

# SAFEGUARDING AND RESPECTFUL COMMUNITY POLICY

CATEGORY	Education
POLICY OWNER	Vice Principal - Student Life
DATE & VERSION	27/09/23
APPROVED BY	Board of Governors
REVIEW FREQUENCY	Annual

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## 1. Policy Purpose

The focus of this policy is the responsibility of UWC Atlantic to safeguard students. This duty is highlighted in the Children Act, 1989 as amended by the Children Act, 2004. This policy will apply to all students irrespective of age and any reference in supporting or linked policies to the term 'child' or 'children' will apply to all students at the College, unless it has been indicated otherwise. Safeguarding is understood to be twofold: Safeguarding is about protecting children from harm and promoting the welfare of all children aged between 0-18 years old. The College recognises it has a duty to protect students from all forms of harm whether deliberate or otherwise including harassment, sexual misconduct, child-on-child abuse, bullying, assault, violence and discrimination of any kind. The duty to promote the welfare of students requires action to support student wellbeing in its broadest sense. Safeguarding is everyone's responsibility, irrespective of role and status.

This policy should be read in conjunction with the statutory document produced by the Welsh Assembly: ***Keeping Learners Safe (March 2022\*)*** and non-statutory ***Guidance for safer working practice for those working with children and young people in education settings (February 2022\*)***.

*\*and any subsequent amended versions*

## 2. Policy Statement

UWC Atlantic is committed to:

- Embedding a culture of safeguarding to ensure that all students *are* safe and secure and that all students *feel* safe and secure.
- Providing a safe and respectful environment for all members of the college community and all visitors to the College.
- Building and sustaining a community of respect and consent between its members to prevent, educate and assist in all matters related to safeguarding.
- Providing a student-centred approach, considering at all times what is best for the student.
- Upholding the ethos and values of the UWC Movement and meeting all [Safeguarding Common Standards set by UWC International](#).
- Complying with all statutory guidance and the requirements of UK and Welsh law including: [Safeguarding Children: Working Together under the Children Act 2004](#), the [Social Services and Well-being \(Wales\) Act 2014](#), [Keeping Learners Safe \(March 2022\)](#) and the [Wales Safeguarding Procedures](#) (2019) and [Working Together to Safeguard People: Code of Safeguarding Practice for individuals, groups and organisations offering activities or services to children and adults in Wales \(January 2022\)](#) which includes [Working Together to Safeguard People - CSE](#).

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- Conducting an annual review of this policy and related procedures with students, employees and governors. Updating the policy without delay and without waiting for the annual review if necessary in order to comply with statutory obligations.
- Maintaining a mindset throughout the College that 'it could happen here' so that all members of the community remain vigilant, are able to identify safeguarding concerns and are equipped to know how to report these to an appropriate person.

In addition employees and students are able to contact [Care Inspectorate Wales](#) if they feel any concern raised has not been satisfactorily resolved by the College.

### Scope

This policy and related procedures apply to:

- Any harassment, sexual misconduct, bullying, abuse, assault, violence or discrimination of any kind on the basis of age, sex, gender identity or expression, sexual orientation, race, colour, national origin, citizenship, religion, creed, language, marital status, family status, physical or mental disability, political belief or any other grounds for discrimination. Further information can be found in **Appendix 1**.
- All communications and interactions that take place online or in person.
- All members of the College community, including students, all employees, interns, volunteers, governors and campus residents.
- All visitors, including visitors to the campus, those participating in UWC Atlantic programmes, events and activities and contractors.
- All UWC Atlantic property, during any part of the UWC Atlantic programme, at any College approved events or in any locations under the authority of the College for example project weeks and CAS activities.
- Student disclosure of an incident(s) of abuse that has occurred outside of the authority of UWC Atlantic including prior to the student's arrival at College and/or during breaks off campus.

All members of the College community are responsible for ensuring they have understood this policy and are putting it into practice at all times.

## 3. Policy Implementation

### 3.1 Safeguarding Information

Safeguarding includes many different aspects of College life and student safety should be considered in relation to the following: Child Protection (incidents of harm and abuse), pastoral care and systems, student wellbeing, safer recruitment, the use of IT and online

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safety, Health and Safety, the management of medication, first aid and the management of visits and visitors.

### Harm and Abuse

In line with UK and Welsh Law and statutory legislation, abuse can be categorised into four main groups (five in Wales). These are neglect, physical abuse, sexual abuse and emotional abuse (financial abuse is recognised as a fifth main type of abuse in Wales). It is important that people working with children and young people are able to recognise common signs of different types of abuse.

Brief definitions and possible signs of abuse (these are not exhaustive examples):

Type of Abuse	Possible Signs of Abuse
<b>Neglect</b> Persistent failure to meet the child's basic needs. Failure to provide adequate food, shelter, clothing, supervision or have access to medical care or treatment. Can be deliberate or incidental.	<ul style="list-style-type: none"> <li>• Child left alone or inappropriately supervised</li> <li>• Constant hunger</li> <li>• Constant tiredness</li> <li>• Untreated medical conditions / persistent non-attendance at appointments</li> <li>• Child caring for self or siblings</li> <li>• Poor hygiene, inappropriate clothing</li> <li>• Developmental delay</li> </ul>
<b>Physical abuse</b> Causing a child physical harm e.g. hitting, burning, suffocation or by giving poisonous substances, inappropriate drugs or alcohol.	<ul style="list-style-type: none"> <li>• Injuries – bruises, burns, scalds, bites, marks</li> <li>• Explanations – none, unlikely, scripted, inconsistent with injury</li> <li>• Nervous, flinching, aggressive</li> <li>• Patterns of absences</li> <li>• Reluctance to change e.g. for PE, swimming</li> </ul>
<b>Sexual abuse</b> Forcing or enticing a child to take part in sexual activities. Can include forcing a child to watch sexual activities. May involve penetrative, non-penetrative or non-contact activities. In the UK, the legal age of consent for sexual activity is 16. No child aged 13 or under can consent to sexual activity.	<ul style="list-style-type: none"> <li>• Use of sexual language inappropriate to the age or stage of development</li> <li>• Inappropriate behaviour / role play</li> <li>• Pregnancy, sexually transmitted infections</li> <li>• Sexual activity (out of character or considered out of the norm in comparison to peers)</li> </ul>
<b>Emotional abuse</b>	<ul style="list-style-type: none"> <li>• Low self image, negative self talk</li> </ul>

