

Safeguarding Policy

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Issue No: 9

Review Date: 31/07/2025

Author: Maxine Thomas

Approver: Eva Rees

Scope and Application

Pembrokeshire College fully recognises the contribution it makes to Safeguarding.

It is fully committed to adhering to the Wales Safeguarding Procedures and Welsh Government's Keeping Learners Safe and related statutory guidance that have been endorsed by the CYSUR/CWMPAS Regional Safeguarding Board and Section 175 of the Education Act 2002, which requires the College's Corporation Board to have arrangements for exercising their function with a view to safeguarding and promoting the welfare of our learners by creating and maintaining a safe learning environment.

The College's Safeguarding Policy recognises the College's statutory duty to operate in a way that safeguards its learning community and to ensure that within the College setting and in related activities, safeguarding is recognised as 'everyone's business' and a core mandatory responsibility.

In working towards this aim, the College is committed to working with relevant Multi Agency partners to take all reasonably practical steps to ensure that the legal and pastoral duties owed to learners and staff in respect of safeguarding are discharged in accordance with current legislation and best practice.

All Colleges have a statutory duty to operate in a way that takes into account the need to safeguard and promote the well-being of children and adults at risk. The duties placed upon the College are set out in: the common law duty of care and the duty to report and the duty arising from the contract of employment. The College will comply with this statutory duty by ensuring: that all reasonable measures will be taken to minimize risks of harm to learners' well-being; and that appropriate actions are taken to address concerns about the well-being of our learners, working to agreed policies and procedures in full partnership with other local agencies.

This Policy applies to all learners, staff and volunteers in the College and Governors of the Corporation Board. It is acknowledged that all can be the first point of disclosure or notification of a safeguarding concern.

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Safeguarding Policy

1. Introduction

1.1 Pembroke College fully recognises the contribution it makes to Safeguarding the whole College and its work-based learning community. There are four main elements to our Safeguarding Policy:

- Prevention through the culture, teaching, training, and pastoral support offered to College learners and staff;
- Procedures for identifying and reporting cases, or suspected cases, of abuse. (Because of College staffs' contact with learners, they are well placed to observe the outward signs of abuse);
- Support to learners and staff who may have been abused; and
- Safe recruitment of staff and volunteers.

The College's safeguarding policy applies to all Corporation Board members, College staff and volunteers working in the College.

2. Roles and Responsibilities

Roles and responsibilities associated with the Safeguarding Policy are outlined in the table below:

Role	Responsibilities
Designated Senior Person/Lead Safeguarding and Learner Well-being – Maxine Thomas	<ul style="list-style-type: none"> ➤ Designated Senior Person (DSP) responsible for Safeguarding as defined by the Keeping Learners Safe Guidance document no:283/2022.
Designated Deputies: <ul style="list-style-type: none"> • Safeguarding Officers – • Orlaith Brennan • Peter Henton • Alan Millichip 	<ul style="list-style-type: none"> ➤ Act in the absence of the DSP – this would also include the College's Safeguarding Panel who will provide out of hours cover in the absence of the DSP.
Designated Safeguarding Governor – Designated Governor (Safeguarding) for the Corporation Board <ul style="list-style-type: none"> • Edna Davies 	<ul style="list-style-type: none"> ➤ To be the Responsible Governor for Safeguarding as defined by the Keeping Learners Safe Guidance document no:283/2022.

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Director of Learner Journey	➤ Leadership Team member to whom the DSP directly reports.
Safeguarding Panel – Principal, Assistant Principals, Director of Learner Journey, and the DSP. In attendance the Designated Safeguarding Governor to the Corporation Board & the Safeguarding Co-ordinator.	➤ Meets monthly to oversee the strategic management of safeguarding within the College setting. It is also the lead incident team for the death of a learner or other serious safeguarding matters. An operational report on current issues is provided by the Safeguarding Co-ordinator at the meeting.
ALN and Inclusion Lead	➤ To provide support and guidance where the learner involved has ALN and where appropriate make contact with the next of kin. Responsible for the College's compliance with the EDI policy and the Equality Act.
Head of MIS/Computer Services Learning Technologies Manager	➤ Responsible for the Acceptable Use of IT policy.
Aspire	➤ Promotion and recording of Safeguarding training for all staff. Ensuring that all staff are current within a 2-year period and complete the Safeguarding Modules written for the FE sector and complete the Home Office prevent training.
Behaviour Coach	➤ Will support the day-to-day cover of the Safeguarding Office.
Health & Well-being Officers for Learners and Staff	➤ Will support the work of the Safeguarding team and support learners/staff with mental health and well-being issues.
HR & Pay roll Manager	➤ Will work with the DSP when allegations are made under Section 5 of the Wales Safeguarding Procedures or discuss any low-level concerns that arise.

3. Scope and Purpose

3.1 The College will ensure that through this Policy, all staff, via the delivery of the Local Operational Groups (LOGs) and the CYSUR/CWMPAS Mid & West Wales Regional Safeguarding Boards accredited training, will be:

- Alert to potential indicators of abuse or neglect;

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- Aware and understand their personal responsibility;
 - Know the agreed local procedures and their duty to report;
 - Aware of the need to be vigilant in knowing how to support a learner or staff member who discloses abuse or neglect;
 - Able to contribute as necessary to all stages of the safeguarding process;
 - Aware of Prevent and the responsibility placed upon them and the College under the Prevent duty; and
 - Understand the role online behaviours may have in the above.

3.2 This Policy also defines the College's Safeguarding process/procedures, the role of the Designated Senior Person/Lead (DSP), the Safeguarding Governor, Information Sharing Protocols and multi-agency working. Holistic in its approach; it supports our delivery of best practice in safeguarding alongside the incorporation of 'signs of safety' as the safeguarding tool of practice. The College will annually review this policy and is committed to following the Wales Safeguarding Procedures and the accompanied, All Wales Practice Guides, the Keeping Learners Safe renewed guidance 283/2022 any new guidance received from Welsh Government or the CYSUR/ CWMPAS Mid and West Wales Regional Safeguarding Board. In reporting concerns the College will adhere to the Mid & West Wales Regional Safeguarding Board's document 'The Right Help at the Right Time.' College staff will also adhere to the College's Professional Duties Policy and the EWC Code of Professional Conduct.

3.3 The purpose of this Policy is to:

- Raise the awareness of all staff for the need to safeguard learners and of their responsibilities in identifying concerns and their duty to report.
- Provide a framework to support staff in identifying concerns that a learner may be suffering or at risk of suffering harm or abuse thereby enabling them to report those concerns immediately.
- Promote and maintain a safe learning environment where learners are safe, secure, and listened to, this includes in College activity, online learning, and remote support.
- Promote an environment where learners and staff treat each other with mutual respect and develop positive relationships that are built on trust.
- Ensure that the College's Corporation Board has a designated board member who is responsible for safeguarding.
- Enable and support good levels of communication between staff to ensure that relevant information about learners is disseminated and shared with appropriate staff on a 'need to know' basis using the 'signs of safety' methodology.
- Ensure that the designated member of staff for safeguarding and their deputies have undertaken suitable and appropriate training and that this training is updated regularly (including the FE KLS modules available on Hwb) and to ensure that all other staff receive refresher safeguarding training by completing the FE

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Safeguarding modules, at least every two years and are updated on a termly basis by the DSP of any changes in procedures or guidance via Faculty briefings.

- Provide online training for externally/internally based College staff and ensure awareness of the College's information sharing and Data Protection Policy and guidance.
- Develop and promote effective working relationships with partner agencies.
- Provide a systematic means of monitoring learners who are thought to be at risk of harm, or who are subject to care support and protection plans/multi-agency interventions.
- Provide structured procedures within the College that will be followed by all staff where there are concerns about a learner who is potentially deemed to be 'at risk.'
- Ensure that all adults working with learners in the College community have undergone appropriate safer recruitment vetting and checks as to their suitability to work with learners and to be engaged in regulated activity.
- Prevent unsuitable people from working with children, young people, and adults at risk.
- Promote safe practice and challenge poor and unsafe practice.
- Have a robust system for risk assessment ensuring the safety of learners whilst off site on educational visits.
- Contribute to effective partnership working between all those involved in providing services for College learners and their families.
- Ensure, site security in and around the College including the admittance of visitors and compliance with safeguarding regulations.
- Ensure that procedures are followed where an allegation is made against a member of staff or volunteer in accordance with Part 5 of the Wales Safeguarding procedures and the 'Managing Allegations Guidance' and the 'Keeping Learners Safe Guidance' 283/2022.
- Support the development of young people and adults at risk, in ways that will foster security, confidence, independence and their empowerment to raise concerns. This will be promoted through the curriculum, the tutorial programme, enrichment activities, the Learner Voice Strategy, and the Race Equality Plan.
- Promote and protect learners and young people's rights and those of adults at risk and embed them within the culture of the College.

4. Legislation and Procedures

- 4.1 The key aims that surround this Policy are stated in Safeguarding legislation, most notably: The Social Services and Well-being (Wales) Act 2014. Wales Safeguarding Procedures and their accompanied All Wales Practice Guides, EWC Professional Code of Conduct and Keeping Learners Safe (283/2022) and the policies and procedures of the CYSUR/ CWMPAS Mid and West Wales Regional Safeguarding Boards. The Well-being of Future Generations (Wales) Act 2015 (where the College should maintain an emphasis on prevention, in terms of early intervention, with a view to reducing the risks children are exposed to and

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subsequent difficulties in later life. Exposure to adverse childhood experiences (ACEs) is associated with poorer health and well-being outcomes) and the Equality Act 2010 and the College's Strategic Equality Plan. The United Nations Convention on the Rights of the Child (UNCRC), the Rights of Children and Young Persons (Wales) Measure 2011 and the Additional Learning Needs Education Tribunal (Wales) Act 2018 and the ALN Code 2021. In adhering to legislative procedures, the College will:

- Ensure that it has a designated senior person (DSP) for safeguarding and prevent, who has undertaken appropriate training. For the College and as the lead provider for B-wbl, this will be the Designated Senior Person/Lead for Safeguarding and Learner Well-being. This is Maxine Thomas
- Recognise the role of the DSP and ensure that this is communicated to all staff, learners, governors, parents and wider members of the College community and B-wbl Consortium.
- Appoint a designated Governor for safeguarding.
- Review safeguarding arrangements via the monthly Safeguarding Panel meeting chaired by the principal, or their designated deputy which in relation to safeguarding would be the Director of Learner Journey, as necessary.
- Via the DSP, audit safeguarding processes and procedures on a regular basis, including host family and international arrangements, ensuring compliance with CIW and British Council regulations and Welsh Government Guidance for the National Minimum Standards for the Accommodation of Learners under the age 18.
- Ensure that in the absence of the DSP there are named deputies for safeguarding. These are two named deputy safeguarding officers and the College's safeguarding panel (Page 4).
- The College Safeguarding information will be kept up to date on the College's Web page.
- Ensure that all members of the College and the BWBL Consortium are safeguarding trained and that this training is recorded appropriately by Aspire and Bwbl respectively. The DSP will be trained to the appropriate standard as required by the CYSUR/CWMPAS Mid and West Wales Regional Safeguarding Board and Keeping Learners Safe.
- Ensure that refresher training is provided and continually accessible for staff who are required to update their training every 2 years. Staff from July 2023 will receive training using the Welsh Government Keeping Learners Safe modules for FE & WBL staff, (which were developed by Pembrokehire College and Coleg Sir Gar/Coleg Ceredigion).
- Ensure that members of staff are aware of the need to be alert to the signs of abuse and know how to respond to a learner who may disclose abuse.
- Ensure that parents or carers have an understanding of the responsibility placed on the College by information disclosed to them on enrolment and that they are aware through the College website that the College is an Encompass College.

