PINC COLLEGE SAFEGUARDING CHILDREN POLICY

(Wales)

September 2024

INTRODUCTION

Pinc College is committed to providing holistic education of the highest quality and this policy is underpinned by Pinc College values, culture and methodology.

Our college Values

Individual - 'We celebrate everyone'

Inclusive - 'We value and support everyone'

Innovative 'We believe in the power to change'

We foster a culture that is **Respectful, Responsible, Safe and Kind**

The principles of the Pinc Methodology apply equally to our students and team members in everything we do. Our methodology holds the individual, their wellbeing and their specific needs in every aspect of our approach.

POLICY SCOPE AND INTENT

Our aim is to implement and maintain an effective safeguarding children systems and processes.

There is no single law that defines the age of a child across the UK. Authorities in England, Wales and Scotland each have their own guidance setting out the duties and responsibilities of organisations to keep children safe. They all agree that a child is anyone who has not yet reached their 18th birthday, apart from the following exceptions:

(a) Certain legislation includes reference to duties towards children and young people who are 18, 19 and 20 who have been looked after by the local authority after the age of 16 or who have a learning disability e.g., Children Act 2004 Part 1 (9)

(b) In Wales a child is defined as anyone who has not yet reached their 18th birthday.

Everyone has the right to live their lives free from violence and abuse, and any type of exploitation. Colleges must have regard to guidance **Keeping Learners Safe**. **This safeguarding child policy should be read alongside this statutory guidance. All team in Wales should also access Wales Safeguarding Procedures and download the App.**

Some students who access our provision who are 16-18 fall into the category of Children. In line with legislation and the retrospective statutory/governance guidance, our college will work in partnership with local statutory agencies and other relevant agencies to protect children and provide an effective response to circumstances giving ground for concern, complaints or expressions of anxiety.

The commitment of our college is to effectively protect all children who come into contact with our services from any form of abuse. Child protection is a part of safeguarding and promoting the welfare of children. It refers to the activity that is undertaken to protect specific children who are suffering or are likely to suffer harm. Gaining early help through safeguarding partners so that the need for action to protect children from harm is reduced.

The social services and wellbeing care Act (Wales) provides the legal framework for improving the well-being of people who need care and support. The Act is made up of 11 parts, with Part 7 relating to safeguarding. This legislation provides the framework for the Wales safeguarding procedures

Accompanying the Act, Welsh Government has published statutory safeguarding guidance Working together to safeguard people

Safeguarding Wales procedures have been designed to allow frontline practitioners and their managers to apply the legislative requirements and expectations of the Act.

Statements made by children about allegations of abuse or neglect will always be taken seriously, as will their wishes and feelings. It is important to listen carefully to the child and report any allegations or suspicions of abuse to the Designated Safeguarding Person (DSP) immediately, or, in their absence, a team member who is part of the safeguarding tree (see team structure) in line with the Local Procedures for safeguarding children any concerns about a child's welfare must be acted upon immediately.

All Team should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the Campus setting and/or can occur between children outside of these environments. All team, but especially the DSP (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

Team must be aware that some children have additional vulnerabilities because of their race, gender, age, religion, disability, sexual orientation, social background or culture.

Assessment – Individual development plans (IDP) is available, or should be available, this must be used as the basis of placement plans.

Local authorities should share the fact a child has a social worker, and the DSP should hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. This should be considered as a matter of routine. There are clear powers to share this information under existing duties on both local authorities, schools and colleges to safeguard and promote the welfare of children. Where children need a social worker, this should inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare.

On assessment of children, family histories should be taken from the parents or those with parental responsibilities (as well as the child/ young person) to ensure that all information is as factual as possible to support the development of holistic student profiles.

Assessments should include developmental histories, history of domestic abuse and substance misuse by family members. Where parents do not engage in the assessment process, this should be noted in the child's records. In the case of Looked After Children, this may be their social worker or nominated guardian. It must also be taken into consideration that parents who have mental health problems, substance misuse problems or are in abusive domestic relationships are less likely to give the full account and research indicates the risk of abuse could be considered higher.

