



# Teaching and Learning Policy and Procedure

**Learning now for the Future  
Personalised, assessment centred, engaging learning for the changing world  
delivered through inspirational teaching**

Myerscough College is committed to providing high quality teaching, learning and assessment to enable all learners to achieve their full potential. This will be achieved through high quality teaching and learning opportunities, rigorous assessment, feedback and the sharing of good practice.

The Teaching and Learning Policy and Procedure aims to provide an effective framework for the delivery of high quality teaching and learning

This policy and procedure relates to all College staff engaged in facilitating, supporting and managing learning. It applies to all learning offered through the College: HE, FE, Apprenticeships & Skills and 14-16 provision. The policy is informed by the Teaching, Learning and Assessment Strategy document.

Myerscough College and University Centre delivers a wide range of courses across the areas of Further Education, Higher Education, Apprenticeships and Skills and 14-16 provision. The Teaching and Learning policy and procedure aims to provide a holistic overview of processes to support the effective delivery of teaching and learning across all these specific remits, while recognising that each remit has its own external policy drivers and influences.

The key external policy drivers for Higher Education include the QAA Quality Code, Teaching Excellence and Student Outcomes Framework, UK Professional Standards Framework and the UCLan Teaching, Learning and Assessment Strategy.

The key external policy drivers for Further Education and Apprenticeships and Skills include the Ofsted Education Inspection Framework and the Education and Training Foundation Professional Standards for Teachers and Trainers in Education and Training.

The Teaching and Learning Policy and Procedure aims to ensure that teaching at the College is inspirational and of the highest quality by:

- all learners having the opportunity to succeed and be empowered to fulfil their potential,
- placing the learner at the centre of the learning process,
- active promotion of diversity and equality of opportunity,
- the self-esteem and aspirations of all learners being raised through mutual support and commitment,
- all staff and learners having high expectations and working together to develop high levels of achievement and success,
- ensuring learners are retained and achieve their qualification
- developing employability skills as part of the curriculum,
- taking opportunity to develop Maths, English and digital skills as appropriate,
- providing excellent progression opportunities, to employment, apprenticeships, or further and higher learning
- recognising and celebrating success, of both learners and staff
- using assessment to provide effective learning opportunities through feedback,
- ensuring levels of student satisfaction and learner voice feedback are high across all courses
- using research to inform and inspire students,
- promoting a culture of academic challenge, scholarly activity and research informed teaching
- the subject expertise and pedagogic content knowledge of staff leading to excellent teaching and learning
- actively promoting best practice in terms of embedding sustainability, particularly in the areas of resource efficiency, recycling, energy efficiency, use of renewable energy, conservation of natural resources, and welfare,
- meeting the targets identified in the College Strategic Plan 2012-2022:

‘We will provide an outstanding teaching and learning experience’:

- We will inspire learners to exceed their aspirations through stimulating and challenging courses with highly qualified and motivated staff
- We will deliver a student experience which consistently exceeds expectations
- ‘We will create opportunities for all to succeed’
- We will provide a learning environment and experience that inspires learners to exceed their expectations and achieve what they never felt possible

This policy embraces the College Values:

- Respect for yourself, each other and the environment,
- Welcoming, honest and inclusive
- Happy, safe and supportive culture,
- Inspiring learners and staff to be the best they can be
- Positive and innovative

## **1. Roles and Responsibilities for Teaching and Learning Practice**

**The College will provide:**

- An induction for all learners and staff who deliver teaching and learning
- A clean, tidy and well-maintained environment,
- A safe environment following College health and safety procedures,
- Access to resources that enable effective teaching, learning and assessment to take place and appropriate learning outcomes to be achieved,
- A stimulating environment with displays of learners’ work, research activity, posters and relevant learning materials,
- A welcoming environment for all learners promoting equal opportunities
- Access and promotion of digital technology
- Curriculum delivery that provides interaction, flexibility and encourages a wide range of teaching and learning activities,
- Opportunities for teaching and learning to be discussed and promoted with good practice and techniques being shared,
- Information regarding learners with SEND and necessary adjustments, including access arrangements for assessments, to be shared with all members of the area team,
- Support for teaching staff through the Advanced Teaching Practitioners
- Appropriate Continuous Professional Development (CPD) opportunities for teaching staff.