Persistent emotional maltreatment or rejection. Includes threats, verbal attacks, constant lack of love and affection. Seeing or hearing the ill-treatment of others.	<ul style="list-style-type: none"> <li>• Inappropriate emotional responses</li> <li>• Isolation or attention seeking</li> <li>• Self harm</li> <li>• Drug/solvent misuse</li> <li>• Social isolation</li> <li>• Depression, withdrawn</li> </ul>
<b>Financial abuse</b> Being expected to work without pay, finances or belongings being taken, sold or misused by others and benefit or other payments intended for the child's benefit being used for other purposes.	<ul style="list-style-type: none"> <li>• Lack of funds to supply basic needs</li> <li>• Lack of autonomy over own money or belongings</li> <li>• Unable to explain where money or belongings have gone</li> </ul>

*It is important to note that abuse can be perpetrated by other students (peer-on-peer/child-on-child) or could be contextual (risks within the wider community). Students may also disclose incidents of abuse relating to their experiences at home prior to attending the college. All disclosures MUST be reported.*

### **Vulnerable students, child in need of care and support, Child in need of protection and child in care**

Within UK law, students who require additional support to feel safe and secure can be assessed as:

- Vulnerable student: a student who would benefit from extra help to make the best of their life chances. A vulnerable student may have experienced one or more adverse childhood experiences, may have a disability or be neurodiverse. It is important to note that not all young people respond in the same way to such issues and varying levels of resilience can mean that some students are able to cope better than others having had a similar experience.
- Student (child) in need of care and support: health and development will be significantly impaired, without the provision of further services.
- Student (child) in need of protection (CP): reasonable cause to suspect that a student is suffering, or likely to suffer, significant harm.
- Student (child) in care: student who is the responsibility of a Local Authority, which has overriding parental responsibility.

A vulnerable student is likely to be supported through universal services and with appropriate sign-posting and support, should be able to thrive. Early identification of needs and timely intervention are important to minimise the negative impact of any barriers students might be facing.

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Students identified as in need of care, support, protection or being looked after will usually require multi-agency support including from Children's Social Care. There is a statutory duty for agencies to work cooperatively to provide relevant support in order to meet the students' needs.

Students at UWCA who have been identified as vulnerable or in need of care, support or protection will be flagged in iSAMS and My Concern and this information will be shared with the allocated Tutor and House Mentors.

A student who has previously been identified as in need of care, support or protection is likely to have experienced significant challenges or trauma and should be considered as vulnerable, therefore requiring some additional support or monitoring by relevant pastoral staff (i.e. Tutor, House Mentors and Wellbeing staff as appropriate). Vulnerabilities may extend into adulthood and students may require additional support to manage the transition beyond UWCA.

### **What issues are considered to be safeguarding risks?**

Abuse (neglect, physical, emotional and sexual)  
 Bullying including racist and homophobic bullying  
 Children missing education  
 Child Sexual Exploitation (CSE)  
 Criminal exploitation & County Lines  
 Domestic abuse including teenage relationship abuse  
 E-safety and cyber-bullying  
 Fabricated or induced illness  
 Financial abuse  
 Female Genital Mutilation (FGM)  
 Forced marriage  
 Gangs and youth violence  
 Gender-based violence  
 Hate crime  
 Honour based violence or abuse  
 Meeting medical needs  
 Mental health  
 Modern day slavery  
 Psychological abuse  
 Radicalisation and preventing violent extremism (PVE) including INCELS (involuntary celibates)  
 Safeguarding children with additional needs or disabilities  
 Self-harm  
 Sexting  
 Substance misuse  
 Suicide  
 Trafficking  
*This is not an exhaustive list.*

In responding to concerns regarding a student, reference will be made to the guidance document [Working Together to Safeguard People Volume 5 - Handling Individual Cases to Protect Children at Risk](#).

### Dealing with a Disclosure

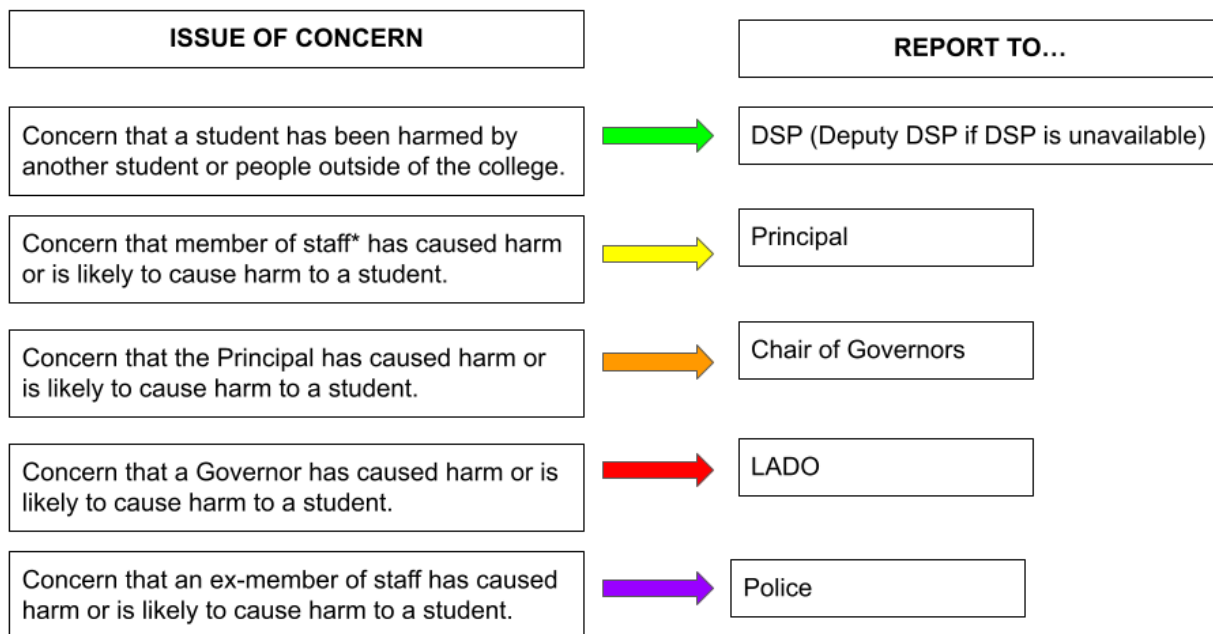
#### **LISTEN > BELIEVE > REPORT > SUPPORT**

1. **LISTEN:** Receive the disclosure. Remain neutral and believe the student.
2. **BELIEVE:** Ask open ended questions only to establish the nature of the disclosure. Do not lead the discussion. Do not judge the alleged perpetrator. Explain the need to report the information in confidence to the Designated Safeguarding Person (DSP) or Deputy Designated Safeguarding Person. Do not investigate.
3. **REPORT:** Record the disclosure making your notes as accurate as possible. Do this as soon after the disclosure as possible. Use My Concern to report concerns about a student and use the student's own words where possible. [Use Confide to report any concerns about a member of staff, including about the DSP.. Concerns about the Principal should be reported to the Chair of Governors. Concerns about the Governors should be reported to the Local Authority Designated Officer known as the LADO. Contact details for the LADO are available in Appendix 6]. Use a body map to report any physical marks. Include a clear description including the appearance and size of any marks. NEVER ask a student to write down their concerns. NEVER interview students in groups, especially if they are all involved in the same incident as either a victim, witness or perpetrator. NEVER ask a student to remove clothing.
4. **SUPPORT:** Reassure the student that they have done the right thing. Be cautious about making any promises. Sign-post the student to relevant support.