A multi-professional and multi-agency approach to the identification of allegations, reporting, planning and review should be the normal approach when dealing with incidences where intervention is considered necessary. Pinc College will work closely with Regional safeguarding Children's Boards(RSCB) to ensure that procedures reflect RSCBs on arrangements for training, reporting and reviewing matters of safeguarding and protecting children. Contacts and details of arrangements should be detailed in the campus and displayed for all team/students/families to access. All team should download the app to give direct advice and guidance for all safeguarding within in their region.

RESPONSIBILITIES AND COMMUNICATIONS

Overall responsibility for the organisation's arrangements to safeguard and promote the welfare of children ultimately lies with The Principal who delegates responsibilities to Whole College Designated Safeguarding Person (DSP)

The DSP is expected to ensure there is a robust governance structure that supports leaders and their Safeguarding Leads. This role includes chairing organisational Safeguarding Committees; having oversight of safeguarding and associated data (including, but not limited to: Incidents, restrictive practice, quality audits and regulatory outcomes); providing expert advice regarding regulatory expectations for safeguarding; and reporting to the College

leadership team and board of governors. The DSP reports to the Principal and governors to support their Safeguarding responsibilities

The DSP duties include:

(a) Offering sound procedural advice and support.

(b) Overseeing complex investigations regarding students, acting as a point of contact for stakeholders; and

(c) Analysis of the audits of practice and identification of any actions necessary for the college and monitor these to completion.

(d) Facilitating and/or organising dedicated safeguarding supervision to the Designated Safeguarding persons within the college safeguarding tree.

(e) Offering sound procedural advice and support.

(f) Overseeing complex investigations regarding their services, acting as a point of contact for stakeholders; and

(g) Analysis of the campus audits of practice and identification of any actions necessary for the region and monitor these to completion.

Campus Designated Safeguarding Persons are:

(a) accountable for the safeguarding practice in their Campus, the responsibility for supporting team and tracking concerns through to 'closure' this is sometimes delegated to the Regional Designated person however the Campus Designated Safeguarding Person remains accountable and as such, should be involved and maintain effective oversight of the safeguarding concerns within their Campus.

It is the responsibility of the whole College DSP, to ensure that adequate safeguarding and child protection practices are in place across all campuses. This will include following safer recruitment procedures, ensuring that all team read this policy and undertake regular training.

There is a clear governance structure within the College to monitor safeguarding arrangements. Local arrangements will be monitored at Campus level by the relevant local Campus based collaborative meetings and at corporate level by the respective safeguarding agenda item at College Leadership Team (CLT) meetings.

Campus DSPs must ensure that all safeguarding concerns are tracked from when they are raised through to closure. In addition to the use of the Safeguarding Log and individual student experience notes being used to track concerns on an individual basis, concerns should be monitored proportionately across the College through collaborative campus-based planning meetings as a minimum the number of concerns raised, and themes should be considered to inform campus-level learning. Concerns should be tracked using the electronic safeguarding system.

All team are responsible for maintaining clear and professional boundaries between themselves and the children/ young people. These boundaries define the limits of behaviour that allow teams and children/ young people to engage safely in a supportive relationship. The boundaries are based on trust, respect and appropriate use of power, with the focus on the needs of the student.

Blurring of these boundaries and moving the focus of care away from the service user's needs, can lead to confusion and the possibility of the development of abuse. Personal relationships with children/ young people within the College are never acceptable.

It is the responsibility of all team to read this policy and to complete the Safeguarding training commensurate with their job role as set out in the Safeguarding Training Matrix and induction.

Team can report safeguarding concerns directly to the local Safeguarding services and must do so if they feel it is necessary. Safeguarding is everyone's business, and you must not wait for another team or the DSP to do it for you. Team must report any genuine concerns, ensuring the DSP in the campus, or Whole College DSP is informed as well as the appropriate Local Authority in line with the Local Procedures.