**Tutors will ensure that all lessons are prepared and delivered to the highest standard.**

**Learning sessions at the College will:**

- Show clear evidence of planning with learning outcomes appropriate to the level and used to monitor student/learner progress.
- Meet the needs of all individuals with, where appropriate, the full involvement of Inclusive Learning in the planning and delivery of the session,
- Meet all course / programme objectives and requirements,
- Build on learners' prior knowledge and understanding, using formative assessment to monitor progress and inform future learning,
- Have strong links between theory, practical and industry practices,
- Promote independent learning
- Be informed by current research and scholarly activity
- Have completed up to date Risk Assessments,
- Follow relevant procedures in relation to Health and Safety,
- Adhere to college policy regarding safeguarding including the wearing of lanyards,
- Use findings from learner feedback to improve planning and delivery,
- Generate learner confidence through the sound subject knowledge of tutors.
- Use learning methods that inspire and challenge learners
- Actively promote the development of digital skills, Maths and English and British Values in lessons.
- Promote and demonstrate Equality, Diversity and Inclusion
- Provide a teaching schedule that shows the outline plan for the module and provides opportunity for learners to plan ahead,
- Promote the use of the VLE and other learning resources such as the library in the support of learning and the provision of additional learning opportunities,
- Provide opportunity for learners to take part in module/course evaluation surveys (learner voice) to provide effective evaluation and shape future improvements
- Promote best practice in terms of sustainability.
- Enable tutors to reflect on and develop their practice using the Education and Training Foundation Professional Standards for Teachers and Trainers in Education and Training and the United Kingdom Professional Standards Framework for Higher Education
- Include marking of assessments that is accurate, consistent and diagnostic, identifies incorrect spelling and grammar and provides effective feedback that leads to improvements.

**College staff will be expected to manage the learning environment in line with College policies on attendance, discipline and quality:**

- Registers will be completed for each timetabled session,
- Poor attendance and punctuality will be monitored and action promptly taken,

- Learners will be expected to use time effectively and take responsibility for their own learning in timetabled sessions and throughout the College,
- Discipline issues will be dealt with promptly by staff with the appropriate reporting procedures followed.

## **2. Observation of Teaching and Learning**

The lesson observation process is fundamental to enhancing and improving the learning experience and supporting staff in the development of their teaching and management of learning.

### **Roles and Responsibilities**

It is the responsibility of individual members of staff to:

- Be familiar with and maintain the standards of performance expected of them
- Comply with, and undertake, appropriate CPD relating to improving teaching, learning and assessment.
- Comply with any action plans that are developed as a result of the OTL process.

It is the responsibility of lesson observers to:

- Attend lesson observation training and standardisation meetings.
- Be familiar with policies and procedures associated with lesson observation.
- Ensure that the lesson observation procedure is fairly and consistently applied.
- Ensure that standards of performance and expectations are clearly communicated and understood.
- Ensure that the professional discussion following lesson observation is timely, supportive and appropriate.

It is the responsibility of the Advanced Teaching Practitioner to:

- Undertake the responsibilities of observers as detailed above.
- Liaise with the appropriate Head of Area and Head of Quality, Teaching and Learning to support the management of the OTL process.
- Support staff on the completion of action plans following observation.
- Liaise with the Head of Quality, Teaching and Learning on the implementation and development of this policy.
- Support the development of teaching, learning and assessment through the provision of appropriate and timely CPD.

It is the responsibility of the Heads of Area to:

- Communicate expectations and set standards relating to Teaching and Learning with all teaching staff
- Ensure that all staff in their areas have an allocated observer
- Ensure that individual action plans following observations are completed to a satisfactory standard.

- Liaise with the CPD Manager on the provision of relevant CPD in relation to teaching and learning.
- Make judgements and report on the outcomes of the lesson observation process as part of the annual self-assessment process.
- Invoke the Improving Teacher Programme (ITP) or Professional Difficulties where performance in OTL does not meet the expected requirements (see separate ITP and Professional Difficulties Policies / Guidelines)

It is the responsibility of Assistant Heads to:

- Support the Head of Area to communicate expectations and set standards relating to Teaching and Learning with all teaching staff
- Liaise with the Head of Area and Advanced Teaching Practitioners to support the delivery and management of the OTL process
- Support staff to complete actions following observation and liaise with the Head of Teaching and Learning and CPD manager to provide relevant CPD