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- Via the DSP, provide training for all staff so that they know their personal responsibility in accordance with the EWC Code of Conduct, agreed local procedures, the need for vigilance in identifying cases of abuse and how to refer and support a learner who discloses abuse.
- The Safeguarding Co-ordinator will notify the appropriate agencies if a learner on a protection plan is excluded either for a fixed term or permanently, or if there is an unexplained absence of a learner on a protection plan of more than two days duration from the College (or one day following a weekend). If there is an unexplained absence of a learner with a child in need care and support plan.
- The DSP, will on behalf of the College work to develop effective links with relevant agencies and co-operate as required with their enquiries regarding safeguarding matters including attendance and submission of reports for SUSR Panels, Initial review and child/adult care support and protection conferences, participation in core groups, pathway plan reviews and where appropriate or deem it necessary convene a professional strategy meeting.
- The safeguarding team will keep written records and chronologies of concerns about learners (noting the date, event and action taken).
- The safeguarding team will ensure that all records are kept in compliance with GDPR
- Ensure that recruitment and selection procedures are made in accordance with the Welsh Government Guidance 'Keeping Learners Safe, Guidance Document .
- Manage allegations against staff members in compliance with legislative guidance (Wales Safeguarding Procedures – Section 5) and EWC Professional Standards and Code of Conduct and the Welsh Government's Handling Allegations Guidance (currently being updated and will be published in 2025).
- The DSP will be the College's representative on any Child/Adult Practice Concise/ Extended Review Panels, Domestic Homicide Reviews or Multi Agency Professional Forums (SUSR), where the College is required to be involved. They are also responsible for the completion of actions arising from published reviews. The College's compliance in this regard will be formally minuted through the ALC committee and in the termly safeguarding reports to the Corporation Board and will be in accordance with Working Together to Safeguard People: Volume 2 – Child Practice Reviews and Volume 3 Adult Practice Reviews and the SUSR guidance on publication. The DSP will also represent the College at Inquest hearings and Pre-Inquest reviews (when invited to do so) and prepare the College's submitted documentation.

5. Categories of Abuse

5.1 The following categories of abuse are recognised for the purposes of safeguarding:

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- **Domestic Abuse and Violence:** Is abusive behaviour taking place in a relationship as a way for one person in that relationship to gain or maintain control over another. It includes physical, sexual emotional, psychological, and financial abuse.
- **Neglect:** The Social Services and Well-being (Wales) Act 2014 has defined neglect as ‘a failure to meet a person’s basic physical, emotional, social or psychological needs, which is likely to result in an impairment of the person’s well-being (for example, an impairment of the person’s health or, in the case of a child, an impairment of the child’s development)’.
- **Physical abuse to a child:** Means deliberately hurting a child or young person. It includes physical restraint; such as being tied to a bed, locked in a room, inflicting burns, cutting, slapping, punching, kicking, biting, or choking, stabbing, or shooting, withholding food or medical attention, drugging, denying sleep, inflicting pain, hitting, shaking, or fabricating or inducing illness.
- **Physical abuse to an adult at risk:** This includes hitting, slapping, or misuse of medication, undue restraint, or inappropriate sanctions.
- **Peer on Peer Abuse:** Peer on peer abuse is more likely to include but may not be linked to: Bullying (including cyber bullying, prejudice based and discriminatory bullying). Abuse in intimate and personal relationships between peers (peer relationship abuse). Physical abuse. Physical harm (this may include an online element which facilitates threatens and or encourages physical abuse. Sexual violence, such as rape, assault by penetration and sexual assault;(this may include an online element which facilitates, threatens, and/or encourages sexual violence). Sexual harassment, such as sexual comments, remarks, jokes, and online sexual harassment, which may be stand alone or part of a broader pattern of abuse. Causing someone to engage in sexual activity without consent. Consensual and non-consensual sharing of nude and semi-nude images and /or videos (also known as sexting or youth produced sexual imagery. Upskirting, which typically involves taking a picture under a person’s clothing without their permission. Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse, or humiliation used as a way of initiating a person into a group and may also include an online element).
- **Sexual Abuse to an Adult at Risk:** This includes rape and sexual assault or sexual acts to which the adult has not or could not consent and/or was pressured into consenting.
- **Sexual Abuse to a child:** There are 2 different types of child sexual abuse. These are contact abuse and non-contact abuse. Contact abuse involves touching activities where an abuser makes physical contact with a child, including penetration. Non-contact abuse involves non touching activities, such as grooming, exploitation, persuading children to perform sexual acts over the internet and flashing.
- **Sexual Exploitation:** Is the coercion or manipulation of children or adults at risk into taking part in sexual activities. It is a form of sexual abuse involving an

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exchange of some form of payment which can include money, mobile phones or other items, drugs, alcohol, place to stay, 'protection' or affection.

- **Emotional Abuse:** Is the ongoing emotional maltreatment of a child. It is sometimes called psychological abuse and can seriously damage a child's emotional health and development. Emotional abuse can involve deliberately trying to scare or humiliate a child or isolating or ignoring them. Children who are emotionally abused are often suffering another type of abuse or neglect at the same time.
- **Financial:** Includes theft, fraud, pressure about money, misuse of money.
- **Modern Slavery:** Describes forced labour practices with the perpetrator – the slave master trapping and controlling the victim. The most common form of modern slavery is sexual exploitation.
- **Psychological Abuse:** Threats of harm or abandonment, coercive control, humiliation, verbal or racial abuse, isolation or withdrawal from services or support networks, witnessing abuse of others.
- **Trafficking:** Child trafficking describes the recruitment, transportation, transfer, harbouring or receipt of a child which includes an element of movement from one place to another. The child may be suffering abuse through sexual exploitation, criminal exploitation, forced labour, domestic servitude, slavery financial exploitation, illegal adoption, or removal of organs. It occurs to those up to the age of 18 years old. Adult trafficking describes the recruitment, transportation, transfer, harbouring, or receipt, of an adult at risk which includes an element of movement from one place to another.
- **VAWDASV:** Violence against women, domestic abuse, and sexual violence (VAWDASV) this includes female genital mutilation.

5.2 All College staff will be made aware through their safeguarding training and College induction and through staff development of the indicators that give rise to the suspicion of abuse. In the event of concerns or suspicions of abuse arising, the College's Safeguarding Policy and Procedures will be enacted immediately. All staff have a **duty** to report in compliance with the Wales Safeguarding Procedures.

5.3 The DSP will always refer to the Designated Local Authority Manager responsible for Managing Allegations against Professionals, Child Care Assessment team (CCAT), Protection Vulnerable Persons Unit (PVPU) and Adult Protection Team (APT) for advice where necessary. The LA safeguarding education lead is Cara Huggins. Martin Reynolds is the senior safeguarding manager responsible when allegations and concerns are raised against professionals.

6. The Role of the Designated Senior Person/ Lead for Safeguarding (DSP)

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- 6.1 The DSP has lead responsibility for managing all safeguarding concerns. The DSP will know how to recognise and identify the signs of abuse and neglect and know when it is appropriate to make a referral to the relevant Agencies. For the College and the B-wbl consortium, the lead is the College's Designated Senior Person for Safeguarding and Learner Well-being. A Multi Agency Referral Form (MARF- child/adult), which is attached as Appendix A, will be completed.
- 6.2 The DSP will also provide advice and support to staff and liaise with the LOGs and work with the other agencies as necessary and provide guidance on all matters of protection, Prevent and safeguarding within the College. They will also act as the safeguarding lead for the B-wbl Consortium. The Designated Senior Person for Safeguarding and Learner Well-being can be contacted on 07989 430703 or on 01437 753245.
- 6.3 Staff must report any concerns to the DSP or their deputies via EBS or the safe@pembrokeshire.ac.uk email. Supervisory sessions will be held by the DSP with staff as they feel appropriate.
- 6.4 The College's Designated Senior Person for Safeguarding and Learner Well-being is responsible as the DSP for:
- All management and delivery of safeguarding practices, processes, and procedures.
 - Ensuring that there is a system for monitoring and recording concerns about learners at an early stage that is implemented across the College and adhered to by all staff.
 - Taking responsibility for the College's and B-wbl Safeguarding Policy, processes, procedures, and professional development working with other agencies and reviewing these on an annual basis.
 - Deliver induction and refresher training on safeguarding matters, including other agencies where appropriate.
 - Lead on inter-agency working for the College.
 - To ensure that the safeguarding panel are informed of all safeguarding issues and practices, ensuring the delivery of best practice.
 - To liaise with the designated College Governor on safeguarding matters in order that they can provide assurance to the Corporation Board of compliance with procedures. In accordance with good practice, the DSP will present the annual safeguarding report together with the Designated College Governor and the Director of Learner Journey during the Autumn term.
 - To provide staff with annual briefings about safeguarding matters and update on local procedures. This will be undertaken through Faculty briefings on a termly basis as a minimum.
 - Managing child/adult protection concerns and making referrals to the appropriate Agencies, the Pit Stop (currently being piloted), the DLAOFMA, CCAT, AP and PVPU where necessary.