A failure to respond to/raise a safeguarding concern when recognised will be considered as an act of neglect and be raised as a safeguarding concern against the team accordingly, a failure to safeguard a student will be considered through the appropriate disciplinary procedures.

Safeguarding Lead Roles – Every Campus has a senior colleague as the DSP supported by the Whole College safeguarding person. A register of the DSP for all campus's is kept by our Operations team this is monitored on a regular basis for levels and training.

Partnership Working - No effective child safeguarding process can work unless those concerned are committed to the concept of partnership working. All agencies involved, private or public bodies, should have the wellbeing of the child as the priority.

Information Sharing - Information shared between agencies, including the Local Authority Children's Services Department and the police must be treated with the strictest confidentiality. Team must have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the Data Protection Act 2018.

This includes:

(a) Being confident of the processing conditions which allow them to store and share information for safeguarding purposes, including information, which is sensitive and personal, and should be treated as 'special category personal data'.

(b) Understanding that 'safeguarding of children and individuals at risk' is a processing condition that allows practitioners to share special category personal data. This includes allowing practitioners to share information without consent where there is good reason to

do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner, but it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.

In most cases consent should be sought before sharing information, but there are cases when you should not seek consent. For example, if doing so would:

(a) Place a person (the individual, family member, yourself or a third party) at increased risk of significant harm if a child, or serious harm if an adult.

(b) Prejudice the prevention, detection or prosecution of a serious crime.

(c) Lead to an unjustified delay in making enquiries about allegations of significant harm to a child or serious harm to an adult.

Even where you do not have consent to share confidential information, you may lawfully share it if this can be justified in the public interest. Seeking consent should be the first option. However, where consent cannot be obtained or is refused, or where seeking it is inappropriate or unsafe as explained above, the question of whether there is a sufficient public interest must be judged by the practitioner on the facts of each case. Therefore, where you have a concern about a person, you should not regard refusal of consent as necessarily precluding the sharing of confidential information.

A public interest can arise in a wide range of circumstances, for example to protect children from significant harm, protect adults from serious harm, promote the welfare of children or prevent crime and disorder.

The legislation in Wales supports a duty to co-operate to improve the wellbeing of children and young people and for agencies to work together.

Taking account of the information sharing guidance, where it is decided that parents should be informed, this must be done in a planned way. The views of the child, any allegations which involve a parent or adult in the family, and the statutory responsibility for the child will influence how this will be done and the advice of the child's Social Worker or the Local Authority safeguarding team should be sought where appropriate prior to sharing.

The local authority has a statutory responsibility to make further enquiries if concerns about the wellbeing of any child are expressed to them which reach their threshold for intervention. The appropriate personnel from the College should participate in the enquiries or any further meetings (strategy meetings, conferences etc.) and should provide whatever information is deemed necessary.

Personal Social Development (PSD) - It is important to make our students aware of behaviour towards them that is not acceptable and how they can help keep themselves safe. Pupils should be just as clear about what is expected of them online as offline. The non-statutory framework for PSD provides opportunities for children to learn about keeping safe, and who to ask for help if their safety is threatened.

As part of developing a healthy safer lifestyle, students should be taught for example:

(a) To recognise and manage risks in different situations and then decide how to behave responsibly

(b) To judge what kind of physical contact is acceptable and unacceptable

(c) To recognise when pressure from others (including people they know) threatens their personal safety and wellbeing and develop effective ways of resisting pressure; including when and where to get help

(d) To use assertiveness techniques to resist unhelpful pressure

In line with the well-being future generations Act 2015 (Wales) prevention and early intervention is key in relation to reducing the risks children are exposed to and subsequent difficulties later in life.