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## Reporting Safeguarding Concerns



*\*Volunteers should be handled as staff.*

## 4. Related Information

### 4.1 Relevant Policies

Other College policies that should be consulted in conjunction with this include:

- Anti-Bullying Policy
- Behaviour Policy
- Digital Safety Policy
- ICT Acceptable Use Policy
- Safe Haven Policy
- Self Harm Policy
- Substance Misuse Policy
- Suicide Policy
- Wellbeing (PSHE) Policy
- Whistleblowing Policy

***This is not an exhaustive list and where there is a specific incident which overlaps with an aspect of College life not covered by the list above, the relevant policies should also be consulted.***

## 5. Policy Measurement and Reporting

This policy is reviewed annually by the Education, Safeguarding & Wellbeing Committee of the Board and the Vice Principal Student Life as part of the policy review cycle. Part of this review process will consider to what extent the policy is being used as an active working document and, more importantly, whether it is effectively impacting student safety and wellbeing.

The policy is communicated to the whole school community electronically on **Every** and is available on the UWCA website.

## 6. Appendices

This policy contains 7 supporting appendices:

- **Appendix 1** - Definitions
- **Appendix 2** - Guidance on Sexual Harrassment and Sexual Abuse: outlines how to report harassment, sexual misconduct, bullying, abuse, assault, violence and discrimination or any concerns or suspected/potential incidents.
- **Appendix 3** - Reporting
- **Appendix 4** - Preventative actions taken by UWC Atlantic to safeguard and educate the College community.
- **Appendix 5** Roles and responsibilities relevant to the implementation of this policy.
- **Appendix 6** Key contact details, including Estyn and CIW.
- **Appendix 7** Listen, believe, Report, Support - information displayed around campus.

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## Appendix 1 - Definitions

### 1.1 Complainant

Any individual who believes themselves to have been subjected to harassment, sexual misconduct, bullying, abuse, assault, violence or discrimination of any kind.

### 1.2 Respondent

Any individual alleged to have been engaged in harassment, sexual misconduct, bullying, abuse, assault, violence or discrimination of any kind.

### 1.3 Perpetrator

The individual who has allegedly committed the offence. Should a complaint be filed then the claimed Perpetrator becomes the Respondent.

### 1.4 Victim

A victim is any individual who has suffered from the offence. Should the victim file a complaint then they become the Complainant.

### 1.5 Disclosure

Disclosure involves the sharing of information regarding an incident or incidents of harassment, sexual misconduct, bullying, abuse, assault, violence or discrimination by a survivor to another individual. The sharing of information can be explicit or general, intentional or accidental.

### 1.6 Adult

For the purpose of this policy the term “adult” refers to any individual aged 18 years and over.

### 1.7 Student

For the purpose of this policy the term “student” refers to any individual of any age who is registered in one or more of the College’s educational programmes, including summer programmes, short courses and all programmes sanctioned by UWC Atlantic.

### 1.8 Child

For the purpose of this policy the term “child” refers to any individual under the age of 18 years.

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## 1.9 Reporting

Reporting refers to providing a formal statement or account of any incident covered by this policy to an individual or institution that has the authority to take appropriate action. A report can be made by a victim or a third party, and should be signed and dated.

## **Appendix 2 - Guidance on Sexual Harassment and Sexual Abuse**

### **Sexual Harassment, Bullying, Abuse, Assault, Violence or Discrimination**

Sexual harassment, bullying, abuse, assault, violence or discrimination are seen as objectionable conduct that may have the effect of creating a hostile, intimidating or offensive environment, interfering with an individual's academic, professional or work performance and adversely affecting their relationship with the community and / or denying dignity and respect. It includes inappropriate comments or conduct by an individual towards someone that they knew, or reasonably ought to have known, would cause the individual to be intimidated or humiliated.

This may include:

- Abusive, unfair or demeaning treatment of an individual or group on the basis of sex, gender identity or expression, sexual orientation or other grounds for discrimination.
- Derogatory comments, gestures, looks, unwanted physical contact or sexual advances, jokes, slurs, innuendoes, demeaning or derogatory posters, cartoons, graffiti, drawings or displays of sexually suggestive pictures.
- Actions which recklessly endanger the mental and / or physical health; personal, safety and wellbeing of an individual; either intentionally or unintentionally, such as threats, mobbing, hazing, social media postings and similar behaviour.
- Implied or expressed promises of benefit or reward in return for compliance with sexually orientated requests.
- Implied or expressed threats of reprisal, in the form of either denial of opportunity or actual reprisal, for refusal to comply with a sexually orientated request.

Tolerance for what is considered as acceptable behaviour may vary widely among individuals within the College community. Sexual harassment, bullying, abuse, assault, violence or discrimination is considered to have taken place if an individual knows or ought reasonably to have known the behaviour is unwelcome. This may occur as a single incident or a series of incidents, persistent innuendoes or threats. Good intentions will not preclude a finding of harassment, bullying, abuse, assault, violence or discrimination if the respondent ought reasonably to have known that any reasonable person in the complainant's circumstances would find the conduct or comments objectionable.

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## 2.1 Sexual Abuse: Introduction

**UWC Atlantic does not tolerate Sexual Abuse. Sexual abuse includes any sexual activity involving:**

- an adult within the UWC community regardless of role (who is not a student) and a student (regardless of age)
- an adult within the UWC community regardless of role, or a student, and a child who is not a student (under the age of consent)
- non-consensual contact or interaction between a student and another student (peer-on-peer abuse)

All of the above may include, but not be limited to, physical or non-contact activities, such as inappropriate communications, involving students/children in looking at or producing pornography or inappropriate displays of nudity. These contacts or interactions may be carried out against the student/child using force, trickery, bribes, threats or pressure. Actions will be abusive even if the student/child appears to consent if that consent is not valid because of the age or mental state of the victim or the effect of alcohol or drugs.

With regards to abuse and students over the age of consent, it is made clear that actions by staff members or other adult non-students within the UWC Movement, which would be considered abusive to a student under the age of consent (within any jurisdiction) are, for the purposes of UWC, to be considered abusive even if the student is over the age of consent and maintains that that consent was freely given. The reason for this is the position of trust and the unequal balance of power of staff members and others within the UWC Movement and students.