It is the responsibility of Inclusive Learning Staff to:

- Liaise with teaching staff to ensure learners' individual needs are met in each lessons

It is the responsibility of the Head of Quality, Teaching and Learning to:

- Review and update all processes and documentation relating to the lesson observation process.
- Provide a robust OTL process that meets the needs of learners, teaching staff, College Management and relevant external bodies.
- Report the outcomes of lesson observations at College level.
- Support and train lesson observers in all aspects of the Lesson Observation process.
- Ensure that timely advice and support is readily available to managers and staff on the implementation of this policy.
- Provide detailed analysis of lesson observation outcomes to inform the planning of appropriate CPD.
- Liaise with CPD and Heads of Area on the delivery of an effective teaching and learning CPD programme.
- Provide moderation of the process to ensure that standards are maintained and improvements in the process identified and acted upon.
- Make OTL support materials available.

#### **The Observation Process for staff teaching timetabled lessons at College sites:**

- All staff who deliver timetabled or planned teaching sessions at all college sites will be observed. Observations, other than peer observations, will be carried out by appropriately experienced and trained members of staff including Advanced Teaching Practitioners, Heads of Area, Assistant Heads and the Senior Leadership Team.
- Staff will have at least four and up to six unannounced observations each year. Each observation will be at least 20 minutes in duration. Feedback should be completed on the

Observation form (see Appendix 1) and codes allocated to the strengths, areas to develop and action plan.

- The same code cannot be both a strength and an area to develop
- Each form should have no more than 3 or 4 strengths/areas to develop identified. The process is to support teachers and more than this would be excessive for a 20 minute observation.
- Observers should distinguish lesson strengths and norms. I.e. learners working safely really should be the norm, not a specific strength.
- A professional discussion must take place following the observation, enabling the teacher to reflect on their practice and strengths and areas to develop and actions agreed by the observer and teacher. Teachers should be offered relevant CPD opportunities to develop their practice and share good practice with others.
- It is usual for observations to have at least one area for development, identified by the teacher/observer during the professional discussion - this is where sharing of effective practice could be highlighted.
- The observation form should be returned to the Quality office with coding complete for data reporting from the observation process.
- Observers have the right to extend the length of the observation in order to gather more evidence to inform their judgements on the strengths and areas to develop of the lesson.
- Observations will be conducted on all types of lesson including personal and group tutorials and a sample of tutorials from each learning area will be observed.
- External Standardisation will take place at a time decided by the Director of Quality and Performance and the Head of Quality, Teaching and Learning.
- All observers will have a minimum of one joint observation per year with a member of the Senior Management Team or Head of Teaching and Learning in order to validate the judgements made and subsequent action planning.
- The Head of Quality, Teaching and Learning will chair report standardisation meetings, which will be held termly. The purpose of the meeting is to ensure the quality of judgments and reporting, identify good practice and areas for improvement in the process. All observers should attend all standardisation meetings.
- Lesson observation outcomes will be used to inform staff reviews and CPD for all academic staff.
- The College recognises that there may be times when, for a variety of reasons, it is inappropriate to observe a member of staff at that point in time. In such situations, the appropriate Head of Area should request to the relevant Assistant Principal or the Vice Principal that alternative arrangements are made.

### **The Quality Assurance and Observation process for Apprenticeship and Skills staff working remotely:**

- All Apprenticeship and Skills staff working remotely will attend a Performance Board three times a year. At this board, a range of performance metrics will be reviewed including success rates of learners, caseload management, at risk learners, learner reviews, use of OneFile and learner voice feedback. Two learners will be sampled for each assessor tutor and a detailed review of their teaching, learning and assessment activity will take place (see Appendix 2) Strengths, weaknesses and areas to develop will be identified and agreed with staff. Staff should be offered relevant CPD opportunities to develop their practice and share good practice with others.
- All Apprenticeship and Skills staff working remotely will receive a planned Professional Visit by an appropriate manager once per year. This visit will include an observation of teaching, learning and assessment where appropriate and will also include meetings with apprentices and employers. (see Appendix 3).

### **Quality Assurance of Online Courses**

- Online modules will be reviewed for quality with particular focus on the range of content, quality of content, student participation and student learning experience and in line with normal FE, HE or A&S expectations for the delivery of a quality teaching and learning experience (see Appendix 4).
- Online reviews will be coded in line with on-site observations and subject to actions plans and support as described above.