Radicalisation – The College recognises that there is a threat of terrorism and understands that many terrorists are radicalised in the course of their day-to-day contact with others. The UK government's Prevent Strategy (2011), which is a key aspect of safeguarding, outlines the commitment to be made by organisations in ensuring that threats of this kind are understood and responded to. (Responding to Suspected Radicalisation).

Visitors - All visitors to and from any service must be recorded and supervised as appropriate. Refer to College policies on visitors and visiting children, including visits by 'persons of celebrity or importance'.

Filtering and Monitoring online safety, legislation clearly identifies that it is essential that children are safeguarded from potentially harmful and inappropriate online material. The College has introduced filtering and monitoring to ensure campuses are empowered to protect and educate their students, and teams in their use of technology.

It has also established mechanisms to identify, intervene in, and escalate any concerns where appropriate.

All Campus ICT equipment is protected by Smoothwall which provides comprehensive Web and content filtering. Smoothwall is managed by our contractors (CARA) IT team, but provides our college with the ability to create and manage their own browsing lists, alongside being able to locally run customisable browsing reports, by an individual in addition to this, Smoothwall also provides the functionality to:

• provide notifications when inappropriate material has been searched for

• manage and allocate bandwidth

• generate reports to view the activity of individuals and groups and enable automatic reports

All College campuses are expected to have a curriculum offer that includes the development of robust e-safety skills for all students

Online safety is a constituent element of campus Risk Assessment and ensures that the four 'C's (Content, Contact, Conduct and Commerce) are considered.

All campuses follow College policies and are expected to have local procedures that consider online safety (as appropriate). It is acknowledged that many students may have unlimited and unrestricted access to the internet via mobile phone networks and thus have the potential to sexually harass, bully, and control others via their mobile and smart technology, share indecent images consensually and non-consensually (often via large chat groups) and view and share pornography and other harmful content. As a result it is an expectation that all campuses should carefully consider how the use of mobile and smart technology is to be managed on their campus. This would routinely be addressed in a mobile and smart technology local procedure. Underpinning the College Acceptable Use Procedure.

Our robust governance process includes oversight of operational matters and leadership. This ensures that online safety is a running and interrelated theme whilst devising and implementing a whole college approach to safeguarding and implementing policies and procedures.

College teams are expected to use Databridge system for the recording of significant incidents. This system automatically sends notification to WCDSP, and Campus DSP which permits a rapid response to any identified concerns. A monthly electronic report is produced which consolidates data pertaining to type and frequency of incidents, allowing for the identification of trends and intervention when necessary. This is in addition to localised reports that are generated at settings using Smoothwall.

TRAINING AND INDUCTION

As part of their Induction programme new colleagues are required to read the following:

keeping learners safe

Safeguarding Wales download the app to have easy access to local procedures.

Training cycle		
Who?	What?	When
Safeguarding DSP tree	Advanced DSP training NSPCC	When appointed and every 3 years in post
New team members	Induction intro with WC DSP and Level 1 Safeguarding NSPCC	Week 1 of induction
Whole College	Annual SFG updates Keeping Learners Safe (Wales)	Beginning of each academic year

Governors	Level 1 Safeguarding for governors and annual updates	Upon appointment and annual
Safeguarding updates		
WCDSP and Campus DSP	Campus and individual risk assessments	Annually or when significant changes arise.
Principal, WCDSP and Governors	Safeguarding Policy annual review	Annually or when significant changes arise.
Principal and WC DSP	Safeguarding reports to governors	Termly
WC DSL	Reports to College leadership team	Monthly
All new recruits and established team on 3-year cycle	DBS update	3-year cycle
All leads on recruitment panels	Safer Recruitment training	3 years
WC DSP and Ops HR team	Single Central Record spot checks	Bi-weekly

It is the responsibility of the Principal with delegation to the WCDSL to ensure that all colleagues comply with the induction and training plan, which is centrally managed and monitored operations and to regularly view the compliance levels via reports. The e-Learning module will be completed by all colleagues within one week of employment with regular in year updates.