## 2.2 Consent to Sexual Activity

Consent is the clear voluntary agreement to engage in the sexual activity or activities in question, and to continue to engage in the activity. Should an individual express a lack of agreement to engage or continue to engage in the activity, by word or action, there is no longer consent. Consenting to one kind of sexual activity does not assume consent is given for another sexual activity. Consent only applies to each specific instance of sexual activity. The consumption of alcohol and/or other substances can impair a person's understanding of consent. Therefore consent given whilst under the influence of alcohol or other substances could be considered void.

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### **2.3 Sexual Misconduct**

Sexual misconduct is a form of sexual violence. It constitutes any unwelcome behaviour of a sexual nature that is committed without consent or by force, intimidation, coercion or manipulation. Sexual misconduct can be committed by any gender and can occur between individuals of the same or different gender. It includes, but is not limited to, sexual assault, sexual abuse; sexual harassment; sexual exploitation; sexual intimidation; threats; stalking; prostituting another person; nonconsensual still or video photography, using any device, of sexual activity; unauthorised viewing, presentation and distribution of such images; permitting others to watch you perform a sexual act without knowledge or consent of your partner; possession of child pornography; voyeurism; incest and / or knowingly transmitting a sexually transmitted infection (STI).

### **2.4 Sexual Violence**

Sexual violence refers to any non-consensual physical contact of a sexual nature that is intended to intimidate, control, humiliate, or harm another person. It encompasses acts such as rape, attempted rape, sexual battery, and other forms of sexual coercion involving physical force, threats, or manipulation. Sexual violence can cause severe trauma and emotional distress for the survivor.

It constitutes any sexual act or behaviour that is committed against an individual's will when that individual does not or cannot consent. Survivors of sexual violence may know the perpetrator(s) through a casual encounter, dating or marital relationship with the perpetrator, or the perpetrator may be unknown to the survivor. An individual of any age or gender may be a survivor of sexual violence.

### **2.5 Sexual Abuse**

Sexual abuse involves unwanted, and often repeated, sexual activity by one or more individuals toward another, with the perpetrator(s) using force, threats, exploiting a power imbalance or taking advantage of survivors unable to give consent. Activities may involve physical contact, including penetrative or non-penetrative acts. They may include non-contact activities, such as involving an individual in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging an individual to behave in a sexually inappropriate way.

### **2.6 Sexual Assault**

Sexual assault involves any form of sexual contact that occurs to an individual without their consent. Sexual assault is a crime regardless of the relationship between the individuals

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involved. It can include any acts ranging from unwanted sexual touch to forced sexual penetration.

Individuals of all ages and genders can experience sexual assault and may disclose historical as well recent or current incidents. While sexual assault doesn't always involve sustained behavior, it can have serious emotional and psychological consequences for the survivor.

**Sexual assault:**

- a) Includes a range of sexual activities including, but not limited to, kissing (oral contact), touching, groping, oral sex, vaginal, anal and / or other forms of penetration
- b) Can occur between individuals regardless of sexual orientation, gender, gender identity, status or relationship
- c) Can occur when an individual engages in sexual activity with another person they know, or reasonably ought to have known, is physically or mentally incapacitated (due to alcohol, drugs, level of consciousness or as a result of a disability)

## 2.7 Sexual Harassment

Sexual harassment involves unwanted verbal, non-verbal, or physical behavior of a sexual nature that creates a hostile, intimidating, or offensive environment. This can encompass unwelcome gestures, advances, comments, jokes, or visual displays that are inappropriate and make the targeted person feel uncomfortable or unsafe. Sexual harassment can occur in various settings, including workplaces, educational institutions, and public spaces.

## 2.8 Child Sexual Exploitation (CSE)

CSE is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

**2.9 Female Genital Mutilation (FGM)** is when a female's genitals are deliberately altered or removed for non-medical reasons. It's also known as 'female circumcision' or

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'cutting', but has many other names. FGM is a form of child abuse. It's dangerous and a criminal offence in the UK.

We know:

- there are no medical reasons to carry out FGM
- it's often performed by someone with no medical training, using instruments such as knives, scalpels, scissors, glass or razor blades
- children are rarely given anaesthetic or antiseptic treatment and are often forcibly restrained
- It is used to control female sexuality and can cause long-lasting damage to physical and emotional health.

FGM can happen at different times in a girl or woman's life, including:

- when a baby is new-born
- during childhood or as a teenager
- just before marriage
- during pregnancy.

A student who's at risk of FGM might ask you for help. But some students might not know what is going to happen to them. So it is important to be aware of the signs.

Professionals working in the UK have a **mandatory duty to report** to the police any case where they believe FGM has taken place or is likely to take place. It is an offence for someone to carry out FGM on a UK citizen, for FGM to be carried out in the UK or to facilitate a child being taken abroad for the purposes of FGM being carried out upon them.

## 2.10 Sexual Discrimination

Sexual discrimination is defined as differential treatment based on an individual's sex, gender identity or expression or sexual orientation that results in an adverse impact upon that individual as a result of the differential treatment.

Discrimination includes practices, attitudes and policies that have, by impact or design, the effect of limiting an individual's or group's equal access to opportunities generally available to others due to attributed rather than actual characteristics. In accordance with the [Human Rights Act 1998](#) and [Equality Act 2010](#) discrimination occurs when, for no objective or reasonable reason:

- An individual is treated less favourably than others in similar situations on the basis of a particular characteristic
- An individual is treated differently when they are in significantly different situations

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- Apparently neutral policies are applied in a way that has a disproportionate impact on individuals or groups.

It is not a question of whether the differential treatment is motivated by intent or is the accidental byproduct of innocently motivated systems or practices.

Sexually Harmful Behaviours can be assessed using the [Hackett Scale](#). Guidance is available on how to use this tool from the [NSPCC](#).

