Safeguarding for All Policy

RNN GROUP

Date of Issue: May 2018

Scope of policy: All students, staff, contractors and visitors

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Introduction

RNN Group places the safety and wellbeing of students and staff at the forefront of all its operations and acknowledges the range of activities that contribute to creating and maintaining an environment that promotes effective safeguarding practice.

The Safeguarding for All Policy provides for a coherent framework of practice to be in place and for all policies relating to this framework to address this priority. The Safeguarding for All Policy is reviewed each year and when/or changes in law, policy, guidance or best practice occur in order to ensure that it remains a key driver in the development of strategy on safeguarding.

Policy Statement

RNN Group recognise its duties, statutory and otherwise to ensure that the Colleges functions with a view to safeguarding and promoting the welfare of children receiving education and training at all Group sites.

The Policy applies to all as Safeguarding is everyone's responsibility.

RNN Group is committed to ensuring that it:

- Provides a safe environment for children and young people to learn in
- Identifies children and young people who are suffering, or likely to suffer, significant harm, and
- Takes appropriate action to see that such children and young people are kept safe, both at home and at all College sites and related activies.

In pursuit of these aims, the governing body will approve and review policies and procedures with the aim of:

- Raising awareness of issues relating to the welfare of children and young people and the promotion of a safe environment for the children and young people learning within the Colleges in line with its duty as part of Keeping Children Safe in Education, the requirements of the Local Safeguarding Boards and the Disclosure and Barring Service
- Raising awareness of and promotion of all forms of equality and foster greater understanding of and respect for people of all faiths (or those of no faith), races, genders, ages, disabilities and sexual orientations (and other groups with protected characteristics), and how well learners and staff are protected from harassment, bullying, abuse and discrimination, including those based with employers and at other sites external to the provider
- Preparing learners for successful life in modern Britain and promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different backgrounds, faiths and beliefs
- Preparing learners who have special educational needs and/or disabilities to become more independent in their everyday life
- Raising awareness within safeguarding practice to prevent radicalisation of learners and compliance with the 'Prevent' duty
- Establishing a clear line of accountability for the provision of services.
- Identifying groups of more vulnerable children and young people with the view to providing 'Early Help' in line with current legislation.
- Aiding the identification of children and young people at risk of significant harm, and providing procedures for reporting concerns
- Establishing procedures for reporting and dealing with allegations of abuse against members of staff

- The safe recruitment /employment of staff and the safe use of contractors
- Promoting a culture of listening to children and young people to ensure best practice and keep their wishes at the centre of activites.
- Ensuring all staff are aware that safeguarding issues can manifest themselves via peer on peer abuse.
- Reviewing processes of sharing information with other professionals.

Related Policies and Procedures

Key RNN policies that contribute to the overarching Safeguarding for All Policy are listed below. Each of these policies addresses college strategy and operations relating to key college activities and safeguarding provision is made within all activities.

Anti Bullying Policy (Equality and Diversity)
Attendance and Punctuality Policy
Code of Conduct
Complaints, Compliments and Suggestions Procedures
Contractors Vetting and Barring Agreement (Estates)
Disclosure and Barring (DBS) Clearance for Learners Policy
Educational Visits Policy (Quality Improvement)
Freedom of Speech Policy
Grievance Policy
Health & Safety Policy
Information Communication & Technology (ICT) Policy Guidelines and Procedures
Learner Confidentiality Procedures
Lone Workers Policy (Estates)
Medicines and Medical Requirements Policy
Outside Centres Policy (Estates)
Physical Intervention and Physical Contact with Learners policy
Recruitment and Selection Policy
Risk Assessment Policy (Estates)
Safeguarding Checks Policy (Human Resources)
Security Procedures (Estates)
Single Equality Policy(Equality and Diversity)
Student Computer Use and Internet Access Policy
Substance Misuse Policy and Procedures
Teaching and Learning Policy (Quality Improvement)
Tutorial and Induction System Policy
Whistleblowing Policy and Procedures
Visual ID Policy
EHE and School Links
Safeguarding Training pack

Legislative Framework

RNN Group operates its Safeguarding for All Policy through its acknowledgement and acceptance of its responsibilities set out in:

- Children's Act Section 11 (1989, 2004, 2008 and 2014)
- Early Help Assessment (March 2014)
- Early Years Common Inspection Framework (September 2015)
- Children, Schools and Families Act (2010, 2014),
- Education Act (2002, 2011)
- Care Act (2014) and
- other associated legislation.

