventions will be identified and applied.
- as appropriate, and/or required by law, seek to respond to information provided by partner organisations; or self-disclosure by the learner; disclosed (on behalf of learner) by parent/ carer/ advocate and/or by partner/ external agency;
- ensuring that all matters related to safeguarding children, young people and vulnerable adults comply with this Policy;
- referring, not investigating; and
- issuing a copy of this Policy to external partner agencies and contractors who regularly work on College premises.

In the event that a member of the College's staff is the subject of allegations of abusive behaviour involving children, young people and/or protected adults, within work or out with work, these may be dealt with within the College's existing Disciplinary Policy and Procedures.

The College may regard such behaviour as example of 'gross misconduct' which is likely to lead to dismissal.

The College will, in the event that it dismisses a member of staff for such

proven misconduct at work, will exercise its statutory duty to report such a situation within the terms of the Protection of Vulnerable Groups (Scotland) Act 2007.

#### **4. Promoting Positive Behaviour**

The College aims to promote positive behaviour by treating everyone connected with the organisation with dignity, respect, equality and fairness at all times by creating a safe and secure environment free from bullying, harassment and discrimination by ensuring that users are free from exploitation and abuse.

Its staff will achieve this by:

- being aware of and complying with the College's Safeguarding Children, Young People and Vulnerable Adults Policy and associated Code of Conduct;
- valuing each person they come into contact with, including children, young people and vulnerable adults, as an individual;
- ensuring their conduct is always an example of good practice;
  
- ensuring their interactions build confidence, encourage and support the learning of new skills and values the contributions of all, including children, young people and vulnerable adults;
- working, where appropriate, with parents, guardians, peers and/or key workers to promote positive behaviour and deal with difficult or challenging behaviour;
- encouraging the participation of children, young people and vulnerable adults in the life and work of the College;
- encouraging children, young people and vulnerable adults to take responsibility for their own behaviour;
- ensuring they do not demean, belittle or humiliate anyone or label any individual;
- helping to build resilience to radicalisation by providing a safe environment for debating controversial and sensitive issues;
- establishing an appropriate code of behaviour and ensuring that this is consistently applied to all children, young people and vulnerable adults in all circumstances;
- maintaining a safe environment/ working in a safe manner that is consistent with all relevant legislation and by carrying out regular risk assessments; and
- ensuring students are aware of the College's [Learner Behaviour Policy](#)

which is available on the College Intranet and take appropriate action where this is breached.

## 5. Staff Code of Conduct

It is important for all staff and others in contact with children, young people and vulnerable adults to:

- wear photographic identification **at all times** during working hours to ensure they can be identified as a member of College staff;
- be aware of situations which may present risks and manage these in an appropriate manner;
- plan and organise the work and the workplace so as to minimise risks;
- be visible, as far as is possible, when working with individuals within these categories;
- ensure that a culture of openness exists to enable them to raise or to discuss any issues or concerns;
- ensure that a sense of accountability exists between staff so that poor practice or potentially abusive behaviour does not go unchallenged;
- encourage children, young people and vulnerable adults to raise their concerns; and
- empower children, young people and vulnerable adults – this will seek to enable them to discuss with staff their rights, what is acceptable and unacceptable, and what they can do if there is a potential problem.

In general, it is considered to be inappropriate for a member of staff to:

- spend unjustified time alone with children, young people and vulnerable adults in a secluded or private setting;
- take or invite children, young people and vulnerable adults to their own home;
- involve other external speakers/participants in classes without their presence. In all cases if external individuals are to participate in classes or other activities it is expected that the College's staff will, at all times, also be present. If in the event of an emergency arising where the staff member is called away, they should request another member of staff supervise the visitor or ask the visitor to sit at the reception area; and/or
- place any child, young person or vulnerable adult, that they are working with/ responsible for, in the position of being alone with external parties

In addition, staff and other adults in the College's employment must never:

- hit or otherwise physically assault or physically abuse children, young people and vulnerable adults;
- develop physical / sexual relationships with children, young people and vulnerable adults;
- behave physically in a manner which is inappropriate or sexually



- provocative;
- have a child, young person or vulnerable adult with whom they are working with or any student to stay overnight at their home;
- sleep in the same room or bed as a child, young person or vulnerable adult with whom they are working with or any student;
- offer students a lift or take students in their own personal vehicle;
- make sexually suggestive comments to a child, young person or vulnerable adult, under any circumstances;
- act in ways tended to shame, humiliate, belittle or degrade children, young people and vulnerable adults, or otherwise perpetrate any form of emotional abuse;
- discriminate against, show differential treatment towards, or favour particular children, young people and vulnerable adults to the exclusion of others;
- develop relationships with children, young people and vulnerable adults which could in any way be deemed exploitative or abusive; and
- act in ways that may be abusive or may place a child, young person or vulnerable adult at risk of abuse.