### **Probationary Observations**

Observations of new teaching staff will take place as follows:

- Within three weeks of starting to teach, an unannounced observation undertaken by Head of Area, Assistant Head of Area or Advanced Teaching Practitioner. The purpose of these observations is to provide support and identify any concerns / issues.
- The new member of staff then continues to have at least three unannounced observations a year. Observers have the right to extend the length of the observation in order to gather more evidence to inform their judgements on the strengths and weaknesses of the lesson.

### **Trainee Teachers**

Trainee teachers undertaking their PCGE/Certificate in Education are supported by the teacher training team through teaching observations that are an assessed part of their course. These observations involve pre and post observation discussion and support with planning.

Trainee teachers will be observed as part of the college observation process in addition to their formal course observations. This provides them with developmental feedback and enables their departmental observer to offer subject specific support and expertise through professional discussion, as well as providing an overview of their teaching performance.



### **3. Peer Observations**

- All teaching staff are required to observe another tutor at least once per academic year. The purpose of the observation is for the mutual benefit of both the observer and the observee with the aim of encouraging dialogue on teaching, learning and assessment and the sharing of good practice. The main aim is to encourage self-reflection of the teacher observing another teacher. They are not graded, nor judgements made and there is no central monitoring of the outcomes.
- Records of the observation will be held by the CPD Team to monitor completion, via the CPD portal. All staff are required to log the completion of their peer observations in this portal, by selecting the peer observation drop down and completing the brief reflection. Observations will last at least 45 minutes and with reflection and dialogue count to at least two hours mandatory CPD.

### **4. Outcomes from OTL**

Observed tutors who demonstrate consistent strengths will be encouraged to share good practice with their appropriate team through their Advanced Teaching Practitioner/Head of Area.

Observed tutors with significant areas for improvement over a minimum of three unannounced observations will be identified by the observer and referred to the Improving Teacher Programme (ITP). Staff will be supported with the action plan initiated through the Improving Teacher Programme by their Advanced Teaching Practitioner and their Line Manager. To assist the member of staff in achieving the necessary improvements the plan must cover:

- The areas for and strategies how to achieve the desired improvement.
- The measurable improvement required.
- The time scales within which the improvement must be achieved, and any additional support required.
- The date on which progress will be reviewed.

The college reserves the right to invoke the Professional Difficulties procedure if there is significant cause for concern about the performance of a member of staff.

All action plans must be submitted to the Quality office and progress will be monitored by the Quality Team.

### **5. Appeals Procedure**

#### **Informal**

It is hoped that the procedures, guidance and information provided will ensure that the situations are avoided where a formal procedure is required, and every effort should be made to resolve any issues arising from lesson observations 'informally' through positive dialogue and clarification.

## **Formal**

If a dispute cannot be resolved informally, the member of staff should appeal in writing to the Head of Teaching and Learning, stating the grounds for the appeal within 5 working days of receiving feedback.

The appeal process will take the form of a panel meeting, conducted by; the Director of Quality and Performance or the Head of Quality, Teaching and Learning, an independent Head of Area and an independent member of the observation team.

The member of staff will be given the opportunity to state his or her case at the meeting and will be entitled to be accompanied by a work colleague as observer. If the member of staff chooses not to attend, the panel will undertake a paper review of the evidence.

There are three possible outcomes from an appeal:

1. The Appeal is upheld, and no record of the observation is retained.
2. The Appeal is upheld and the outcomes of the observation, in terms of areas for improvement and actions, are retained and the member of staff is required to respond to them accordingly.
3. The appeal is NOT upheld, the outcomes of the observation are retained and the normal procedure, as identified in this policy, is followed.

The decision of the panel will be made in writing within 5 working days of the meeting and will be final.

## **6. Analysis of Lesson Observation Outcomes**

All outcomes relating to lesson observation and online reviews will be processed, analysed and reports produced to meet the requirements of the College's quality cycle. Outcomes from lesson observations and online reviews will inform the relevant area's self-assessment process.