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- Attending and providing reports to strategy meetings, IPCs and Core Groups. To be involved in YPLA reviews, Pathway Plans and Care and Support Plan Reviews, where appropriate, initiate professional strategy and professionals' meetings.
- Monitor the attendance and progress of learners who are the subject of protection plans and oversee the implementation of the College's part of the actions.
- Inform the relevant agency of any proposed change of circumstance of a learner who is subject to a Care and Support Protection Plan or who is absent from the College without reasonable justification.
- Ensuring that relevant information about learners is shared with staff on a 'need to know' basis via 'Signs of Safety' meetings.
- Ensure that the 'Signs of Safety' framework is embedded across the College and integrated into professional practice.
- Maintain accurate safeguarding records that are held securely and confidentially.
- Ensuring that all staff are aware of the need to record concerns about learners and enable them to do this as part of a College-wide process.
- Ensuring that learners, parents, and carers have access to the College's Safeguarding Policy and Procedures.
- Represent the College on the Single Unified Reviews Panels (SUSR), LOGs (the College's DSP is the Co-Chair of the LOGs), the two Mace panels, Channel, PRUDiCs, MARAC and MAPPa and the sub-groups and Board of the CYSUR/ CWMPAS Mid and West Wales Regional Safeguarding Board and build relationships with other agencies as necessary and keep the Principal and Director of Learner Journey informed of any safeguarding issues.
- Represent the FE Sector on the Welsh Government Safeguarding Education Group (SEG), as the Co-chair, disseminating information to the wider FE sector through the Coleg au Cymru Learner Experience Group and the DSP leads group of the Bwbl Consortium.
- Manage Care Support and Protection plans for learners who are at risk of harm to themselves in co-operation with Multi Agency partners (Risky Behaviour Plans). To oversee and monitor compliance with CIW and Welsh Government standards on the accommodation of international learners, educational visits, and safeguarding.
- To be a lead practitioner for 'Signs of Safety' and take responsibility for the College's safeguarding and child/adult protection practice, policy, procedures and professional development and work with other agencies as necessary and the College's Designated Governor. They must also work with the College's HR team in regard to the relevance to safeguarding in their policies and undertake a lead role in any College investigations into Safeguarding matters or concerns. Other relevant policies for which the DSP will take a lead/ or be consulted upon akin to safeguarding are:

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Attendance	Anti-bullying	Disciplinary
Physical Intervention and Restraint	Online Safety	Prevent – and the Prevention of radicalisation
HR policies including Professional Code of Conduct (EWC) and Recruitment and Selection Management of Low Levels Concerns Policy Part 5 Initial Risk Assessment	Fitness to Study and Extenuating Circumstances. (including Admissions to, HE and UCAS) Positive Behaviour Policy	Health & Well-being Strategy and TRACES including the University & College Health Standards and the associated toolkits for safeguarding and Trace.

7. The College's Designated Governor

- 7.1 The role of the Designated College Governor is to be assured via the College's Safeguarding Panel that effective policies, processes, and procedures are in place for safeguarding learners in compliance with relevant guidance and local agency procedures and that they are reviewed on an annual basis and to report this to the Board. In compliance with the best practice guidance of Keeping Learner's Safe guidance, this will be undertaken jointly with the DSP and will be supported by the Director of Learner Journey.
- 7.2 The College's Designated Governor is responsible for overseeing the liaison between agencies as defined by the LOG in connection with allegations against the Principal, Director of Learner Journey, or the DSP.
- 7.3 Ensures that members of the Corporation's Board undertake relevant safeguarding training within the first term of starting their role, and that members of the Corporation Board complete annual refresher training either delivered by the DSP or by the completion online of the FE Safeguarding modules for Board members, to ensure a basic and consistent level of awareness.
- 7.4 The College's Designated Governor alongside the College's Corporation Board will undertake Safeguarding training delivered by the DSP.
- 7.5 All members of the Corporation Board are responsible for ensuring the College's policies and procedures meet statutory requirements and all members of the Corporation Board know what to do if they have a safeguarding concern.

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8. The College's Safeguarding Panel

8.1 The College Safeguarding Panel is chaired by the Principal or in their absence the Director of Learner Journey. Its members are:

- Designated Safeguarding Member of the Corporation Board (Designated Governor for Safeguarding)
- The Principal
- The Assistant Principals
- Director of Learner Journey
- Director of BWBL Consortium
- Designated Senior Person for Safeguarding and Learner Well-being (DSP)
- Safeguarding Co-ordinator

8.2 The Panel meets on a monthly basis, in addition to meeting to consider or confirm appropriate actions concerning serious safeguarding matters/cases, as they occur. This Panel will report to the Designated Safeguarding Governor who will attend the Panel on a regular basis.

8.3 This Panel will also be required to meet to receive briefings by partner designated senior safeguarding leads as and when required.

8.4 All Panel members will be required to undertake safeguarding training. The DSP and Human Resources & Payroll Manager will attend professional strategy meetings where an allegation is raised against a staff member in accordance with Section 5 of the Wales Safeguarding Procedures.

9. Safeguarding Training

9.1 The College recognises that the DSP and their deputies must have regular training to meet the requirements of their role. They will require a higher level of training than other staff and will include more specialist training in different types of abuse and the skills required to respond so that they have a good understanding of current issues and skills.

9.2 The DSP should also receive prompt training in inter-agency procedures that enables them to work in partnership with other agencies and gives them the knowledge and the skills needed to fulfil their responsibilities. They should also undertake refresher training to keep their knowledge and skills updated.

9.3 It is the role of the DSP, working with the Director of Learner Journey, HR Manager and Aspire to ensure that all staff and volunteers:

- 9.3.1 Have access to and understand the College's safeguarding policy;
- 9.3.2 Have induction and refresher training covering safeguarding (refresher training will be every two years);

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- 9.3.3 Understand the causes of abuse, neglect, and other kinds of harm;
 - 9.3.4 Know how to recognise the signs and indicators of abuse, neglect, and other kinds of harm;
 - 9.3.5 Know how to respond effectively when they have concerns;
 - 9.3.6 Know how to respond to a disclosure appropriately;
 - 9.3.7 Know how to communicate effectively with College learners including skills such as empathy; and
 - 9.3.8 Know that they have a responsibility to report any concerns immediately.
- 9.4 Aspire must keep a record of all staff training including the dates, details of the provider and a record of staff attendance.
- 9.5 All staff should attend refresher training within 2 years. Training must include online safety and with developments occurring in this area, this must be renewed regularly.

10. Bullying

- 10.1 The College's Anti-Bullying policy is a separate document but is discharged in accordance with this Policy and is reviewed by the College's Safeguarding Panel.
- 10.2 The DSP for Safeguarding and Well-being is the responsible person for ensuring that anti-bullying strategies are in place and for the management of concerns, in compliance with Welsh Government Guidance 'Rights, Respect, Equality.'
- 10.3 The College will:
- 10.3.1 Take a proactive and holistic approach to bullying;
 - 10.3.2 Have an anti-bullying policy linking to the Positive Behaviour and Safeguarding Policies;
 - 10.3.3 Record and monitor incidents of bullying to help to take proactive steps to challenge bullying; and
 - 10.3.4 Regularly review the anti-bullying policies and strategies in collaboration with the Safeguardians annually, or as there is learning from case work.

11. Peer-on-Peer Abuse and Harmful Sexual Behaviour

- 11.1 All College staff should understand and recognise the risks of peer-on-peer abuse and harmful sexual behaviour.
- 11.2 The College's Safeguarding team should have a good understanding of harmful sexual behaviour, and this should be part of their training. The All-Wales Practice Guide on Safeguarding children where there are concerns about harmful sexual behaviour will be referred to in matters of this nature.

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- 11.3 The College has a zero-tolerance approach to abuse and it should never be passed off as 'banter', or 'just having a laugh,' or 'as part of growing up,' or 'boys will be boys.' All peer-on-peer abuse is unacceptable and will be taken seriously.
 - 11.4 Peer-on-Peer abuse must be a key topic delivered through the College's Tutorial Programme and will remain a pivotal area of staff development and awareness.
 - 11.5 The College will implement the actions of the 2023 Estyn Thematic Report on Peer-on-Peer Abuse and will also implement the Peer-on-Peer Sexual Harassment in education settings: action plan published in 2024 to prevent and respond to peer-on-peer sexual harassment in education settings.

12. Hate Crime

- 12.1 The College will work in accordance with the 'Tackling Incidents: A framework for Action' and will be supported in tackling issues of hate crime in liaison with the partnerships Chief Inspector of Dyfed Powys Police.

13. Physical Intervention and Restraint

- 13.1 The College will act in accordance with the Welsh Government guidance 'Safe and effective intervention: use of reasonable force and searching for weapons' (097/2013) (<http://gov.wales/docs/dcells/publications/130315safe-effective-en.pdf>).
- 13.2 There is no legal definition of when it is reasonable to use force. That will always depend on the precise circumstances of individual cases. To be judged lawful, the force used would need to be in proportion to the consequences it is intended to prevent. The degree of force used should be the minimum needed to achieve the desired result. Use of force could not be justified to prevent trivial misbehaviour.
- 13.3 The Education Workforce Council (EWC) has a Guide to Good practice with 'appropriate touch, handling and restraint', that aims to help increase awareness of handling and restraint in professional practice. This should be read in conjunction with the EWC Code of Conduct and Practice.
- 13.4 Section 93 of the Education and Inspections Act 2006 enables College staff (including support staff, non-teaching, and voluntary staff) to use such force as is reasonable in the circumstances to prevent a learner from:
 - Committing an offence.
 - Causing injury to any person (including themselves) or damage to any property.
 - Prejudicing the maintenance of good order and discipline at the College.

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- 13.5 This includes when a learner is not on college premises e.g. on college visits. Section 45 of the Violent Crime Reduction Act 2006 gives Principals and authorised staff the right to search learners for weapons without their consent, where they have reasonable cause to think that they are carrying a weapon. The Police will always be contacted where the College has a concern.

14. Substance Misuse

- 14.1 The College through the Youth Service, will provide personal support for College learners who wish to discuss any issues with regards to substance misuse, with an independent adviser.
- 14.2 The College in its support material will also promote access to the Wales Drug and Alcohol Helpline, DAN 24/7. This helpline will assist individuals, their families, carers and support workers within the drug and alcohol field to access appropriate local and regional services.

15. Young People Looked After (YPLA) / Learners under 18 Living Independently or Without Support

- 15.1 The College's DSP will have lead responsibility for promoting educational achievement for learners who are care experienced.
- 15.2 The College has a designated Safeguarding Co-ordinator, who is responsible for the College's YPLA. They will in their role raise any concerns with the DSP if anyone who is looked after, is at risk of abuse, neglect, or other kinds of harm.
- 15.3 College staff must report to the safeguarding team any learners who are living alone or who are without parental or carer support.

16. Young Carers

- 16.1 In many families, learners contribute to family care and well-being as part of normal family life. A young carer is a child who is responsible for caring on a regular basis for an adult or sibling who has an illness or disability.
- 16.2 Caring responsibilities can impact upon a learner's studies. Any carers should be notified to the Designated Safeguarding Co-ordinator for young carers. They will complete a carers assessment in compliance with the Quality Standards and assessment frameworks.