Further face to face training for all team will be carried out by the Designated Safeguarding Person, dedicated internal trainers or an agreed external provider, based on assessment of risk for the college and themes that fall out of reporting or local authority suggestions.

All team will undertake the eLearning training module on Safeguarding Children to enable them to recognise early signs of abuse and understand how to communicate concerns to Safeguarding Leads and share vital information between agencies. The eLearning module will be completed by all team within the first two weeks of appointment to the job role, followed by annual refreshers.

DSP will attend centrally arranged combined adult and children & young people learning that is provided by an external training provider (two days DSL Face to Face, (online) and one day DSL Face to Face Refresher annually). To ensure consistency of standards. Successful completion of these courses permits the trainer to deliver face to face training at their service providing they meet the competencies agreed by college, in addition to Regional Safeguarding Childrens' Board (RSCB)

Governing members will complete Level 1 E-Learning Safeguarding course at induction, they should be aware of their obligations under the Human Rights Act 1998 21, the Equality Act

2010, (including the Public Sector Equality Duty23), and their local multi-agency safeguarding arrangements.

ALLEGATIONS AGAINST TEAM (including Agency/Supply colleagues and Volunteers) -

This process should be followed in situations when it is alleged a team member has:

(a) Behaved in a way that has harmed a child, or may have harmed a child

(b) Possibly committed a criminal offence against or related to a child, or

(c) Behaved towards a child or children in a way that indicates he or she will pose a risk of harm if they work regularly or closely with children.

(d) Behaved or may have behaved in a way that indicates they may not be suitable to work with children

Any allegation should be reported immediately to the DSP. The only exception to this is if the allegation is about the DSP, in which case the allegation should be reported to the Principal or another CLT team member. There are two aspects to consider when an allegation is made:

• Looking after the welfare of the child - the Designated Safeguarding Person is responsible for ensuring that the child is not at risk and referring cases of suspected abuse to the local authority children's social care as described in Part one of this guidance.

• Investigating and supporting the person subject to the allegation - the case manager should discuss with the LADO (Local Authority Designated Officer), the nature, content and context of the allegation, and agree a course of action.

The Principal in conjunction with the Whole College Designated Safeguarding Person should seek the advice of the LADO or on-duty Social Worker to decide whether it is appropriate to move to a non-client facing role or suspend colleagues in order to keep children/ young people within College safe, pending formal disciplinary procedures. The Lead carrying out the suspension should also advise the regulatory body or relevant professional body if a suspension is made. On being advised of an allegation that meets the criteria, the DSL /Principal should contact the Designated Officer for the local authority (LADO), who will advise on whether:

(a) The matter should be referred to a strategy discussion as a matter that may need to be dealt with under safeguarding children or Police procedures.

(b) It is a matter to be dealt with through disciplinary procedures or by an appropriate CLT response (such as issuing management guidance to the team member concerned). If a Team member is subject to an allegation of abuse against a service user or vulnerable individual, suspension pending investigation should be the first choice. Where a team member is not suspended and is moved to another area, this should be an administrative role and not involve access to the alleged victim's records or contact with children/ young people or their families. All decisions should be clearly documented with advice sought from the Local

Authority Safeguarding Team/LADO, Operations and DSLs as appropriate to the level of allegation prior to informing the team member of any details of the allegation.

(NB: disciplinary procedures may be undertaken, even if the local safeguarding or police teams decide not to take further action).

This initial discussion will determine the approach to be taken to informing the parent or carer of the child or children concerned. The DSP will be the point of contact for all matters concerning a particular case and he/she will liaise with the local Safeguarding team and co-ordinate any actions that they prescribe or recommend. An early recommendation from either the Designated Officer for the local authority (LADO) or from the strategy discussion should determine whether and when the team member who is the subject of the allegation should be informed of the allegation and whether they should be moved to other work or suspended whilst the allegation is dealt with.

in the absence of the Designated Safeguarding Person the Deputy DSP is responsible for undertaking all such duties described above with support of CLT.