### **Documents Associated with this Policy:**

- Academic Code - Policy and Procedure
- Assessing Further Education Students – Policy and Procedure
- Equality, Diversity and Inclusion – Policy and Procedure
- Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings
- Improving Teacher Programme – Policy and Procedure
- Inclusive Learning – Policy and Procedure
- Management and Monitoring of Student Attendance - Policy and Procedure
- Noise - Policy and Procedure
- Ofsted –Education Inspection Framework

- Organisation and Delivery of Work Experience - Policy and Procedure
- Organising Off-Campus Activities - Policy and Procedure
- Physical Contact and Physical Restraint of Students - Policy and Guidelines
- Procedure for dealing with staff experiencing professional difficulties (currently under review)
- Procedure for Higher Education and Further Education Course Design and Development
- Professional Standards for Teachers and Trainers in Education and Training (Education and Training Foundation, 2014)
- Risk Assessment Implementation – Policy and Procedure
- Smoke Free - Policy and Procedure
- Student Acceptable Use of IT Resources - Policy and Procedure
- Student Disciplinary Code
- Sustainability Policy
- Teaching Excellence and Student Outcomes Framework
- Teaching and Learning Strategy
- QAA UK Quality Code for Higher Education
- UCLan Teaching, Learning and Assessment Strategy
- UCLan Assessment Handbook Doc
- United Kingdom Professional Standards Framework

**Myerscough College**  
Observation of Teaching and Learning Report FE/A&S/HE

Date	Teacher Name				Observer				
⌚	Centre	FT	PT	Hourly pd	Joint Observer				
Learning Area (students)			Qualification						
Length of observation (mins)	Total no of students on reg.		FT or PT students ✓		FT	PT	Mixed		

**Narration of Session Observed (what, when, how, timings, etc)**

**During the professional discussion, the tutor and observer should discuss and agree on the main Strengths and Areas for improvement of the session.**

**Table 1. Strengths and Areas for Improvement / Development relating to; Teaching, Learning and Assessment and their impact on the learner(s). Codes from the grading grid should be used alongside the judgements below.**

Strengths	Code	Areas for Improvement / Development	Code

**The tutor and the observer should identify and agree the main actions for development from the observation, but may also discuss other professional development needs and how these can be met.**

code	ACTION PLAN / PROFESSIONAL DEVELOPMENT - Detailed actions for improvement and / or sharing of good practice. These must specify exactly what the tutor needs to do to further develop	By Whom (Name)	By When (Date)

Learning Methods Inspire and Challenge	2E	Links to Industry/research	3L	Effectiveness of assessment	3C	Promotion/embedding of Equality, Diversity and Inclusion	3G
Learning environment is safe and appropriate	1F	Meeting individual learner needs/inc. use of ALS	2G	Development of English skills	3D		
Teacher subject specific knowledge	2C	Learner attitudes and behaviours	2H	Development of maths skills	3E		
Tutor explanation and instruction	2A	Learner progress- development of knowledge, skills and behaviours	3A	Use of digital skills	3E		

## Static Walk-through Recording Sheet

Learner			
Start & End Date			
Progress & RAG rating			
Progress against learning aims breakdown			
OTJ – Off the job if application as a %			
Use of the journal			
Learning Support ALS/E&M (Use of other support staff)			
Individual unit start dates			
Feedback and smart actions against TLA plans and reviews			
Risk Factor	✓	Meets expected Standards with recommendations	Does not meet expected standards

Strengths	Code	Areas for Improvement	Code
			3C

Learning methods inspire & challenge	2E	Effectiveness of Assessment	3C
*Learning Environment is safe & appropriate	1F	Development of English skills.	3D
Teacher subject specific knowledge (by video/feedback)	2C	Development of Maths skills.	3S
Tutor explanations and instructions	2A	Use of digital skills	3E
Reference to industry / research (By feedback – written/audio)	3L	Promotion of EDI	3G
Learners attitude / behaviour (via written/video/audio)	2H	Meeting individual learning needs / Inc. use of ALS	2G
Learner progress – development of skills/knowledge/behaviours	3A	*Difficult to judge unless physically in practice	

## Apprenticeships & Skills Professional Visit Form

Assessor Tutor:

Professional Visit by:

Date:

Topic	Discussion Notes			
Pre – visit review of OneFile				
Staff Well being				
Observation of Teaching, Learning and Assessment	Strengths	Code	Areas to develop	Code
English and Maths				