17. Trafficked and Exploited Learners

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- 17.1 A trafficked learner is one who is coerced or deceived by the adult who brings them into the Country. Trafficked learners are denied their human rights and are forced into exploitation e.g. domestic servitude, forced marriage, sexual exploitation, and drug related activity.
 - 17.2 Learners may appear to submit willingly through fear for themselves or their family, because their parents have agreed to the situation or because of bribes.
 - 17.3 Recognition of trafficked and exploited learners will normally rely on a combination of general signs of abuse and neglect and issues concerned with the learner's immigration status. These learners may not be in possession of their own travel documents, be excessively afraid of being deported, be in possession of false papers, being cared for by an adult who is not their parent, presenting with a history of missing links and unexplained moves.
 - 17.4 College staff should make a referral to the DSP or the Safeguarding Officers, if they suspect a learner has been trafficked.

18. Domestic Abuse, Gender Based Violence, Sexual Violence and Harmful Cultural Practices

- 18.1 A 'forced' marriage is distinct from a consensual 'arranged' marriage because it is without the valid consent of both parties and where duress is a factor. A learner who is forced into marriage is at risk of significant harm through physical, sexual, and emotional abuse. Information about a forced marriage may come from the learner himself or herself, or the learner's peer group, a relative or member of the learner's local community or from another professional.
- 18.2 Forced marriage may also become apparent when other family issues are addressed, e.g. domestic violence, self-harm, child abuse or neglect, family/young person conflict, a learner absent from College or a missing/runaway. Forced marriage may involve the learner being taken out of the country for the ceremony, is likely to involve non-consensual and or under-age sex and refusal to go through with a forced marriage has sometimes been linked to 'honour killing.' Young men as well as women are victims of forced marriage.
- 18.3 Honour based violence is an ancient cultural tradition that encourages violence towards family members who are considered to have dishonoured their family. It is rooted in domestic violence and is often a conspiracy of family members and associates meaning victims are a risk from their parents and families.
- 18.4 College staff should respond to suspicions of a forced marriage or honour-based violence by making an immediate referral to the DSP or Safeguarding Officers. College staff should

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not treat any allegations of forced marriage or honour-based violence as a domestic issue and send the learner back to the family home. It is not unusual for families to deny that forced marriage is intended, and once aware of professional concern, they may move the learner and bring forward both travel arrangements and the marriage. For this reason, staff should not approach the family or family friends, or attempt to mediate between the learner and family, as this will alert them to agency involvement. Referrals should always be made to the DSP or the Safeguarding Officers.

- 18.5 It is illegal in the UK to subject a child to female genital mutilation (FGM) or to take a child abroad or aid or abet someone to take a child out of the country to undergo the procedure – Female Genital Mutilation Act 2003. Despite the harm it causes, FGM practising communities consider it acceptable to protect their cultural identity. The age at which girls are subject to FGM varies greatly from shortly after birth to any time up to adulthood. The average age is thought to be 6 - 12 years but it is also thought that the age at which girls are mutilated is dropping.
- 18.6 It is illegal in the UK to subject a child to female genital mutilation (FGM) or to take a child abroad or aid or abet someone to take a child out of the country to undergo the procedure – Female Genital Mutilation Act 2003. Despite the harm it causes, FGM practising communities consider it acceptable to protect their cultural identity. The age at which girls are subject to FGM varies greatly from shortly after birth to any time up to adulthood. The average age is thought to be 6 - 12 years but it is also thought that the age at which girls are mutilated is dropping.
- 18.7 Although the age of learners at the College is such that they are not necessarily in the 'high risk' category for FGM, a learner may disclose that she is at risk of FGM, has suffered FGM or that she has a sister or family member who is at risk of mutilation.
- 18.8 College staff should be alert to the following indicators:
- The family comes from a community that is known to practise FGM.
 - A learner make talk about a long holiday to a country where the practice is prevalent.
 - A learner may confide that she or a sister or family member is to have a 'special procedure' or to attend a special occasion.
 - A learner may request help from a staff member or other adult.
 - Any female learner born to a woman who has suffered FGM or has a sister or relative who has been subjected to FGM must be considered a potential risk.
- 18.9 Any information or concern about a learner or member of their family being at risk of FGM must be reported to the DSP as a matter of urgency.

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19. Operation Encompass / Endeavour

- 19.1 The College is an Operation Encompass/Endeavour College. Operation Encompass was created to support children experiencing Domestic Abuse through timely information sharing between the Police, the LA, and the College. Operation Endeavour is a received report of a young missing person, where there has been a misper occurrence.
- 19.2 The DSP is identified as the College's lead for Operation Encompass/ Endeavour matters, they have knowledge of domestic abuse, are Ask and Act trained.
- 19.3 Through Operation Encompass/Endeavour the College will help learners understand what is happening at home and support them within the College setting .
- 19.4 The information received by the College is shared with the appropriate staff leads working with a young person.
- 19.5 The Encompass Logo will be displayed on the College's website.

20. Suicide and Self Harm

- 20.1 The College will follow the Welsh Government Guidance and will implement the 'Talk to me Two' Strategy of Welsh Government and assist in the delivery of the local action plan.
- 20.2 The College will in all matters of this nature work with multi agency partners and implement its Death of a Learner procedure should the need arise. The College's DSP will lead on all matters of learners' deaths.
- 20.3 The College will also remain a member of the Pembrokeshire Bereavement Forum established by Paul Sartori.
- 20.4 The College's DSP will represent the College on the national, regional, and local suicide forums and ensure that the College plays its role in the delivery of the Suicide and Self- harm Prevention Strategy 2024-2034. They will continue to work with the national and regional forums to continue their support of Public Health Wales and serve as a member of the Suicide lead group.

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21. Child Sexual Exploitation & Child Criminal Exploitation (CCE)

- 21.1 Sexual exploitation, criminal exploitation of children and young people under 18 involves exploitative situations, contexts, and relationships where young people (or a third person or persons) receive something (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing and/or others performing on them sexual activities. This also includes county lines and other forms of criminal exploitation.
- 21.2 Child sexual exploitation can occur through the use of technology without the child's immediate recognition; for example, being persuaded to post sexual images on the internet/mobile phones without immediate payment or gain. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion, and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability.
- 21.3 Sexual exploitation may be organised or opportunistic. It may take place when a learner is groomed using technology or is encouraged to think that they are entering into a relationship. It may be linked to gang membership. Boys as well as girls are sexually exploited. Young people are vulnerable to sexual exploitation in many ways and the vigilance of staff is key in identifying possible signs or indicators. The Rochdale Serious Case Review into the sexual exploitation of a group of young people highlighted the importance of FE colleges in identifying and meeting the needs of vulnerable young people who might be at risk of this form of abuse.
- 21.4 Staff must be vigilant to any signs or concerns that a learner may be sexually or criminally exploited and report concerns as a matter of urgency to the DSP.
- 21.5 The College's DSP will represent the College on the Strategic and Operational MASCE groups.

22. Learners with Additional Learning Needs (ALN)

- 22.1 The College recognises that statistically learners with ALN, learning difficulties and disabilities are more vulnerable to abuse.
- 22.2 The College's Additional Learning Provision and Universal Learning Provision Offer outlines the support and resources provided for all College learners in compliance with the Additional Learning Needs Education Tribunal Wales Act 2018 and the ALN Code 2021. The

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College's Additional Learning Provision outlines the support and resources provided for learners with ALN, Learning Difficulties and Disabilities

23. Work-Based learning and Work Experience

23.1 The College as a work-based learning provider and lead for the Bwbl Consortium should seek to ensure that all learners are in a safe environment, including its learners who are learning with sub- contractors and/or consortium members. Such arrangements for which the College has responsibility should include:

- 23.1.1 The identification of learners aged under 18 who are at risk of abuse or harm;
- 23.1.2 Recruitment practices in place that reflect the obligation to safeguard learners;
- 23.1.3 That Bwbl providers should ensure their safeguarding practice is compliant with Keeping Learners Safe guidance;
- 23.1.4 That work experience opportunities provided are subject to consideration of appropriate guidance on safeguarding;
- 23.1.5 All consortium partners must have a designated safeguarding lead officer;
- 23.1.6 All consortium partners have training and support for all staff on safeguarding matters; and
- 23.1.7 All consortium partners ensure that appropriate arrangements for safeguarding are clearly documented and reviewed at least annually.

23.2 The College will ensure that in regard to work experience:

- Health and safety checks are undertaken prior to establishing work experience placements.
- Employers and providers are aware of, and are carrying out their responsibilities, in relation to safeguarding and ensure that providers have appropriate policies and procedures in place that are followed by all staff.
- College staff, volunteers, employers, and work placement providers are aware of the action to be taken and by whom, should a safeguarding issue be raised before, during or after the placement.
- The College Work Experience Officer is appropriately trained to carry out the health safety and work placement audit.

23.3 It is the responsibility of the College's sub-contracted partners DSPs to manage any concerns about their learners appropriately ensuring that there is good, effective, and timely communication, liaison and information sharing with the College's DSP as the Safeguarding Lead for the Consortium.

24. Keeping Learners and Staff Safe Online

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- 24.1 This is a key safeguarding priority for the College and promotes the safe and positive use of technology for the College's learners and staff.
- 24.2 The College has an 'Acceptable Use Policy for ICT and Social Media' and a 'Live Streaming Policy' (which references the Welsh Government Live Streaming Safeguarding Principles and Practice for Education Practitioners). The Head of IT and MIS Services has responsibility for monitoring the safe and appropriate use of E technology and any concerns about inappropriate use will be reported to the DSP for external referral. All staff must adhere to the Acceptable Use of IT Policy.
- 24.3 E Safety will be included within the WEST competency framework for digital literacy and the new tutorial framework.
- 24.4 The College will participate in Safer Internet Day, on an annual basis and provide resources and information for learners and staff.
- 24.5 The College will refer to 'The Sexting: Responding to Incidents' and Safeguarding Learners Guidance for Educational Settings in Wales to appropriately manage and respond to incidents involving the sharing of nude images. The guidance also refers to viewing, deleting and reporting images. Creating and sharing sexual images of under 18-year-old people is illegal. Sharing of images can expose young people to risks, including non-consensual sharing of images, embarrassment, bullying and increased vulnerability to blackmail and coercion or sexual exploitation.
- 24.6 The College will in all Online Safety matters follow the 'All Wales Practice Guide on Online Safety' if they identify concerns.