Staff and others must also avoid actions or behaviour that could be construed as poor practice or as being potentially abusive. For example, staff should never:

- use language, make suggestions, or offer advice which is inappropriate, offensive or abusive;
- do things for children, young people and vulnerable adults of a personal nature that they might reasonably be expected to do for themselves;
- allow inappropriate language or actions to go unchallenged;
- draw conclusions about others without reasonable cause;
- condone, or participate in, behaviour of children, young people and vulnerable adults which is illegal, unsafe or abusive; or
- think it could never happen to them.

The College recognises the potential impact which the involvement of staff in circumstances where a child, young person or vulnerable adult may have been abused. It will offer any such member of staff support by reference to the [Employee Counselling Service](#) or other external support mechanisms (as appropriate). It should also be clear that the strict application of the Code of Conduct will also protect staff from allegations of abuse.

A guide, **Appendix 1**, outlining the above Code of Conduct for staff to follow will be issued to all new staff as part of the induction process and made available to staff on the College [intranet](#).

## 6. Record Keeping

The College will maintain records that are required for the efficient and safe management of the organisation and to promote the welfare, care and learning of children, young people and vulnerable adults. It will ensure that:

- records will be kept in accordance with the requirements of the College's Funding Body and other statutory agencies;
- individuals and/or, as appropriate, their parents, guardians and/or carers can access relevant records;
- any such records will be confidential and will be securely stored;
- in the knowledge of any additional vulnerability information may be shared between College staff and possibly relevant partners where appropriate in line with its obligations under Corporate Parenting; and
- the Data Protection Act 2018 is complied with.

## 7. Confidentiality

The effective operation of the College involves the sharing of information between users and the organisation. In order to respect the dignity and privacy of all users, the College will actively promote confidentiality in the following ways.

The College will:

- provide guidelines for staff on required recording and reporting and on the handling of confidential and sensitive information through routine training on Data Protection;
- provide secure storage for such files and information;
- as appropriate, provide parental / guardian / carer access to their own child, young person or vulnerable adult's records; and
- undertake not to disclose confidential information, unless required to do so in matters of safeguarding children, young persons and vulnerable adults or life or death situations.

**Staff should not, in any circumstances, offer confidentiality to children, young persons and vulnerable adults who might be in abusive situations. They should, however, offer support to any individual who they believe may be at risk by signposting them to appropriate services.**

Staff should make it clear that they have a legal duty to pass on, and not hold as confidential, disclosures relating to real/ suspected harm/ abuse involving children, young people and/or vulnerable adults.

It should be noted that legislation, including the Data Protection Act 2018, does not prevent the appropriate sharing of information to protect vulnerable individuals as defined in this Policy.

## **8. Recognition, Prevention and Reporting of Child Abuse**

The College aims to ensure that all students and users of College services, including children, young persons and vulnerable adults participate in activities within a safe and caring environment. It is the responsibility of all staff to safeguard children, young persons and vulnerable adults from forms of abuse and discrimination, as far as is possible.

The College aims to ensure that all staff are informed about abuse, the forms it can take, recognition and steps to take in terms of recognition and prevention.

All staff working with children, young persons and vulnerable adults at the College will require to be a member of the appropriate Protection of Vulnerable Groups Scheme. Part 2 of the Protection of Vulnerable Groups (Scotland) Act 2007 defines 'Establishments' Part 3, this includes (at para 15) 'A further education institution. "Further education institution" means a body listed under the heading "Institutions formerly eligible for funding by the Scottish Further Education Funding Council" in schedule 2 to the Further and Higher Education (Scotland) Act 2005 (asp 6) [or a college of further education which is assigned to a regional strategic body by order made under section 7C(1) of that Act ].' Schedule 2 of Further and Higher Education (Scotland) Act 2005 ([Further and Higher Education \(Scotland\) Act 2005 \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukpga/2005/12/schedule/2)) specifically names Glasgow Kelvin College as an Institutions formerly eligible for funding by the Scottish Further Education Funding Council and therefore it falls into the definition contained in the 2007 Act.

It shall be the responsibility of all staff to report instances of abuse or reasonable suspicions of abuse to the attention of the College's Safeguarding Team. It shall further be the duty of members of the College's Safeguarding Team Section 12.5 to advise appropriate external agencies about any concerns reported.

In the case of young people of school age attending the College the Principal (or other member of the College's senior management team) shall advise the Principal Officer for Inclusion of Glasgow City Council. This Policy alongside Education Management Standard Circular 57 are adhered to in these circumstances. A copy of standard Circular 57 can be found on the College Intranet under the Safeguarding site.