Furthermore, safeguarding and promoting the welfare of children, young people and people with care and support needs will be undertaken with due regard to:

Nottinghamshire Safeguarding Children's Board (NSCB) Procedures http://www.nottinghamshire.gov.uk/nscb

Rotherham Safeguarding Children's Board (RSCB) Procedures https://www.proceduresonline.com/rotherham/scb/

Pathway to Provision (Nottinghamshire) Multi-Agency Thresholds Guidance (November 2015), http://www.nottinghamshire.gov.uk/care/childrens-social-care/nottinghamshire-childrens-trust/pathway-to-provision

What to do if you're worried a child is being abused (March 2015) https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf

'Working together to Safeguard children' (March 2015) https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419595/Working_Together_to_Safeguard_Children.pdf

'Keeping Children Safe in Education (September 2016)' https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf

Information Sharing (March 2015) https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419628/Information_sharing_advice_safeguarding_practitioners.pdf

No Secrets (January 2015) https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/194272/No_secrets__guidance_on_developing_and_implementing_multi-agency_policies_and_procedures_to_protect_vulnerable_adults_from_abuse.pdf

The Prevent Duty (March 2016)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/445977/3799_Revised_Prevent_Duty_Guidance__England_Wales_V2-Interactive.pdf

Channel Duty Guidance (April 2015)
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/425189/Channel_Duty_Guidance_April_2015.pdf

Female Genital Mutilation http://rotherhamscb.proceduresonline.com/chapters/p_fem_gen_mut.html

Safeguarding children and young people from sexual exploitation
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/278849/Safeguarding_Children_and_Young_People_from_Sexual_Exploitation.pdf

Safer Practice, Safer Learning- a whole organisation approach to safeguarding vulnerable adults for the learning and skills sector. Published by NIACE December 2007 (http://shop.niace.org.uk/safer-practice.html)

Rotherham Safeguarding Adults

http://www.rdash.nhs.uk/wp-content/uploads/2014/04/Safeguarding-Adults-Policy-v5-CQ1252016.pdf

Forced Marriage Unit of the Foreign and Commonwealth Office (http://www.fco.gov.uk/en/travel-and-living-abroad/when-things-go-wrong/forced-marriage/)

NSPCC (www.nspcc.org.uk/)

Jisc User Safety Briefing (http://www.jisc.ac.uk/publications/briefingpapers/2005/pub_usersafetybp.aspx)

National Domestic Violence Helpline (http://www.nationaldomesticviolencehelpline.org.uk/)

Online abuse Legislation, policy and practice https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/online-abuse/legislation-policy-practice/

Child Exploitation and Online Protection Centre (CEOP) (www.ceop.police.uk/)

Women's Aid (www.womensaid.org.uk/)

Apna Haq support for Asian Women (www.apna-haq.co.uk.

Karma Nirvana – Support for victims of honour crimes/ forced marriage (www.karmanirvana.org.uk)

Private Fostering - http://www.privatefostering.org.uk/

Working in partnership

The Colleges will assist the local authorities to exercise its statutory functions. Where provision is provided by the Colleges to a partner organisation such as a school, the Colleges will liaise with staff in the partner organisation to ensure that local procedures and protocols are adhered to.

In terms of partner agencies – awareness and appreciation of the role of others is essential for effective collaboration between practitioners and their organisations. Inter agency and collaborative work is central to good practice in safeguarding.

The Colleges will refer concerns that a child or young person might be at risk of significant harm to Multi-Agency Safeguarding Hub, the Police or Channel and concerns for assessment of need and onward referral for other services if required to the Early Help Unit using the Early Help Assessment Form.

All referrals will need to evidence that consent has been provided by the subject of the referral as well as parent/carer, except where the referral relates to attendance matters or assistance in applications for parenting contracts, parenting orders, acceptable behaviour contracts and anti-social behaviour orders. Where there is a risk of significant harm and consent is not given then a justification will be provided of the need to share information.

The Colleges work in partnership with the Safeguarding Unit and will attend the local FE Colleges' Safeguarding Forums.

Purpose and Objectives

It is RNN Group policy to ensure that guidelines, procedures, training and personal support are in place so that staff and learners can confidently identify and respond appropriately to concerns relating to the safety of all our learners.