25. Death of a Learner

- 25.1 The College has a procedure that is followed when there is notification of a learner's death (Appendix C).
- 25.2 The DSP will lead on this procedure and liaise with other Agencies as appropriate, participating in the PRUDiC and Rapid Response meeting if the death is of a learner aged 18 or over.
- 25.3 The College DSP will prepare the necessary reports for PRUDiC, MAPFs, Rapid Review processes (England), CPRs, APRs, both concise and extended, DHRs and the new SUSR procedures.

26. Contest and Prevent

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- 26.1 The College will create a safe environment in which learners can understand and discuss sensitive topics, including terrorism and extremist ideas, and learn how to challenge these ideas. Through the tutorial and curriculum opportunities will be explored to challenge these topics and to promote the values of democracy, mutual respect and tolerance of different faiths and beliefs.
- 26.2 The Counter Terrorism and Security Act 2015 places a duty on the College and its work based learning providers to prevent people from being drawn into terrorism. All College staff are required to understand Prevent and the role they play in adhering to the Prevent Duty.
- 26.3 The College will on an annual basis review the self-assessment toolkit for Prevent, to ensure our compliance and action planning is current.
- 26.4 The College's Work based learning providers will complete the Safeguarding and Prevent Self-assessment toolkit (September 2019) as part of their compliance reporting.
- 26.5 The College's DSP is the College's SPoC (Single Point of Contact) to the Police, in their absence it will be a member of the Safeguarding team, or a Safeguarding Panel member.
- 26.6 Referrals will be made using a MARF and the Home Office Central Referral Form .
- 26.7 The College will in accordance with the 'Prevent Duty' ensure that the DSP through their role will:
- Represent the College on the local CONTEST and Prevent Boards.
 - Ensure the College is compliant with the Prevent Duty.
 - Liaise with the Dyfed Powys Police Counter Terrorism team.
 - Serve as a Channel Panel member.
 - Ensure College staff are aware of and work to the Safer Working Practice Guidance and lead the B-wbl Consortium to ensure partners are aware of the Prevent Duty and their role.
 - Support the Risk Management team to inform the College's risk register with regards to Prevent/safeguarding activity.
 - Facilitate through Aspire prevent training within this activity using the Home Office training.
Preventtraining@homeoffice.gov.uk
 - Share appropriately, information concerning learners at risk with appropriate agencies as part of the Channel Panel.
 - Review and update the use of the College Prayer room as required and ensure that safeguarding information is included in the booking of College rooms to external users.

27. Site Security

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- 27.1 All learners and staff should be able to feel safe when they are on the campus or travelling on College transport. All learners and staff will be required to wear their ID badge at all times and may not be allowed to enter the College or College transport without it.
- 27.2 Not wearing their lanyard and ID Badge will be a disciplinary matter and will be referred under the College's Positive Behaviour Policy.
- 27.3 Visitors to the College will be asked to register at the main reception and to wear their visitors badge at all times. Visitors should be met by staff members at Reception.

28. Information Sharing and Record Keeping

- 28.1 These are managed under this Policy by the DSP and are in place for all lead Agencies involved in safeguarding. The key Agencies where these apply are:
- Safeguarding Teams in the LAs.
 - Child Care Assessment Team (CCAT).
 - Adult Protection Team (APT).
 - Protecting Vulnerable Persons Unit (Dyfed Powys Police) (PVPU).
 - Contest/Prevent teams/(WECTU).
 - Personal Advisors.
 - Learning Disabilities Team.
- 28.2 Information sharing will comply with the Wales Safeguarding Procedures and Keeping Learners Safe in Education Guidance .
- 28.3 The Duty of Confidentiality is not absolute and may be breached where it is in the best interests of a learner and in the wider public interest. If it is judged that disclosure is necessary for protection from a risk of serious harm. When there is a need to share confidential information with the CCAT or Adult Protection and or the Police, the College will:
- Attempt to support the learner, to agree to a disclosure of information within a reasonable timescale;
 - Initially discuss the case with the Designated Senior Person for Safeguarding and Learner Well-being;
 - Inform the learner of the professional need to share information unless to do so, might put them at further risk; and
 - Any decision to share information will be appropriately documented.

29. Extended Services and Activities

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- 29.1 Where services are provided directly under the supervision of the College, the College's Safeguarding Policy and procedures will apply.
- 29.2 Where activities and services are provided separately, the College will seek assurances and evidence that the body concerned has appropriate safeguarding policies and procedures in place and that there are agreed arrangements with the College. Evidence of these procedures should be provided to the DSP.
- 29.3 The College will only work with providers that can demonstrate that they have effective safeguarding processes and procedures in place.
- 29.4 The College reserves the right to withdraw the permission for the hire of its premises where there are safeguarding concerns. There will be at any one time, a number of professionals delivering services to learners on behalf of the College in the community as well as on the College site. These professionals may be employed by partner or other Agencies.
- 29.5 All staff providing services to learners whether in the College or in the community on behalf of the College must adhere to the College's Safeguarding Policy.
- 29.6 Staff from the College and Agencies working with learners off-site will follow the referral procedures of their own agency and will inform the DSP at the College that they have made a safeguarding referral as a priority.
- 29.7 The College Youth Officer will work with College learners aged between 11 and 25 and will offer their services in a variety of settings. As a member of the LA's service the Officer will in all cases apply the Wales Safeguarding Procedures, alongside the College's specific organisational guidance and procedures that are in place.

30. Support for Learners

- 30.1 The College recognises that learners who are at risk, suffer abuse, or witness violence may be deeply affected by this.
- 30.2 The College may be the only stable, secure, reliable, and predictable element in the lives of learners at risk. Nevertheless, when at College their behaviour may be challenging and defiant. The College through its tutorial and support services will endeavour to support learners through:
- The content of the tutorial and curriculum, to encourage self-esteem, resilience, and self-motivation.
 - A culture and ethos which is a positive, supportive and a secure environment, which will give learners a sense of feeling valued and respected.
 - Having a fair disciplinary process that does not damage a learner's sense of self-worth.
 - Sharing information appropriately at all points of transition.

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- Providing one to one counselling support and referral to other specialist agencies/services as is necessary. A 24/7, 365 day per year wrap around service is provided through 'Together All'.

30.3 In line with the core aims to 'help learners to achieve more' and to be a Trauma Informed College; the College will promote the many areas that support learners to be successful and feel confident in terms of their:

- Physical and mental health and emotional well-being.
- Protection from harm, neglect, and poverty.
- Education training and active well-being.
- Contribution to society and the well-being of future generations.
- Social and economic Well-being.
- Promotion of Community Cohesion.

30.4 Safeguarding is promoted through the College culture, induction, tutorials, enrichment activities and the curriculum, and is recognised to be everyone's business. Learners are encouraged to recognise their own responsibilities in safeguarding themselves and others. Guidance and support for learners is available through a range of support services including the Safeguarding Officers, College Counsellors, Learning Support Team, Learning/Pastoral Coaches, Financial Support Advisers, Health & Well-being Officer for learners, Work Experience Officers, and Youth Officer.

31. Hospitalisation

31.1 Learners aged under 18 who are taken to hospital must be accompanied by a member of staff. The DSP or a member of the Safeguarding team must make contact with the next of kin to make them aware of the situation. It is expected that a member of staff will accompany the learner in an ambulance and remain at the hospital until the next of kin arrives.

31.2 As a rule, the learner will be accompanied to the hospital and the staff member will remain at the hospital until the next of kin arrives unless the discussion with the parent concludes otherwise.

31.3 Where the learner is over 18 and is an 'adult at risk' the member of staff must also contact the Well-being Hwb who will liaise with the Head of Inclusion or the DSP. They will make direct contact with the next of kin to make them aware of the situation.

31.4 Where the learner has ALN, the member of staff must make contact with the Learning Support and Equality Manager, the Curriculum Area Manager for ILS, or the ALENCO or the DSP and they will make direct contact with the next of kin to make them aware of the situation.

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31.5 It is expected that the member of staff will accompany the learner to the hospital and remain at the hospital until the next of kin arrives.

31.6 In all cases, the Safeguarding team should be made aware as soon as possible of the situation.

32. Professional and Personal Relationships with Learners

32.1 The College recognises that positive professional relationships with learners will support and provide the best outcomes for them. The College gives guidance on the expectations of staff in this matter to which all staff are expected to adhere. Good professional boundaries safeguard learners and safeguard professionals from unfounded allegations. The College has a professional code of conduct that all staff must adhere to. Staff are also referred to their guide in this matter as being the 'Guidance for Safer Working Practice for Adults who work with Young People in Educational Settings.'

32.2 Staff of Pembrokeshire College are expected to work in compliance with the 'Keeping Learners Safe Guidance' and the Professional Code of Conduct. It is the prime duty of the College to provide a safe and secure learning environment for learners and staff, whether on the premises or online and to protect the safety and welfare of the learners in its care. The guidance that the College adheres to and refers staff to, ensures that staff maintain professional standards whilst at work and in their personal lives. They must not commit acts of impropriety or abuse their position of trust or demonstrate behaviour that would give any reasonable person cause to question.

33. Maintaining Professional Relationships

33.1 A professional relationship exists where a staff member is responsible for assessing, supervising, teaching, tutoring, or providing pastoral support, administrative or technical support. Maintaining this professional relationship is vital to the educational development and achievement of our learners.

33.2 All staff must hold in mind the need to ensure that their relationships with learners are professional and act appropriately according to the College's Standards of Professional Conduct for Staff and be aware that at all times they are in a position of trust.

33.3 All staff must adhere to the 'Keeping Learners Safe Guidance'.

34. College Standard

34.1 The College strongly disapproves of personal relationships between staff and learners. Should a personal/predetermined relationship already exist when a learner joins the College, the staff member must inform their line manager so that appropriate steps can be

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taken to protect both parties. Failure to report such a relationship could lead to disciplinary action, depending upon the individual circumstances of the case.

35. Other Consequences

35.1 All staff are reminded of the risks of a complaint being made under the College's Safeguarding Policy and that they may face allegations of misconduct and allegations of criminal misconduct. In some circumstances, staff may be referred to the Disclosure and Barring Service and the Educational Workforce Council (EWC) in Wales or if they have been referred under section 5 of the Wales Safeguarding Procedures, consideration will be given as to whether the EWC should impose an interim suspension order (ISO).

36. Further Advice

36.1 Staff and learners may seek advice from the DSP or the Human Resources & Payroll Manager.

36.2 Learners may seek additional guidance from the DSP, Health & Well-being Officer, Safeguarding team, the Inclusion Services Manager and ALN and Inclusion Lead, dependent upon the situation.