Learner Support	
Apprentice Feedback	
Employer Feedback	
Tutors Feedback	

Further Notes:

**MYERSCOUGH COLLEGE QUALITY FRAMEWORK FOR ONLINE /BLENDED ONLINE COURSES**

Aspect of Course	Yes	No
Set up		
Site navigation. Content flows in a logical progression and easy to navigate e.g. minimal clicks and straightforward return to other areas of the course. Site maintenance – regularly updated and working.		
Communication		
Clear expectations for use of site and communication. Regular opportunities are taken to gather student feedback and in module changes and response to feedback are clear. Site provides easy access for learners to support materials. Design and delivery of content supports diverse needs and facilitates differentiation. Module introduction includes guidance on expected engagement with VLE materials, monitoring by tutor e.g. regular announcements for deadlines.		
TLA		
VLE site incorporates range of formative assessment opportunities with timely, meaningful, constructive feedback provided and used for reflection/monitoring/improving progress Examples of academic challenge at the appropriate level shown through additional materials and activities. VLE site content includes planned learning opportunities relevant to transferable, vocational, professional, academic and graduate-level employability skills development VLE site includes learning materials relevant to vocational/professional element of the module		
Research		
VLE site includes up-to-date reading list. Appropriate research embedded into all aspects of teaching. Learners regularly encouraged to research and disseminate their findings.		

Strengths	Code	Areas for Improvement / Development	Code

Code	Action Plan/Professional Development – detailed action for improvement and /or sharing of good practice. These must specify exactly what the tutor needs to do to further develop.	By Whom	By when



Learning Methods Inspire and Challenge	2E	Links to industry/research	3L	Effectiveness of assessment	3C	Promotion/embedding of Equality, Diversity and Inclusion	3G
Learning environment is safe and appropriate	1F	Meeting individual learner needs/inc..use of ALS	2G	Development of English skills	3D		
Teacher subject specific knowledge	2C	Learners' attitudes and behaviours	2H	Development of Maths skills	3S		
Tutor explanation and instruction	2A	Learner progress- development of knowledge, skills and behaviours	3A	Use of digital skills	3E		

<b>Document History</b>			
<b>Author:</b>	Director of Quality and Performance	<b>Ref and Document Version:</b>	Teaching and Learning Policy and Procedure
<b>Approval:</b>	Senior Leadership Team	<b>Approval Date:</b>	April 2019 Updated November 2019
<b>Review Date:</b>	April 2020		
<b>Publication:</b>	Staff Intranet VLE		
<b>Quality Assurance</b>			
This Policy and Procedure maps to the following external quality assurance frameworks			
<b>Framework</b>		<b>Framework Section Reference(s)</b>	
<b>Education Inspection Framework</b>		Effectiveness of Leadership and Management. Quality of Education, Behaviour and Attitudes, Personal Development	
<b>MATRIX</b>		Element 4 – Continuous Quality Improvement	
<b>QAA</b>		UK Quality Code for Higher Education	
<b>Teaching Excellence Framework</b>		Measures for assessing performance	
<b>UK Professional Standards Framework for teaching and supporting learning in higher education</b>		Dimensions of the Framework	
<b>Key Changes to Document</b>			
The Policy has been amended based on the decision made by SLT to reduce the number of walk through observations for each member of staff from 6 to 3 each academic year. The policy does reserve the College right to carry out more than three observations.			

**All Myerscough College Policies are subject to screening for Equality Impact Assessment**

Equality Impact Assessments are carried out to see whether the policy has, or is likely to have, a negative impact on grounds of: age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, marriage or civil partnership, sex or sexual orientation

Myerscough College not only fulfils its legal position in relation to current and future equality legislation, but additionally goes beyond compliance in providing and promoting “Opportunities for all to succeed”, free from any aspect of discrimination, harassment or victimisation.

All staff have a duty of care to look after the interests of and support their colleagues. *This policy takes account of our commitment to eliminating discrimination, identifying and removing barriers and providing equal opportunities for our learners, staff and visitors to ensure that no one feels excluded or disadvantaged.*

**Safeguarding, Child Protection and Prevent**

All staff have a responsibility to support and promote the College’s commitment to providing a safe environment for students, staff and visitors. Additionally, all staff have a responsibility to report any safeguarding or Prevent issues to the Designated Senior Lead for Safeguarding and Prevent.