*Source: NSPCC - Responding to children who display sexually harmful behaviour. NSPCC. [Online]. [Accessed 02/09/22].*

Developmentally typical	Problematic		Harmful
	Hackett Continuum		
Normal	Inappropriate	Problematic	Abusive
<ul style="list-style-type: none"><li>• Developmentally expected and socially acceptable behaviour</li><li>• Consensual, mutual and reciprocal</li><li>• Decision making is shared</li></ul>	<ul style="list-style-type: none"><li>• Single instances of developmentally inappropriate sexual behaviour</li><li>• Behaviour that may be socially acceptable within a peer group but not in wider society</li><li>• May involve an inappropriate context for behaviour that would otherwise be considered normal</li></ul>	<ul style="list-style-type: none"><li>• Developmentally unusual and socially unexpected behaviour</li><li>• May be compulsive</li><li>• Consent may be unclear and the behaviour may not be reciprocal</li><li>• May involve an imbalance of power</li><li>• Doesn't have an overt element of victimisation</li></ul>	<ul style="list-style-type: none"><li>• Intrusive behaviour</li><li>• May involve a misuse of power</li><li>• May have an element of victimisation</li><li>• May use coercion and force</li><li>• May include elements of expressive violence</li><li>• Informed consent has not been given (or the victim was not able to consent freely)</li></ul>
<b>How to respond</b> <ul style="list-style-type: none"><li>• Although green behaviours are not concerning, they still require a response</li><li>• Listen to what children and young people have to say and respond calmly and non-judgementally</li><li>• Talk to parents about developmentally typical sexualised behaviours</li><li>• Explain how parents can positively reinforce messages about appropriate sexual behaviour and act to keep their children safe from abuse</li><li>• Signpost helpful resources like our 'Talk PANTS' activity pack: <a href="https://nspcc.org.uk/pants">nspcc.org.uk/pants</a></li><li>• Make sure young people know how to behave responsibly and safely</li></ul>	<b>How to respond</b> <ul style="list-style-type: none"><li>• Amber behaviours should not be ignored</li><li>• Listen to what children and young people have to say and respond calmly and non-judgementally</li><li>• Consider the child's developmental age as well as their chronological age, alongside wider holistic needs and safeguarding concerns about the problematic sexualised behaviour</li><li>• Follow your organisation's child protection procedures and make a report to the person responsible for child protection</li><li>• Your policy or procedure should guide you towards a nominated child protection lead who can be notified and will provide support</li><li>• Consider whether the child or young person needs therapeutic support and make referrals as appropriate</li></ul>	<b>How to respond</b> <ul style="list-style-type: none"><li>• Red behaviours indicate a need for immediate intervention and action</li><li>• If a child is in immediate danger, call the police on 999</li><li>• Follow your organisation's child protection procedures and make a report to the person responsible for child protection</li><li>• Your policy or procedure should guide you towards a nominated child protection lead who should be notified and will provide support</li><li>• Typically referrals to children's social care and the police would be required. Referrals to therapeutic services should only be made once statutory services have been informed and followed due procedures</li></ul>	

### **Appendix 3 – Reporting (Action in Connection with Abuse and Suspected or Potential Abuse)**

**It is the duty of all members of the College community to report signs of harassment, sexual misconduct, bullying, abuse, assault, violence and discrimination or any concerns or suspected/potential incidents.**

#### **Procedures for students who are the subject of a disclosure:**

It can be extremely difficult for students to speak up about abuse. Staff are there to listen and respond, without judgement or criticism. The priority for staff is to address students' needs to feel safe and secure. This includes any alleged perpetrators.

When a disclosure is received about a student, it is important to understand that confidentiality will be respected within the parameters of this policy. This means information **MUST** be shared with the DSP (and deputies). It may also be shared with relevant staff (Tutor and/or House Mentors) and external agencies for example Children's Social Care or the Police, in order to carry out our safeguarding duties. Where abuse against a child or a crime against a person is believed to have taken place, staff **MUST** report this to the relevant agency. When making a decision about whether to report an incident to Children's Social Care or the Police, staff need to consider whether there is a risk to other members of the UWC Atlantic community.

In some cases a disclosure will require a report to be submitted to Children's Social Care. This could result in a Social Worker attending the college to speak with a student directly. The purpose of this is for the Social Worker to establish the exact nature of the disclosure.

In circumstances when there is an incident which results in a formal police investigation and potential prosecution for the perpetrator, for example a serious violent or sexual assault, it may be necessary for the police to obtain a formal statement from the victim. In order to achieve best evidence (ABE), the victim will be invited to attend the police station where specially trained officers will conduct an interview. Students will be supported to do this and will be accompanied by a responsible adult from UWC Atlantic during the process in the absence of a person holding parental responsibility.

Where there is an external investigation carried out by the police in relation to a sexual or violent assault, it is essential that all evidence is preserved. This may include clothing and bodily fluids. The Police will advise on what to do in such instances. The victim may be

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signposted to specialist support from an external agency providing counselling and guidance to support wellbeing. Guidance can be provided to help students to understand the legal procedures in the event of a police investigation and subsequent court case.

Staff at UWC Atlantic have an obligation to inform parents about the wellbeing of their children if under the age of 18. However, where a student expresses a desire for parents not to be informed, staff may seek advice from Children's Social Care. Factors which will need to be considered include:

- the student's age, maturity and mental capacity
- their understanding of the issue and what it involves - including advantages, disadvantages and potential long-term impact
- their understanding of the risks, implications and consequences that may arise from their decision
- how well they understand any advice or information they have been given
- their understanding of any alternative options, if available
- their ability to explain a rationale around their reasoning and decision making.

***Guidance on considerations for students making decisions is taken from the NSPCC website:***

<https://learning.nspcc.org.uk/child-protection-system/gillick-competence-fraser-guide/lines#heading-top> [Accessed 07/09/22].

## Reporting Procedures for Staff

1. Report any signs, incidents, concerns or 'nagging doubts' to the Designated Safeguarding Person, or Deputy Designated Safeguarding Person immediately.

### NOTE:

If there are any concerns regarding a member of staff (including the DSP) then these should be brought immediately to the attention of the Principal. The Principal should inform the chair of governors of all allegations of abuse that come to his/her attention. In the first instance the Principal should immediately discuss the allegation with the Local Authority Designated Officer for Child Protection (LADO).

Staff who have concerns regarding a member of staff should report these using the Confide system. Reports are confidential and are directly accessible only to the Principal.

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Any concerns about the Principal should be reported to the Chair of the Board of Governors. In this case the Chair of the Board of Governors should immediately discuss the allegation with the Local Authority Designated Officer for Child Protection (LADO).

**In the event that a student is in immediate danger (extreme cases only) you should contact the Police and inform the DSP. You should also escalate this to the Principal in line with our Emergency Escalation Procedures.**

2. Write careful notes about what you witnessed, heard or were told. Record your notes on the MyConcern Software. If you are not able to record your notes on MyConcern then handwritten / electronic notes can be sent via email to the DSP ([safeguarding@uwcatlantic.org](mailto:safeguarding@uwcatlantic.org)) or delivered in person. Do not investigate further. Maintain appropriate confidentiality.
3. The DSP will take prompt and appropriate action (investigation and resolution) within the College and make any safeguarding reports as required by statutory guidance and UK Law.