37. Abuse of Trust

37.1 Abuse of trust must be reported to the College's HR & Payroll Manager and the DSP.

38. Confidentiality

38.1 Confidentiality is an issue that needs to be fully understood by all those working with learners, particularly in the context of safeguarding.

38.2 We respect the right of learners and families to have information about them dealt with sensitively and confidentially in line with statute and guidance.

38.3 Safeguarding information regarding learners in Pembroke College will be shared with staff on a strictly need-to-know basis and with the appropriate agreement of any strategy meeting. A member of staff will need to know information when it is demonstrably to safeguard a learner and where permissions have been given to share that information. Where necessary, disclosures will be made by the DSP or the Safeguarding Co-ordinator through 'Signs of Safety' meetings which will be held with either individual staff members or course teams, where it is necessary to share information.

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- 38.4 All staff are expected to conform to the College's Code of Professional Practice and maintain confidentiality at all times.
- 38.5 All staff must be aware of their responsibility to share information with the College's DSP who will share information with other agencies in order to safeguard learners. Advice will be sought, if necessary, by the DSP via the appropriate Safeguarding Manager in the LA or PVPU.
- 38.6 No one in the College may guarantee confidentiality to a learner when a disclosure is made and must make it clear that information will be shared if a concern arises about their welfare or that of another learner, even if they do not consent to the sharing of the information. Where a learner has refused consent for information to be shared, the reason for refusal must be recorded. Refusing consent should never prevent information being shared to safeguard or protect a learner.
- 38.7 No one in the College may guarantee to a learner that they will keep a confidence. It must always be made clear to a learner in language that is appropriate, that any information that leads a member of staff to be concerned that a learner is suffering, or is at risk of suffering, harm will be shared with the College's DSP.

39. Supporting Staff

- 39.1 The College recognises that safeguarding is a difficult and sometimes upsetting subject for those who work with learners. Working with a learner who has suffered harm or is at risk of harm may be stressful and distressing; the College is committed to supporting staff by providing supervision and opportunities for them to talk through their experiences and anxieties with the DSP or the College Counsellor and to seek further support as appropriate.
- 39.2 All staff and volunteers should feel able to raise concerns about poor or unsafe practice; such concerns will be addressed sensitively and effectively under Human Resources Policies. We also believe that working in a College that has a clear Safeguarding Policy also assists staff to carry out their duties and responsibilities effectively.

40. Working in Partnership with Parents and Carers

- 40.1 The College is committed to creating a culture of openness and honesty and will strive at all times to work with parents, guardians, and carers. We believe that this is in the best interests of our learners and their families.
- 40.2 Parents and carers will be encouraged to access the College's Safeguarding Policy from the College's website. We believe that it is important that parents are aware of our statutory duty to safeguard and promote the welfare and well-being of our learners, and that we will where necessary share concerns about learners with appropriate agencies in accordance

Safeguarding Policy

with statutory guidance. Parents will also be made aware through the website that we are an Encompass College.

- 40.3 There may be instances, however, when we judge that it is not appropriate to speak to a parent or carer before referring to other agencies. This is where the DSP or the Safeguarding Co-ordinator judge that a learner's well-being/safety will be at risk if a notification is made. We will also consider Fraser/Gillick competence, and this will inform the DSP's judgement and decisions. Where it is identified that there is no risk, consent will be obtained from a learner's parent/ guardian and or carer prior to the submission of a MARF.

41. Implementation and Evaluation of Safeguarding Policy and Practice

- 41.1 All staff have a duty to be fully conversant with this Policy. All staff are required to read and sign the College's 'Standards of Professional Conduct for Staff.'
- 41.2 The implementation of this Policy and the resulting good practice are monitored in the following ways to ensure effectiveness:
- Staff raise concerns about the welfare of learners routinely as good practice with the College's DSP or the Safeguarding team.
 - Staff attend safeguarding training and formally update every 2 years, and a central register is held with Aspire.
 - Staff raise concerns about learners at an early stage to ensure that appropriate/timely support or intervention is offered.
 - A Safeguarding Report is provided to the Governing Body termly by the DSP and safeguarding practices are subject to the College's internal and external audit procedures.
 - Termly updates on safeguarding matters are made to Faculty teams by the DSP.
 - In compliance with the Local Authority and best practice, the College has adopted 'Signs of Safety' for the delivery of safeguarding practice.

42. Allegations against College Staff

- 42.1 Allegations made against College staff or volunteers will be dealt with in accordance with 'Keeping Learners Safe in Education Guidance , Wales Safeguarding Procedures. alongside the Welsh Government's Handling Allegations Guidance.
- 42.2 The DSP will work with the Designated LA Safeguarding Manager to confirm the details of individual meetings and attend Strategy meetings/discussions as appropriate. The College will co-operate fully with these enquiries.
- 42.3 A College Panel consisting of members of the College's Safeguarding Panel and the HR& Payroll manager will meet to risk assess any allegations that are made in accordance with Section 5 of the Wales Safeguarding Procedures.

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43. Establishing and Referring Abuse

- 43.1 Abuse may be established through visual signs or by observation of the learner's behaviour, or by disclosure.
- 43.2 If staff suspect that a learner has been abused, the DSP or the Safeguarding Officers must be informed immediately.
- 43.3 The DSP and or the Safeguarding Officers will then assess the situation and refer the matter to the appropriate agency with responsibility for child or adult protection as per the Wales Safeguarding Procedures and Keeping Learners Safe Guidance .
- 43.4 If a young person has an injury and there is reason to believe that it has been caused by abuse, the learner will instantly be referred to the DSP, & Health & Well-being Officer.
- 43.5 If the injury is serious and warrants urgent medical attention, the young person will be taken to A&E.
- 43.6 The DSP or the Safeguarding Officers will submit a MARF (Appendix A). At this point, the DSP will clarify to the assessment teams that it is a case of suspected abuse.
- 43.7 If another person indicates to a member of staff that a child or adult at risk has been abused, they should inform the person reporting the abuse that confidentiality cannot be maintained or guaranteed and that it is in their best interests that someone else is informed immediately and refer to the DSP.
- 43.8 The DSP will ensure that the person reporting the abuse is aware that the College has a legal obligation to report instances of alleged abuse to the appropriate authorities for full investigation.
- 43.9 The DSP will make it clear to the person reporting the abuse that the College cannot agree to protect the identity of witnesses and that consequently, their explanation may be used in any investigation and proceedings and that the person being investigated will have access to all witness statements made in the course of proceedings.
- 43.10 The DSP will ask the person reporting the alleged abuse to provide an uninterrupted account of their concerns, taking accurate notes of dates, times, facts, and observations.
- 43.11 At the end of the discussion there will be a clear explicit agreement stating who will be taking what action, or that no further action will be taken. This agreement will be recorded in writing together with the date and names of those present.

Safeguarding Policy

43.12 If it is felt that a learner is in immediate danger of significant harm an immediate 999 call should be made.

44. Referral to College Counsellors

44.1 Anyone reporting safeguarding concerns to a member of staff should be offered the opportunity to receive counselling from the College Counsellors. If the person concerned does not wish to see a counsellor, their wish will be respected.

44.2 The College Counsellors will need to refer to the DSP any concerns they have regarding the safeguarding of their clients.

44.3 Information sharing will comply with the Wales Safeguarding Procedures and Keeping Learners Safe in Education Guidance (283/2022).

45. Safer Recruitment Practice

45.1 The College will ensure that it will adhere to the Safer Recruitment Practice Procedural Guidance as identified in the 'Keeping Learners Safe' Guidance .

45.2 In all documentation, the College will ensure that its commitment to the safeguarding and promotion of the welfare and well-being of our learners will be paramount and that we would expect all staff to share this commitment.

45.3 Having a criminal record will not necessarily bar an employee from working for the College. This will depend on the nature of the position and the circumstances and background of the offences. For further information, see the Disclosure and Barring Service Procedure.

45.4 All staff in Pembroke College who are involved in the review of DBS checks as part of the recruitment process have been suitably trained to identify and assess the relevance and circumstances of offences. They have also received appropriate guidance and training in the relevant legislation relating to the employment of ex-offenders, e.g. the Rehabilitation of Offenders Act 1974.

45.5 Should a candidate disclose a prior offence, in a separate discussion, a senior member of the Human Resources Department (who will also be a DBS counter-signatory) will ensure that an open and measured discussion takes place on the subject of any offences or other matter that might be relevant to the position. Failure to reveal information that is directly relevant to the position sought could lead to withdrawal of an offer of employment.

45.6 The College makes every subject of a DBS Disclosure aware of the existence of the DBS Guidance and makes a copy available on request. A copy of the Disclosure and Barring Service Procedure is also available on request.

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- 45.7 Whilst it is a requirement that a new enhanced DBS check be undertaken for any new employee and is received prior to their commencing employment, the decision can be taken under exceptional circumstances to allow an individual to commence work prior to the DBS being provided. In each case, a risk assessment must be undertaken, and the individual can only commence work if a 'DBS Waiver' form has been signed by the Human Resources Manager or the Director of Resources and Community and the DSL.
- 45.8 Where a DBS Waiver form is completed for any individual who will be working directly with learners, that individual must be supervised by another member of staff at all times until the DBS is provided. It is the recruiting manager's responsibility to ensure this is adhered to.

Rechecking and Portability

- 45.9 Following a successful DBS check and the appointment of an employee to a post within the College, re-checking will not be required unless the employee is working in a role whereby three yearly checks are undertaken in accordance with the Care and Social Services Inspectorate Wales (CIW).

DBS – Work Placement Learners and Host Families

- 45.10 Learners who will be required to undertake work placements in a 'specified place' will complete a DBS application form under the guidance of the counter signatories based in the Employment Bureau, who will liaise with them in relation to appropriate personal documentation.
- 45.11 Learners who request work placement in a specified place or other applicable organisation will be required to complete a DBS check to ascertain their suitability for the placement. Upon receipt of the form, the Work Placement Officers will liaise with the external organisation in relation to the DBS number and date of issue. No learner will be permitted to go out on placement to a 'specified place' unless an enhanced DBS has been received and approved in accordance with the College's disclosure procedure.
- 45.12 In accordance with CIW regulations, potential Host Families will undertake DBS checks via the Human Resources office. No learner will be placed with a Host Family until all members of that family over the age of 16 and all adults resident within the family, have submitted their clear enhanced DBS check to the HR office.
- 45.13 Host Family DBS checks will be retaken every 2 years. This information is disclosable to CIW on inspection of Standard 47.

Safeguarding Policy

- 45.14 Learners over the age of 16 who undertake work placement at Pembrokeshire College are not usually required to have a DBS check undertaken unless the placement will be long term, of a duration of more than one month. This is at the discretion of the Human Resources department. During any work placement, learners are subject to support and supervision by the hosting department.
- 45.15 Learners who are under the age of 16 and who undertake work placement at Pembrokeshire College are not required to have a DBS check undertaken. They will be subject to support and supervision by the hosting department.