It will ensure that designated personnel will be available to assist staff who identify concerns and that all concerns will be treated seriously.

No matter what the source of the information, the Colleges will adopt the following procedure to ensure consistency. The procedure will consist of three steps:

- Information gathering
- Analysis
- Action

It will ensure that all concerns about children are recorded accurately and with the child or young person's wishes taken into account and where possible in the language given by the source of the concern. It will be stored securely and in line with RNN Group Data Protectiong and archiving policy.

This policy applies to the support of children and young people up to their 18th birthday as defined by the Children and Young Persons Act 2008. For those young people reaching their 18th birthday who need continuing services and support, this can be extended to their 25th birthday.

In the context of working in Further Education, where the majority of individuals are over the age of 16, it is important to recognise that whilst the law allows consensual sexual activity at the age of 16, if the child requires help and support the lawful nature of the activity does not stop intervention. Examples of this may be:

- Children and young people with care and support needs;

- Children in relationships with much older individuals or individuals in a position of authority and trust;

- Children who may be at risk of sexual abuse or exploitation;

- Children who are parents;

- Children whose care and support needs mean they are unlikely to be able to protect themselves despite their legal age.

Roles and Responsibilities

All adults working with or on behalf of children or vulnerable adults have a responsibility to protect them. There are however, key people within the Colleges and the Local Authorities who have specific responsibilities under safeguarding procedures. Those internal persons named constitute the Colleges' safeguarding team.

Designated Safeguarding Lead: Vice Principal has responsibility at a strategic level within the organisation for:
- Making sure all staff are aware of how to raise safeguarding concerns
- Ensuring compliance with Government Legislation.
- Providing reports to the governing body of RNN Group setting out how the Colleges have discharged their duties. S/he is responsible for reporting deficiencies in procedure or policy identified by the Safeguarding Boards, its sub groups or others to the governing body at the earliest opportunity
- Recruiting and vetting of staff and other relevant individuals within the Group, including DBS checks;
- Monitoring and acting upon any changes to legislative requirements
- Supporting and assisting staff or students making referrals
- Receiving and processing concerns related to the behaviour of staff
- Developing the Staff Code of Conduct
- Monitoring and organising safeguarding training.
- Ensuring that each year the Designated Safeguarding Lead is informed of how the Colleges and its staff have complied with the policy, including but not limited to a report on the training that staff have undertaken.