This could include:

liaison with the Child Protection Duty Team in the Vale of Glamorgan

liaison with the Police

*Note: Further information on the requirements of UK law: [Safeguarding Children: Working Together under the Children Act 2004](#); the [Social Services and Well-being \(Wales\) Act 2014](#) and [Keeping Learners Safe \(December 2021\)](#) can be found by clicking the links.*

4. The DSP will communicate with the student, relevant employees, parents and the Local Authority as appropriate.

The role and responsibilities of the DSP can be found in **Appendix 5**.

## Allegations against Employees

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Welsh Government guidance circular 009/2014 [Safeguarding children in education: handling allegations of abuse against teachers and other staff](#), and the [Wales Safeguarding Procedures: Section 5](#), allegations/concerns against practitioners and those in positions of trust, sets out a clear process which must be followed when a child protection/safeguarding allegation is made against an employee.

It is essential that any allegation of abuse made against a teacher or other member of staff or volunteer is dealt with fairly, quickly and consistently, in a way that provides effective protection for the young person, and at the same time supports the person who is the subject of the allegation.

When an employee witnesses or receives an allegation of professional abuse against another adult who is working with students (including other employees, volunteers, governors, occasional workers, contractors or residents) they must report the matter immediately to the Principal. This should be done using the Confide System. In such circumstances, the Principal will also ensure that the Director of People and Culture is informed of the allegation.

**The Principal will:**

- Obtain details of the allegation in writing, signed and dated.
- Keep a record of dates, times, location and names of potential witnesses
- Not investigate the allegation, or interview students
- Not discuss the allegation with the member of staff
- Consider, where appropriate in consultation with the DSP, whether the allegation requires further investigation and if so by whom
- Inform the Chair of Governors who must ensure that a written record is made of the outcome of any consultation.
- Contact the Local Authority Designated Officer (LADO) or Delegated Officer for Safeguarding (DOS) within the Local Authority who will give urgent consideration as to whether or not there is sufficient substance to the allegation to warrant an investigation.

**The Director of People and Culture will:**

- Maintain a list of all concerns raised against professionals, record findings and any action taken

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- Provide advice and guidance on appropriate employment measures to safeguard students and staff in accordance with statutory guidance and the College Disciplinary Policy
- Attend Part V multi disciplinary strategy meetings with the DSP in accordance with the Wales Safeguarding Procedures
- Where necessary, the college insurance provider will need to be updated

If an allegation is made against the Principal, a safeguarding report must be made to the Chair of the Board of Governors. The Chair will then contact the LADO who will discuss the allegation.

Allegations against an employee no longer working at the College must be reported to the Police.

### **Confidentiality**

UWC Atlantic respects and recognises that privacy and maintenance of dignity and control over personal information is important to all individuals. The College will respect and maintain the confidentiality of all individuals involved in an incident, acknowledging that limited information sharing may be necessary to address the concerns and ensure procedural fairness.

Confidentiality cannot be assured when an individual is at imminent risk of self-harm or of harming another individual, where there are reasonable grounds to believe that the College or wider community may be at risk or where there is a legal duty to report.

### **MyConcern**

UWC Atlantic uses MyConcern software to safely and securely record and manage all safeguarding concerns at the College.

### **What to do if a student tells you that they or another student / child / young person is being abused**

- Ensure the student knows that you have heard what they are saying, and that you take their allegations seriously.
- Encourage the student to talk, but do not prompt or ask leading questions.

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- Do not interrupt when the student is recalling significant events. Do not make the student repeat their account.
- Explain what actions you must take.
- Do not promise to keep what you have been told secret or confidential, as you have a responsibility to disclose information to those who need to know. Reporting concerns is not a betrayal of trust.
- Write down as soon as you can (and within 24 hours) what you have been told, using the students exact words if possible. Keep rough notes, and sign / date.
- Log in My Concern or, if you do not feel confident using the software, report your concerns immediately to the Designated Safeguarding Person (DSP).
- Do not confront the alleged abuser.
- Do not worry that you may be mistaken. You will always be taken seriously. It is better to have discussed it with somebody with the experience and responsibility to make an assessment.
- Make a note of the date, time, place and people who were present at the discussion.
- Do not discuss the allegations with other employees.

## Radicalisation

The Welsh Government has a '[Prevent Strategy](#)', the objectives of which are to:

- Respond to the ideological challenge of terrorism and the threat from those who promote it, prevent people from being drawn into terrorism and ensure that they are given adequate advice and support.
- Work with sectors and institutions where there are risks of radicalisation that need to be addressed.

[Contest](#), a key element of the Prevent Strategy, is a multi-agency approach to protect people from radicalisation. Where a person is deemed to be at risk of radicalisation, the Police may discuss the case at a *Channel panel* which provides strategies for safeguarding children and adults to stop them being drawn into committing terrorist-related activities. The Prevent Strategy is designed to eradicate all forms of extremist and terrorist activity that are deemed to be a threat to national security. *Contest's* objectives are:

- Identify individuals at risk of being drawn into terrorism
- Assess the nature and extent of that risk
- Develop the most appropriate support plan for the individuals concerned

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At UWC Atlantic we strive to have excellent community cohesion, which is fostered by respect and tolerance of all cultures and nationalities. We provide the following formal opportunities for our students to learn about different cultures and explore controversial issues:

- Through our Wellbeing programme;
- Through our Core Co-curricular Programme
- Through our Theory of Knowledge course;
- By students participating in conferences about social justice, regions of conflict, peace and human rights;
- Through academic studies in Social Anthropology and Global Politics.

Informally, students learn a lot from their peers from many other countries and cultures by sharing mixed nationality dorms and by working and socialising together. We constantly celebrate diversity and promote shared values.

We provide employee development annually on the '[Prevent Strategy](#)', to give teachers and pastoral staff the knowledge and confidence to identify students at risk of being drawn into terrorism and to challenge extremist ideas.

We ensure that students are safe from terrorist and related extremist material when accessing the internet by establishing appropriate levels of filtering.

We ask employees to be aware of behaviour that might indicate that students are vulnerable to radicalisation. For example:

- Graffiti symbols, writing or art work promoting extremist messages or images
- Students accessing extremist material online, including through social networking sites
- Parental or employee reports of changes in behaviour or friendships
- Students voicing opinions drawn from extremist ideologies and narratives
- Use of extremist or 'hate' terms to exclude others or incite violence
- Students who are isolated from friendship groups or withdrawn

Employees who are concerned by a student's behaviour should report the matter immediately to the Designated Safeguarding Person (DSP) on My Concern who will:

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- Obtain details of the matter in writing, signed and dated.
- Seek advice from the Local Authority Designated Officer
- Contact the police, who may then convene a '*Contest Panel*'.

The '*Contest Panel*' will then:

- Assess the extent to which an 'identified individual' is vulnerable to being drawn into terrorism;
- Prepare a support plan if the panel considers that the 'identified individual' is vulnerable;
- Make arrangements for the support to be provided in accordance with the support plan and
- Keep the support plan under review.