Safeguarding in Probation

- 45.16 Line Mangers are required to discuss the requirements for initial mandatory training with the new employee and to ensure that this is undertaken and completed at the earliest possible stage (ideally within the first month of employment). The initial mandatory training includes:
- One to one induction with a member of the HR team (outlining arrangements for safeguarding).
 - Certificated Safeguarding training using the FE modules (provided by the DSP).
 - Equality and Diversity (online training – access provided by the HR department).
 - GDPR (online training – as above).
 - Health and Safety (online training – as above).

Reporting cases of misconduct or professional incompetence

- 45.17 It is a statutory requirement for the Corporation to refer information to the Disclosure and Barring Service when any employee (whether a probationer or longer term employee) has been removed from regulated activity because the Corporation believes he/she has engaged in relevant conduct, or posed a risk of harm to children or vulnerable adults, or when an employee leaves their post in circumstances where they would or might otherwise have been removed because they harmed, or posed a risk of harm to a child or vulnerable adult.
- 45.18 In accordance with the Education (Supply of Information) (Wales) Regulations 2009 the Corporation will report to the Education Workforce Council Wales (or any successor body formed to monitor professional standards within the FE Sector), cases of misconduct, professional incompetence or conviction of a relevant offence of a registered teacher or member of staff, which results in the Corporation ceasing to engage the services of that person.

46. The Welsh language / Yr Iaith Gymraeg

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The Corporation has a duty to comply with the Welsh Language Standards Regulations under section 150 (2) of the Welsh Language (Wales) Measure 2011. It will therefore ensure that the Welsh language is not treated less favourably than the English language when offering and providing services to students, staff, and the wider community and that they can use the Welsh language in accordance with the Standards.

Mae gan y Gorfforaeth ddyletswydd i gydymffurfio â Rheoliadau Safonau'r Gymraeg o dan adran 150 (2) o Fesur yr Iaith Gymraeg (Cymru) 2011. Felly, bydd yn sicrhau na chaiff y Gymraeg ei thrin yn llai ffafriol na'r Saesneg wrth gynnig a darparu gwasanaethau i fyfyrwyr, staff a'r gymuned ehangach a'u bod yn medru defnyddio'r Gymraeg yn unol â'r Safonau.

The College is committed to the promotion of Education for Sustainable Development and Global Citizenship (ESDGC), the Welsh language, Equality and Diversity, Essential Skills, Health, Safety, Safeguarding, Wellbeing, and the Environment.

Mae'r Coleg wedi ymrwymo i hyrwyddo Addysg ar gyfer Datblygiad Cynaliadwy a Dinasyddiaeth Fyd-eang (ADCDF), yr iaith Gymraeg, Cydraddoldeb ac Amrywiaeth, Sgiliau Hanfodol, Iechyd, Diogelwch, Diogelu, Lles a'r Amgylchedd.

Safeguarding Policy

Appendix A – Multi Agency Referral Forms (MARFs Child & Adult)

Children

Double click image to open

CYSUR CHILDREN'S MARF – Working Update

CONFIDENTIAL – WHEN COMPLETE

CYSUR – MID & WEST WALES MULTI-AGENCY REPORT FORM

This form may be used for both reports of safeguarding concerns, and requests for a support service.



DETAILS OF PERSON MAKING REPORT:						
Name:		Agency:		Date:		
Telephone:			Email:			
SUBJECT OF REPORT: <i>(Child, young person or unborn baby)</i>						
Surname:		Forename(s):		Other names used:		
DOB/EDD:	Age:	Sex:	Gender: <small>Choose an item.</small>	Ethnicity:	Preferred Language:	
Looked After: <small>Choose an item.</small>		Responsible Local Authority:				
Child Protection Register: <small>Choose an item.</small>		NHS Number:				
Permanent Address:					Post code:	
Address Currently Residing (if different):					Post code:	
If concerns relate to a person in a position of trust, please specify below:						
Name	Address	Organisation (if applicable)	Date of Birth	Relationship to child	Telephone	Any other relevant information

IF THERE ARE IMMEDIATE CONCERNS FOR A CHILD, A REPORT SHOULD BE MADE IMMEDIATELY BY TELEPHONE TO THE ASSESSMENT SERVICE / DUTY TEAM. IN SUCH CASES THIS FORM SHOULD THEN BE COMPLETED AND SENT TO THE ASSESSMENT TEAM / DUTY TEAM THE SAME WORKING DAY IN ACCORDANCE WITH THE WALES SAFEGUARDING PROCEDURES.

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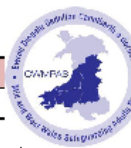
Approver: Eva Rees

Adult

Double click image to open

CWMPAS – Multi-Agency Report Form CONFIDENTIAL – WHEN COMPLETE

MID AND WEST WALES ADULT SAFEGUARDING REPORT FORM (MARF)
In the case of urgent/immediate risk to an individual, please call the police if applicable.



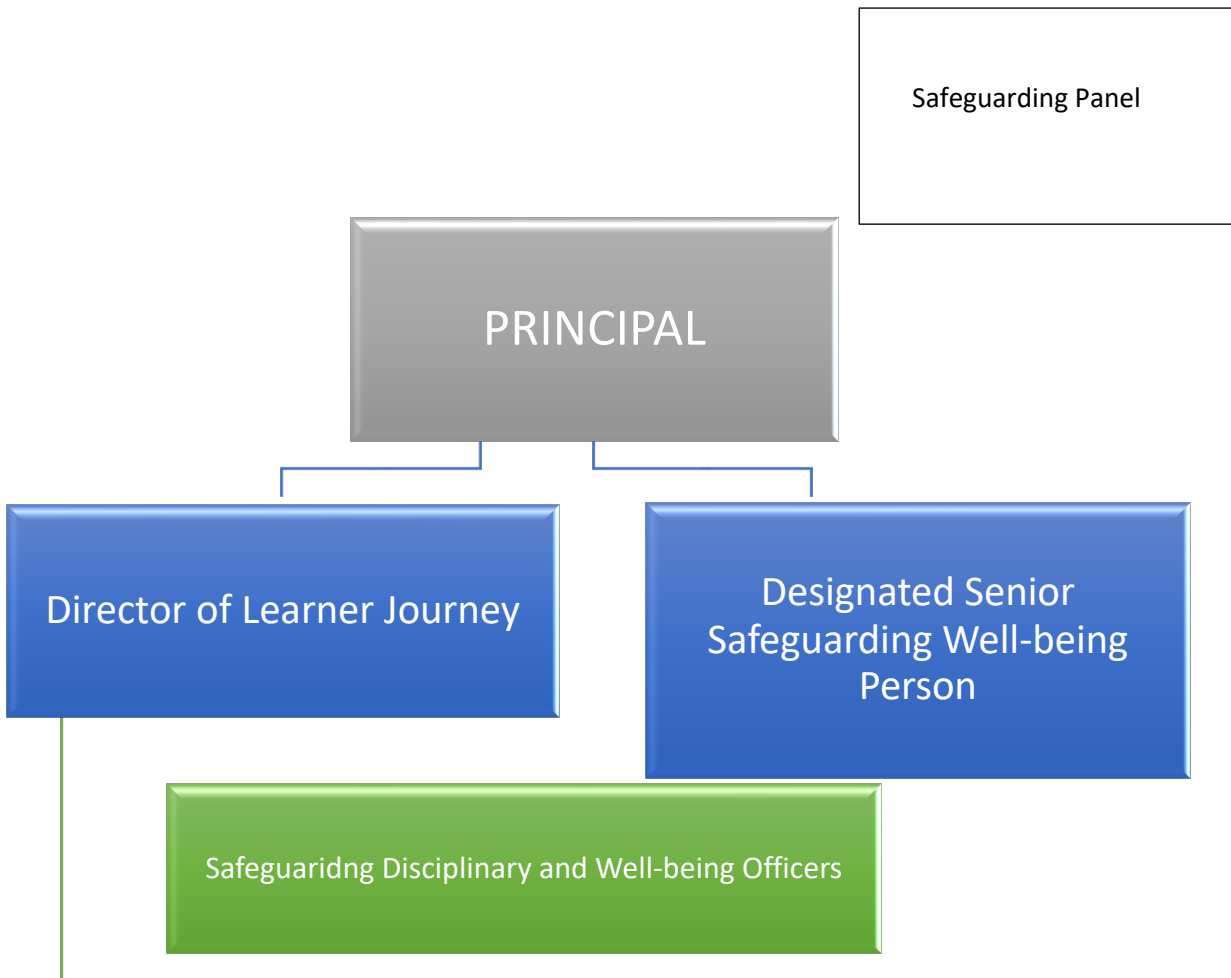
DETAILS OF PERSON MAKING REPORT:						
Name:		Agency/Role:			Date:	
Telephone:		Email:				
SUBJECT OF REPORT: (Adult at Risk)						
Surname:		Forename(s):		Other names used:		
CareFirst/WCCIS Number (if known):				NHS Number (if known):		
DOB:	Age:	Sex: Choose an item.	Gender: Choose an item.	Ethnicity:	Preferred Language:	
Address Currently Residing:					Post code:	Telephone:
Other adults or children at the property (please give details):				Are they considered also at risk? Choose an item.	If yes, have any MARFs been submitted for them? Choose an item.	
GP's Name:		Surgery Address:			Telephone:	
If concerns relate to a person in a position of trust, please specify below:						
Name	Address	Organisation (employment or voluntary)	Date of Birth	Relationship to person	Telephone	Any other relevant information
MAIN CLIENT GROUP: (Adult at Risk)						
Older Person <input type="checkbox"/>	Learning Disability <input type="checkbox"/>	Mental Health (Under 65) <input type="checkbox"/>	Communication difficulties (please specify):			
Visual Impairment <input type="checkbox"/>	Physical Disability <input type="checkbox"/>	Mental Health (Over 65) <input type="checkbox"/>	Other (Please specify):			
Hearing impairment <input type="checkbox"/>	Substance Misuse <input type="checkbox"/>					
Any other relevant information regarding the person's health status (if known):						

IF THERE ARE URGENT/IMMEDIATE CONCERNS FOR A PERSON AT RISK, A REPORT SHOULD BE MADE IMMEDIATELY BY TELEPHONE TO THE ASSESSMENT SERVICE / DUTY TEAM. PLEASE CALL THE POLICE WHERE APPLICABLE. IN SUCH CASES AN ADULT SAFEGUARDING REPORT FORM SHOULD THEN BE COMPLETED AND SENT TO THE RELEVANT ASSESSMENT SERVICE / DUTY TEAM THE SAME WORKING DAY IN ACCORDANCE WITH ALL WALES PROCEDURES

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Appendix B – Safeguarding Structure



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Appendix C – Procedure for Responding to the Death of a Learner

Aims and Objectives

The Overall aim of this procedure will enable the College and its related partners to make a sensitive and appropriate response following the death of a learner or the death of a past learner.