Deputy Designated Safeguarding Leads: Head of Student Services, Deputy Head of Student Services, Student Services Team Leaders are responsible for:
- Ensuring all staff understand the symptoms of child abuse and neglect
- Ensuring processes are in place for referring concerns to social care
- Identifying and recruiting a safeguarding team with responsibility for liaising with Services, attending CIN and CP conferences and meetings and updating safeguarding panels.
- Referral of cases of suspected abuse or allegations to Children and Young People's Services – Social Care and/or The Police, Channel and appropriate agencies.
- Supporting the safeguarding team and assisting staff and learners who are reporting concerns;
- Liaising with Children & Young People's and Adult Services as appropriate;
- Monitoring referrals and learner wellbeing through appropriate panel meetings
- Providing a holistic approach to safeguarding through the disciplinary policy and procedures relating to the conduct of learners and the coordination and organisation of the Colleges' internal learner support and assessment services and developing the Colleges' Charter;
- Developing safeguarding training materials, files, procedures and contacts;
- Delivering training where appropriate;
- Reporting to SLT.
- Ensuring that each year the Designated Safeguarding Lead is informed of how the Colleges and its staff have complied with the policy, including but not limited to a report on the training that staff have undertaken.
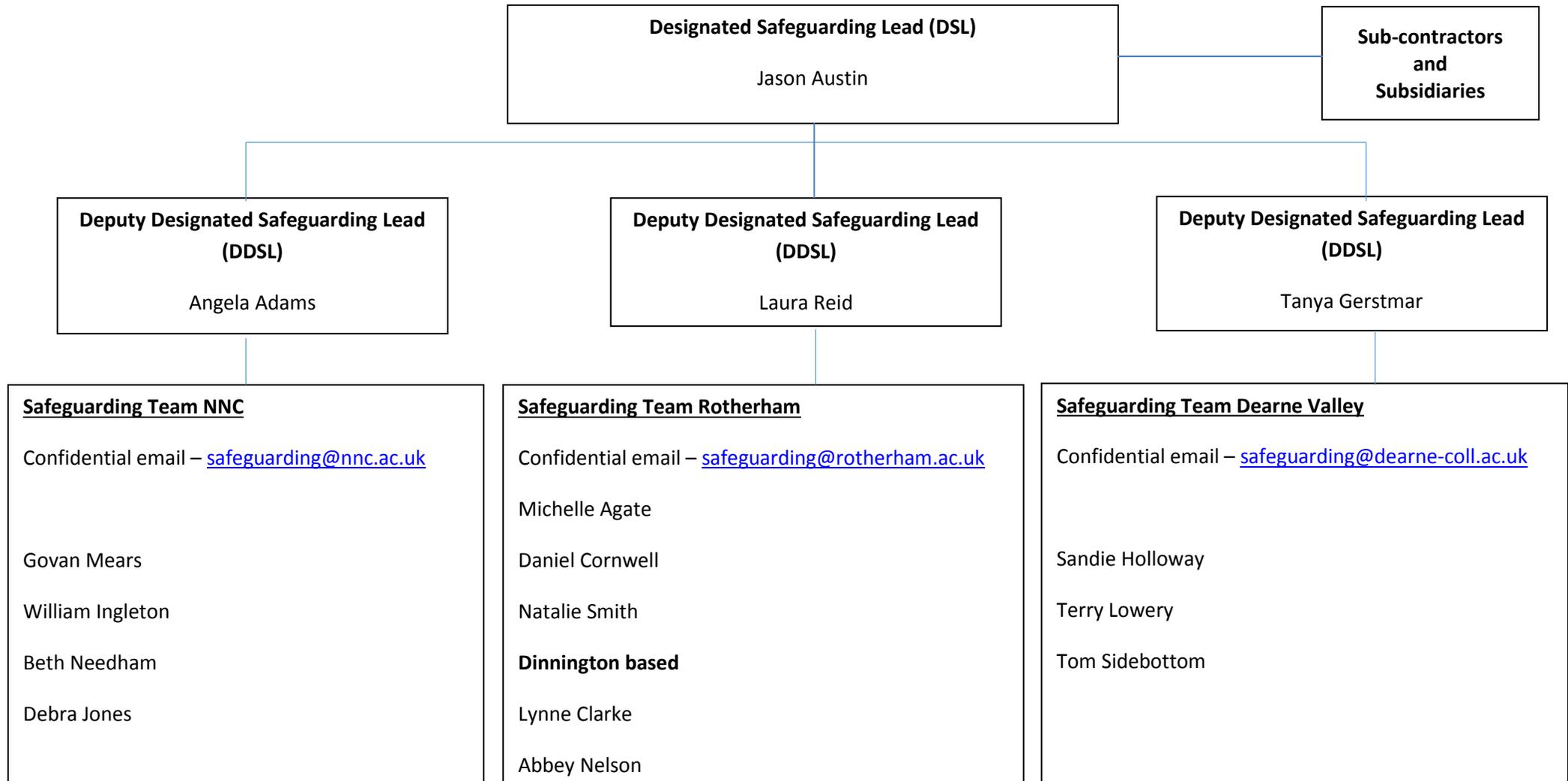
The Designated Safeguarding Team (appropriate personel across the group) are responsible for:

- Monitoring children who are the subject of Child Protection Plans
- Providing advice and support to other staff on issues relating to child protection
- Maintaining accurate and secure child protection records of any child protection referral, complaint or concern (even where that concern does not lead to a referral)
- Ensuring that parents of children and young people within the Colleges and Early Years settings are aware of the Group's Safeguarding policy
- Liaising with the appropriate Children and Young People's Social Care services, Safeguarding Boards, Early Help Units and other appropriate agencies

- Liaising with secondary schools and Academies which send pupils to the Colleges to ensure that appropriate arrangements are made for the learners. This is achieved via the partnership arrangements made by the Project Leader for School Links.
- Liaising with employers and training organisations that receive children or young people from the Colleges on long term placements to ensure that appropriate safeguards are put in place. This is achieved via the partnership arrangements made by the Project Leader for School Links.
- Sharing pertinent and appropriate information with partner agencies and organisations in compliance with information sharing protocols and data protection law.
- Ensuring that staff receive basic training in child protection issues and are aware of the Group's safeguarding procedures.
- Have received training in child protection issues and inter-agency working, as required by the local Safeguarding Boards, and will receive refresher training at least every 2 years
- Ensuring that RNN Group has procedures and policies which are consistent with the local Safeguarding Boards' procedures
- Seeking feedback from children and young people, making sure that they have a voice as to the Group's safeguarding practice, policies and procedures.
- Identifying and assessing levels of risk associated with Criminal Convictions and referrals to Safeguarding panel.