In the case of a child in the care of the local authority (who does not attend school) the College will advise the Executive Director (Education and Social Work Services) (or appropriate Director for Social Work Services) of its concerns.

In the case of children who are no longer at school, young people not at school or vulnerable adults, the College will advise the Executive Director (Education and Social Work Services) about concerns about abuse.

The College anticipates that these agencies will then investigate any such concerns within their procedures.

The College will not investigate any allegations of abuse. It will pass on information to the authority indicated.

## 9. Types of Abuse

The College recognises that there are main types of abuse of children, young persons and vulnerable adults. These include:

- **physical abuse** – may involve hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocating, or otherwise causing physical harm to a child, young person or vulnerable adult;
- **sexual abuse** – forcing or enticing a child, young person or vulnerable adult to participate in sexual activities (including that related to pornography), whether or not the child, young person or vulnerable adult is aware of what is happening;
- **emotional abuse** – the persistent emotional ill treatment of a child, young person or vulnerable adult such as to cause severe and persistent adverse effects on the child, young person or vulnerable adult's emotional development;
- **neglect** – the persistent failure to meet a child, young person or vulnerable adult's basic physical and/or psychological needs, likely to result in the serious impairment of the child, young person or vulnerable adult's health and/or development. Ignoring medical or physical needs, not providing access to appropriate care, the withholding of the necessities of life, such as medication, adequate food, water and heating. Ignoring educational needs of a child or young person. Every child has the right to an education which develops their personality, talents and abilities to the full.
- **financial abuse** – involves theft, borrowing money without repayment and any pressure in connection with wills or property, possessions or benefits.
- **bullying** – this is abuse and is a deliberate act or acts designed to intimidate and aggravate a child, young person or vulnerable adult or to undermine self-confidence and self-esteem.

## **i) Physical Abuse**

Physical abuse occurs when someone inflicts injuries on a child, young person or vulnerable adult, or does not prevent such injuries when in a position to do so.

Examples of physical abuse include:

- allowing or creating a substantial risk of significant harm to a child, young person or vulnerable adult;
- physical punishment;
- use of excessive force;
- poisoning;
- suffocation;
- Munchausen's Syndrome by Proxy, or situations where parents/guardians make up stories of illness about their child, young person or vulnerable adult or cause physical signs of illness.
- shaking; and
- confinement to a room or inappropriately given drugs to control behaviour (especially in the care of children, young people and vulnerable adults who require assistance to learn or to make progress in a College environment).

This list is not exhaustive.

## **ii) Sexual Abuse**

Sexual abuse occurs when someone, irrespective of age or gender, use children, young persons or vulnerable adults for their own sexual gratification.

Examples of sexual abuse include:

- exposure of the sexual organs or any sex act performed in the presence of a child, young person or vulnerable adult;
- touching or molesting a child, young person or vulnerable adult for the purpose of sexual arousal or gratification;
- sexual intercourse with a child, young person or vulnerable adult;
- sexual exploitation of a child, young person or vulnerable adult; and
- noncontact activities, such as involving children, young persons and vulnerable adults in looking at pornographic material or watching sexual activities, or encouraging children, young persons or vulnerable adults to behave in sexually inappropriate ways.

This list is not exhaustive.

### **iii) Emotional Abuse**

Emotional abuse occurs when a child, young person or vulnerable adult's need for affection, approval, consistency or security are not met. It is centred on the relationship between an adult and a child, young person or vulnerable adult rather than in a specific event or pattern of events. It is rarely manifested in terms of physical symptoms. For children with disabilities, it may also include over-protection or failure to acknowledge or understand a child's disability.

Examples of emotional abuse include:

- regular name calling, repeated criticism, condemnation and/or hostility;
- care being conditional on a child, young person or vulnerable adult's behaviour;
- inconsistent or unrealistic expectations of a child, young person or vulnerable adult or failure to respond to their difficulties;
- placing unrealistic responsibility on a child, young person or vulnerable adult;
- over or under protection of the child, young person or vulnerable adult;
- failure to foster the child, young person or vulnerable adult's education and development;
- unrealistic or overly harsh discipline; and
- exposure to domestic violence.

This list is not exhaustive.

### **iv) Neglect**

Neglect is normally defined in terms of omission, where a child, young person or vulnerable adult suffers significant harm or impairment of development by being deprived. It may also include neglect of a child, young person or vulnerable adult's basic emotional needs including intellectual stimulation and affection. Neglect generally becomes apparent over a period of time rather than in one specific incident. For example, a child, young person or vulnerable adult who suffers a series of minor injuries may not be having their needs for safety and supervision met. The threshold of significant harm is reached when the child, young person or vulnerable adult's needs are neglected to the extent that his or her wellbeing and/or development is severely affected.