REFERRALS TO THE LOCAL CHILDREN'S SERVICES DEPARTMENT

Team will use the documentation provided by or agreed with the local safeguarding teams to make referrals or, if not our documentation can be utilised to make referrals. The locally preferred method of reporting a referral may be on-line or via a telephone abuse line. Any referral that is made to the Children's Services Department must also be made to the relevant regulatory body (e.g Estyn). The Campus DSP should ensure that all details of local arrangements are noted in campus. Follow-up and escalation of concerns should be via the DSP at the service who will co-ordinate and monitor referrals through the local authority safeguarding partners available to them. Appropriate feedback should be provided when necessary and where appropriate to the child, young person, and team involved in the disclosure/concern so that they are reassured and informed of the processes involved and reduce any unnecessary anxiety or detrimental impact. Team who makes a referral should always follow up their concerns if they are not satisfied with the response; this includes the DSP who should follow up with their local authority partners, especially if re-referrals are necessary or any escalation of concerns. If a practitioner is unsure which local authority to report to, they should contact their local social services for advice.

VISITORS college will work with regular visiting professionals those with a professional role i.e., Local Authority partners, social workers etc. those connected with the building, grounds maintenance, children's relatives or other visitors attending an activity in campus such as an open studio day. All visitors who are there in a professional capacity check ID and be assured they are who they say.

Visits to Services by VIPs or Celebrities - There may be occasions when celebrities or VIPs visit campuses for various reasons. The following safeguarding arrangements with children must be in place in line with recommendations from the Lampard Report (2015).

(a) Visits are to be agreed and arranged in advance, with the purpose for the visit clearly understood by all involved parties

(b) Contact with children/ young people will be agreed with the children/ young people and their representatives in advance.

(c) The VIP or celebrity will be always accompanied by a suitably senior team member during their visit.

(d) Confidential information will not be disclosed to the VIP or celebrity (e) Informal follow-up arrangements will not be made with the VIP or celebrity.

STUDENTS IN WORKPLACE PLACEMENTS

There are occasions when Students are placed in settings outside of their normal educational setting. This might be as work experience, or studio project work.

Team members organising placements need to ensure that local procedures are in place to protect Student from harm, focusing greatest protection on settings in which Student may be most at risk, for example when students are placed for long periods in one-to-one situations with an adult. Employers and training organisations need to be made aware of safeguarding issues and asked to co-operate in putting appropriate safeguards in place. The safety of the student remains the responsibility of the service making the placement and therefore Pinc college will need to continue to undertake regular risk assessments and be aware of the need for contextual safeguarding, where wider environmental factors are present in a student's life that are a threat to their safety and/or welfare.

Additional safeguards will be necessary for placements that are in the same workplace when one or more of the following conditions apply. The placement is:

(a) For more than one day per week

(b) For longer than one term in any academic year

(c) because our students are vulnerable, e.g., those who have special needs

(d) One where the workplace supervisor or a colleague will have substantial unsupervised access to the child, because of the nature of the business (i.e., micro business, sole trader or journeyman) or

If any of the above conditions apply, the following safeguards should be in place:

(a) A workplace/placement risk assessment should be completed prior to the young person attending the service

(b) Training organisations or employers taking responsibility for a student on a long-term placement should be asked to make a commitment to safeguarding their welfare by endorsing an agreed policy or statement of principles

(c) Any person whose normal duties will include regularly caring for, training, looking after or supervising a student in the workplace should be vetted and subject to checks by the DBS, to ensure she/he is not disqualified from working with children or otherwise unsuitable to be responsible for them

(d) (N.B. this should not include people who will have contact with the child simply because she/he will be in the same location, or as part of their work. It is intended to apply to people who are specifically designated to have responsibility for looking after, supervising or directly training a child or children throughout the placement. Checks should normally be arranged by the organisation arranging the placement, through the LA, FE college, and the person should be regarded as a volunteer for the purpose of the check. The results of these checks will be recorded on the Single Central Register)