## Appendix 4 – Preventative Action

UWC Atlantic has implemented the following actions in order to prevent, educate and assist in all matters relating to safeguarding.

### 1. Appointment of a Designated Safeguarding Person (DSP)

The DSP is the point of contact for all safeguarding matters and takes lead responsibility for managing all safeguarding issues. The role and responsibilities of the DSP are listed in **Appendix 5**.

### 2. Appointment of a group of Deputy Designated Safeguarding Persons (DDSP)

The DDSP supports the DSP in all matters relating to safeguarding. The role and responsibilities of the DDSP are listed in **Appendix 5**.

### 3. Appointment of a Nominated Individual within the Board of Governors

A Link Governor for Safeguarding is appointed. The roles and responsibilities of the Board of Governors and Link Governor for Safeguarding are listed in **Appendix 5**.

### 4. Applying Safer Recruitment Practices

New employees must always have an enhanced Disclosure and Barring Service check (with the appropriate barring list check) and two verified and satisfactory references one of which must be from the current or most recent employer. Where candidates are currently employed within another UWC school/college the Principal will make direct contact with the head of the school/college. All checks must be in place before a start date can be arranged.

Appropriate checks will also be conducted for members of the governing bodies, interns, volunteers and others, aged 16 and over, living on campus.

The College has a Whistleblowing policy in place which can be applied where relevant.

### 5. Liaising with Contractors and providers of outsourced workers

All Contractors will be asked to confirm in writing that they have read, understood and agree to abide by the requirements of the College's Safeguarding and Respectful Community policy and procedures. Contractors working on site must be DBS checked before work is commenced or be supervised by an employee at all times.

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## 6. Providing Training

The College will provide training in support of this policy to all employees, campus residents, interns, and volunteers (including governors). Training will support employees in understanding the nature of harassment, sexual misconduct, bullying, abuse, assault, violence or discrimination; how to respond to a student disclosure; the role of the DSP (and deputies) and how to report any signs, incidents or concerns. Formal safeguarding training and updates will take place on an annual cycle. This will include a refresher on the Safeguarding Policies, procedures and reporting platforms, updates on any areas relevant to the colleges safeguarding needs and a review of lessons learned. Additional training and updates forming part of regular staff meetings and briefings within all teams of the college.

## 7. Making UWC Atlantic's commitment to safeguarding known publicly

UWC Atlantic will actively promote its commitment to safeguarding, to parents, guests and the general public online and in college publications.

## 8. Security of Buildings and Premises

UWC Atlantic will take all reasonable and practical steps to ensure that any building or premises on campus or used by the College is organised in a manner that provides appropriate and reasonable security for students, including the provision of 24 hour security onsite.

## 9. Educating Students

The College will provide education for all students so that they are aware of the nature of harassment, sexual misconduct, bullying, abuse, assault, violence or discrimination whether it comes from adults or other students (peer on peer abuse) and know how to report any incidents or concerns.

## 10. Visitors

All visitors must report to reception to sign in, using the InVentry Software where they are required to read and accept the college Visitor Agreement as per the Visitor Policy. They must wear a visitor's badge & lanyard in order to be clearly visible. College hosts are responsible for briefing visitors on relevant issues relating to safeguarding and ensuring that visitors do not spend any significant time alone with students. Where a visitor will spend significant time alone with students a risk assessment will be carried out to determine the requirement for the visitor to hold a DBS check. This risk assessment will be approved by the DSP.

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## Appendix 5 – Roles & Responsibilities

The key safeguarding employees in the College are:

The Designated Safeguarding Person (DSP) is **Lucretia Fields**.

The Safeguarding Team is made up of 5 Deputy Designated Safeguarding Persons (DDSP). These are people who hold the following roles:

- Head of Residential Life - Sam Willis
- Head of Years (1 and 2) - Maite Sandoval-Inglada and Laura Earwood
- Head of Wellbeing - Chris Blackwell
- Head of Atlantic Experience - Tom Partridge

The Principal, **Naheed Bardai**, retains overall responsibility for Safeguarding.

The Link Governor for Safeguarding is **Ann Jones**. The Deputy Link Governor for Safeguarding is Joanna Knatchbull.

### Role and Responsibility of the Designated Safeguarding Person (DSP)

The Designated Safeguarding Person will:

- Take a leading role in establishing a safeguarding culture in the College community.
- Take lead responsibility for managing all safeguarding issues and cases.
- Take responsibility for the College Safeguarding and Respectful Community policy, procedures and professional development, working with other agencies as necessary.
- Be appropriately trained and keep training up to date.
- Act as a source of support, advice and expertise on safeguarding in the College.
- Refer cases of suspected abuse or radicalisation to relevant agencies including Social Services and the police as appropriate.
- Keep accurate, detailed written and electronic records of all safeguarding concerns in My Concern.
- Ensure that when a student with any safeguarding plan leaves the College, their information is transferred and all agencies involved are informed.
- Develop effective links with relevant statutory and voluntary agencies, including liaising with the Local Authority Designated Officer and other agencies.
- Attend and/or contribute to safeguarding conferences and strategy meetings as appropriate.
- Coordinate the College's contribution to safeguarding and wellbeing plans.

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- Ensure that the Safeguarding and Respectful Community Policy is reviewed annually and updated without delay or waiting for the annual review if necessary.
- Liaise with the designated governor and the Principal.
- Make the Safeguarding and Respectful Community Policy available online and to parents.
- Ensure that all employees sign to indicate that they have read and understood the Safeguarding and Respectful Community policy.
- Keep a record of employee attendance at safeguarding training and ensure that training is undertaken by all absentees.

### **Role and Responsibility of the Deputy Designated Safeguarding Person(s) (DDSP)**

The Deputy Designated Safeguarding Person will:

- Support the safeguarding culture in the College community.
- Be part of a rota that manages and triages all safeguarding issues and cases providing a frontline of support to students
- Be appropriately trained and keep training up to date.
- Act as a source of support, advice and expertise on safeguarding in the College.
- Refer cases of suspected abuse or radicalisation to relevant agencies including Social Services and the police as appropriate.
- Attend and/or contribute to safeguarding conferences and strategy meetings as appropriate.
- Contribute to safeguarding and wellbeing plans.

### **Role and Responsibilities of the Principal (in relation to Safeguarding)**

The Principal will ensure that:

- Safeguarding policies and procedures adopted by the governing body are fully implemented and followed by all employees.
- Any weaknesses in regard to safeguarding policies and procedures are remedied straight away.
- Sufficient resources and time are allocated to enable the Designated Safeguarding Person (DSP) and other employees to discharge their responsibilities effectively, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of students.