Examples of neglect include:

- inadequate clothing;
- frequent hunger;
- poor or no medical treatment;

- lack of education;
- children, young person or vulnerable adult left without supervision; and
- lack of care or supervision during activities.

This list is not exhaustive.

#### **v) Financial abuse**

Financial or material abuse includes theft, fraud, exploitation, pressure in connection with wills, property or inheritance or financial transactions, or the misuse or misappropriation of property, possessions or benefits. Safeguarding covers a range of activities aimed at upholding an adult's fundamental right to be safe. Included in this is the right for a person to be safe from financial exploitation. A perpetrator may be a family member, friend, care worker/professional or a stranger who has chosen to target a protected adult.

Examples of financial abuse may include:

- theft
- fraud by abuse of position
- fraud by failing to disclose information
- fraud by false representation
- blackmail
- forgery
- ill treatment or neglect.

This list is not exhaustive.

#### **vi) Bullying**

Bullying is abuse and can come under any of the behaviours outlined above. It is behaviour such as repeated teasing, taunting, threatening, hitting or extortion by one or more individuals against a victim or victims. It is a deliberate act or acts designed to aggravate and intimidate. It is the responsibility of staff to deal immediately with bullying whenever it takes place.

Many children, young people and vulnerable adults are reluctant to tell adults that they are being bullied. The risk of bullying and harassment by adults and children should be anticipated by taking active steps to prevent it occurring. Bullying should not be tolerated under any circumstances.

Examples of bullying include:

- physical aggression;
- intimidation;
- verbal bullying;

- damage to property;
- isolation;
- repeated gestures or expressions of a threatening or intimidatory nature;
- comments intended to degrade the child, young person or vulnerable adult;  
and
- initiation rituals

## vii) Prevent

[The Prevent duty](#) requires all education providers ‘to help prevent the risk of people becoming terrorists or supporting terrorism’. This includes safeguarding learners from extremist ideologies and radicalisation.

Most importantly, providers should consider the needs of children, young people and adult learners at each stage of the safeguarding process. Providers should consider radicalisation concerns in line with their existing safeguarding processes, skills and experience.

The following are commonly agreed definitions within the Prevent<sup>1</sup> agenda as issued by the UK Government:

- An **ideology** is a set of beliefs.
- **Radicalisation** is the process by which a person comes to support terrorism and forms of extremism that may lead to terrorism.
- **Safeguarding** is the process of protecting vulnerable people, whether from crime, other forms of abuse or from being drawn into terrorism- related activity.
- **Terrorism** is 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 the intention of advancing a political, religious or ideological.
- **Vulnerability** describes factors and characteristics associated with being susceptible to radicalisation.
- **Extremism** is 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.

Radicalisation is a form of grooming and therefore abuse. Indicators which could include:

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<sup>1</sup> Revised *Prevent Duty Guidance for Scotland*. Guidance for specified Scottish authorities on the duty in the Counter-Terrorism and Security Act 2015 to have due regard to the need to prevent people from being drawn into terrorism. HM Government.



- Changing their style of dress or personal appearance maybe to accord with the group.
- Self- segregation.
- Day-to-day behaviour becoming increasingly centred on an extremist ideology, group or cause.
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause.
- Possession of materials or symbols associated with an extremist cause.
- Attempts to recruit others to the group/cause.
- Communications with others that suggests identification with a group, cause or ideology of concern
- Using insulting and/or derogatory names for another group.

Increase in prejudice-related incidents committed by that person – these may include:

- physical or verbal assault
- provocative behaviour
- damage to property
- derogatory name calling
- possession of prejudice-related materials
- prejudice related ridicule or name calling
- inappropriate forms of address
- refusal to co-operate
- attempts to recruit to prejudice-related organisations
- condoning or supporting violence towards others.

All staff should look out for concerning changes in behaviour and report them to a member of the safeguarding team. Any concerning changes in behaviour may indicate a safeguarding concern. These changes can be emotional, verbal or physical.

## **10. Recognition of Abuse**

The responsibilities of staff do not lie in identifying the abuse but rather in reporting reasonable concerns to the College to be forwarded to appropriate bodies for further consideration and possible investigation.

The College's policy and procedures for dealing with issues of bullying and harassment, in any form, include:

**i) Indicators of Abuse**

The following list highlights indicators of abuse which might be used by staff to recognise abuse of children, young people or adults. It is important to note that, even though a child, young person or vulnerable adult may be displaying some of these signs or behaving in a way that is causing concern, does not necessarily mean that they are being abused.

Staff will be required to exercise their professional judgement in these respects:

- injuries to the child, young person or vulnerable adult that are not consistent with the normal recreational habits of children, young persons or vulnerable adults either in body position or type;
- inconsistent or unreasonable explanation of an injury by a child, young person or vulnerable adult, parent or carer;
- inconsistent or inappropriate behaviour such as sexually suggestive remarks or actions, mood swings, uncharacteristically quiet / aggressive, severe tantrums;
- failing to achieve normal development milestones where there is no good cause for this to be the case;
- becoming socially isolated;
- overeating / loss of appetite, weight loss / gain;
- children, young people or vulnerable adults being inappropriately dressed or ill kept and / or dirty;
- excuses relating to injuries;
- self-inflicting injury;
- open distrust of, or discomfort with, parent or carer;
- delayed social development, poor language and speech;
- excessively nervous behaviour such as rocking or hair twisting;
- exceptionally low self-esteem;
- flinching when approached or touched;
- recurring headaches or abdominal pain;
- reluctance to remove clothing where activities legitimately require it; and
- reluctance to go home

This list is not exhaustive.

## **ii) Staff Safeguarding Guidance**

In exercising their professional judgement about the possible abuse of individuals who are attending the College the undernoted general guidance will be of assistance to staff.

### **Staff should:**

- be accessible and receptive;
- take concerns raised by children, young people and vulnerable adults or someone on their behalf seriously;
- exercise their judgement to recognise potential indicators of abuse;
- reassure the child, young person or vulnerable adult;
- offer support or help through sign posting to the appropriate care provider;
- believe the child, young person or vulnerable adult;
- find help quickly by contacting a member of the Safeguarding Team, see the College intranet; and
- make careful records and complete the College Confidential Reporting Form when appropriate (see Appendix 2).

### **Staff should not:**

- jump to conclusions;
- try to force the child, young person or vulnerable adult to disclose;
- speculate or accuse anyone;
- promise confidentiality; and
- investigate matters themselves.

## **iii) Combating Bullying and Abuse**

Bullying and abuse can be reduced by the following measures:

- raising awareness of bullying and abuse as unacceptable forms of behaviour;
- creating an ethos which encourages children, young people, vulnerable adults, staff, parents/guardians to report bullying and abuse and to use these procedures to address these issues;
- ensuring the supervision of children, young people and vulnerable adults during all activities;
- ensuring a supportive environment for victims of bullying and abuse;
- securing the support of peers/colleagues/parents/guardians to counter bullying and abuse; and
- removing persistent bullies from activities.

The Safeguarding intranet site has a wide range of supporting materials for staff to access: [Our Kelvin - Safeguarding and Corporate Parenting](#)

## **11. Withdrawing a Student Offer or Place on a Programme**

In circumstances where a student has been offered, or has a place on a College programme, it is established that they are a risk to other students taking cognisance of its statutory duties which arise as a consequence of the Protection of Vulnerable Groups (Scotland) Act 2007 and other related legislation, the College will take the following steps:

- the Director of Faculty for the area and a Senior Curriculum Manager will consider the concerns in consultation with representatives(s) of the agencies with whom the prospective or existing student is engaged with.
- a member of the Safeguarding Team or other key member(s) of management may be consulted for advice and guidance (i.e. Health and Safety Manager), when appropriate. If the matter involves a student who is under the care of a school, the relevant contact should also be involved;
- fully assess if there are risks to others associated with the individual, can these risks be mitigated and balance the rights of the individual and the safety of others to make an informed decision;
- refer to other College policies depending on the circumstances of the case including, but not limited to, the College's Health and Safety Policy or Student Disciplinary Policy (if it is necessary for the safety of the student and others the College may decide to temporarily suspend the student). If suspension is necessary, the decision will be taken in accordance with the process outlined in the College's Student Disciplinary Procedure (albeit this will not be treated as a conduct matter). The student Disciplinary Policy states:

"In exceptional circumstances where it may be necessary to protect the individual, the physical and other safety of other learners, or the learning environment of other learners, a precautionary temporary suspension may be applied." To be clear, such a decision is not in any way a disciplinary measure, but rather a supportive step to allow the student the necessary time and space to focus on their health and well-being; and

- inform the individual of the College's decision in writing (the decision to proceed with an offer or continue with the student's programme may be accompanied by a written agreement with regards to mitigations required, where appropriate).

## **12. Responsibilities**

All members of staff have a duty of care to protect and safeguard the groups defined in Section 2 from a situation where they may suffer abuse, bullying harassment, ill-treatment, discrimination, exploitation or extremism. All staff have an ethical duty to respond to individuals in a way which does no further harm and contributes to safeguarding those at risk.

**12.1 Director of Student Experience and Enterprise** – is the nominated member of the Senior Management Team responsible for safeguarding, corporate parenting and prevent.

This role is responsible for:

- Maintaining an up-to-date knowledge of safeguarding, corporate parenting and the prevent duty and advising the College accordingly on its responsibilities.
- Overseeing the provision of information and scheduling of training for staff on safeguarding, prevent and corporate parenting.
- Reviewing the Safeguarding Children, Young People and Vulnerable Adults Policy in conjunction with the Director of People and Culture Services.
- Reporting annually the number of safeguarding, corporate parenting and prevent incidents to Senior Management Team and relevant Committees.
- Maintaining and progressing the College's Corporate Parenting Action Plan which provides detailed actions related to the additional responsibilities which apply to the College as a Corporate Parent.

## **12.2 Director of People and Culture Services**

This role is responsible for:

- Reviewing this Policy in conjunction with the Director of Student Experience and Enterprise
- Reviewing the Policy and Procedure for Protection of Vulnerable Groups (PVG) and Criminal Record Checks which provides safer recruitment and improve safeguarding for children, young people and protected adults by preventing (barring) unsuitable people from doing regulated work. They are also responsible for providing welfare and support services for staff.
- Working with the Director of Student Experience and Enterprise to organise training for new entrants through induction and to staff thereafter.
- Managing the process for staff and students in response to a Protection of Vulnerable Groups (Scotland) Act 2007 (the Act 2007) Notification of consideration for listing under the 2007 Act.

### **12.3 Director of Faculty**

This role is responsible for:

- Overseeing the process for ensuring that a risk assessment is undertaken for applicants with unspent criminal convictions who may pose a risk to other College students, staff and visitors in conjunction with Senior Curriculum Managers or Curriculum Managers.
- Reporting a concern to Police Scotland when appropriate.
- Withdrawing a Student Offer or Place on a Programme.
- Ensuring that students working with children, young people or protected adults through placement are members of the Protection of Vulnerable Groups scheme.

### **12.4 Head of Student Support Services**

This role is responsible for:

- Providing welfare and support services for students
- Advising staff on signposting students to appropriate agencies.
- Act as an initial point of contact for students and refer to a member of the safeguarding team when appropriate.

### **12.5 Safeguarding Team**

The role of these members of staff is to:

- Be the initial point of contact, should any student or member of staff have any concerns relating to safeguarding or child protection issue and signpost to the relevant provider for support.
- Support any student who is at risk of harm or being harmed. It is not their role to investigate the how and why. The focus for the safeguarder is to deal with students in crisis. Once the immediate risk has been assessed, it is the role of the safeguarder to support the student to access the relevant agencies. These may include NHS 24, Women's Aid, Housing/Homelessness, Police, etc.
- Undertake appropriate training to ensure they are able to fulfil their role to support students in relation to safeguarding, including annual refresher training.
- Enable staff and students to meet their responsibilities towards safeguarding.
- Maintain an up-to-date knowledge of safeguarding and oversee the provision of knowledge of others as necessary.
- Support and advise the college in respect of its policies, procedures and practices associated with safeguarding students, young people and vulnerable adults.
- Advise appropriate external agencies about any concerns reported.

## 12.6 All Staff

It is the responsibility of all staff to:

- Participate in appropriate training and development to gain the knowledge and understanding of safeguarding, corporate parenting and prevent issues.
- Respond to a safeguarding incident by contacting a member of the safeguarding team.

## 12.7 Incidents out with College Working Hours

In the event of an issue arising out with College working hours the College website and Student Support Services out of office email response will sign post students to:

- **Crisis support -**

Call 116 123 to talk to [Samaritans](https://www.samaritans.org), or email: <mailto:jo@samaritans.org> for a reply within 24 hours Text "SHOUT" to 85258 to contact the [Shout Crisis Text Line](#), or text "YM" if students are under 19 they can also call 0800 1111 to talk to [Childline](#). The number will not appear on their phone bill.

NHS 24 – dial 111 to access a mental health practitioner.

**If the student is in need of immediate support**, they should call 999 or go to their local A&E.

## 13. Staff Training and Development

All staff are expected to participate and undertake the following training:

- **Responding to a Safeguarding Incident** - training provided by the College.
- **Safeguarding Course** - Compulsory Workrite Intranet - <https://intranet.glasgowkelvin.ac.uk/sites/GKC/Pages/welcome.aspx>
- **Action Counters Terrorism (ACT) Awareness E Learning Course** [ACT Awareness E-Learning](#) (Glasgow Kelvin College PIN Code: 092267)

- **Safeguarding Unit** – College Development Network - **Safeguarding Learners in College (collegedevelopmentnetwork.ac.uk)** This course will provide staff with a better understanding of the legislative and policy background to safeguarding; how to take a person-centred approach to safeguarding and how to identify and respond to any issues and concerns that arise in the college environment. It is about safeguarding students in the broadest sense, not just about protecting and detecting abuse and neglect.
- **Staff Briefings** – At the start of each academic year line managers will provide a briefing to their staff on their responsibilities under this Policy and Procedure.
- **Corporate Parenting Unit** – College Development Network – **Corporate Parenting (collegedevelopmentnetwork.ac.uk)** These resources are designed to support colleges in enabling care-experienced students to come to college, build a positive relationship with education and move them onto higher education and work.
- **Corporate Parenting** - training and resources on can be found via [Who Cares? Scotland](#).
- ***Keeping Children Safe in Education and the National Guidance for Child Protection (GIRFEC) (Scotland, 2021)*** - GIRFEC provides Scotland with a consistent framework and shared language for promoting, supporting, and safeguarding the wellbeing of children and young people. For the latest best practices in safeguarding visit the [Scottish Government](#) website.
- **Equality and Inclusion** - Compulsory Workrite Intranet - <https://intranet.glasgowkelvin.ac.uk/sites/GKC/Pages/welcome.aspx>

Respecting equity, diversity and inclusivity is important, in particular those students from the LGBTQ+ community and those with disabilities. In addition to the online Equality and Inclusion training detailed above, staff have access to various training and development opportunities to support their safeguarding responsibilities for young people and vulnerable adults. Relevant additional training may be provided on Staff Development Days or upon request to suit the needs of students.

**Prevent** online courses to raise awareness include:

- [Prevent awareness elearning](#) - an introduction to the Prevent duty (Home Office)
- [Prevent referrals elearning](#) - make a referral that is robust, informed and with good intention (Home Office)



- [Channel awareness elearning](#) - understand the objectives of the Channel programme, the working process, roles and responsibilities (Home Office)
- [Prevent for further education and training](#) - aimed at different audiences including staff, governors and board members (Education and Training Foundation)

Staff in Further Education should know about the **Prevent** for further education and training:

- [guidance from DfE and the Education and Training Foundation](#)
- [online course from the Education and Training Foundation](#)

#### **14. Safeguarding Process for Staff**

The staff intranet contains information to assist staff to assess a situation and where/how to seek support for students whether this is related to their health and wellbeing, welfare matter or a safeguarding matter.

Staff are encouraged to provide feedback on the training and development provided to assist them fulfil their responsibilities under this policy and on the application/impact of this Policy and Procedure. Feedback should be sent to the Director of Student Experience and Enterprise. This Policy and Procedure will be reviewed every three years or earlier if required due to a change in legislation or practice.

The College Public Interest Disclosure (Whistleblowing) Policy details how staff can raise safeguarding concerns safely and confidentially.

#### **15. Supporting Policies, Procedures and Practices**

<https://www.glasgowkelvin.ac.uk/policies-procedures/>

- Disciplinary Policy and Procedure
- Code of Student Behaviour
- Grievance Policy and Procedure
- Dignity and Respect Policy
- Equality, Diversity and Inclusion Policy
- ICT Acceptable Use Policy
- Complaints Handling Procedure
- Social Media Procedures for Staff

- Data Protection Policy
- Policy and Procedure for Protection of Vulnerable Groups and Criminal Record Checks
- Public Interest Disclosure Policy
- Recruitment and Selection Policy and Procedure
- Commendations and Complaints Procedure
- Code of Learner Behaviour
- Staff Guide to Challenging Behaviour
- Student Online Etiquette
- Student Association Partnership Agreement
- Student Charter
- Ethos and Values Framework

## **Glasgow Kelvin College Safeguarding Guidance**

### **Children, Young People and Vulnerable Adults for All Staff**

This advice is drawn from the College's Safeguarding Children, Young People and Vulnerable Adults Policy and Procedure. The purpose of the Policy is to protect those at risk and the adults who work with them.

Every person must take account of their responsibilities in ensuring that children, young people and vulnerable adults are safe and get the help they need. It is everyone's job to ensure the safety of children, young people and vulnerable adults.

#### **1. Things You Must Do:**

- Treat all individuals, including children, young people and vulnerable adults with respect.
- Ensure photographic identification issued by the College is be worn at all times during working hours and when on College business.
- Ensure that your own conduct is at all times an example of good practice.
- If you are alone with a child, young person or vulnerable adult (referred hereafter as the child for the purpose of this section) during your College activities, you should ensure:
  - that someone else is in close proximity, for example, in the next room or in sight even if not within hearing distance;
  - someone else (always) knows the time and place when you are alone;
  - the child, parent/carer and person in charge know the reasons for the one to one contact and agree for it to take place;
  - you and the child know what to do in an emergency, how to contact the parent/carer and/or another worker;
  - you have access to a phone or can summon help by calling out;
  - the child is given permission to stop the one to one contact and knows how to complain or to get help;
  - you, stop the session if you become aware that the child is uncomfortable with being alone with you, and
  - you make a record of the fact that you were alone with a child or children, the reason for this, and what happened.

If for any reason you are not able to inform the parent/carer and person in charge in advance that you have been alone with a child, you do so as soon as possible afterwards.

- Respect the right of individuals to have their privacy and dignity assured.
- Do not discourage children, young people or protected adults who want to talk about attitudes or behaviour they do not like.
- Remember that someone else might misinterpret your actions, no matter how well-intentioned.
- Recognise that special caution is required if you are discussing sensitive issues with children, young people protected adults and/or their parents or carers.
- Be aware of other staff, be vigilant and act to help them keep themselves and children, young people and protected adults safe. Be prepared to challenge their actions.
- Operate within College policies, including the Safeguarding Children, Young People and Vulnerable Adults Policy and the Protecting Vulnerable Groups (Scotland) Act 2007.

**Record on A Safeguarding – Confidential Reporting Form a concern or a disclosure of abuse, detailing where possible exactly what was said and recording times and the individual(s) involved. The Confidential Reporting Form is available on the intranet under Safeguarding and attached as Appendix**

## **2.Things You Must Not Do:**

- Have inappropriate physical contact with children, young people or protected adults, including 'caring' physical contact (e.g. a hug).
- Encourage inappropriate attention-seeking behaviour.
- Speak in an inappropriate way to or make suggestive/derogatory remarks or gestures in front of children, young people or protected adults.
- Discourage children, young people or vulnerable adults who want to talk about attitudes or behaviour of others they do not like.
- Draw conclusions about others without reasonable cause.
- Exaggerate or trivialise child abuse issues.
- Rely on your good name or that of the College to protect you from scrutiny of your conduct.
- Think it could never happen to you.
- Take a chance when informed common sense, policy and practice suggest another more prudent approach.
- Ignore the Protecting Vulnerable Groups (Scotland) Act 2007 or College policies or guidelines and procedures operating within any establishment in which you may be on duty.

**If a child, young person or vulnerable adult talks to you about abuse by someone else:**

**What To Do:**

- Advise the child, young person or vulnerable adult that you **must** pass the information on.
- Allow him or her to speak without interruption, listen to what is said, but **do not investigate**.
- Be sensitive to feelings of guilt and isolation, but do not make any judgement.
- Let them know that they were right to share this information with you.
- Tell the individual what is likely to happen next.

If you suspect a child, young person or vulnerable adult is being abused, emotionally, physically or sexually, you should report the matter immediately to a member of the safeguarding team who will notify the Principal or Vice Principal.

Safeguarding Team contact details can be found on the Intranet.

- Where local authority or private agencies are involved the Principal or Vice Principal will notify the Executive Director (Education and Social Work Services), Director of Education or Social Services or the Head of Establishment. Where the head of establishment is the subject of the allegations, then the Director should be informed. The establishment's own Child Protection policy should then operate.

**If you receive an allegation of abuse about any adult or about yourself:**

- Immediately tell a member of the College's Safeguarding Team who will inform the Principal or Vice Principal.
- Try to ensure that you or anyone else is placed in a position which could cause compromise.

**In all cases:**

- Record the **facts** as soon as possible on the Colleges Confidential Reporting Form and pass to a member of the College Safeguarding Team as a matter of urgency.
- You **must** refer.
- you **must not** investigate, and you **cannot** ignore.

The Safeguarding intranet site has a wide range of supporting materials for staff to access: [Our Kelvin - Safeguarding \(sharepoint.com\)](http://Our Kelvin - Safeguarding (sharepoint.com)) The staff intranet contains information to assist staff to assess a situation and where/how to seek support for students whether this is related to their health and wellbeing, welfare matter or a safeguarding matter.

**Protection Of Children, Young People And Adults At Risk And  
Safeguarding Staff**

**Confidential Reporting Form**

The College's Safeguarding Policy and Procedures provide a means by which we can address concerns about children, young people or adults at risk (see Policy section 9: Types of Abuse). If you wish to report concerns about possible harm of a person under the terms of our Policy, or if you feel that you are a victim of harm and wish the College to seek to help deal with the situation, please provide the information below and return the form, in a sealed envelope, to a member of the Safeguarding and Corporate Parenting Team.

**1. Contact**

Your name:	
Department (if staff)	
Course and class (if student)	

How can we contact you to follow-up?	College Telephone Ext	
	Mobile Phone	
	Telephone Number	
	Other (please specify)	

**2. Reporting**

If you are reporting concerns about another person, please tick (✓) in this box	
If you are reporting fears or concerns about yourself, please tick (✓) in this box	

**3. Details of your concern (*in confidence*)**

(if necessary, continue on the reverse of this form)

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