(e) That person should also be given basic child safeguarding guidance by the placing institution to be aware of their responsibilities in accordance with 'Working Together to Safeguard Children (current version). They should be given details of a person to contact at the institution in the event that there are any concerns about a student for whom they are responsible

(f) The student who are placed in these settings should also be given clear advice about who to contact if they are worried or uncomfortable about their surroundings, or if they suffer abuse. They should have a continuing point of regular appropriate contact within the college and be given opportunities to raise any concerns they may have (g) College/LA policies and procedures should define what actions need to be taken by whom and when if any child safeguarding issues are raised prior, during or after the placement

(h) In some cases, it is also important to ensure that the student concerned is suitable for the placement (for example, when placing children in environments involving them working with younger children) and in some circumstances DBS, or checks may be required.

AUDIT AND GOVERNANCE

An annual audit of Safeguarding processes will be carried out. The results of the Audit will be reported to CLT and governors. Development plans will be used to record and track progress against all actions.

Safeguarding Supervision: This will normally include case discussion and address safeguarding issues on a regular basis. Supervision should challenge the supervisee to consider alternative hypotheses and to reflect critically on his/her own practice. Supervision should challenge the supervisee to consider if there are safeguarding concerns that impact

on the welfare of any child or adult linked to the case, and, if so, how these should be addressed. This includes a consideration of the welfare of children, young people or adults who are not the primary client. Safeguarding Supervision can take place in person or via the phone.

Reflective Peer Group Supervision: Reflective peer group Supervision should be a standard agenda item at Regional Safeguarding team meetings; this normally takes the form of a reflective discussion facilitated by the whole college DSP or agreed alternative. Similarly, services can utilise group supervision in monthly safeguarding meetings as a way of ensuring the Safeguarding Lead provides supervision for any deputies within a service. In the interest of confidentiality, the specific details of cases discussed should not be documented, but a record of attendance should be reflected in the minutes and any actions recorded in the Action Log.

This provides a proactive culture of learning, professional development and support, which allows practitioners to reflect on and explore issues that arise within clinical or operational practice.

The whole college DSP will seek external supervision to support the above system.

Safeguarding Supervision provides a supportive environment in which Safeguarding Leads are enabled:

(a) To reflect, analyse, and evaluate practice, promoting critical thinking and analysis in safeguarding work.

(b) To make sound professional judgements.

(c) To identify and challenge practice, which is considered to be unsafe, unprofessional or unethical.

(d) To build purposeful relationships and communicate effectively.

(e) To ensure client centred practice which is integrated with other services in an appropriate and timely manner.

f) To ensure Safeguarding Leads maintain the competencies, skills and knowledge commensurate to their role and that safeguarding practice is consistent with national guidance and the Group Policies and Procedures

(g) To ensure that colleagues take a proactive and persistent approach to safeguarding issues, including escalating concerns where indicated.

(h) To ensure that all colleagues remain accountable for their own professional practice.

Frequency of safeguarding supervision

Supervision should consist of a mix of 1:1 sessions and group peer sessions at least once a term or as and when needed.

CONFIDENTIALITY There are four key exceptions to Safeguarding Supervision confidentiality: (1) If any safeguarding incident or evidence of unsafe or unethical practice is revealed, and if the Supervisee is unwilling to go through the appropriate procedures to deal with it.

(2) If any illegal activity involving a Group or Agency colleague is revealed.

(3) If the well-being of the Supervisee is cause for concern.

(4) If there is cause for concern regarding the competence or fitness to practice of the Supervisee.

Relevant policies

2.1 Safer recruitment policy

1.3 Prevent policy

2.7 Whistleblowing policy

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CLT Member Responsible for Policy	Rachel Newman
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