

Safeguarding and Prevent Policy and Procedures

Created by	Director of Learner Services and Executive Safeguarding Lead, February 2020
Approved by	Corporation, March 2020
Version	3.0
Date of next review (Annual)	February 2021
Addendum: September 2020 (Pages 24 – 27)	
<ul style="list-style-type: none">- Risk Assessment for Online Learning, Non Enrolled Learners page – Appendix 8- Video Protocols for on line teaching, learning support and interviewing page – Appendix 9- Covid Code of Conduct – Appendix 10	

1 Policy Statement

- 1.1 The Working Men's College ("WMC") fully recognises its responsibility to promote safe practice and to protect and safeguard the welfare of everyone working and studying at the College. We believe that learning takes place most effectively within a culture in which all individuals trust the College to keep them safe from harm while studying at the College and give them information, advice and help to keep themselves safe from harm at other times. WMC believes that everybody working or studying here has a right to freedom from abuse and harm. Everyone working in the College is required to abide by the college's courtesy code, which makes it clear that actions which harm others will not be tolerated.
- 1.2 WMC also recognises its responsibility to take all reasonable steps to protect young people and vulnerable adults from harm, abuse and exploitation. A child is defined as a person under the age of 18. A vulnerable adult is defined as a person aged 18 or above who;
- Has need for care and support
 - Is experiencing, or at risk of experiencing abuse or neglect
 - Is unable to protect themselves against significant harm or exploitation

Vulnerability is difficult to judge. Staff should always assume that any adult learner they deal with may be a vulnerable adult and treat them accordingly.

- 1.3 This policy applies to everyone working or studying at the college; full-time, part-time and sessional staff, governors, contractors, volunteers and Learners. It applies to its centres at Crowndale Road and Kentish Town and to all its provision delivered elsewhere, including community centres and employers' premises. Everyone is expected to demonstrate these values, through their behaviour, at all times.
- 1.4 All staff, governors, contractors and volunteers are required to familiarise themselves with this Safeguarding Policy and related practices and procedures upon induction to the College and when updates are notified and circulated. In addition all staff and volunteers are required to prioritise attendance at College Safeguarding training events.
- 1.5 Prevent is the government's national counter-terrorism strategy and it aims to stop people being drawn into terrorism. It aims to reduce the risks of radicalisation and ensure people are given advice and support. All colleges have a responsibility to identify the risks of, and protect, young people and vulnerable adults from the dangers of, radicalisation and extremism.

Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. This also includes extremism calls for the death of members of the armed forces, whether in in the UK or overseas (Home Office, 2015).

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

Everyone should follow the same approach and procedures set out in this document for identifying, raising and addressing concerns about radicalisation and extremism as they would about other Safeguarding concerns. (See Section 4)

2 Responsibility for the Policy

- 2.1 The Lead Person for Safeguarding and Prevent in the College with overall responsibility for the policy is the **Director of Learner Services**.
- 2.2 The policy is approved by governors. A lead governor is appointed to support and work with the College's named Lead Person for Safeguarding and to oversee the implementation of the policy.
- 2.3 The Director of Learner Services will act as the Lead Nominated Person for Safeguarding in the College and will be responsible for updating the policy annually (or more frequently if legislative or regulatory changes prompt an earlier review) and providing an annual report to governors on its implementation.

- 2.4 The Director of Learner Services is responsible for overseeing and managing referrals, training and raising staff and learner awareness, overseeing safe recruitment, and the health & safety and training aspects of the policy. They are also responsible for maintaining contacts with the Local Safeguarding Boards, the Department for Education's Regional Prevent Co-Ordinator and other agencies. In the absence of the Director for Learner Services, the Curriculum Manager ALS will deputise as the Safeguarding Lead for the College.
- 2.5 There are two additional Designated Safeguarding Leads who are the first point of contact for staff or Learners with concerns. The college also maintains a Safeguarding E-Mail address, which may be used for reporting incidents. (safeguarding@wmcollege.ac.uk)

The Designated Safeguarding Leads are:

- Curriculum Manager ALS
- Disability Officer

These members of staff together with the Director of Learner Services will receive enhanced safeguarding and prevent training to enable them to fully understand and discharge the responsibilities of their roles. Contact details for these staff will be included in learner handbooks and displayed prominently in the college centres.

- 2.6 The Director of Learner Services is responsible for overseeing and maintaining central registers of safeguarding incidents/concerns and details of vulnerable Learners.
- 2.7 The Director of Learner Services is responsible for ensuring that all staff, Governors, contractors and volunteers in the College have received appropriate initial and refresher training and for keeping records of attendance at training events or completion of online training.
- 2.8 Members of staff must also take personal responsibility for ensuring they are appropriately trained, that they fulfil their referral and reporting obligations under this policy and that this policy is disseminated and implemented consistently throughout the College.

3. Learners' Safety and Well-Being

- 3.1 Everyone who has responsibility for Learners must take steps to promote their well-being and safety.
- 3.2 The potential risks to Learners is very broad. A list of some of them is given in Appendix 1. Tutors should be aware of these risks and be alert to the possibility that some of their Learners may be experiencing some of these problems.
- 3.3 The College aims to provide a supportive environment which encourages Learners to speak out about any problems they may have, whether or not they are connected with their study, and will work with the learner to resolve these problems wherever possible.
- 3.4 The College aims to provide all its Learners with the information they need in order to keep themselves safe, through their curriculum teaching and through dissemination of information via noticeboards, forums and on-line resources.

4. The Prevent Duty

- 4.1 The College understands its responsibilities under the Prevent Duty and recognises that extremism and exposure to extremist materials and influences are safeguarding concerns.
- 4.2 The College will respond to the ideological challenge of terrorism and aspects of extremism and the threat it faces from those who promote such views.
- 4.3 The College aims to provide practical help to prevent people from being into terrorism and violent extremism and ensure that they are given appropriate advice and support.
- 4.4 The College will maintain relationships and contact with external agencies to ensure that current levels of risk are known and responded to accordingly.

- 4.5 The College will regularly review and update the Prevent Risk Assessment and Action Plan to ensure that all current local, national and international risks are managed.

See Appendix 3 for process concerning Prevent concerns.

5. DBS Policy and Safe Recruitment of Staff

- 5.1 All College staff undergo a Disclosure & Barring Service (DBS) check prior to employment, in accordance with the terms of our separate DBS Policy.

- 5.2 This covers full time, part time and sessional staff, whether permanent, fixed term or temporary, unless they are engaged for fewer than 4 weeks and are an appointed professional discharging their statutory duty.

- 5.3 Any contractor or volunteer who has or is likely to have unsupervised access to Learners under the age of 18 or vulnerable adults will be subject to DBS checking. This will include some learner representatives, to be decided on a case-by-case basis by the Director of Learner Services.

- 5.4 Where a concern is raised via the DBS check or the barred list, the appropriate Director would meet with the individual to discuss concerns and take statements. Following the meeting, Director of Learner Services will make a final decision. Any appeals will be sent to the Vice Principal or Deputy Principal.