Supporting and advising colleagues where learner(s) behaviour(s) or action(s) breach RNN code of conduct expectations, or where learner(s) are suspected to be in possession of offensive weapons of substances, in line with security and learner disciplinary policies and procedures.

Safeguarding Team Structure

Designated Safeguarding Lead (DSL) Jason Austin	**Sub-contractors and Subsidiaries**

Deputy Designated Safeguarding Lead (DDSL) Angela Adams	**Deputy Designated Safeguarding Lead (DDSL)** Laura Reid	**Deputy Designated Safeguarding Lead (DDSL)** Tanya Gerstmar

Safeguarding Team NNC	Safeguarding Team Rotherham	Safeguarding Team Dearne Valley
Confidential email – safeguarding@nnc.ac.uk	Confidential email – safeguarding@rotherham.ac.uk	Confidential email – safeguarding@dearne-coll.ac.uk
Govan Mears	Michelle Agate	Sandie Holloway
William Ingleton	Daniel Cornwell	Terry Lowery
Beth Needham	Natalie Smith	Tom Sidebottom
Debra Jones	**Dinnington based**	
	Lynne Clarke	
	Abbey Nelson	

A Safeguarding Team meeting will be held at each College, on a minimum monthly basis however they will be more frequent during the first half term and when additional meetings/ actions are required.

Governor with Safeguarding responsibility – Catherine Burn

<u>Safeguarding and E&D Management Groups and Committees</u>

Members of the safeguarding team meet with other stakeholders in a group chaired by the DSL. The group includes other senior members of staff in the Colleges, with business and academic areas being represented. The purpose of the group is to consider safeguarding issues, policy and procedures and help to inform the Safegaurding and E&D Management Group and Governing Body. The composition of the groups and committees are such that there is enough seniority to ensure that staff direction and resources across the colleges can be allocated to safeguarding and E&D issues. Safeguarding representatives are also represented at key management committees across the Group.

Supporting Learners at Risk

The Colleges recognise that College may be the only stable, secure and predictable element of an 'at risk' learner's life. However, it is important to note that the behaviour of learners at risk may present as challenging, defiant or withdrawn.

RNN Group aims to identify learners at risk through a variety of methods:

- Application and enrolment screening
- School Liaison and references
- EHCP Consultation and Review Process
- Induction process
- Learner finance application form screening
- ALS team screening
- Disciplinary referrals
- Academic and support staff reporting and monitoring
- Welfare and mentoring staff reporting and monitoring
- Self referral

RNN Group aims to support learners through:

- Forging excellent working partnerships with other Colleges, schools and agencies which, in turn, can help to inform as to a learner's specific issues and needs. For example; learners who are 'Looked after children' or who are subject to a 'Child Protection' or 'Child in need' or 'EHCP' plan or when they come to the Colleges.
- A curriculum which encourages confidence, self esteem and self motivation.
- College 'culture of safety' which promotes a positive, supportive and secure environment which provides all with a sense of being respected and valued.
- Consistent Implementation of College codes of conduct and behavioural policies which ensure that learners know that some behaviour is unacceptable.
- Continuing support and activities for additional learning support, learner liaison and learner finance teams.
- Strong links with external partners as well as local and national agencies to ensure a multi disciplinary approach to educational, health, care and safety support for learners.
- Development of a responsive and knowledgeable staff group, trained to respond appropriately in safeguarding situations.
- Effective absence reporting, which can be an early indicator of concern.
- Learners being encouraged to state how 'safe' they feel via the College 'Learner Voice' activity. Also encourages students to adopt safe and responsible practices.
- Regular 'Safeguarding Team Meetings' held in Colleges where key members of the student support teams and Early Help Teams collaboratively coordinate action and support for priority cases.

16-19 Study Programmes

16 to 19 study programmes are designed to provide students with a structured and challenging learning programme that supports their development and progression in line with their career plans. Applications for a 16-19 study programme made by adult learners will be considered on an individual basis with consideration being given to College policies and procedures in particular the Safeguarding for All and DBS Clearance policies in line with the Rehabilitation of Offenders Act and other relevant legislation.