Notification

Notification of the death of a learner should be made to the Designated Senior Person for Safeguarding & Learner Well-being, who will immediately invoke this procedure in compliance with the College's Safeguarding Policy.

Checklist	Responsibility	Timescale
1. Learner's next of kin and contact details. MIS to be informed. Name Relationship Telephone Number Address Learner Number Risk assess potential impact with peer group	DSP	Immediate. But consider the situation in relation to telling staff and learners in order that the appropriate protocols are followed. Notify absence on the register if you need a longer lead in time for communication, as regards deceasing the record.
2. Contact to be established between the DLS and the family liaison officer (FLO) and or other key agencies. And/or the family if the notification for the College is direct.	DSP	Immediate.
3. Inform key staff: Safeguarding Panel (in the first instance). Followed by Heads of Faculty Head of MIS College Counsellors Marketing Manager	DSP/ Safeguarding Panel	Immediate.
4. Be aware of matters unfolding on social media and work accordingly in	Director of Learner Journey	Immediate

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compliance with best practice.		
5. Prepare press release response to media. This will only be released at the request of Dyfed Powys Police. All media enquiries will be through Dyfed Powys Police and or the LA Press Office.	Marketing Manager	Immediate.
6. Briefing to Staff who are affected:	DSP/Heads of Faculty	Immediate.
7. In consultation with the appropriate Head of Faculty/CAM put in place arrangements for informing affected learners and parents (if required).	DSP	Immediate.
8. Letter of condolence to be sent from the principal at an appropriate time	Principal	This will be sent following advice from the DSP from confirmation with the FLO or if the DSP is in direct contact with the family, in a timely manner before the funeral.
9. DSP to prepare PRUDiC report and attend PRUDiC meeting when convened if the learner is under 18.	DSP	Within 48 hours of the death.
10. DSP to prepare a report and attend the Rapid Response meeting if the child is an English LAYP or care experienced learner.	DSP	Within 14 working days of the Death.
11. Principal to inform the Chair of Governors and the Designated Governor for Safeguarding.	Principal (In their absence the DSP)	Immediate.
12. College flag to be lowered to half-mast on the day of the funeral if there is consent of the family.	Head of Estates and Facilities	On the day of the funeral.

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13. DSL to continue to liaise with FLO/ Undertaker or Family regarding funeral arrangements, contact/support and wishes of the family.	DSP	As appropriate.
14. DSL to liaise with Head of Faculty/CAM regarding learners/staff attendance at the funeral.	DSP/HOF/CAM	As appropriate.
15. Ensure all records relating to the learner are archived appropriately and no further correspondence to be sent to the deceased.	Head of MIS/Computing	Immediate.
16. Head of Estates/Facilities to arrange appropriate transport to the funeral.	HEF	As appropriate.
17. UCAS to be informed if learner was a UCAS applicant.	DSP	Immediate upon notification of the death.
18. DSL to maintain FLO and family contact as required.	DSP	Normally up to six months following the death or as directed by the FLO.
19. DSL to undertake an internal Concise Review	DSP	Immediately following the death and report to Safeguarding Panel.
20. College to make appropriate donation and memorial gift.	DSP/ Director of Resources	As appropriate after the funeral has taken place and under the direction of the FLO.
21. Ensure any belongings such as contents of a locker or work are returned to the learner's family via the FLO.	DSP	Under the direction of the FLO or via direct contact with the family by the DLS.
22. Continue to provide bereavement counselling service support for staff and learners as required.	DSP/ College Counsellor	As required.
23. Prepare information for any ongoing external	DSP	As required

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procedures such as an inquest or Child/ Adult Practice Reviews or Domestic Homicide Reviews		
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Appendix D

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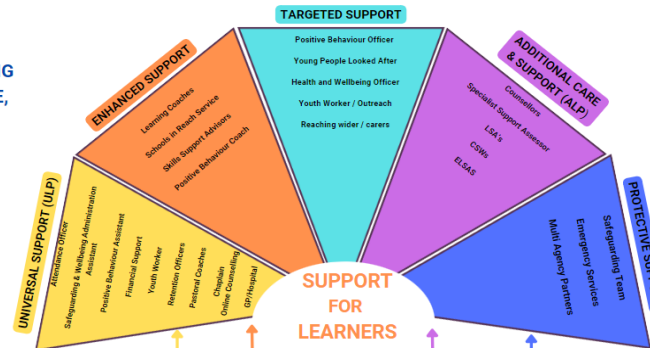


RIGHT HELP AT THE RIGHT TIME



V2 Updated August 2024

QUICK GUIDE TO ACCESSING & REFERRING LEARNERS FOR, ADVICE, CARE, GUIDANCE & SUPPORT



In making a referral use Signs of Safety

- Consider
1. What is going well
 2. What am I concerned about
 3. What do I need to do so I am no longer concerned



GP/ Hospital / Community Services / Online Counselling Services
Careers Advice - Stella Calkins / Admissions
UCAS - Maxine Thomas
Transport
Accessible Transport - Judith Evans 304
College Transport - Doreen ext 219
Youth Worker - Dave Barnes
• Drop in personal and emotional support
• Anger/Anxiety and Homelessness Support
• Attending home visits with learners who are absent
Safeguarding & Wellbeing Administration Assistant - Elin Hart
Financial Support
Bursary - Doreen ext 242 & Maxine Jenkins (ext 242); Finance Office supporting learners with Evidence on SML, PCC and VGLG.
Retention Officers - promoting learner engagement and success by actively monitoring and addressing attendance issues.
SVE - Stacy Thompson
Built Environment - Shaun Williams
Arts & Skills - Fiona Lewis and Kerry Curson
HCCS - Sarah Charles
Engineering - TEC
Pastoral Coaches - Supporting learners and helping them overcome barriers that may prevent them from learning.
Built Environment - Louise Fair, Benedict Dries Jenkins, Charlotte Callidine & Katherine Clegg
SVE - Fran Khan Jenkins, Peter Mrazek Robinson
HCCS - Johanna Paxton, Kate Hucker & Rob Berry
Engineering - Helen Evans
Arts & Skills - La Demores, Claire Jacques, Laura Richards, Wendy Stewart
Chaplain - Ian Middlemas
Positive Behaviour Assistant - Jade Kingdon
Attendance Officer - Kim Crockett

Positive Behaviour Coach - Maria Perkins
• Challenging or undesirable behaviour
• Consistent unwanted / discipline behaviour
• Social and emotional support linked to undesirable behaviour
Schools in Reach Service - Emily Taylor
Learning Coaches - Supporting learners with Exam preparation, revision skills, study skills, organisation, time management and motivation
Built Environment - Jo Wainford
Engineering - Jo Wainford
SVE - Beth Dried
HCCS - Jenny Levein
Arts & Skills - Lyn Vird
Skills Support Advisors - Literacy/Numeracy and ICT Support. Support with EDW Qualifications
Wendy Ringrose, Claire Britton and Lue Payne

Safeguarding Behaviour and Disciplinary Officer - Maria Perkins. This role is the Pembrokeshire College Pastoral Behaviour Lead.
behaviour@pembrokeshire.ac.uk
Health and Wellbeing Officer - Emily Taylor
Responsible for Health Care Plans, Fitness to Study and Active Wellbeing
Safeguarding and Disciplinary Coordinator - Oriain Brennan. This role is the Pembrokeshire College Care Lead and young person looked after lead.
Youth Worker / Outreach team - Dave Barnes / Sharon Hulsebosch
• Drop in personal and emotional support
• Anger/Anxiety and Homelessness Support
• Attending home visits with learners who are absent

Pembrokeshire College Counsellor
Head Later - Lead: Kam McVivie Dunn, Izzy Burgess
• Support by appointment
• Topical
LSA's, ELAS, CSW's
• Class specific support e.g. note taking
• Personal need support
• Reasonable adjustments to learning
Specialist Support Assessor - Kirstal Davies
• Exam Access Arrangements
• Specialist Support in dyslexia

Senior Designated Safeguarding Person - Maxine Thomas
Safeguarding Team - safe@pembrokeshire.ac.uk
Safeguarding and Disciplinary Coordinator - Oriain Brennan
Safeguarding and Disciplinary Officer - Peter Horton
Safeguarding, Behaviour and Disciplinary Officer - Maria Perkins
Emergency Services
Multi Agency Partners

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Approver: Eva Rees

EQUALITY IMPACT ASSESSMENT

To be completed for all policies, procedures, Guidance Notes and Strategies

For further guidance on completing the EIA– refer to the Guidance for Managers on completing an EIA

What is the impact or potential impact on the following protected groups;	Positive Impact Y/N	Negative Impact Y/N	No Impact Y/N
Age (<i>older people and younger people</i>)			Y
Disability (<i>all disabilities or impairments, e.g. physical, sensory, learning, long-term illness etc.</i>)			N
Gender Reassignment (<i>including transgender</i>)			N
Marriage and civil partnership			N
Pregnancy, maternity, paternity and adoption (<i>pregnant or adopting or on maternity/paternity or adoption leave</i>)			N
Race (<i>Black and minority ethnicity</i>)			N
Religion / Belief (<i>all religious and faith groups</i>)			N
Sex (<i>Male, Female</i>)			N
Sexual Orientation (<i>lesbian, gay and bisexual etc.</i>)			N
Welsh Language (<i>i.e. what are the opportunities for learners, staff, or member of the public to use the Welsh language, and the Welsh language is treated no less favourably than the English language</i>) For further guidance on Welsh Language – please refer to the Welsh Language Standards 92 – 94			N
Other – Please state: (<i>e.g. Human Rights, poverty, rurality, non-majority language speakers, Persons with dependents, Gypsy, and Traveller communities</i>)			N

Equality Impact Assessment Action Plan				
Outline how you could limit any negative impact OR if you are not going to limit any negative impact, please justify why;				
What is the negative impact?	What action will you take to limit any negative impact? (<i>if there is substantial</i>)	If you are not going to limit any negative impact, please indicate why?	By Whom	By When

Safeguarding Policy

	<i>impact, summaries of EIAs will need to be published)</i>			

Completed By: Maxine Thomas

Job Title: Designated Senior Person for Safeguarding and Wellbeing (DSP)

Date: 27 /08/2024