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- All employees and volunteers understand the procedures for, and are supported in raising concerns, and that such concerns are handled sensitively and in accordance with written procedures.
- New employees, as part of their induction and when they start work at UWC Atlantic, are given a written statement about the college's safeguarding policies and procedures including contact details for the DSP.
- Student safety and wellbeing is addressed through the ongoing Wellbeing Programme. Procedures are implemented following an allegation against any employee.

### **Role and Responsibility of the Board of Governors**

It is the responsibility of the UWC Atlantic Board of Governors to ensure:

- The effective implementation of this policy and related procedures.
- This policy meets the requirements of UK Law and statutory guidance.
- This policy meets the [UWC Safeguarding Common standards](#).
- This policy meets the UK National Minimum Standards for Boarding.
- The policy is reviewed annually and updated without delay and without waiting for the annual review if necessary.
- The policy is made available to all members of the College community, parents, volunteers, contractors and visitors.
- The College follows the procedures outlined in this policy and Welsh Government guidelines for dealing with allegations against employees.
- The College operates safer recruitment procedures and ensures that all appropriate checks are carried out on all new employees and volunteers including governors.
- The College has appointed a Designated Safeguarding Person (DSP).
- It has designated a Link Governor for Safeguarding.
- The Principal, DSP, all employees and volunteers (including governors) undertake appropriate safeguarding training which is kept up to date by refresher training.

### **Role and Responsibilities of the Link Governor for Safeguarding**

- Takes the lead on safeguarding matters on behalf of the governing body.
- Ensures the Board of Governors undertakes all responsibilities as outlined above.
- Maintains contact with the statutory authorities in relation to disciplinary cases as set out in the Welsh Government guidance [Disciplinary and Dismissal Procedures for School Staff](#).

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- Ensures that the governors remedy without delay any weaknesses in regard to safeguarding that are brought to its attention.
- Lead procedures following any allegation made against the Principal, if directed by the Chair of Governors or LADO.

### **Role and Responsibilities of all Employees (in relation to Safeguarding)**

- Contribute to providing a safe and respectful environment for all members of the College community and all visitors to the College.
- Contribute to building and sustaining a community of respect and consent between members of the College community to prevent, educate and assist in all matters related to safeguarding.
- Provide a student-centred approach, considering at all times what is best for the student.
- Ensure you have understood this policy and put it into practice at all times.
- Know what to do if a student discloses information.
- Know what to do if you are concerned about the behaviour or conduct of an adult in the College.
- Manage the requirement to maintain an appropriate level of confidentiality.
- Report any concern to the DSP or the Deputy DSP. If a member of staff still has concerns after reporting these to the DSP, these concerns should be reported to the Local Authority. Attend training in support of this policy.

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## Appendix 6 – Key People and Contacts

Designated Safeguarding Person (DSP)	<p>Lucretia Fields Vice Principal Student Life UWC Atlantic St Donats Llantwit Major Vale of Glamorgan Tel 01446 799000 <a href="mailto:safeguarding@uwcatlantic.org">safeguarding@uwcatlantic.org</a></p>
Deputy Designated Safeguarding Person(s) - Safeguarding Team	<p>Sam Willis (Head of Residential Life) Maite Sandoval-Inglada (Head of Year ) Laura Earwood (Head of Year) Chris Blackwell (Head of Wellbeing) Tom Partridge (Head of Atlantic Experience)</p> <p><a href="mailto:safeguarding@uwcatlantic.org">safeguarding@uwcatlantic.org</a></p>
Chair of Governors	<p>Jill Longson <a href="mailto:jill.longson@uwcatlantic.org">jill.longson@uwcatlantic.org</a></p>
Link Governor for Safeguarding	<p>Ann Jones <a href="mailto:ann.jones@uwcatlantic.org">ann.jones@uwcatlantic.org</a></p>
Deputy Link Governor for Safeguarding	<p>Joanna Knatchbull <a href="mailto:joanna.knatchbull@uwcatlantic.org">joanna.knatchbull@uwcatlantic.org</a></p>
<p><b>For the most up to date local and regional contacts, please refer to the Wales Safeguarding Procedure for Cardiff and Vale:</b>  <a href="https://www.cardiffandvalersb.co.uk/children/professionals-and-employers/wales-safeguarding-procedures-children/">https://www.cardiffandvalersb.co.uk/children/professionals-and-employers/wales-safeguarding-procedures-children/</a></p>	

Care Inspectorate Wales (CIW)	CIW National Office Welsh Government Office Rhydycar Business Park Merthyr Tydfil CF48 1UZ Tel 0300 790 0126 <a href="mailto:ciw.merthyr@gov.wales">ciw.merthyr@gov.wales</a>
Estyn	Estyn Anchor Court, Keen Road, Cardiff CF24 5JW 029 2044 6446 <a href="mailto:enquiries@estyn.gov.wales">enquiries@estyn.gov.wales</a>
Local Authority Designated Officer (LADO) for Child Protection, Vale of Glamorgan. This role may have been delegated to a Local Area Designated Officer for Safeguarding (DOS).	Vale of Glamorgan Council Civic Offices Holton Road Barry CF63 4RU Vale of Glamorgan Council Tel 01446 704298
Local Authority Education Safeguarding Officer	Directorate of Learning and Skills Vale of Glamorgan Council Tel 01446 709867 Mob 07816 896572 <a href="mailto:dpdavies@valeofglamorgan.gov.uk">dpdavies@valeofglamorgan.gov.uk</a>
Local Authority Child Protection Team	Children's Services: 01446 725202 Emergency Duty Team (EDT) (out of hours duty): 02920 788570
Agencies and organisations offering support for Child Protection issues in Cardiff and the Vale of Glamorgan	<a href="https://www.dewis.wales/">https://www.dewis.wales/</a>

## Appendix 7



**LISTEN.  
BELIEVE.  
REPORT.  
SUPPORT.**

### TAKING OUR RESPONSIBILITY SERIOUSLY.

If you have, or have had, any worries at all about your wellbeing, health, safety or security; or if you feel you are at any risk at all from an adult or student, please tell a member of staff who you feel comfortable talking to, straight away.

Our staff will listen to what you have to say, accept it and take it very seriously.

They cannot promise to keep this confidential just between the two of you.

What they will do is record the facts in writing and refer the matter onto our Designated Safeguarding Person (DSP) or Member of the Safeguarding Team. The DSP is Lucretia Fields

If your concern is about or regarding a member of staff you should report this to the Principal

## IF YOU TALK, WE WILL LISTEN

Safeguarding is everyone's responsibility.

[safeguarding@uwcatlantic.org](mailto:safeguarding@uwcatlantic.org)