Recruitment of staff

The RNN Group has risked assessed its provision and has concluded that it qualifies as a "Specified Place" with the majority of its provision being provided to children. This assessment has been made based on two considerations. Firstly the definition of a child under the Education Act 2002 which states that a child is any person aged under the age of 18. Secondly the number of 16-18 FTE enrolments at the College. This second consideration will be reviewed on an annual basis to see if the College still meets the definition of a "Specified Place".

All new staff will be subject to the Disclosure and Barring Service (DBS) in line with the Group's safe recruitment policies and procedures.

All interviews for new staff include a question in regards to safeguarding and at least one member of the interviewing panel will have undertaken the 'safer recruitment training'.

Agency workers and contractors with 'intensive' or frequent contact with Children and /or learners with personal and support needs will be expected to have an enhanced DBS check.

The associated 'Recruitment and Selection Policy' and 'Safeguarding Checks Policy' give greater detail to the process and can be found in the Human Resources section of the Staff portal. Records of all staff are kept confidentially by HR in the single central record.

Disclosures for new staff and volunteers

All new staff and volunteer workers will be required to have a satisfactory enhanced DBS check as the Colleges are deemed to be operating in a regulated activity due to the high number of young students and those with support and care needs within the College.

Any teaching staff who do not have a valid DBS disclosure will not be allowed unsupervised access to children under the age of 18 or learners with support and care needs until this has been received by the College. A risk assessment must be undertaken and agreed by a member of the Senior Leadership Team on every occasion before the member of staff can commence employment.

All learners undertaking work placements opportunities with access to children will also be required to have an enhanced DBS check in line with Placement Provider and the Group's Disclosure and Barring Clearance for Students Policy and Procedures.

Existing staff

All Staff in the Colleges are subject to renewed DBS checks by the College every 3 years and subscription to the DBS Update Service.

It is the responsibility of every member of staff to disclose to the College any criminal convictions that are incurred during their employment. Failure to do so will be considered a disciplinary offence and in some circumstances may lead to dismissal.

Agency staff will not be allowed unsupervised access to children under the age of 18 or learners with support and care needs unless they have had a DBS check at an enhanced level within the last 12 months.

Contractors will not be allowed unsupervised access to children under the age of 18 or learners with support and care needs unless they have had a DBS check at an enhanced level. Access to college premises will be restricted and adequate supervision maintained.

Training

All staff will receive training to familiarise them with child protection issues and responsibilities and the College procedures and policies. The College will undertake a rolling programme of training aimed at ensuring that:

All newly recruited staff have a clear understanding of their role and responsibilities in safeguarding children and young people and are aware of the associated procedures.

All Senior Managers and the designated governor are familiar with their role and responsibilities.

All staff are aware of their role and responsibilities and receive guidance on how to deal with suspicions or disclosures of abuse.

Members of staff must renew their training every 3 years and designated safeguarding staff every 2 years

Procedures

It is the duty by law of any member of staff, volunteer or visitor who receives a disclosure of abuse, or suspects that abuse may have occurred, to report it to a member of the safeguarding team. If a member of the team cannot be found then the matter should be brought to the attention of the most senior member of staff.

Written disclosures need to be recorded on a 'Safeguarding Referral Form' which can be found on the safeguarding section of the staff portal and on Staffnet. This form can be emailed to the confidential address for the appropriate campus campus safeguarding@rotherham.ac.uk , safeguarding@dearne-coll.ac.uk or safeguarding@nnc.ac.uk .

If appropriate, the member of the Safeguarding Team will refer cases of suspected abuse or allegations to the Multi Agency Safeguarding Hub Team (MASH) by telephone in accordance with the Local Safeguarding Boards' Procedures. This telephone referral will be confirmed in writing (using the Multi Agency Referral Form) within 48 hours. In some cases it may be appropriate for the Police to also be contacted. In the case of peer on peer abuse the policy and procedures relating to learner behaviour and discipline will also be followed.

It is not the job of the Colleges to investigate allegations; this is the responsibility of the Authorities. However, essential information may help these investigations and details such as learner's name, address, and date of birth, family composition, and reason for referral should be recorded. The name of the person who initially received the disclosure and whether or not the parents/guardians of the learner are aware of the referral should also be included.

