

# Moorlands College

## Safeguarding Policy

In line with the College's moral and legal responsibilities to protect children and vulnerable adults<sup>1</sup> and its commitment to enable all students to succeed in and benefit from their studies,<sup>2</sup> the College seeks to be a safe environment for children and vulnerable adults in all its locations.<sup>3</sup> (Note that, for the purposes of Safeguarding, anybody under 18 years is defined as a child, and vulnerable adults includes both adults with serious learning disabilities and adults with mental health issues that put them at risk of harm.) The College does this by

- equipping staff and, where it is responsible for organising placements, students with the skills needed to keep children and vulnerable adults safe;<sup>4</sup>
- supporting staff who are working with those who have been abused or are particularly at risk of harm from themselves or others.<sup>5</sup>

To enable this, the College:

- appoints a senior member of staff as a Safeguarding Lead, who is appropriately trained and experienced;<sup>6</sup>
- recruits safely, ensuring the suitability of staff (including trustees), students and volunteers who work with children and vulnerable adults on behalf of the College;<sup>7</sup>
- ensures that anybody "whistle-blowing" is fully protected from any prejudicial actions.<sup>8</sup>

The Safeguarding Lead is responsible for

- the development and publication of procedures relating to safeguarding, and ensuring that they are followed;
- submitting an annual report to the Board of Trustees on safeguarding, including a brief description of the issues and how they were managed;

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<sup>1</sup> For relevant legislation see NSPCC, "Child Protection in England: Legislation, Policy and Guidance", 2016, accessed 25 August 2016, <https://www.nspcc.org.uk/preventing-abuse/child-protection-system/england/legislation-policy-guidance/>.

<sup>2</sup> QC Quality Expectation 2.

<sup>3</sup> QC Ena Quality Practices 1-3.

<sup>4</sup> QC Ena Quality Practice 1, Principles 1-2, 6.

<sup>5</sup> QC Ena Quality Practice 1.

<sup>6</sup> QC Ena Quality Practice 1, Principle 3.

<sup>7</sup> Using systems such as DBS. QC Ena Quality Practice 1, Principle 3.

<sup>8</sup> QC Ena, Principle 6.

- recording of concerns and notification of social services and/or police, when appropriate;
- relevant training of staff, students and volunteers, including on
  - safe practice,
  - signs of abuse,
  - the need to immediately refer any concerns about instances or threats of abuse or harm to self or others to the Safeguarding Lead of the College or of the relevant organisation. (Note that normal practices of confidentiality do not apply when a person is at risk of or has experienced abuse or harm from self or others.)

All information relating to safeguarding issues is handled in accordance with the College's Privacy Policy and the more widely published Privacy Notice. When a safeguarding issue is identified, only relevant staff members are informed. This always includes the Safeguarding Lead. For students, it will also include a personal tutor and may also include a second personal tutor, a chaplain, the Principal, the relevant Course Leader and/or Regional Centre Senior Tutors. For staff, it will include the Principal and line manager(s). Information about safeguarding issues will be held in secure, centralised record stores for the regular periods that student/staff records are kept.

The College requires staff, students and volunteers to act in accordance with the law and the College's policies at all times and particularly when dealing with children and vulnerable adults. In this context, staff should be aware that words and actions can be misinterpreted: good intentions are not enough; unwise words or actions can lead to significant problems.

The following practices are examples, not an exhaustive list, of how to behave in order to uphold this policy.

1. Be very careful about relationships that develop, e.g., it is illegal for a person in a position of power, e.g., an adult leader, to develop a romantic relationship with a seventeen-year-old in their youth group.
2. Never be completely alone with a child: there should be at least one other responsible adult in close proximity. (This applies even for such "ministry activities" as counselling and prayer.)
3. Whenever possible, conduct private conversations in open, visible public places.
4. Avoid banter that could be taken as sexually suggestive.
5. Avoid language that could be taken to ridicule the attributes or attractiveness of a child or vulnerable adult.
6. Do not initiate physical contact with children and vulnerable adults, even in "ministry situations". If physical contact is initiated by a child or vulnerable adult, respond very carefully.
7. If violence is threatened, seek assistance immediately. If violence is used, you may use reasonable force to defend yourself or a child or vulnerable adult.

8. Don't take responsibility for somebody's health and well-being onto yourself personally: if there is a risk of someone harming themselves or others, get help and closely follow protocols.
9. Do not allow your relationships with children or young people to be motivated or overly influenced by your own emotional needs. Watch the sharing of your own personal information; do not look to a child or vulnerable adult for support.
10. In residential settings, do not invade the privacy of a child or vulnerable adult. Do not share sleeping accommodation with children or vulnerable adults.
11. On social media,
  - a. use a clear and actual identity (and encourage the other person to do likewise);
  - b. do not sign off messages with a kiss ("x");
  - c. archive all interactions.

### Abbreviations

QC	QAA Quality Code
Standards Expectation	Expectation for Standards
Quality Expectation	Expectation for Quality
Quality Practice	Core Practice or Common Practice (numbered consecutively after Core Practices) relating to Expectations for Quality
Standards Practice	Core Practice or Common Practice (numbered consecutively after Core Practices) relating to Expectations for Standards
Principle	Guiding Principle
ARW	Advice and Guidance document, Admissions, Recruitment and Widening Access
Asm	Advice and Guidance document, Assessment
CCA	Advice and Guidance document, Concerns, Complaints and Appeals
D&D	Advice and Guidance document, Course Design and Development
Ena	Advice and Guidance document, Enabling Student Achievement
Ext	Advice and Guidance document, External Expertise
L&T	Advice and Guidance document, Learning and Teaching
M&E	Advice and Guidance document, Monitoring and Evaluation
Par	Advice and Guidance document, Partnerships
Eng	Advice and Guidance document, Student Engagement
WBL	Advice and Guidance document, Work-Based Learning