- 5.5 Any member of staff for whom the results of a DBS check are not known when they start employment will be subject to a specific risk assessment prepared by the Recruiting Manager and reviewed by the Director of Learner Services. The risk assessment will identify appropriate actions to mitigate the risks, such as providing additional supervision and unannounced observations on the staff member. In some cases it might be appropriate to determine that the staff member is not permitted to be alone with the following Learners or groups of Learners:

- Classes or groups specifically for children or young people under 18
- Classes or groups specifically for vulnerable adults
- Individual children or young people under 18
- Individual adults who may be vulnerable

- 5.6 Re-checks will be carried out when staff apply for a new position within the College or every three years, whichever is the sooner.

- 5.7 Safer Recruitment procedures are followed by the College, with all staff involved in chairing recruitment panels undergoing specific training in 'Safer Recruitment.' Job adverts and job descriptions all state that before employment, a DBS check will be required as well as two written references. Offers of employment will only be conditional until satisfactory checks and references have been obtained. In addition, steps will be taken to ensure that all shortlisted candidates provide a career history and satisfactory explanations are received and corroborated as necessary, to explain any career gaps. All Governors are subject to a DBS when appointed and every three years.

- 5.8 A Single Central Record of staff will be maintained by the HR Manager in line with statutory guidance within Keeping Children Safe in Education September 2019.

6. Staff Training and Code of Conduct

- 6.1 All staff and, where appropriate, contractors and volunteers, must be trained in the principles and practice of safeguarding. The training is designed to give staff information on:

- The principles of safeguarding
- What we are safeguarding against; the signs of abuse
- How to deal with possible situations
- How to deal with the issue of confidentiality

- How safeguarding is embedded throughout the organisation
- Safer recruitment (where appropriate)
- The Prevent Duty

Contractors and visitors on site for a short period will receive a short safeguarding guide.

- 6.2 Compulsory on-line Safeguarding and Prevent training. This is compulsory for all staff which is emailed to staff pre-employment. HR monitor this as part of the induction process and ensure completion via a certificate. Staff are required to complete by end of first week of employment if not down pre-employment. Managers who recruit staff also undertake on-line 'Safer Recruitment' training. Designated Safeguarding Lead training, is compulsory for staff with specialist responsibilities under this Policy, or who are involved in policy development.
- 6.3 All staff are expected to understand and adhere to the **Staff Code of Conduct** which sets out simple rules for behaviour towards Learners. Staff receive a copy as part of the induction process. (See Appendix 4.)
- 6.4 Governors undergo safeguarding and prevent training in order for them to fully appreciate and discharge their responsibilities in relation to safeguarding. The lead governor is be provided with additional specialist safeguarding training as appropriate.

7. Risk Assessments

- 7.1 If any member of staff becomes aware or is concerned that a learner who is enrolling or already attending College may have been involved in sexual or violent offences, they should report this to the Director of Learner Services. The Director of Learning Services will investigate the circumstances surrounding the offences and any subsequent convictions and then liaise with the Executive Management Group about the actions to be taken. The College recognises its responsibilities under the Rehabilitation of Offenders Act but will always assess the risk to other Learners before making a decision.
- 7.2 The Risk Assessment will aim to identify all the risks, assess their likelihood and impact in each case and devise strategies to mitigate them. Risk assessments will be fully documented and retained by the Director of Learner Services.

8. Information, Advice & Guidance for Learners

- 8.1 The Code of Conduct forms part of the Learner Induction process.
- 8.2 In addition to safeguarding and prevent, the Learners' induction programme covers the College's Code of Conduct and how to keep themselves safe.
- 8.3 Safeguarding and prevent is incorporated into the college's system for observations of teaching & learning.
- 8.4 A noticeboard is maintained for Learners giving contact details for advice on all aspects of abuse and personal safety, including both college and external resources.
- 8.5 The College's ICT Acceptable Use Policy contains advice and rules for both staff and Learners, which aim to minimise the risk of cyber-bullying, on-line financial deception and other on-line threats such as Prevent concerns.
- 8.6 A Health & Safety and Safeguarding risk assessment will be completed for Learners on work placements and reviewed by the relevant Curriculum Manager. Cases causing concern will be raised with the Director of Learner Services and followed up as necessary.

9. Reporting Suspected Abuse

- 9.1 Any person working in the college (staff, governors, contractors and volunteers), who has a reasonable suspicion that any other person is currently being abused, must report it as soon as possible to the

Designated Safeguarding Lead. If the allegation concerns a senior manager, then the concern should be raised with the Principal and if the allegation concerns the Principal personally, it should be made to the Chair of Governors, who will be able to request advice from external sources as necessary.

Any allegations made directly to HR will be reported to the Executive Designated Safeguarding Lead.

- 9.2 All staff, governors, contractors and volunteers must understand their responsibility to be alert to the signs of possible abuse. (See Appendix 2.) If anyone working in the college recognises signs of possible abuse in any other person, they should raise the concern with the Designated Safeguarding Lead at the earliest opportunity, either by phone or by e-mailing the safeguarding e-mail. Serious concerns or where there is a perceived risk of immediate harm to the individual should be reported directly to a senior manager and/or the Police.
- 9.3 If a young person or vulnerable adult makes a disclosure of abuse to a member of staff they should for the procedures in Appendix 3.
- 9.4 If a learner discloses historic abuse which has been disclosed previously, the College will treat the situation delicately and signpost the learner to support agencies if they are not already accessing them.
- 9.5 If an allegation of abuse is made against another learner, the process will be the same, but the Director of Learner Services will decide whether to invoke the Learner Disciplinary Policy against the alleged abuser.
- 9.6 If an allegation of abuse is made against a member of staff, the Director of Learner Services will contact the Local Authority, Camden Council, for advice and guidance. The Local Authority will appoint someone from their Safeguarding Team to advise on whether the Police or Children/Adults Services should be involved and will offer guidance with regards to suspension.

10. Record Keeping and Data Protection

10.1 Staff can play a vital role in helping a young person or vulnerable adult in need or at risk by effective monitoring and record keeping. Any incident or behavioural change in a young person or vulnerable adult that gives cause for concern should be reported to the Designated Safeguarding Lead as soon as possible. It is important that records are factual and reflect the words used by the young person or vulnerable adult. Records must be signed and dated with timings if appropriate. It is important to remember that any issues are confidential and staff should know only on a 'need to know' basis

10.2 The following information is always be recorded by the member of staff:

- Learner's name and date of birth.
- Learner in normal context, e.g. behaviour, attitude, (has there been an extreme change).
- The incident(s) which gives rise for concern with date(s) and times(s).
- A verbatim record (as far as practical) of what the learner has said.
- If recording bruising/injuries indicate position, colour, size, shape and time on body map.
- Action taken.

These basic details are vital to the information gathering process and do not constitute an investigation. Written information should be passed to the Lead Nominated Person for Safeguarding.

10.3 The Director of Learner Services will keep:

- a confidential central register of safeguarding incidents/concerns
- a confidential formal record of all investigations into suspected abuse
- a confidential file of safeguarding risk assessments
- a confidential list of vulnerable Learners

- 10.4 The HR Manager must keep a Single Central Record of all required pre-employment checks completed, which should be checked annually by the Governor with safeguarding responsibilities
- 10.5 Under the College's Data Protection Policy, personal data must not be passed to anyone outside the College without their permission, with the exception of:
- funding bodies, for their prescribed purposes,
 - the Police, where a crime has been or is likely to be committed
 - the immediate welfare or safety of a person is at risk
 - Department for Education (DfE)
 - Department for Business, Innovation, and skills (BIS)
 - Ofsted
 - Connexions
 - Department of Health (DH)/Primary Care Trusts (PCT)
 - Higher Education Funding Council for England (HEFCE)
 - National Careers Service (NCS)

Head of MIS is the College's Data Protection Officer and can provide further advice.

- 10.6 No member of staff should disclose the whereabouts, or even the presence in the building, of a learner, to anyone, even someone claiming to be their relative or friend. In an emergency a staff member may offer to pass on a message if they are here, but cannot disclose whether they have been successful or not.

11. Subcontracted Provision

- 11.1 Where the College carries out subcontracted provision on behalf of another provider, it must ensure that any safeguarding concerns about the provider's learners are raised immediately with their Designated Safeguarding Lead. This is particularly important in the case of provision for Learners of statutory school age, referred to us by their school. At the time of approval of this policy, no provision is delivered at the college.

12. External Agencies

- 12.1 The Director of Learner Services is responsible for maintaining contact with the Camden Safeguarding Children Board and other local agencies and for determining whether and when a referral is appropriate or necessary. This collaboration is intended to ensure that support is made available to those who need it and that assistance and advice are available to the College where necessary.
- 12.2 Colleges have a legal duty to refer to the DBS, any member of staff who has harmed, or poses a risk of harm, to a vulnerable adult, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been dismissed had they not left. The DBS will consider whether to bar the person. Referrals should be made as soon as possible after the resignation or dismissal of the individual. The College will abide this statutory requirement and will refer any such instances to the DBS without further reference to the individual.

12.3 Local Support Contact Details for Safeguarding and Prevent Concerns

Local support contact details for safeguarding and prevent concerns are listed in Appendix 7

13. External Speakers/Visitors

- 13.1 In order for the College to effectively filter inappropriate guests/external speakers, staff must follow the External Speaker Policy and Procedure (see Appendix 5).

The process will allow for the designated staff responsible for them seek permission in advance of any planned event.

An External Speaker Consent Form is the mechanism for societies to notify the college of an intended attendee. This notification should be submitted to the Director of Learner Services at least 10 working days prior to the event. If the individual is considered to pose any potential for controversy, a similar notification would be submitted to Camden Council and the Metropolitan Police Service at least 5 working days before the event. This is to allow sufficient time for the respective agencies to consider the information received and supply appropriate feedback.

14. Implementation, monitoring, reviewing and evaluation

The scope of this Safeguarding & Prevent Policy is broad ranging and in practice, it will be implemented via a range of policies and procedures, and this policy should read alongside the following policies and protocols:

Disclosure & Barring Service (DBS) Policy Procedure
Staff Recruitment & Selection
Volunteer Policy

Employee Grievance Policy & Procedure
Employee Disciplinary & Procedure
Code of Conduct for Staff
HR Induction
Prevention of Bullying & Harassment Policy
Staff Facing an Allegation of Abuse Policy
Whistleblowing Policy & Procedure

Health & Safety Policy
ICT Acceptable Use
E-Safety Policy
Data Protection Policy
Venue Hire Policy
Student Disciplinary Policy & Code of Conduct
Quiet Room Protocol
Work Experience Placements Guidelines

Duty Manager Role and Responsibilities

15. Safeguarding & Prevent Panel

The Safeguarding and Prevent panel will be responsible for:

- Develop policy, protocols and good practice related to Safeguarding and Prevent
- To facilitate an annual audit of practice
- To approve an annual report to be submitted to SLT and Governors
- To review training, briefing, induction and key communications related to Safeguarding and Prevent

APPENDIX 1: Potential Risks to Learners

The following are some specific safeguarding and prevent issues that we are required to protect learners from:

- neglect
- physical abuse
- sexual abuse
- emotional abuse
- bullying, including online bullying and prejudice-based bullying
- racist, disability and homophobic or transphobic abuse
- gender-based violence/violence against women and girls
- peer-on-peer abuse, such as sexual violence and harassment
- radicalisation and/or extremist behaviour
- child sexual exploitation and trafficking
- child criminal exploitation, including county lines
- serious violent crime
- risks linked to using technology and social media, including online bullying; the risks of being groomed online for exploitation or radicalisation; and risks of accessing and generating inappropriate content, for example 'sexting'
- teenage relationship abuse
- upskirting
- substance misuse
- issues that may be specific to a local area or population, for example gang activity and youth violence
- domestic abuse
- female genital mutilation
- forced marriage
- fabricated or induced illness
- poor parenting
- homelessness
- so-called honour-based violence
- other issues not listed here but that pose a risk to children, learners and vulnerable adults

More information and guidance on these issues may be found via the Gov.uk website.

Other safeguarding issues may become apparent through:

Risky Behaviour:

- Drugs and alcohol
- Self-harm

Financial abuse:

- On-line fraud, e.g. phishing
- Door-to-door sellers
- Internet scams

APPENDIX 2: Abuse and Neglect

The Department for Education publication “Keeping Children Safe in Education” published in April 2015 and last revised in September 2019 identifies the following types of abuse and neglect:

Note that this guidance refers to children but the majority of abuse and neglect listed below would constitute a Safeguarding concern when applied to adults, particularly where the adult is vulnerable.

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child’s emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or ‘making fun’ of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child’s developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

There are other ways of categorising abuse and a huge degree of overlap between the different types. Some signs of abuse can be caused by any or all of these. Abuse can be in person or it can be through another medium, e.g. online.

There are many different signs of abuse. Examples which could cause concerns of current abuse are:

- Any unexplained mark or bruise
- Any major changes in behaviour
- Any comment which may give cause for concern
- Any unexplained soreness or marks on the body
- Any deterioration in person's well-being
- Any inappropriate sexual language or sexual behaviour

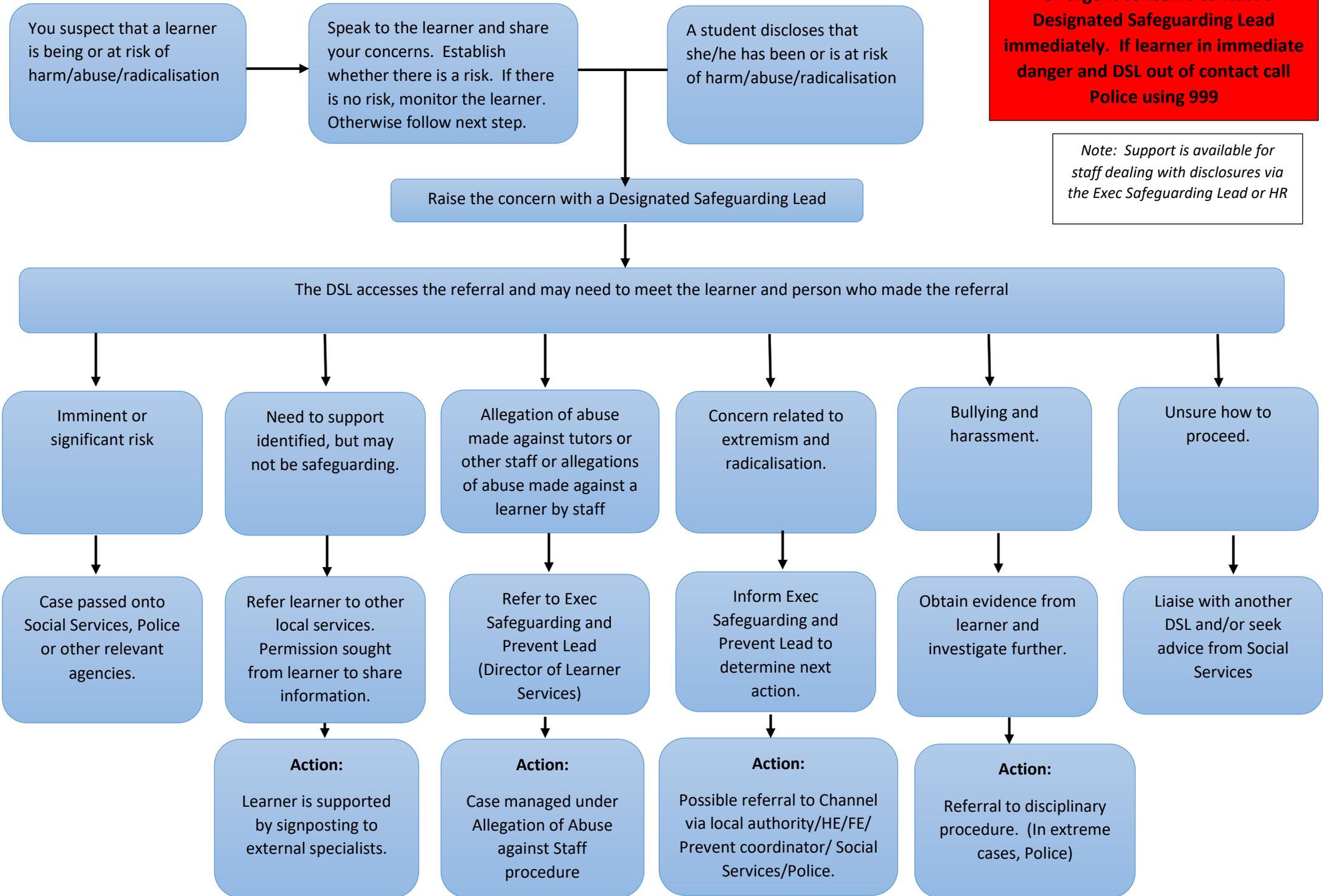
However, none of these signs are conclusive proof of current abuse. Any of these examples may be caused by historical abuse or a variety of other reasons.

Disclosure is when a person, most likely a learner, gives someone working in the College: staff, governors, contractors and volunteers, some information which leads them to suspect abuse is currently taking place. This information is most likely to be confused and tentative.

APPENDIX 3: Flowchart for Dealing with Suspected Abuse and/or Disclosures of Abuse

For urgent concerns contact a Designated Safeguarding Lead immediately. If learner in immediate danger and DSL out of contact call Police using 999

Note: Support is available for staff dealing with disclosures via the Exec Safeguarding Lead or HR



CODE OF CONDUCT FOR STAFF

- Principles
- College Values
- Working with Others
- Our behaviour

Code of Conduct for Staff

WMC – The Camden College seeks to provide a safe and supportive environment where the welfare and health & safety of staff and learners is paramount. We should seek to act professionally at all times, but we recognise that tensions and misunderstandings can occur in the context of interaction between staff and learners.

This guidance aims to help safeguard you and learners and reduce the risk of conduct which could be mistaken and lead to allegations being made against individuals.

This document does not replace nor supersede any established College policies or procedures.

PRINCIPLES

- The welfare of all learners is paramount.
- We are responsible for our own actions and behaviour. We should avoid any conduct which would leave any reasonable person to question our motivation and intentions.
- We should understand our responsibilities to safeguard and promote the welfare of learners.
- We should work and be seen to work in a transparent way.
- We should report any incident which may give rise to concern to our line manager or to the Safeguarding Lead or Officers.
- Staff who breach this code of conduct may be subject to the College's disciplinary procedures.

- We should apply the same professional standards regardless of culture, disability, gender, language, racial origin, religious belief, sexual orientation or gender status.
- We will work to promote the College Values, ensuring on a day to day basis that we incorporate these Values into Our professional behaviour.

COLLEGE VALUES

Learner Centred: We strive to enable all learners to achieve their potential and to enjoy their learning with us. We listen to our learners and are adaptable, flexible and responsive to learner needs.

Continuous Improvement & Excellence: We constantly review what we do and how it could be improved to ensure that we get better.

Respectful: We promote equality and celebrate diversity. We respect differences and treat people as individuals. We are understanding of each other's values, cultures and beliefs and observe these in our interactions with each other.

Collaborative: We work together to meet our common goals, valuing each other's contribution. We share and celebrate the talent, skills, knowledge and experience of every person at WMC.

WORKING WITH OTHERS

We have a duty of care towards our learners and are accountable for the way in which they use our authority and position of trust. This duty can be best exercised through the development of caring but professional relationships.

We should:

- Treat all learners with respect and dignity.
- Always put the welfare of the learner first.
- Understand that systematic use of insensitive, disparaging or sarcastic comments such as those that refer to a person's intelligence, gender, sexual orientation or ethnicity in any way are unacceptable.
- Not swear or use offensive or discriminatory language.
- Never make sexual remarks to a learner or discuss our own personal sexual relationships.
- Avoid any communication which could be interpreted as sexually provocative.
- Work in an open environment avoiding private or unobserved situations and encourage open communication.
- Give enthusiastic and constructive feedback rather than negative criticism.
- Always challenge inappropriate language from learners or colleagues.
- Never allow allegations made by a learner to go unrecorded or not acted upon.
- Never give out our own personal details or a learners personal details to other learners.

OUR BEHAVIOUR

We should adopt high standards of personal conduct at all times:

- Our clothing should reflect a professional appearance and should be suitable for the occupational area in which we are working.
- Never act in a way that could be perceived as threatening.
- Accessing or bring in images or pornography i.e. sexualised images without artistic merit on site is never acceptable, regardless of format.
- Storing or disseminating such material on site or sharing links to such material via College equipment / services is forbidden and if proven is highly likely to lead to disciplinary action.
- Never engage in inappropriate verbal or written communications about the College, staff members, learners or customers. Where a staff member is found to have said or written something that is defamatory towards the College, staff members, learners or customers they may be subject to the College's disciplinary procedures.
- When communicating with learners electronically, we should only use college phones, college email or official college internet site



WMC Camden College

External Speaker / Organisation Policy and Procedure 2020-2023

Created by	Director of Learner Services and Executive Safeguarding Lead	February 2020
Approved by	Corporation	March 2020
Version	1.0	
Date of next review		February 2023

1 Introduction

The Working Men's College has a history of inviting external visitors and organisations to enrich the experience of learners, staff and the community. However, guidelines, at the least, are required to capture the benefits that visiting speakers might bring, and to meet the requirements of the Prevent Duty Guidance for Further Education Institutions in England and Wales, published in July 2015, to ensure that any risk of extremism or attempted radicalisation is considered when inviting speakers to the College or responding to requests from speakers.

1.1 Aim

The aim of this policy is to ensure that the learner and staff experience at the Working Men's College is enriched by input from external visitors and organisations, and that any benefits and risks are considered appropriately in advance of a visitor and or event.

1.2 Policy Statement

The College recognises the value that visitors and holding events bring to the College and its learners, and seeks to encourage the provision of enrichment, health awareness, well-being awareness and Safeguarding awareness, to learners and staff through exposure to high quality visitors and organisations.

This policy seeks to reduce the likelihood that visitors or organisations might seek to promote extremist views or attempt to radicalise learners and staff or cause others to think less favourably upon any groups within our local community and society at large.

In addition, it seeks to reduce or eliminate any risks of disruption or poor behaviour for example, as the result of a controversial visitor's presence in College.

1.3 Scope

This Policy and Consent Form applies to all staff who organise and/or host events or invite visitors and organisations to come into the Working Men's College.

1.4 Definitions

Prevent is the government's strategy to stop people becoming involved in violent extremism or supporting terrorism, in all its forms.

Extremism is defined by the UK government as 'Vocal or active opposition to fundamental British values and calls for the death of members of our armed forces, whether in this country or overseas'.

Visitor means a person who will share information, provide specialist awareness raising or lead training with learners and or staff.

2. Procedure

- 2.1 Organisers of a visitor or organisation event should, in advance of the event, complete an External Speaker/Organisation Consent Form, which includes consideration of the visitor(s) awareness raising, training or topic of discussion and content of any presentation, and the potential audience to whom it is intended to be delivered. The Consent Form is available in Appendix 1.

- 2.2 Where a visitor or organisation requests to come to the College to speak to learners and/or staff, the member of staff who is contacted, or the member of staff who leads the organisation of the event, should use the same Consent Form in Appendix 1, in the way described below.
- 2.3 The Consent Form should be discussed with the organiser's Director prior to confirmation of the visitor or organisation. If the Director has concerns about the visitor(s) awareness raising, training or topic of discussion content or any other aspect of the event, they should share their concerns, especially those related to extremism/radicalisation with the College's Executive Safeguarding and Prevent Lead (the Director of Learner Services), or with the Designated Safeguarding Leads.
- 2.4 The College's Executive Safeguarding and Prevent Lead (Director of Learner Services) is able to veto the visitor(s) or organisation's attendance, or suggest additional controls (including a Risk Assessment) to allow the event to go ahead.
- 2.5 The Consent Form should be completed and submitted for authorisation at least 5 working days before the proposed event.
- 2.6 Copies of the Consent Form should be held by the organiser's Director, and an electronic copy held within the College's Safeguarding system.
- 2.7 Where any visitor or organisation meets with learners, the organiser must ensure that the College has at least one member of staff, who has received Safeguarding and Prevent training, present at the event, to ensure that any extremist views presented at the event can be addressed.

3. Review

This guidance will be reviewed every three years, or when relevant legislation or government guidance is revised.



External Speaker/Organisation Consent Form

Staff member responsible for this event:		Department:	
Learners attending: (ESOL, ICT, FAD etc.)		Number of learners:	
Name of speaker:			
Name of organisation:			
Address of organisation:			
Email:		Telephone No.:	
Date of event:			
The topic of visit / event:			
Start time:		Room No:	
End time:			
How learners will benefit:			
Is there any known or possible media interest in the proposed event?		Yes / No (<i>delete as appropriate</i>)	
If yes, please detail (e.g. publication or media outlet)			
Background checks – are there any matters that require investigation / action? Supply brief description			
Source(s)	Checked	Detail	
Website			
Printed literature			
Resources to be presented			
Google search			
Recommendation from another organisation			
Other checks			

Consent

Applicant:		Submission date:	
Approved	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Signature of Director
Name of Director			Date approved:

APPENDIX 6: Role of the Designated Safeguarding Lead

The College will appoint an appropriate senior member of staff, who is part of the leadership team, in the role of Executive Designated Safeguarding & Prevent lead.

The Executive Designated Safeguarding and Prevent lead takes lead responsibility for safeguarding and child protection (including online safety). This will be explicit in the role holder's job description. This person will have the appropriate status and authority within the College to carry out the duties of the post. They are given the time, funding, training, resources and support to provide advice and support to other staff on welfare and child protection matters, to take part in strategy discussions and inter-agency meetings, and/or to support other staff to do so, and to contribute to the assessment of children and adults.

Deputy Designated Safeguarding Leads

The College will appoint one or more deputy designated safeguarding leads who will be referred to as Designated Safeguarding Leads. The deputies will be trained to the same standard as the Executive Designated Safeguarding and Prevent lead and the role is explicit in their job description. Whilst the activities of the Executive Designated Safeguarding and Prevent lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for safeguarding, remains with the, Executive Designated Safeguarding and Prevent lead and this responsibility will not be delegated.

Managing Referrals

The Executive Designated Safeguarding and Prevent lead is will:

- refer cases of suspected abuse to the local authority adult or children's social care as required;
- support staff who make referrals to local authority adult or children's social care;
- refer cases to the Channel programme where there is a radicalisation concern as required;
- support staff who make referrals to the Channel programme;
- refer cases where a person is dismissed or left due to risk/harm to an adult or child to the Disclosure and Barring Service as required;
- refer cases where a crime may have been committed to the Police as required;
- manage concerns/allegations, against staff (including volunteers) that might indicate they would pose a risk of harm to adults or children and refer allegations to the designated officer(s) at the local authority

Work with others

The Executive Designated Safeguarding & Prevent Lead will:

- act as a point of contact with the three safeguarding partners (Local Authority, Police & Clinical Commissioning Group within the Local Authority);
- liaise with the Principal to inform him or her of issues - especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- as required, liaise with the "case manager" and the designated officer(s) at the local authority for safeguarding concerns in cases which concern a staff member;

Work with others

The Executive Designated Safeguarding & Prevent Lead will:

- act as a point of contact with the three safeguarding partners (Local Authority, Police & Clinical Commissioning Group within the Local Authority);
- liaise with the Principal to inform him or her of issues - especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- as required, liaise with the “case manager” and the designated officer(s) at the local authority for safeguarding concerns in cases which concern a staff member;
- liaise with staff (especially pastoral support staff, IT Technicians, and the named person with oversight for SEN in a college) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies; and
- act as a source of support, advice and expertise for all staff.

Training

The Executive Designated Safeguarding & Prevent (and any deputies) will:

- I undergo training to provide them with the knowledge and skills required to carry out the role. This training will be updated at least every two years. The Executive Designated Safeguarding & Prevent Lead will undertake Prevent awareness training.
- In addition to the formal training set out above, their knowledge and skills will be refreshed at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role so they:
- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority adult and children’s social care referral arrangements.
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to, and understands, the College’s Safeguarding and Prevent Policy and Procedures, especially new and part time staff;
- are alert to the specific needs of children in need, those with special educational needs and young carers;
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation.
- understand the importance of information sharing, both within the College, and with the three safeguarding partners, other agencies, organisations and practitioners.
- are able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the College with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting adults and children from the risk of radicalisation;
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep adults and children safe whilst they are online at the College;
- can recognise the additional risks that children and adults with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND adults and children to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses;
- encourage a culture of listening to learners and taking account of their wishes and feelings, among all staff, in any measures the College may put in place to protect them.

Raise Awareness

The Executive Designated Safeguarding and Prevent lead will:

- ensure the College's Safeguarding Policy and Procedures are known, understood and used appropriately;
- ensure the College's Safeguarding Policy and Procedures is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with the Governing bodies and Principal regarding this;
- ensure the College's Safeguarding Policy and Procedures is available publicly and parents/carers are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this; and
- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.

Statutory Guidance documents for all staff on which the Safeguarding & Prevent Policy and Procedures is based:

Keeping Children Safe in Education – September 2019

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/835733/Keeping_children_safe_in_education_2019.pdf

Ofsted Inspecting safeguarding in early years, education and skills settings

<https://www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills>

Revised Prevent duty guidance: for England and Wales

<https://www.gov.uk/government/publications/prevent-duty-guidance>

APPENDIX 7: Local support contact details for safeguarding and prevent concerns

- Camden Council Adult Social Care Information & Access team, telephone: 020 7974 4000 and select option 1
Emergency Duty Team on 0207 974 4444 or contact emergency services on 999
Email: adultsocialcare@camden.gov.uk
- Camden Children and Families Contact Service (formerly MASH)
Duty Manager 020 7974 3317. Out of hours 020 7974 4444
Email LBCMASHadmin@camden.gov.uk
- NSPCC Helpline, telephone 0808 800 5000
- Childline, telephone 0800 1111
- Age UK Camden 020 7239 0400 / www.ageuk.org.uk
- MIND Camden 020 7241 8999 / www.mindincamden.org.uk
- Samaritans 116123 (Freephone)

Camden Early Intervention Service - Service Manager: Elaine Greer

Phone: 020 3317 6590

Email: cim-tr.CamdenEIS@nhs.net

Opening hours: Monday to Friday, 9.00am - 5.00am.

Camden Domestic Violence Support

Email: camdensafetynet@camden.gov.uk

Website: www.camden.gov.uk/domesticviolence

Phone: 020 7974 2526

ASB Support offers practical and emotional support to those affected by Anti-Social Behaviour and can be contacted on 020 7506 3224

Safer Neighbourhood Teams:

St Pancras and Somers Town – Sgt Dean Kirby – 020 8721 2810
StPancras.Somerstown.SNT@met.police.uk

Kentish Town – Sgt Joseph Johnson – 020 8721 2695
KentishTown.SNT@met.police.uk

Local police stations:

Islington Police Station, 2 Tolpuddle Street, N1 0YY

Kentish Town Police Station, 10-12A Holmes Road, NW5 3AE

Camden Council Hate Crime Concerns

CommunitySafety@camden.gov.uk

PREVENT CONCERNS

FE/HE Regional Prevent Coordinator for London

Jake Butterworth - Due Diligence and Counter Extremism Division

Email: Jake.BUTTERWORTH@education.gov.uk

Mobile: 07795 454 722

Camden Council Prevent Contact

prevent@camden.gov.uk

Prevent Co-ordinator – Albert Simango

Albert.simango@camden.gov.uk

Prevent Education Officer – Jane Murphy

Jane.murphy@camden.gov.uk

Met Police Prevent Contacts:

SO15Mailbox-.LocalOpsNorthWestTeam1@met.police.uk

WM College – Addendum to Safeguarding & Prevent Policy September 2020

Response to COVID-19

There have been significant changes within our setting in response to the outbreak. Learners are now studying both at home and at college and staffing could be significantly affected through illness and self-isolation. Despite the changes, the College's Safeguarding & Prevent Policy is fundamentally the same: learner and staff safety is paramount; staff should respond robustly to safeguarding concerns and contact the DSL in line with our established safeguarding procedure. This addendum sets out some of the adjustments we are making in line with the changed arrangements in the College and following [advice from Government](#).

The non-statutory interim guidance on safeguarding in schools and colleges has been withdrawn as the Government expects all settings across the nation to reopen with full availability to all learners. WM College intends to continue with online learning (either fully online or blended) and therefore this addendum to the Safeguarding Policy will remain place. This document include sufficient guidance for any further partial or full lockdown situations. In the event of a full lockdown this document and all other associated documents would be reviewed as a matter of course.

Reporting Arrangements

The DSL team remains unchanged:

1 X Executive Safeguarding Lead (staff and learner concerns) - Caroline Poole

2 x Designated Safeguarding Leads (learner concerns) - Jacqui Forrester & Ali Hussain

The College reporting arrangements continue in line with the Safeguarding & Prevent Policy. See Policy for contact details.

The approach remains that the College will have a DSL on site while the College is open during core hours (9am to 5pm). The evening/weekend out of hours arrangements remain the same and as detailed in the Policy.

If the College is closed due to any Government directed lockdown, the contact details for the Safeguarding team and their core working hours remain the same.

The central safeguarding email safeguarding@wmcollege.ac.uk will continue to be monitored.

In the event that the College's Safeguarding Team are all unwell or self isolating, a member of the Executive Management Group will be nominated to cover.

Staff will continue to follow the Safeguarding and Prevent procedure and advise the safeguarding leads immediately about concerns regarding any learner, whether in studying in College or at home.

Staff understand that COVID-19 means a need for increased vigilance due to the pressures on services, families and learners.

Identifying Vulnerability

The College has undertaken an exercise to identify the most vulnerable learners so that specific arrangements are put in place in respect of the following groups in the event of a further lockdown or where learners are predominantly studying at home:

Supported Learning Learners - Regular telephone contact with tutors and learning assistants. Regular contact with families/carers of Supported Learning learners to provide additional support as deemed necessary. This support will be delivered in conjunction with relevant external agencies.

Young Learners – Foundation Art Degree – Wellbeing checks in place via telephone and email where learners fail to keep in contact with their tutors. This support will be delivered in conjunction with relevant external agencies.

Known Vulnerable Learners – Where a learner is already supported by the ALS team or other agency with their mental health, regular wellbeing checks completed by telephone. This support will be delivered in conjunction with relevant external agencies.

New Safeguarding Concerns – Where a learner is been identified as being vulnerable through a newly reported concern and the learner is studying predominantly at home, the DSL team will create an individual communication plan to support the learner as necessary.

Learners with an EHP – Measures to support this cohort of learners will be in line with Government guidance at the time. The DSL and ALS team are one and will provide appropriate support as per the individual need. This support will be delivered in conjunction with relevant external agencies.

Staff Awareness of Increased Risk

Pressures on learners during this period are significant. There will be heightened awareness of family pressures through being contained in a small area, poverty, and financial or health anxiety. These areas will be considered in the setting of any work for learners to undertake at home (including recognising the impact of online learning – see below). Staff will be aware of the mental health of learners and should inform the DSL about any concerns.

A Covid Code of Conduct [APPENDIX XX] has been developed to ensure that learners stay safe in college and follow protection measures against the risk of infection. Within the document, the learners are given guidance on what to do if they have concerns about attending College. It is understood that whilst this is aimed at health & safety concerns, safeguarding disclosures could be made at the same time. Staff should inform the DSL team of about any concerns.

Risk Online

Learners will be using the internet more whilst working at home independently or during the delivery of online classes and/or support sessions.

Staff should be alert to the signs and signals of cyberbullying and other risks online and apply the same safeguarding practices as when learners are learning at the College

The College continues to ensure appropriate filters and monitors are in place

The College regularly shares with staff and learners updates and information related to online safety including, but not limited to, updates and links from the DfE, the AoC and Ofsted.

An Online Teaching/Video Protocols document has been developed and issued to all staff to support the protection of staff and learners during any online teaching, support or one to one session.

A Risk Assessment has been developed and issued to relevant staff concerned with one-off webinars, tasters and community sessions where attendees are not fully enrolled at this college. The aim of this document is to mitigate the risks where the College has limited information about the attendees.

Additional information about online safety is included in the induction video for learners alongside a poster campaign on College premises.

Additional targeted information regarding online safety for young people is shared with the appropriate Curriculum Manager for the Foundation Art Degree.

Allegations or Concerns about Staff

It is recognised that learners could be at greater risk of abuse from staff through online contact or from malicious reports of abuse.

Staff should take all reasonable steps to protect themselves during online sessions and to immediately report any concern, no matter how small, to the Safeguarding team.

Any guest speakers from outside the organisation will be accompanied in online sessions by a member of staff to ensure any risks are managed and appropriate action taken in the event of a concern.

The arrangements to contact the LADO at the local authority remain unchanged.

Where necessary, the College will continue to follow the duty to refer to DBS any adult who has harmed or poses a risk of harm to a child or vulnerable adult, and to the Teacher Regulation Agency in line with paragraph 166 of Keeping Children Safe in Education 2019.

New Staff

The arrangements for new starters remain the same. They will:

Complete an induction on their first morning with their line manager

Completed online safeguarding and Prevent training in line with College policy before their first day.

They must read the Safeguarding & Prevent Policy, the Staff Code of Conduct and the Covid Code of Conduct (September 2020).

Tutors and staff delivering online training or support, must read the Online Teaching/Video Protocols document and, if relevant, the Risk Assessment for Non Enrolled Learners.

Resources for Staff

Whilst homeworking staff need to give consideration to Safeguarding and Prevent issues. This is for their own protection, as well as those of our learners. To assist, the College has made the following resources available:

- Risk Assessment for teaching learners not fully enrolled (Community Learning/Webinars/Tasters) [Appendix 08]
- Video Protocols/Online Classes guidelines document [Appendix 09]
- Addendum to the Safeguarding Policy (this document)

In addition, regular safeguarding, wellbeing and Prevent updates for staff are issued. These updates will include useful links and contact details or outside agencies as well as teaching and learning resources.

RISK ASSESSMENT 2019/20

Working Men's College

(Appendix 8)

LOCATION:		Online		ROOM:		N/A		
NAME OF EVENT:		Online learning with non enrolled learners from the wider community		DATE OF ASSESSMENT:		03-04-20		
RISK ASSESSOR:		Caroline Poole/Di Teesdale		LINE MANAGER:		Maria Rosenthal		
SIGNED:				Form to be completed & submitted no less than 7 days prior to an event				
LEVEL OF RISK =Severity x Likelihood (Using Risk Prioritisation System)				Review date: 01-09-20				
Area of work/task	Who might be harmed	Hazard(s) Identified	Existing control measures	Risk?	Additional Control Measures Required	Remainin g Risk?	Target Date	Actioned by who
Community learning tutors will be teaching sessions online to individuals either recommended through community partners or registering interest online. These free courses will not require a full enrolment process and therefore the learners will not be known to us (e.g. status, emergency contacts, etc)	Learners Vulnerable learners Staff	Usual safeguarding procedures are harder to implement Learners disclosing a safeguarding or prevent concern in a public online event Learners behaving inappropriately in a public online event Learners not subject to a full college induction that includes safeguarding procedures	Safeguarding teams working throughout closure period and accessible for advice and action around disclosures and concerns. All update to date with safeguarding training. All staff have access to induction video through iLearn.	2	Creation of online registration form to enable staff to contact learners where a concern has been raised. Additional protocols for staff for online learning created with specific advice for dealing with safeguarding matters Introductory statement about safeguarding and safe behaviour in online sessions introduced for all tutors	2	Ongoing review of implementation required	CP, DT, MIS

Risk Assessment Process

The purpose of this risk assessment is to obtain an idea of the size or scale of the risk. This is to ensure that the hazards identified are prioritised for further action to be taken. The risks that have been identified are based on the potential consequences of harm and the likelihood that harm will occur.

Definitions

Hazard	The potential to cause harm and the result of that severity of harm to an individual.
Likelihood	The chances of that harm occurring in context of the task being carried out. i.e. exposure to the hazard.
Risk	An estimation of the likelihood and potential severity of harm by a defined hazard. (Risk = Hazard x Likelihood)
Residual risk	An estimation of the risk after additional control measure are applied.
Controls	Procedures put in place to reduce and or eliminate the consequential exposures to the hazard and/or to reduce the likelihood of a defined hazard.
Reasonable practicability	Decisions taken in deciding what controls are chosen, will not jeopardise WMC services through excess cost or may reasonably predictably result in injury or ill health.
Rating of a hazard	The ranking scale applied to a hazard in accordance with its severity of harm.
Risk assessment	The process of identifying foreseeable risks occurring as a result of an activity.
Risk Assessor	An appointed competent individual assigned to carry out the process of a risk assessment.

The purpose of risk assessments are to identify, rank and scale risks and therefore prioritise risk. The risks that are prioritised can be targeted in an action plan above devised through the process of the risk assessment.

In carrying out the risk assessment the risk assessor will identify the reasonable foreseeable risks that arise from the organisations activities.

It is the manager's responsibility to ensure that detailed risk assessments are carried out in behalf of Working Men's College for the activities they control. The manager will endeavour to apply the test of reasonably practicability and target resources according to the level and spread of risks identified.

For different activities undertaken within the Working Men's College, the management will need to undertake specific risk assessments, that identify the hazards and risks associated with the activity.

Rating of hazard and corresponding numerical value	Severity of Harm
<p style="text-align: center;">High</p> <p style="text-align: center;">3</p>	<p>Major consequential loss to individual or Working Men's College. A protracted period off work or many months.</p> <p>Examples include:</p> <p>lacerations, burns, concussion, serious sprains, fractures, deafness, dermatitis, asthma, work related upper limb disorders, amputations, major fractures, poisonings, multiple injuries, fatal injuries, occupational cancer and other life shortening diseases.</p>
<p style="text-align: center;">Medium</p> <p style="text-align: center;">2</p>	<p>Hazard capable of resulting in personal injury/illness requiring absence from work. Medical attention required.</p> <p>Medium is also any hazard that cannot be classified as neither high or low</p>
<p style="text-align: center;">Low</p> <p style="text-align: center;">1</p>	<p>Hazard resulting in minor injury requiring first aid treatment only. Minor potential loss consequence to individual and Working Men's College.</p> <p>Examples are minor cuts and bruises, eye irritation from dust; nuisance and irritation minor fractures etc. This can include no injury with potential loss to production/damage to equipment</p>

Likelihood of Hazard

Rating and corresponding numerical value	Likelihood of exposure
High: 3	Likely to occur imminently or in very short time scale. Hazards exists permanently or hazard events occur frequently
Medium: 2	May occur occasionally. It is not Low or High
Low: 1	May occur in time, however hazard exists infrequently or hazardous event occurs very infrequently.

Existing Controls

The likelihood of harm is also based on the existing controls that are in place. Areas to be identified are: specific hazards, legal requirements, codes of practice or guidance from the manufacturers or suppliers.

People at risk

All employees are included automatically, however some groups are particularly at risk:

- New employees
- Visitors
- Children
- Young people
- Pregnant women

- People with disabilities
- Contractors

These factors below are to be considered in deciding the likelihood of harm:

- The number and groups of people exposed
- The frequency and duration of the exposure to the hazard
- Failure of the services e.g. water and electricity
- Failure of plant and machinery components
- Exposure to elements
- Protection of personal protective equipment
- Unsafe acts of persons who do not know hazards; (E.g. have no knowledge or physical capability to do work; underestimates the risks they are exposed; take short cuts to complete the tasks, may disregard rules or horseplay

The risk rating/severity tables

The table below shows the simple method, which is to be used for deciding what actions to take in the process of the risk assessment.

The risks are classified according to their estimated likelihood of exposure and consequential severity of harm.

		<i>Likelihood of Exposure</i>		
		Low = 1	Medium = 2	High = 3
<i>Severity of Harm</i>	Low = 1	1	2	3
	Medium = 2	2	4	6
	High = 3	3	6	9

(Appendix 9) Video Conferencing Protocols for on line teaching, learning support and interviewing

Do:

- All 1:1 on line activity with under 18s (e.g. pre-course interviews) or vulnerable adults **MUST** be agreed with parents / carers prior to the 1:1 taking place. The 1:1 must then take place only at the days / times agreed with parents. Parents and carers or other responsible named adult should be present in the house at the time. Record any sessions that fall into this category to safeguard yourself and the learner.
- Where possible, agree protocols with parents / carers about expectations for learners or potential learners including appropriate dress and topics for discussion.
- **If at any time you feel uncomfortable during a 1:1 call, with something done or said, you should end the call as soon as possible and report any concerns to your line manager and / or safeguarding.** Examples may include: learner inappropriately dressed or making inappropriate comments.
- **If a learner makes a safeguarding disclosure at any time during a 1:1 call or online class, report to a member of the safeguarding team as soon as possible.** Where a disclosure happens during a group session, do not attempt to discuss what has been said any further. Tell the learner that you have heard what they said and that you will ask someone to contact them to see if they can help with the matter. If the learner wishes to tell you about the issue first, do so outside of the group session.
- **If a learner behaves inappropriately during a group online session, warn them that their behaviour is unacceptable and they will be blocked the group if they continue.** If they continue, the tutor should end the session with the whole group then report the behaviour to their line manager for guidance. The line manager will apply the disciplinary process as appropriate and the safeguarding team if appropriate.
- Encourage students to maintain an awareness how they conduct themselves in on line sessions, including adhering to the WMC Code of Conduct.
- Conduct yourself in a professional manner throughout calls with colleagues or learners - you remain an employee of WM College throughout the call.
- Conduct video calls to learners or colleagues from an appropriate location. If you do work from your bedroom, blur your background or, where that is not possible, think about what can be seen in the background, e.g. move very personal items.
- Position yourself away from where your children, spouse, or pets are.
- Remind learners that calls/videos may be recorded - this is to safeguard both parties and would not routinely be shared.
- Be punctual and courteous. Language must be professional and appropriate. Introduce yourself and take note of other attendees' so you can address them by name. Turn your phone to silent. Treat this just like you would a face to face meeting with a learner, colleague or other adult.
- Test your audio and/or video before a scheduled call.
- Live classes should be kept to a reasonable length of time, or the streaming may interfere with other activity.
- Look at your screen, pay attention to others and when speaking make sure to look at your camera.
- Use the 'blur background option' to hide any background if needed.
- Check what you can see when you first log in as this is what others will see.
- Mute your microphone when not needing to talk to avoid any background noise.

Don't:

- If a face to face meeting would be inappropriate then do not conduct that meeting as a video call.
- Multi-task; your audience will be aware.
- Shout; the other participants will tell you if they cannot hear.
- Click your pen, tap on your desk or anything else annoying or distracting.
- Eat or drink, other than water / tea / coffee
- Leave multiple applications open during the call as it may affect the quality.

- Wear stripes or heavy patterns creating pixilation of images.

Useful further guidance

Safeguarding Policy

Safeguarding Risk Assessment – online learning

Learner Code of Conduct



(Appendix 10)

Learner Code of Conduct for Covid 19

September 2020

For your own safety and that of others we have produced this guide providing details of what to expect when you attend WM College and what we expect from you during this academic year. Please read this information carefully as it provides a **Code of Conduct that you must understand BEFORE coming to College.**

- You must strictly follow Government requirements to self-isolate if you or a member of your household has any symptoms of suspected Coronavirus. **Do not attend college if you have any symptoms of ill health, no matter how mild.**
- This includes any **symptoms** of Coronavirus. You can see the symptoms here: <https://www.gov.uk/coronavirus>
- You must ensure that you **do not attend** if you are required to **self-isolate** because you may have had contact with the virus, even if you do not have symptoms.
- Please let the college know if you have **tested positive for Coronavirus** to enable us to follow Government guidelines on Track & Trace. This is for the safety of all staff and learners. You can do this by contacting us on 020 7255 4700 or learnerservices@wmcollege.ac.uk. Someone will then contact you about next steps.

Travelling to college?

- Consider alternatives to public transport such as walking or cycling.
- If you must use **public transport** you are required to wear a face-covering. Follow the Government and travel providers guidance.

When on college premises

Staff and learners are expected to act in a responsible manner at all times, which includes:

- **Wear a face covering at all times** this includes all corridors, shared spaces and classrooms. If you are unable to wear a mask, please wear a visor. You may remove your face covering to eat and drink.
- **Social distancing:** Stay one metre apart from any person at all times. Some spaces may be set up for two metres distance so please ensure you follow the instructions and signs.
- **Keep to the left** when walking along corridors
- We have placed a limit on the number of people that can use the **lifts**. The capacity will be clearly marked by each lift. Do not use the lift if the capacity has been reached.
- Sanitise your hands on arrival at college, then **wash hands regularly throughout the day**. Use hand sanitiser gel if soap and water are not available.
- **Do not share** any equipment or resources with others. Speak to your tutor or technician if you are unsure.

- **Toilet facilities** in use will be clearly signposted. Learners are required to adhere to the signage and instructions and either wait or find an alternative facility if the capacity has been reached.
- The **College Café** will be open with a limited food and drink service. You are welcome to bring your own food to eat in the café. Please ensure you follow directions on capacity and seating. Do not move tables and chairs as they have been arranged with safety in mind.
- We have reduced the number of people that can use the **Library and Learning Centre** at the same time. We will also be limiting the time you can spend in there to make sure everyone gets a chance to access the space. Please sign in when you arrive and follow staff instructions on seating and your time slot.
- Water dispensers are available, and it is safer to bring your own drinks container.
- If you **smoke / vape** you must still use the smoking/vaping area, but you must socially distance and stay one metre apart from any other person
- For **practical workshop courses** such as ceramics, jewellery, glass, art, design, woodcarving, this will mean bringing your own apron, tools and equipment where possible.

If you have any concerns

- If you feel worried or anxious at any time talk to your course tutor, manager or another staff member.
- If you see someone not adhering to the social distancing rules, please report this, confidentially, to a member of College staff.

We care about your safety and the safety of our staff. If this code of conduct is broken at any time, you will be asked to leave the College premises and may be subject to disciplinary action.

By attending college, you agree to this code of conduct.

Please contact Learner Services if you have any concerns about attending college and they will ask a member of staff to contact you.

learnerservices@wmcollege.ac.uk

020 7255 4700