Advice and guidance can be obtained from the MASH team, or the Local Safeguarding Board.

Support from the Designated Safeguarding Team will be made available for staff dealing with safeguarding issues.

Professional Confidentiality

A member of staff must never agree with a learner to keep information confidential and where there is a safeguarding concern this must be reported to a member of the safeguarding team and may require further investigation by the appropriate authorities.

Staff will be informed of relevant information in respect of individual cases on a 'need to know basis' only. Any information shared with a member of staff in this way must be held confidentially by themselves.

Records and Monitoring

The Colleges maintain up to date and accurate records of any cause for concern in regards to their learners. There is also an indication of the status of each individual case and when it is deemed appropriate to pass this information to other agencies.

Members of staff receiving a disclosure of or noticing signs of abuse should use the College's safeguarding referral form (found on the safeguarding area of the portal) to record these concerns as accurately and as soon as they can. These forms should be passed to a member of the safeguarding team and will be kept securely in a confidential cabinet in the room used by the safeguarding officer. A confidential database accessible only by safeguarding team members is kept to update and monitor the college case load. This database also provides statistics that help to inform the nature of support and where extra resources may be needed by our learners.

Definitions

Abuse

Abuse is behaviour towards a person that either deliberately or unknowingly causes a person harm, or endangers their life or their human or civil rights. It can be passive, e.g. failing to take action to care for someone, or failing to raise the alert about abuse; or active, e.g. hitting, stealing or doing something that causes harm. Abuse can be a one-off or something that is repeated. Abuse can be, but is not limited to:

• Physical;
• Neglect or acts of omission e.g. being left in wet or soiled clothing, or malnutrition;
• Sexual;
• Financial;
• Psychological/emotional (including the use of text, social networks and email)
• Violation of rights e.g. preventing an individual speaking his/her thoughts and opinions
• Institutional e.g. failure to provide a choice of meals or failure to ensure privacy or dignity; or
• Discriminatory in nature e.g. racial, sexual or religious harassment.

In the case of vulnerable adults it may also include:

• physical abuse such as pushing, shaking, inappropriate restraint, force-feeding, forcible administration of medication, neglect or abandonment; and
• financial abuse such as exerting improper pressure to sign over money from pensions or savings etc.
• Exposure to extremist behaviours and attempts to radicalise

Peer on Peer Abuse

Staff should recognise that children and young people are capable of abusing their peers, should not be tolerated or passed off as "banter" or "part of growing up". Peer on peer abuse can manifest itself in many ways and not limited to:

• Bullying (including cyberbullying)
• Gender based violence/sexual assaults and youth produced sexual imagery (ypsi)

• Being subject to initiation/hazing type violence

Children and Young Persons/People

In terms of this policy, "child, children and young people" mean those under the age of 18 as Defined by The Children Act 1989. This policy applies to learners in this age group attending a further education course and young people aged 14 –16 who attend college as part of a school links course.

Learner

The term 'learner' for this policy covers all individuals who study within the Group or at any of the outreach/ community centres. The policy also covers those learners who are on placement as part of their course and school links learners. In addition it covers learners visiting the College or on tasters.

Looked after children

The most common reason for children becoming looked after is as a result of abuse and/or neglect. Governing bodies and proprietors should ensure that staff have the skills, knowledge and understanding necessary to keep looked after children safe.

Specified Place

The RNN Group has risked assessed its provision and has concluded that it qualifies as a "Specified Place" with the majority of its provision being provided to children. This assessment has been made based on two considerations. Firstly the definition of a child under the Education Act 2002 which states that a child is any person aged under the age of 18. Secondly the number of 16-18 FTE enrolments at the College. This second consideration will be reviewed on an annual basis to see if the College still meets the definition of a "Specified Place".

Vulnerable Adults

A vulnerable adult is a person aged 18 years or over who may be unable (permanently or temporarily) to take care of themselves or protect themselves from harm or from being exploited and may include a person who:

• is elderly and frail;
• has a mental illness including dementia;
• has a physical or sensory disability;
• has a learning disability;
• has a severe physical illness;
• is a substance misuser; and/or
• is homeless.

The child's wishes

Where there is a safeguarding concern the child or young person's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems are in place for children and young people to express their views and give feedback. Ultimately, all systems and processes operate with the best interests of the child and young person at their heart.

Further definitions can be found in Keeping Children Safe in Education

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf