



# Child Protection and Safeguarding Policy and Procedure

Myerscough College is fully committed to the wellbeing of learners and staff and those who have direct links with the organisation. The College actively promotes the positive welfare of children, and expects all staff, volunteers and partners, including employers and work placement providers, to endorse and always practise this commitment.

The Principal, Corporation and all staff at Myerscough College regard each learner as a unique individual and therefore seek to support their development in ways which will foster security, confidence and independence. We recognise that high self-esteem, peer support, a safe and secure College, residency and work placement environment, together with clear lines of communication with trusted adults helps all learners, children and adults. These are regarded as central to the wellbeing of the individual and are therefore seen to be an intrinsic part of all aspects of the curriculum and ethos of the College.

The aim of the policy is to safeguard all College learners, particularly children and those with identified needs at all College centres, work placements and when taking part in a College activity. We have a duty to safeguard the College Corporation, all staff, volunteers and partners when carrying out duties in teaching, supervising and supporting learners at all College centres, other external facilities, in the workplace or by distance learning.

The College has a duty to ensure that leaders and managers put in place arrangements to:

- Identify children and learners who may need help or are at risk of neglect, abuse, grooming or exploitation.
- Help prevent abuse by raising awareness among students of safeguarding risks and how and where to get help and support if they need it.
- Help those students who are at risk of abuse and need for early help or statutory social care involvement, keeping accurate records, making timely referrals where necessary and working with other agencies to ensure students get the help and support they need.
- Manage concerns and allegations about adults who may be a risk and check the suitability of staff who work with children, students and vulnerable adults.

This policy applies to all learners, particularly children and those who have additional or high needs. All members, staff, volunteers, external support workers and partners and families living and working at all College centres, other external facilities, in the workplace or by distance learning.

The College will collect and use personal data to safeguard its staff, students and others as necessary.

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## 1. Policy Statement

### 1.1 Child Protection and Safeguarding

The Corporation and College Management are committed to ensuring safeguarding and promoting the welfare of all learners by:

- Protecting all students (children, young people and adults) at our College from maltreatment;
- Preventing impairment of our students' mental and physical health or development;
- Ensuring that students at our College grow up in circumstances consistent with the provision of safe and effective care;
- Taking action so as to enable students at our College to have the best outcomes.

Safeguarding includes, but is about much more than, child, young people and adult protection. All staff are aware of their responsibility to act in order to protect all students from various potential sources and types of abuse and harm, some of which are explained further within this policy guidance.

All staff should be aware of early help, abuse and neglect, contextualised safeguarding and other safeguarding issues. All students benefit from early help, but all staff should be particularly alert to the potential need for early help for a student who:

- Is disabled and has specific additional needs
- Has special educational needs (whether or not have an EHCP)
- Has a mental health need
- Is a young carer
- Is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and associated with organised crime groups
- Is frequently missing / goes missing from care or from home
- Is at risk of modern slavery, trafficking or exploitation
- Is at risk of being radicalised or exploited
- Is in a family circumstance presenting challenges for the student, such as drug and alcohol, misusing drugs or alcohol themselves
- Has returned home to their family from care
- Is at risk of 'honour'-based abuse such as female genital mutilation or forced marriage
- Is a privately fostered child
- Is persistently absent from education, including persistent absences for part of the College day

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and or alcohol misuse, deliberately missing education and consensual and non-consensual sharing of nude and semi-nude images and/or videos can be signs that children are at risk.

All staff should be aware that students (in particular children) may not feel ready or know how to tell someone that they are being abused, exploited or neglected, and /or they may not recognise their experiences as harmful.

Knowing what to look for is vital and staff need to be able to identify multiple indicators of:

- Abuse and neglect
- Bullying (including online and prejudice-based bullying)
- Child on Child
- Children and the court system
- Children with family members in prison
- Children absent from education
- Children missing from home or care
- Child Sexual Exploitation (CSE)
- Contextualised Safeguarding – at risk or exploitation in situations outside of their families
- Criminal exploitation of children and vulnerable adults / County Lines (child criminal exploitation, CCE which may cause multiple harms such as CSE, CCE and serious youth violence)
- Domestic Abuse
- Drugs/ substance misuse
- Fabricated or induced illness
- Faith based abuse
- Female genital mutilation
- Forced marriage
- Gangs and youth violence
- Gender based violence / violence against women and girls
- Hate
- Homelessness
- Honour based abuse
- Mental health
- Missing children and adults
- Poor parenting
- Private fostering
- Preventing radicalisation and / or extremist behaviour
- Racist, disability and homophobic or transphobic abuse
- Relationship / teenage relationship abuse
- Risks linked to using technology and social media
- Sexting (also known as youth produced sexual imagery)
- Trafficking and modern slavery
- Serious violence
- Sexual violence and harassment (including child on child and online)
- Upskirting

This Policy and Procedure should be read in conjunction with associated policies and guidance in relation to the context of this document (both internal and external policy guidance). Guidance is under constant review and guidance will be sought, referenced from current guidance and will influence evidence based and guidance practice.

There is a different legislative and policy base for responding to adults' safeguarding needs. The Care Act 2014 provides a legal framework for how local authorities and other parts of the health and care system should protect adults at risk of abuse and neglect. However, most of the principles and procedures that apply are the same as those for safeguarding children and young people.

The Department of Health defines a vulnerable adult as a person aged 18 or over who may need community services because of a disability (mental or other), age or illness. A person is also considered vulnerable if they are unable to look after themselves, protect themselves from harm or exploitation or unable to report abuse.

## 1.2 Counter Terrorism and the Prevent Duty

All Further Education and Higher Education providers in relation to the Counter Terrorism and Security Act 2015 have a legal duty in the exercise of our functions to have 'due regard' to the need to prevent people from being drawn into terrorism. This duty is known as the Prevent Duty.

Prevent aims to stop people from being drawn into being involved in violent extremism, supporting or involved in terrorism in all its forms. Prevent works within the non-criminal space, using early engagement to encourage individuals and communities to challenge violent extremist ideologies and behaviours to prevent radicalisation. Prevent also includes work to rehabilitate and reintegrate those who have already engaged in terrorism.

The College will uphold the value of "Freedom of Speech" and will monitor external speakers. If there are any concerns they will be reported and actioned accordingly.

The College will carry out ongoing risk management to ensure all statutory duties are discharged.

The Strategic Safeguarding Group will monitor the Prevent risk management and report to Governors in the annual report. The DSL is the Single Point of Contact for Prevent. Prevent is one of the four elements of the Contest Strategy, those being Prevent, Protect, Prepare and Pursue.

The College will work in partnership to understand and risk manage identified risk (including localised and relevant data), refer cases to the Channel programme where there is a radicalisation concern.

The government has defined extremism in the Prevent Duty as "vocal or active opposition to fundamental British Values, including democracy, the rule of the law, individual liberty and mutual respect and tolerance of different faiths and beliefs". This also includes calls for the death of members of the British armed forces.

College will ensure that risk assessment, working in partnership, staff training and IT policies are all included within Prevent risk management.

### 1.3 The Aim of this Policy is to ensure that:

- All of our students are safe and protected from harm.
- Safeguarding procedures are in place to help students to feel safe and learn to stay.
- Adults in the education setting and wider College community are aware of the expected behaviours and the legal responsibilities in relation to safeguarding and child protection.
- All agencies are providing appropriate support to children and young people through the adoption of the early help framework.

This will be achieved by:

- Raising awareness of issues relating to the welfare of all students and ensuring the promotion of a safe environment for all learners within the College, work placements and College related environments. This will be achieved by regularly promoting and embedding safeguarding, prevent and health and safety key messages into our teaching, learning and all areas of activity, particularly student support.

- Raising the awareness of all teaching and non-teaching staff of the need to safeguard children and all learners of their responsibilities in identifying and reporting safeguarding and child protection concerns. Provide effective training and support for all staff to enable them to be able to respond appropriately and sensitively to safeguarding, child protection and preventing and intervening earlier to address support and social needs of all students through the early help framework.

This will be achieved by close monitoring of staff continuous professional development (CPD) training records and following up rigorously any non-attendance on Safeguarding or Prevent training. We complete annual safeguarding updates for all staff along with regular updates shared with staff through a variety of College communication strategies. Wider training on specific issues will also include, staff behaviour and conduct (guidance for safer working practice), KCSIE, Children Looked After / Care Leavers, Prevent, Online Safety, Contextual Safeguarding issues, Allegations, Whistleblowing, Mental Health and Designated Safeguarding Lead training.

- Emphasising the need for good levels of communication between all members of staff.
- Identifying children, adults, including and in particular, to those who have additional needs and/or at risk of significant harm, including “reported missing” and providing procedures for reporting concerns. College student record management systems are used to centrally record concerns and monitor actions put in place.
- Providing a systematic means of identifying and monitoring students known or thought to be at risk of harm and ensure we contribute to assessments of need and support packages for those students. Establishing clear procedures for reporting and dealing with allegations of abuse against members of staff and/or learners. This will include seeking timely advice from external safeguarding agencies when learners are potentially at risk of any harm.
- Ensuring that all staff working within our education setting, including any relevant partners (e.g.subcontractors), who have substantial access to children and young people have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory DBS check and a central record is kept for audit through the maintenance of an accurate Single Central Register (SCR) and appropriate staff records. Safer Recruitment Policy and processes will be adopted by all involved in the recruitment processes, including at least one member on every interview panel having completed Safer Recruitment training.
- Providing suitable systems to ensure the safety of visitors and all who visit a College centre. This will be achieved by joint work with the Health and Safety Advisor and ensuring all risks are adequately controlled and regularly reviewed as necessary, including the use of contractors. Centre risk assessments will be annually updated and promoted.
- Providing high quality, safe and stimulating environments where everyone feels valued, safe and respected, where individuals feel confident, are able to enjoy, learn and grow in confidence. Have positive relationships with the adults caring for them; know how to approach adults if they are in difficulties, believing that their wishes, feelings and views will be considered and that they will be effectively listened to.
- Supporting students’ development in ways that will foster security, confidence and independence.
- Ensuring anyone using our facilities follows appropriate policies, procedures and guidelines.
- Provide opportunities for our students to access a broad and balanced curriculum that promotes their spiritual, moral, cultural, mental and physical development that prepares them for the opportunities, responsibilities and experience of life.

A planned curriculum will provide opportunities for students to develop skills, concepts, attitudes, behaviours and knowledge that promotes their safety and wellbeing, including developing self-esteem and communication skills, strategies for self-protection, including online safety, developing a sense of boundaries between appropriate and inappropriate behaviour in adults and within peer relationships.

- Establishing effective, supportive and positive relationships working in partnership with parents, carers, students, statutory and other partners.

Additionally, the College acknowledges “abuse of position of trust”, which prohibits staff from engaging in or encouraging sexual activity with learners who are under the age of 18 or vulnerable, as specified in the College Consensual Relations Policy and Safer Working Practice Guidance.

## 2. Scope

This policy applies to everyone in our College including all students and staff (including sub-contractors), and it should be read, understood and adhered to, alongside other related policies and procedures listed within this policy. The College is committed to safeguarding all students regardless of age, however, is aware of the different legislative guidelines and principles for safeguarding children and adults and the wider context of safeguarding including vulnerable adults.

Further explanation can be found in Appendix 3.

## 3. Law and Guidance

This policy has been written and will be implemented in line with the safeguarding and child protection procedures and in accordance with legislation and related guidance.

- Keeping Children Safe in Education 2023
- Inspecting Safeguarding in Early Years, Education and Skills Setting (last update Aug 2021), [Inspecting safeguarding in early years, education and skills - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/inspecting-safeguarding-in-early-years-education-and-skills)
- National Minimum Standards (Ofsted Residential Standards)
- Social Care Common Inspection Framework (SCCIF) Residential Provision of Further Education Colleges (Ofsted) SCCIF
- Counter Terrorism and Security Act (Prevent Legislation) 2015
- Education Act 1986, 2002
- Education and Training (Welfare of Children) Act 2021
- What to do if you are worried a Child is being Abused (2015)
- Guidance for Safer Working Practice 2021
- Working Together to Safeguard Children 2018 WTTSC
- Female Genital Mutilation, FGM (2003) as amended by the Serious Crime Act 2015
- Sharing Nudes and Semi-nudes - Advice for Education Settings working with Children and Young People (DfE 2020)
- When to Call the Police, National Police Chiefs’ Council When to call the Police
- The Children Act 1989
- The Children Act 2004
- Care Act 2014

- Equality Act 2010
- Human Rights Act 1998
- Modern Slavery Act 2015
- Mental Capacity Act 2005
- Disqualification under the Childcare Act 2006 (2015)
- Recruit Teachers from Overseas, (DfE 2021)
- Safeguarding Children and Adults Board Safeguarding Procedures
- Managing Concerns around People in a Position of Trust (Lancashire, 2019)
- Information Sharing Advice for Practitioners providing Safeguarding Services to Children, Young People, Parents and Carers (2018)
- Individual Local Safeguarding Arrangements Guidance (previously LSCB/ LSAB) – guidance from the relevant Local Authority in each case, dependent on the locality of the safeguarding concern.
- *Martyn's Law – Protect duty 2023. The college will embed the requirements of this new legislation as guidance is published.*

### 3.1 Equality Duties

The College recognises our duties under the Human Rights Act, Equality Act and the Public Sector Equality Duty, and understands the fundamental rights and freedoms that everyone in the UK is entitled to. This includes but is not subjected to, consideration how the College supports students with regard to particular protected characteristics, including disability, sex, sexual orientation, gender reassignment and race. The College will take positive action where it can be shown to be proportionate to deal with particular disadvantages including safeguarding concerns., this includes making reasonable adjustments for disabled children, including those with long term health conditions.

Further information can be found in KCSIE paragraphs 83-93.

## 4. Responsibility for Safeguarding and Child Protection

The Governing body and College Management have a joint responsibility to create a positive culture and ethos where safeguarding is an important part of everyday life in the setting, backed up by training at every level.

We ensure that the College has policies and procedures in place in respect of Safeguarding and Child Protection, including Prevent.

The College is committed to providing the relevant personnel with clear and explicit roles and responsibilities to ensure accountability in safeguarding and child protection.

We therefore ensure that:

### 4.1 All adults, including volunteers, working in or on behalf of the College will:

- Demonstrate an understanding that safeguarding is everyone's responsibility.
- Maintain and demonstrate a mind set of "it could happen here".
- Do all they can, within the capacity of their role, to ensure that students are protected from harm.
- Do all they can, within the capacity of their role, to ensure that children and young people grow up in circumstances consistent with safe and effective care.

- Do all they can, within the capacity of their role, to ensure that students have the best outcomes.
- Report cases of suspected abuse and all other safeguarding concerns to the DSL, DDSL/ Safeguarding Team. This will be done as soon as possible using the College's agreed format.
- Monitor all students, particularly those that are deemed vulnerable.
- Report any concerns regarding adult conduct to THE PEOPLE TEAM, the DSL or Principal.
- All staff, if they have concerns, should be acted upon immediately and staff should always speak to the DSL or Deputy or Safeguarding Team, early information sharing being vital in keeping children and other students safe. In exceptional circumstances, staff should consider speaking to a member of SLT or Children's Social Care to discuss safeguarding concerns if the DSL is not immediately available.
- All staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and Section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.
- All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

#### **4.2 The Corporation will:**

- Ensure that the policies, procedures and training within Myerscough College are effective and comply with the law at all times and that these include an understanding of specific safeguarding issues and safeguarding learners with SEND.
- Ensure that the College has clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.
- Ensure that Safeguarding policies and procedures are followed by all staff.
- Appoint a DSL and Deputies and ensure that they are provided with appropriate support, funding, training, resources, support and time to carry out their role and this role is explicit within job descriptions and have cover for this role at all times. The Corporation will ensure that the DSL is a senior member of the College Senior Management Team who has appropriate status and authority within the College to carry out the duties of the post.
- Ensure that the College follows all statutory and relevant local policy, procedures and guidance.
- Ensure that staff members undergo safeguarding induction and training and receive regular training and updates in compliance with Keeping Children Safe in Education 2023.
- Ensure that students are safe online by ensuring that appropriate filters and monitoring systems are in place.
- Prevent people who pose a risk of harm from working with children and all other learners.
- Ensure there are procedures in place to handle allegations against any members of staff.
- Ensure that all staff feel able to raise concerns about poor or unsafe practice in the College and that such concerns are handled sensitively and in accordance with the Whistleblowing Policy.
- Ensure that all practice and procedures operate with the best interests of the child and all other students at their heart.

- Ensure there is a designated member of staff to promote the education of Children Looked After and Care Leavers, with all staff aware of the safeguarding issues and vulnerabilities associated with CLA/CL.
- Nominate a Designated Governor with special responsibility for Safeguarding, Child Protection and Prevent issues.
- Further guidance on the role of Governors can be found in Section 2 of KCSIE [Keeping children safe in education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/keeping-children-safe-in-education)

#### **4.3 Designated Safeguarding Lead: Lisa Hartley, Director of Student Support and Welfare (SLT)**

- The Director of Student Support & Welfare takes lead responsibility for safeguarding, child protection, online safety (including understanding the filtering and monitoring systems and processes in place), and Prevent reporting to Principalship, on a monthly basis, chairs the Strategy and Operational Safeguarding Groups, the Admissions and Support Advisory Panel and is a member of the Quality of Education Group and liaises with Curriculum Heads and Cross College and Residential Managers.
- The DSL provides an annual report to the Governing body of the College, setting out how the College has discharged its duties. The DSL is responsible for reporting deficiencies and risks in procedure or policy to Principalship and the Governing body at the earliest opportunity. She meets with the nominated Governor on a regular basis.
- The DSL chairs the Strategic Safeguarding and Operational Safeguarding Groups that meet regularly to ensure effective leadership management of safeguarding across all College provision.
- The DSL is the Single Point of Contact for Prevent (SPOC).

#### **Key Duties include:**

- Lead responsibility for raising awareness with all staff of issues relating to the safeguarding and welfare of children and adults, and the promotion of a safe environment for all those learning and living within the College.
- The DSL will arrange cover of DSL throughout the year to ensure that there is a DSL available during College hours and cover for out of hours and term time.
- The DSL chairs the Admissions and Support Advisory Panel which meets regularly to consider applications made by learners, where disclosures involving “high needs” or “criminal convictions” are discussed and recorded. This panel has appropriate senior staff representation and makes recommendations in relation to their overall “duty of care” for all learners, staff and visitors. For applications to study for Further or Higher Education courses, this panel may take legal advice and indeed external advice from schools, social workers, the Police, Youth Offending Team and Higher Education institutions.
- The Designated Safeguarding Lead should be equipped to:
  - understand the importance of information sharing, both within the college, and with other schools and colleges on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners;
  - understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR).

The DSL is supported by a dedicated Safeguarding Support and Welfare Manager, who is the lead DDSL alongside other trained DDSLs and the Student Support and Safeguarding Team.

Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the College acknowledges that the ultimate lead responsibility for child protection, as set out above, remains with the designated safeguarding lead, this lead responsibility should not be delegated.

### **Availability**

During term time the designated safeguarding lead (or a deputy) should always be available for staff to discuss any safeguarding concerns. The College ensures that the DSL or DDSL are on duty or on-call at all times including out of term time.

We acknowledge that we have students and staff working 365 days a year and therefore provide appropriate safeguarding cover.

### **Manage Referrals**

The designated safeguarding lead is expected to refer cases:

- of suspected abuse and neglect to the local authority children's social care as required and support staff who make referrals to local authority children's social care
- to the Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme
- where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required, and
- where a crime may have been committed to the Police as required. NPCC - When to call the police should help understand when to consider calling the police and what to expect when working with the police.

### **Working with Others**

The designated safeguarding lead is expected to:

- act as a source of support, advice and expertise for all staff
- act as a point of contact with the safeguarding partners
- liaise with the headteacher or principal to inform him or her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.

This should include being aware of the requirement for children to have an Appropriate Adult. Further information can be found in the Statutory guidance - PACE Code C 2019:

- as required, liaise with the "case manager" (as per Part four) and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member
- liaise with staff (especially academic staff, residential support and pastoral support staff, IT technicians, senior mental health leads and inclusive learning on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically

- liaise with the mental health support team, where safeguarding concerns are linked to mental health
- promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances
- work with the Assistant Principals and Head of area taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school or college.

This includes:

- ensuring that the College knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort, and
- supporting academic staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes.

### **Information Sharing and Managing the Child Protection File**

The designated safeguarding lead is responsible for ensuring that child protection files are kept up to date. Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child. Records should include:

- a clear and comprehensive summary of the concern
- details of how the concern was followed up and resolved
- a note of any action taken, decisions reached and the outcome.

They should ensure the file is only accessed by those who need to see it and where the file or content within it is shared, this happens in line with information sharing advice as set out in Part one and Part two of KCISE.

Where children leave the school or college (including in year transfers) the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. This should be transferred separately, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and special educational needs co-ordinators (SENCO) or the named person with oversight for SEND in colleges, are aware as required.

Lack of information about their circumstances can impact on the child's safety, welfare and educational outcomes. In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any additional information with the new school or college in advance of a child leaving to help them put in place the right support to safeguard this child. For example, information that would allow the new school or college to continue supporting children who have had a social worker and been victims of abuse and have that support in place for when the child arrives.

## **Raising Awareness**

The designated safeguarding lead should:

- ensure each member of staff has access to, and understands, the College's child protection and safeguarding policy and procedures, especially new and part-time staff
- ensure the College's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with Corporation regarding this
- ensure the child protection policy is available publicly and parents know that referrals about suspected abuse or neglect may be made and the role of the school or college in this
- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements, and
- help promote educational outcomes by sharing information about welfare, safeguarding, and child protection issues that children who have or have had a social worker.

## **Training, Knowledge and Skills**

The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years.

The designated safeguarding lead (and any deputies) should also undertake Prevent awareness training. Training should provide designated safeguarding leads with a good understanding of their own role, how to identify, understand and respond to specific needs that can increase the vulnerability of children and adults, as well as specific harms that can put children at risk, and the processes, procedures and responsibilities of other agencies, particularly local authority children's and adult's social care, so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
- understand the importance of the role the designated safeguarding lead has in providing information and support to local authority children social care in order to safeguard and promote the welfare of children
- understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes
- are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers
- understand the importance of information sharing, both within the College, and with the safeguarding partners, other agencies, organisations and practitioners
- understand and support the College with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation

- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at College
- can recognise the additional risks that students with special educational needs and disabilities (SEND) face online, for example, from bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online
- obtain access to resources and attend any relevant or refresher training courses, and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the College may put in place to protect them. In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role

### **Providing Support to Staff**

Training should support the designated safeguarding lead in developing expertise, so they can support and advise staff and help them feel confident on welfare, safeguarding and child protection matters. This includes specifically to:

- ensure that staff are supported during the referrals processes, and
- support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.

### **Understanding the Views of Children**

It is important that all children feel heard and understood. Therefore, designated safeguarding leads (and deputies) should be supported in developing knowledge and skills to:

- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school or college may put in place to protect them, and
- understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.

### **Holding and Sharing Information**

The critical importance of recording, holding, using and sharing information effectively is set out in Parts one, two and five of this document, and therefore the designated safeguarding lead should be equipped to:

- understand the importance of information sharing, both within the school and college, and with other schools and colleges on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR), and
- be able to keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record-keeping.

In addition to the duties and responsibilities above the DSL/ DDSL will :

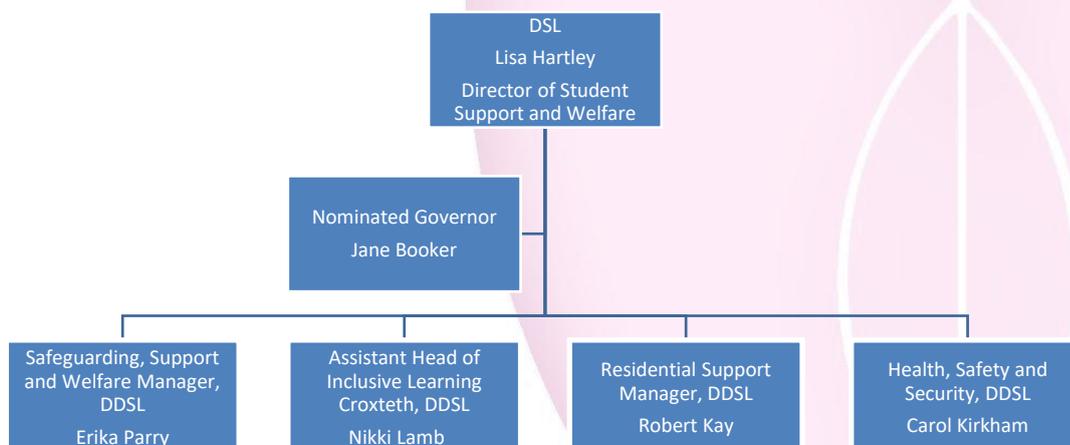
- Lead and chair various College groups, ensuring that there are policies procedures and systems in place to safeguard and promote the welfare of all children and anyone with additional needs.
- Ensure that identified safeguarding procedures are reviewed annually, followed, and actions are agreed, monitored and achieved on relevant plans and that the safeguarding portfolio of guidance is maintained and updated regularly.
- Manage and support DDSLs and the identified Safeguarding Support Team, with trained staff across all centres.
- Work alongside The People Team in ensuring that allegations are referred to the Local Authority Designated Officer for Allegations in accordance with KCSIE and other national and local Procedures. Ensuring they are completed within the required timeframe.
- Liaise with the People Team and safeguarding partners and work with other agencies in line with Working Together to Safeguard Children (and other related guidance) to ensure Local Safeguarding Partner arrangements are embedded into College practice. The National Police Chief Council's Guidance, When to call the Police, should help DSLs understand when they should consider calling the Police and what to expect when they do.
- Oversee the referral of cases of abuse, suspected abuse to Children's and Adults' Social Care, Police and other agencies.
- Oversee the intervention following Operation Encompass referrals.
- Ensure the role of the DSL and Deputies are in line with Keeping Children Safe in Education.
- Support the management of caseload interventions through effective caseload management and supervision.
- Provide advice and support to staff and volunteers on issues relating to safeguarding, child protection, Prevent and those absent or missing from education.
- Maintain detailed, accurate, secure records of any referral, complaint or concern in respect of abuse or safeguarding (even where that concern does not lead to a referral) and understand the purpose of this record-keeping.
- The regular monitoring of concerns that are recorded on the student ILP and CPOMS records systems.
- Have particular responsibility to be available to listen to children and anyone with additional needs studying at the College or on placement and ensure they, their families and those involved, are updated of any developments on a frequent basis.
- Will support individual cases, including attending Strategy discussions, Initial/Review Child Protection Case Conference, Core Groups, Strategy meetings, Child in Need meetings and Multi Agency Risk Management (MARMS), Early Help meetings, CLA reviews, or PEPs, as appropriate.
- Liaise with Schools / Transition Co-ordinator in relation to safeguarding, child protection issues to ensure that appropriate arrangements are made for the students attending College.
- Liaise with employers and training organisations (including work placements for students and anyone with additional needs at College) in relation to safeguarding and child protection issues to ensure that appropriate safeguards are put in place.
- Ensure that all staff, volunteers and external support workers receive appropriate training in safeguarding, child protection and Prevent issues and are aware of the related policy and procedures.

- Ensure that evidence is provided by employers of external support staff and staff working for organisations providing services at the College centres that their staff have been adequately checked, vetted and trained in safeguarding.
- Be provided with appropriate support and supervision in order to carry out the role safely and effectively.
- DSLs must take a holistic view to ensure wider environmental factors are considered which may be a threat to safety and welfare of students (contextual safeguarding). Consider whether children are at risk of abuse or exploitation in situations outside their families. Extra- familiar harms take a variety of forms and children can be vulnerable to multiple harms (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.
- The DSL will consider when a student is transitioning if it would be appropriate to share information in advance of the move.
- The DSL should have details and liaise with the Local Authority allocated Social Workers and Leaving Care Workers for Care Experienced students (CLA and care leavers)
- Ensure effective robust links and working relationships between residential, health and safety, student support are maintained.
- Work with the Heads of Curriculum and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children’s attendance, engagement and achievement at College.

This includes:

- Ensuring that the College knows who its cohort of children who have or have had a Social Worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort.
- Supporting teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a Social Worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children’s educational outcomes.

## 5. Safeguarding Structure and Governance



## Strategic Safeguarding Group

Director of Student Support, DSL
Vice Principal & Deputy Chief Executive
Deputy Principal Resources
Assistant Principal Higher Education
Assistant Principal Liverpool and Partnerships
Assistant Principal Apprenticeships and Skills
Assistant Principal Further Education
Director of Marketing
Director of Commercial Services
Director of IT and MIS
Director of The People Team
Director of Quality and Performance
Director of Health, Safety and Security, DDSL
Student Safeguarding and Support Manager, DDSL
Residential Support Manager, DDSL
Assistant Head of Inclusive Learning, Liverpool, DDSL
Head of Inclusive Learning
Curriculum Area Manager Foundation Learning and 14-16

## Operational Safeguarding Group

Director of Student Support, DSL
Student Safeguarding and Support Manager, DDSL
Director of Health, Safety and Security, DDSL
Residential Support Manager, DDSL
Assistant Head of Inclusive Learning, Croxteth, DDSL
Centre Manager, Warrington
Centre Manager, Cumbria, UCC
Inclusive Learning, EHCP/ HNF Manager
Inclusive Learning Coordinator, Witton
Student Safeguarding and Support Officers
Residential Support Officers – Co-opted
IT – Co-opted

## 6. Induction, Training and Updates

Myerscough College is committed to providing staff and volunteers with the skills and knowledge needed to safeguard students. We therefore ensure that:

- All staff and volunteers receive appropriate levels of safeguarding training on induction, which includes KCSIE, Guidance for Safer Working Practice (including whistleblowing) and What to do if a Child is being Abused.
- All staff receive the Safeguarding and Child Protection Policy on application and upon appointment. All staff complete online training prior to commencement of employment.

- Induction includes College policy, staff behaviour (guidance for safer working practice), roles and responsibilities, child protection and safeguarding (including contextual and other safeguarding matters).
- All staff receive at least annual updates with regular updates through a variety of College communication methods, such as manager and team meetings, emails, staff intranet, leaflets, posters and sharing of other key documents. These updates cover additional contextual and other safeguarding matters such as violent crime, child sexual and criminal exploitation (including County Lines), radicalisation and extremism and Prevent, peer on peer abuse, modern slavery, bullying (including online and prejudice), abuse regarding race, disability, homophobic/ transphobic, risks associated using technology, HBA, FGM, FII, domestic abuse, sexual violence and harassment and online safety.

This list is not exhaustive, however reflects the breadth of topics that are covered in staff training and updates. Any local or national issues arising from serious case reviews are included in staff training:

- The DSL and DDSLs attend DSL training every two years and update their knowledge, skills and understanding of relevant safeguarding issues including Prevent on a regular basis.
- Any staff member will discuss any specific training requirements or gaps in knowledge or understanding with the DSL/ DDSL.

## **7. Child Protection and Safeguarding**

### **7.1 Child Protection, Child in Need and Early Help - Children Potentially at Greater Risk of Harm**

The College recognises that students may need a Social Worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health.

Local Authorities should share the fact a child has a Social Worker, and the Designated Safeguarding Lead should hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. This should be considered as a matter of routine. There are clear powers to share this information under existing duties on both Local Authorities and Schools and Colleges to safeguard and promote the welfare of children.

Where children need a Social worker, this should inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

Myerscough College is committed to preventing abuse, protecting children from abuse and supporting those involved in abuse. We therefore ensure that:

- ALL staff and volunteers understand the importance of teaching children and other students how to keep themselves safe from all types of abuse.
- ALL staff and volunteers seek out opportunities that are relevant to their role, to teach students the skills to keep themselves safe.

- ALL staff and volunteers make and maintain positive and supportive relationships with students, which enable children to feel safe and valued.
- Safeguarding has a high status throughout College by being on the agenda at staff meetings/briefings, information being readily available on notice boards and regular updates.
- ALL staff and volunteers have the knowledge, skills and expertise to recognise the signs and symptoms of all types of abuse and neglect.
- DSLs update staff and volunteers' knowledge and understanding of such issues in order for them to be able to identify children and vulnerable adults who are at risk of such specific safeguarding issues.
- ALL staff feel confident in approaching DSLs to raise concerns.
- ALL staff and volunteers understand the four categories of abuse: neglect, emotional abuse, sexual abuse, physical abuse. Financial and discriminatory abuse must also be considered.
- ALL staff and volunteers understand that there are other ways in which children can be abused, such as; Online, Child Sexual and Criminal Exploitation, Domestic Abuse, Female Genital Mutilation, Honour Based Abuse, Radicalisation, Trafficking, Sexual Violence and Harassment, Slavery, Peer Abuse, Forced Marriage, and others as mentioned in the body of this policy, KCSIE and other guidance.
- College safeguarding practice reflects the Findings from the Children in Need Review, 'Improving the educational outcomes of Children in Need of Help and Protection' and the conclusion of the review, 'Help, Protection, Education'.
- All staff, if they have concerns, should be acted upon immediately: early information sharing being vital in keeping children safe. In exceptional circumstances, staff should consider speaking to a member of SLT or Children's or Adult's Social Care to discuss safeguarding concerns if the DSL is not immediately available.
- ALL staff and volunteers will maintain and demonstrate an attitude of "it can happen here".
- ALL staff and volunteers are child and student-centred in their practice and act in the best interests of the child at all times.
- ALL staff recognise and understand that behaviour can be a child's way of communicating distress and changes to behaviour may be an indicator of abuse including adverse childhood experiences and trauma.
- ALL staff and volunteers have the skills to respond appropriately and sensitively to disclosures or allegations of abuse.
- ALL staff and volunteers report cases of suspected abuse to the DSL. This will be done as soon as possible using the College's agreed format.
- Where a child or any student is at risk of immediate harm, ALL staff understand that they must refer to the Police or Children or Adult Social Care.
- ALL staff and visitors know how to refer to Children's and Adult's Social Care.
- DSLs will make a Section 47 and Section 17 referrals to Children's Social Care and Adult social care safeguarding concerns timely and without delay (at least within 24the People Teams) where a child is in need of protection, has been significantly harmed or is at risk of significant harm, using local need, risk, threshold and referral guidance.
- This referral will be done by telephone and followed with a social care referral form as soon as possible (relevant Local Authority referral form dependent on locality of concern).
- Consent from parents/carers and child (if age appropriate) will be sought prior to this referral, except where this will cause delay or place anyone at risk.

- Where consent is not given, parents and carers are informed that a referral will still be made, except where this will cause delay or place anyone at risk.
- DSLs adhere to policy, procedures and guidance from the Local Safeguarding Arrangements with regard to sharing information.
- DSLs contribute to Strategy Discussions, Strategy Meetings, Initial and Review Child Protection Conferences, Core Group Meetings and other CP meetings.
- DSLs or another appropriate member of staff (delegated by DSL / DDSL), will attend CP meetings, produce and present reports, liaise with staff, work with parents, work with other agencies and ensure the voice of the child is evidenced throughout these processes.
- DSLs meet regularly to ensure that decisions made about children who are subjects of CP Plans are agreed and a clear rationale for the decision is documented.
- A copy of the child's CP Plan is included in the student's individual safeguarding file.
- ALL staff and volunteers will support victims of abuse in a capacity that is relevant to their role. This will be determined by the DSL.
- DSLs will determine what information staff members need to know in order to safeguard and support children. This may be different information for different staff.
- Staff are offered appropriate support and/or supervision that is relevant to their role or involvement in particular cases. Communication and work with parents and carers will always be undertaken in a supportive manner and in the best interests of the child or adult.
- ALL staff understand that children who perpetrate abuse or display harmful behaviour should be treated as victims first and foremost and supported in the same way a victim of abuse would be supported.
- Specific programmes of work and support are offered to children and families who are vulnerable.
- Risk Assessments will be undertaken where a student's behaviour poses a risk to others, themselves or the environment.

## 7.2 Students with SEND

When managing safeguarding in relation to students with SEND, staff will be aware of the following:

- Students with SEND are nearly 4 times more likely to be a victim of abuse.
- Certain indicators of abuse, such as behaviour, mood and injury, may relate to the student's disability without further exploration; however it should never be assumed that a student's indicators relate only to their disability.
- Students with SEND can be disproportionately impacted by issues such as bullying, without outwardly showing signs.
- Communication barriers may exist, as well as difficulties in overcoming these barriers.
- When reporting concerns or making referrals for students with SEND, the above factors will always be taken into consideration.

## 8. Online Safety

Myerscough College is committed to keeping students safe online. We therefore ensure that:

- ALL staff and volunteers understand that students (in particular children and students with additional needs) can be harmed online via hurtful and abusive messages, enticing them to engage in age-inappropriate conversations, sharing and production of indecent images or encouraging risk taking behaviour.
- Online bullying by students, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our Student Charter and Positive Behaviour disciplinary processes.
- Department for Education advice and College Stop and Search and Screening policy is followed where there is a need to search a student for a mobile device.
- When College becomes aware of an online safety issue that has occurred outside of College, it is managed in accordance with the College ICT policies.
- Opportunities to teach online safety are embedded into curriculum and enrichment as part of a broad and balanced curriculum.
- The Online Safety Group carries out self-assessment and monitors practice against best practice and legislative guidance and reports into both the Strategic and Operational Safeguarding Group.
- The College has appropriate filters and monitoring systems in place regarding use of the internet whilst on College sites to safeguard from potentially harmful and inappropriate online material.
- The College appropriately fulfils the expectations of the Department of Education's Filtering and Monitoring Standards [Meeting digital and technology standards in schools and colleges - Filtering and monitoring standards for schools and colleges - Guidance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges-filtering-and-monitoring-standards-for-schools-and-colleges)
- We are mindful of the increasing online learning and working environment and the associated risks and challenges.

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation, radicalisation, sexual predation: technology often provides the platform that facilitates harm.

The College approach to online safety empowers us to protect and educate the whole College community in our use of technology and establishes mechanisms to identify, intervene and escalate any incident where appropriate. Online Safety is managed within the Safeguarding structure.

Additional information to support the College to keep students safe online (including when they are online at home) is provided in Paragraphs 135-147 and Annex B of Keeping Children Safe in Education.

## 9. Record Keeping and Information Sharing

Keeping detailed and comprehensive records is fundamental to good safeguarding practice. The law does not prevent information about children being shared with specific authorities if it is for the purposes of safeguarding.

The College has due regard to the relevant data protection principles which allow us to share (and withhold) personal information as legislated in the Data Protection Act 2018 and UK GDPR. The College and individuals have a duty to process personal information fairly and lawfully to keep the information we hold safe and secure.

This includes:

- Being confident of the processing conditions which allow the College to store and share information for safeguarding purposes, including information which is sensitive and personal, and should be treated as 'special category personal data'.
- Understanding that 'safeguarding of children and individuals at risk' is a processing condition that allows practitioners to share special category personal data. This includes allowing practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner but, if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.
- Staff members will ensure that fear of sharing information does not stand in the way of their responsibility to promote the welfare and safety of students. If staff members are in doubt about sharing information, they will speak to the DSL or Deputy DSL or the College's Data Protection Officer.
- The Data Protection Act 2018 and UK GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. Information can be shared without consent if to gain consent would place a child at risk.
- The College recognises the importance of proactive information sharing between professionals and agencies in order to effectively meet students' needs and identify any need for help. Staff will be aware that whilst UK GDPR and the Data Protection Act 2018 places a duty on Colleges to process information fairly and lawfully, they also allow for information to be stored and shared for safeguarding purposes - data protection regulation should not act as a barrier to sharing information where failure to do so would result in the student being placed at risk of harm.

Myerscough College is committed to recording all matters relating to the welfare of children in a relevant format. We therefore ensure that:

- DSLs will refer to Record Keeping in Education guidance to assist them in creating and maintaining accurate safeguarding records.
- There is an agreed format for reporting all matters relating to student wellbeing, from an early help pastoral need or requirement to a disclosure of abuse for all students.
- ALL staff use the agreed format for passing on concerns and this is included in staff induction and training.
- Concerns should be factual and evidence based.
- Written safeguarding concerns and alerts should be written in ink, signed and dated by the recorder (if handwritten).
- Typed safeguarding concerns and alerts may be printed or sent via email but must not be saved by staff and must be deleted from computer and email on acknowledgment of receipt.
- If electronic copies are completed and sent via email to [safeguarding@myerscough.ac.uk](mailto:safeguarding@myerscough.ac.uk), a follow up conversation must be made to ensure the referral has been received.
- The Safeguarding Alert form (SA1 form) should be used for all safeguarding concerns. Concerns should be passed directly to the DSL or Safeguarding Team.
- Concerns recorded on student electronic ILPs or CPOMS should be recorded timely.
- The College effectively introduced the use of CPOMS for safeguarding records in September 2021 and provides support for new users and access to appropriate records in line with KCSIE.

- ALL concern logs will be kept either in College hard copy safeguarding files or in an individual electronic studentsafeguarding file (including ProMonitor, Sharepoint and CPOMS student record system).
- A student will have an individual safeguarding file when there has been a number of concerns, an offer of Early Help or the family is, or has been at Level 2 or above on the Continuum of Need.
- All pastoral and safeguarding concerns should be logged using the electronic student ILP and / or CPOMS (individual learning plan) in line with College procedures, maintaining appropriate levels of confidentiality.
- Student records will include a clear and comprehensive summary of concerns, any assessment decisions, discussions and rationale for decisions and also any evidence of the student's wishes, professional challenge, offers of help and multi-agency working.
- DSLs and Safeguarding Officers will record all discussions, decisions and rationale behind decisions and sharing of information in the student's records.
- DSLs and Safeguarding Officers will record evidence of student's wishes, professional challenge, offers of early help and multi-agency working.
- When individual students are discussed during staff meetings, such as supervision, staff updates or risk assessments etc. student information should be anonymised or stored in a secure manner.
- All safeguarding hard copy records will be stored securely in a locked cabinet and with restricted access forelectronic records.
- Only DSLs and other named staff will have access to safeguarding records.
- Records will be stored in line with the College's Data Retention procedures. These will take into consideration safeguarding records of all students, not just under 18-year-old students involvedwith child protection or safeguarding.
- Advice will be sought from legal services and/or the Schools Safeguarding Officer if any staff are unclear about any aspects of safeguarding record keeping.

### 9.1 Transfer of Records

The College will make every effort to request any safeguarding records for students under the age of 18 from their previous educational establishment in line with KCSIE guidance.

KCSIE indicates that College should ensure a child's safeguarding child protection file is transferred to the new provider as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term in preparation for the child arriving. College will endeavour to manage the transfer of records as soon as practicably possible.

- Student safeguarding files (for those under 18) will be sent in their entirety. Consideration to be taken if there are any ongoing legal proceedings.
- If the safeguarding file is a hard copy, this will be hand delivered to the DSL at the receiving school. If this is not possible, the safeguarding file will be sent by Recorded Delivery.
- CPOMS transfer of records will be completed for educational establishments who have CPOMS.
- Any other electronic records will either be sent or received securely and safely or hard copies made and sent as above.
- A receipt will be obtained at time of transfer and the responsibility for the safeguarding records will pass to the receiving educational establishment.
- In addition to the child protection file, the DSL and deputies should also consider if it would be appropriate to share any information with the new establishment to support the continuation of support for victims of abuse in order for appropriate support to be put in place.

- Any further requests for records will be taken on a case-by-case basis in line with KCSIE and GDPR, e.g. requests from the Police for safeguarding reasons will be managed by the DSL or Director of Corporate Services (College DPO).

Further guidance can be found in 'Information Sharing, Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers 2018. [Information Sharing](#)

## 10. Safer Recruitment

Myerscough College is committed to keeping students safe by ensuring that adults who work or volunteer across the whole College are safe to do so. The term staff, applies to all staff, whether teaching, administrative, support, paid and unpaid (e.g. volunteers, sub-contractors and external agencies).

We therefore ensure that:

- The College recruitment process is adhered to, to ensure that there is a strong reference and commitment to safeguarding during advertisement, selection and recruitment of new staff.
- At least one person on each selection panel has attended Safer Recruitment training.
- All staff will monitor the conduct of all adults who come into contact with students at the College and report any concerns to the DSL or the Director of The People Team, Principal or Nominated Safeguarding Governor.
- Relevant, proportionate and lawful checks are undertaken on all adults who regularly work at, or visit the College, or who deliver services or education on behalf of the College, in line with safer recruitment guidance.
- A Single Central Record is kept of checks that are undertaken on all adults who regularly work at, or visit the College including any sub-contractors, contractors or appropriate partner agencies. Keeping Children Safe in Education (2022) provides additional guidance regarding who and what should be included on the SCR.
- The Single Central Register is stored securely and can only be accessed by designated staff and Governors.
- The DSL and Director of the People Team should evidence regular oversight and scrutiny of the SCR.
- Evidence of staff members; identity, required qualifications and the right to work in the UK will be kept in individual staff files.
- Covering letters will be obtained from agencies and other employers that provide staff that work in the College.
- Individual identity checks will be undertaken on those staff detailed above to ensure they are employees of the named agency / employer.
- Any agencies or organisations that use College facilities will follow the procedures in line the hire of facilities terms and conditions.
- In accordance with legislation and guidance, the College has a comprehensive Safer Recruitment Policy and Procedure, together with separate policies and procedures in respect of Recruitment of Ex- Offenders and the Disclosure and Barring Service (DBS).
- Social media checks guidance as part of the safer recruitment practice has been approved for implementation following KCSIE guidance.

## 11. Dealing with Disclosure of Abuse and Procedure for Reporting Concerns

Myerscough College understands and recognises the legal duty that when an allegation is made against a member of staff and volunteers (including any supply staff), set procedures must be followed. The College fully understands that this is a legal duty and failure to refer when the criteria are met is a criminal offence.

KCSIE, identifies two different levels of concern: Allegations that may meet the harm threshold and Allegations/concerns that do not meet the harms threshold (referred to as 'low level concerns').

College procedures should be consistent with local safeguarding procedures and practice guidance.

Allegations that may meet the harm threshold are defined where staff have

- behaved in a way that has harmed a child, or may have harmed a child
- possibly committed a criminal offence against or related to a child
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children.
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

### Low Level Concerns

As part of our approach to safeguarding, we ensure that we promote an open and transparent culture in which all concerns about all adults working in or on behalf of the College (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately. We endeavour to create a culture in which all concerns about adults (including allegations that do not meet the harms threshold are shared responsibly and with the right person, recorded and dealt with appropriately, is critical. If implemented correctly, this should encourage an open and transparent culture; enable the College to identify concerning, problematic or inappropriate behaviour early, minimise the risk of abuse, and ensure that adults working in or on behalf of the College are clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of the institution.

### What is a Low-Level Concern?

The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold set out above. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the College may have acted in a way that:

- is inconsistent with the Staff Code of Conduct, including inappropriate conduct outside of work; and;
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

Examples can include but not are not limited to:

- being over friendly with students;
- having favourites;
- taking photographs of students on their mobile phone;

- engaging with students on a one-to-one basis in a secluded area or behind a closed door; or,
- using inappropriate sexualised, intimidating or offensive language.

Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse.

It is crucial that any such concerns, including those which do not meet the harms threshold, are shared responsibly and with the right person, and recorded and dealt with appropriately.

Ensuring they are dealt with effectively protects those working in or on behalf of the College from potential false allegations or misunderstandings.

We endeavour to create and embed a culture of openness, trust and transparency in which the College's values and expected behaviours which are set out in the Staff Code of Conduct are constantly lived, monitored and reinforced by all staff.

We will:

- Ensure their staff are clear about what appropriate behaviour is, and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others.
- Empower staff to share any low-level safeguarding concerns.
- Address unprofessional behaviour and supporting the individual to correct it at an early stage.
- Provide a responsive, sensitive and proportionate handling of such concerns when they are raised.
- Help identify any weakness in the College's safeguarding system.

We will ensure that:

- All staff and volunteers are aware of the requirement to, and process of referring allegations against staff to The People Team, the DSL or a Senior Postholder.
- All staff and volunteers are aware of the requirement to refer allegations and concerns against the Principal to the Nominated Governor.
- All staff and volunteers remember that the welfare of the child and other students is paramount and that they have a duty to inform the DSL if an adult's conduct gives cause for concern.
- All concerns of poor practice including low level concerns or possible child or adult abuse by staff and volunteers should be reported to The People Team as soon as it has been identified.
- Complaints about the Principal should be reported to the nominated Governor or Clerk to the Corporation.
- Concerns including allegations that may need the harms test should be addressed as set out in Part Four of Keeping Children Safe in Education.
- Local Safeguarding Partner Arrangements and procedures for dealing with allegations against staff will be followed.
- LADO will be contacted to discuss allegations.
- Further guidance should be considered from Keeping Children Safe in Education (2023): Allegations of abuse made against teachers and other staff including supply teachers, volunteers and contractors.

- All staff are aware of the College's Whistleblowing Policy which enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place.
- The College Disciplinary Policy and Procedure for Staff will be implemented when required, working closely with THE PEOPLE TEAM and Safeguarding leads.
- Local Safeguarding partnership (previously LSCB/ LSAB) procedures for dealing with allegations against staff will be followed.
- Any allegations against a member of staff who is no longer working or any historical allegations of abuse should be referred to the Police.
- The College has a Whistleblowing Policy.  
[https://panlancashirescb.proceduresonline.com/chapters/p\\_allegations.html?zoom\\_highlight=allegations](https://panlancashirescb.proceduresonline.com/chapters/p_allegations.html?zoom_highlight=allegations)

## 12. Visitors

Myerscough College is committed to keeping students and staff safe by ensuring that visitors do not pose a risk to staff, students and other visitors to our College.

We therefore ensure that:

- Visitors follow the Visitor Procedure by signing in and out, and wear identification as identified on each campus.
- All staff (and students where appropriate) will challenge visitors to College who are not wearing correct identification.
- Students should encourage any visitors not displaying identification to report to any College member of staff.
- Visitors are accompanied during their visit, when children (and other students and staff) are present, unless they have undergone relevant checks and these are accepted and verified by Director of Health, Safety and Security, The People Team, DSL and other identified staff members.
- Visitors will not initiate contact or conversations with students unless this is relevant and appropriate to the reason for their visit.
- When visitors are undertaking activities with students, such as guest speakers, awareness, masterclasses, the content of the activity will be agreed by the member of staff and authorised by their Head of Area and the Director of Health, Safety and Security as required. Other checks should also be carried out on the individual and / or organisation in line with Prevent Duty guidance.

## 13. Care Experienced Students (Children Looked After, Care Leavers and Previously Adopted)

- The Deputy Designated Safeguarding Lead / Student Support and Safeguarding Manager, Erika Parry is the Designated Person and is responsible for promoting the educational achievement of children and young people for this group of students and reports regularly to the DSL.
- This involves working alongside and co-ordinating the support and educational programme, external agencies, families and guardians.

## 14. Teaching of Safeguarding

The College will ensure that students are taught about safeguarding, including online safety and sexual violence and harassment as part of a wider curriculum, and will use the tutorial and enrichment curriculum to cover relevant issues around safeguarding (including online safety and Prevent), personal development, health, wellbeing and relationships.

## 15. Children Absent from Education (Missing from Education)

- The College has a responsibility to ensure that all staff are aware that children absent from education or going missing, particularly on repeated occasion and /or prolonged periods, can act as a vital warning sign of a range of safeguarding possibilities. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of and follow the College's unauthorised absence and children absent from or missing from education procedures.
- In addition, the College has a responsibility to work collaboratively with local schools, partner organisations and the Local Authority to safeguard students.
- On occasions, where 14 to 16 year old students are on a programme of study or individualised programme at the College, the College has a responsibility to inform named schools or the Home Education Team when the attendance or absence of a 14 to 16 year old student becomes a cause for concern, so that the school can implement their own attendance or missing in education procedures, or inform the local authority in the case of home educated students.

## **Abuse and Neglect and Specific Safeguarding Concerns**

It is important to remember that lists such as the one below are neither completely definitive nor exhaustive. The information in such lists must be used in the context of the child / student's whole situation and in combination with a range of other information related to the child and his/her circumstances. It is acknowledged that Children missing from education or home may have Safeguarding concerns. Our Safeguarding procedures include reporting missing students and working with appropriate external agencies.

College staff should be aware of and be able to recognise a range of abuse, neglect and safeguarding concerns and report accordingly and timely to the Safeguarding team.

Attendance at class is regularly monitored and concerns recorded, and it is crucial that college processes for following up non-attendance is followed.

There can be an overlap between all the different forms of child abuse and all or several can co-exist.

### **Physical Abuse**

A form of abuse which may involve hitting, shaking, throwing, poisoning, burning, scalding, drowning or suffocating. It may be done deliberately or recklessly or be the result of a deliberate failure to prevent injury occurring. It can also occur when a parent or carer fabricates the symptoms of or deliberately causes ill health to a child whom they are looking after.

Signs of possible physical abuse:

- Unexplained injuries or burns, particularly if they are recurrent
- Parental refusal to discuss or inconsistent explanations offered, or improbable excuses given to explain injuries
- Refusal to discuss injuries
- Untreated injuries, or delay in reporting them
- Excessive physical punishment
- Arms and legs kept covered in hot weather
- Fear of returning home or of parents being contacted
- Aggression towards others
- Running away

When considering the possibility of non-accidental injury, it is important to remember that the injuries may have occurred for other reasons, e.g. genuine accidents or medical disorders.

### **Neglect**

Neglect is the persistent or severe failure to meet a child or young person's basic physical and/or psychological need, likely to result in serious impairment of the child's health or development. It may involve a failure to provide adequate food, clothing or shelter, failing to protect a child from physical harm or danger, or failure to ensure access to appropriate medical care or treatment. It may also involve neglect of, or inadequate response to, a child's basic emotional needs.

Signs of possible physical neglect:

- Constant hunger / tiredness
- Poor personal hygiene
- Poor state of clothing
- Frequent lateness and/or unexplained non-attendance at College
- Exclusion from home or abandonment
- Inadequate supervision
- Inadequate use of care givers
- Untreated medical problems or failing to ensure access to appropriate medical care or treatment
- Low self-esteem
- Poor peer relationships
- Stealing
- Non-organic failure to thrive

### **Emotional Abuse**

Emotional abuse occurs where there is persistent emotional ill treatment or rejection such as to cause serious and adverse effects on the child's or young person's behaviour and emotional development, resulting in low self-worth. It may involve conveying to children that they are worthless or unloved, or valued only insofar as they meet the needs of another person. It may involve ridiculing them or making fun of the way they speak. It may feature age or developmentally inappropriate expectations being imposed on children. It may involve causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is present in all forms of abuse.

Signs of possible emotional/discriminating abuse:

- Low self-esteem
- Continual self-deprecation
- Sudden speech disorder
- Significant decline in concentration
- Socio-emotional immaturity
- 'Neurotic' behaviour (e.g. rocking, head banging)
- Self-mutilation
- Drug and alcohol use
- Eating problems
- Compulsive stealing
- Extremes of passivity or aggression
- Indiscriminate friendliness
- Running away

### **Sexual Abuse**

Sexual abuse involves a child or young person being forced or coerced into participating in or watching sexual activity, not necessarily involving a high level of violence. It is not necessary for the child or young person to be aware that the activity is sexual and the apparent consent of the child is irrelevant. The acts may involve physical contact including penetrative or non-penetrative acts, masturbation, kissing, rubbing, and touching under or over clothes. They may involve non-contact activities such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse.

Sexual abuse is not solely perpetrated by adult males: women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education (KCSIE).

Signs of the sexually abused child:

Not all children are able to tell parents that they have been assaulted. Changes in behaviour may be a signal that something has happened.

These are general indicators that a child may be troubled though not necessarily about a sexual assault. The child may have some of these problems or none. It is the combination, frequency and duration of signs that will alert you to a problem. Try to notice all changes in usual behaviour.

It is important to remember that in sexual assault there may well be no physical or behavioural signs. Signs of possible sexual abuse:

### **Behavioural**

- Lack of trust in adults or over-familiarity with adults
- Withdrawal from friends / peers over familiarity with adults
- Fear of a particular individual
- Social isolation – withdrawal or introversion
- Sleep disturbance (nightmares, irrational fears)
- Running away from home
- Girls taking over the mothering role
- Reluctance or refusal to participate in physical activity or to change clothes for physical activities
- Low self-esteem
- Drug, alcohol or solvent abuse
- Display of sexual knowledge beyond the child's years
- Unusual interest in the genitals of adults or children or animals
- Expressing affection in inappropriate ways, e.g. 'French kissing'
- Fear of bathrooms, showers, closed doors
- Abnormal sexualised drawing
- Fear of medical examinations
- Developmental regression
- Poor peer relations
- Over-sexualised behaviour
- Compulsive obsessive behaviours
- Stealing
- Psychosomatic factors, e.g. recurrent abdominal pain or headache
- Sexual promiscuity
- 

### **Physical / Medical**

- Sleeplessness, nightmares, fear of the dark
- Bruises, scratches, bite marks on top of the thighs or genital areas
- Itch, soreness, discharge, unexplained bleeding from the rectum
- Pain on passing urine or recurrent urinary infection
- Stained underwear
- Unusual genital odour
- Anxiety/depression

- Eating disorder, e.g. anorexia nervosa or bulimia
- Discomfort/difficulty in walking or sitting
- Pregnancy – particularly when reluctant to name father
- Sexually transmitted infections
- Soiling or wetting in children who have been trained
- Self-harming behaviours
- Emotional and mental health concerns
- Drug or alcohol abuse

### **Child Criminal and Sexual Exploitation**

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE). Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online. More information including definitions and indicators are included in Annex A of Keeping Children Safe in Education.

### **Child Criminal Exploitation (CCE) County Lines**

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or adult (especially a vulnerable adult) into any criminal activity: in exchange for something the victim needs or wants, and/or for the financial or other advantage of the perpetrator or facilitator and or violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual.

CCE does not always involve physical contact; it can also occur through the use of technology. CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines, see page 85 for more information), forced to shoplift or pickpocket, or to threaten other young people.

Criminal exploitation is a geographically widespread form of harm that is a typical feature of county lines criminal activity; drugs networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. County lines, like other forms of abuse and exploitation, can:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and

- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources

<https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines>

### **Child Sexual Exploitation (CSE)**

CSE involves exploitative situations, contexts and relationships where young people or vulnerable adults may receive something as a result of engaging in harmful activities, such as sexual activities. This may be food, accommodation, drugs, alcohol, gifts or simply affection. This is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child. Adults can be also subject to sexual exploitation. This is often:

- In exchange for something the victim needs or wants
- For the financial advantage, increased status or other advantages of the perpetrator or facilitator
- Through violence or the threat of violence, could also be online or through technology.

The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur through the use of technology. CSE can affect any child or young person (male or female) under the age of 18 years, including 16- and 17-year-olds who can legally consent to have sex. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media).

The College recognises that students may not realise that they are being exploited and they believe they are in a genuine romantic relationship.

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist practitioners in identifying children who may be victims of sexual exploitation.

Possible signs of a sexually exploited young person:

- Underage sexual activity
- Inappropriate sexual or sexualised behaviour
- Sexually risky behaviour, 'swapping' sex
- Repeat sexually transmitted infections
- In girls, repeat pregnancy, abortions, miscarriage
- Receiving unexplained gifts or gifts from unknown sources
- Having multiple mobile phones and worrying about losing contact via mobile
- Having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- Changes in the way they dress
- Going to hotels or other unusual locations to meet friends
- Seen at known places of concern
- Moving around the country, appearing in new towns or cities, not knowing where they are
- Getting in/out of different cars driven by unknown adults
- Having older boyfriends or girlfriends
- Contact with known perpetrators

- Involved in abusive relationships, intimidated and fearful of certain people or situations
- Hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- Associating with other children involved in sexual exploitation
- Recruiting other children to exploitative situations
- Truancy, exclusion, disengagement with school, opting out of education altogether
- Unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- Mood swings, volatile behaviour, emotional distress
- Self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- Drug or alcohol misuse
- Getting involved in crime
- Police involvement, police record
- Injuries from physical assault, physical restraint, sexual assault

<https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners>

### **Children with Family Members in Prison**

Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children. Students with a family member in prison will be offered pastoral support as necessary.

[Are you a young person with a family member in prison?](#)

### **Contextualised Safeguarding**

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

### **Domestic Abuse**

Domestic abuse is any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality.

The abuse can encompass, but is not limited to: psychological; physical; sexual; financial; and emotional. All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Financial abuse is the wilful use or manipulation of an individual's property, assets or monies without their informed consent or authorisation. This can include theft or fraud of monies or possessions, exploitation etc. Coercive control is an act or a pattern of acts of assaults, threats, humiliation and intimidation or other abuse that is used to harm punish or frighten their victim.

## **Operation Encompass**

Operation Encompass operates in the majority of police forces across England. It helps police, schools and Colleges work together to provide emotional and practical help to children and young people.

The system ensures that when police are called to an incident of domestic abuse, where there are children and young people in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead) in College before the child or children arrive at College the following day.

This ensures that the College has up to date relevant information about the young person's circumstances and can enable support to be given to the student according to their needs. Police forces not signed up to operation encompass will have their own arrangements in place. The College highlights that we are part of the Operation Encompass on the college website.

## **Honour Based Abuse**

'A crime or incident, which has or may have been committed, to protect or defend the honour of the family and/or community, including female genital mutilation, forced marriage and practices such as breast flattening

Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

All staff and volunteers will have a general understanding of how to identify a child who may be at risk of Honour Based Violence.

**This is an immediate safeguarding concern and must be reported to the Safeguarding team immediately.** If you are concerned and a DSL is not available, this must be reported to the police and social care.

## **Forced Marriage**

Honour based violence is one whereby one or both parties do not consent to marriage but are forced to do so through violence, threats or any form of coercion. Schools and Colleges play an important role in safeguarding children from being forced to marry.

It is now illegal and a criminal offence to exploit vulnerable children by arranging for them to marry, under any circumstances whether or not force is used. The legal age of marriage is 18.

This is an entirely separate issue from arranged marriage. It is human rights abuse and falls within the Crown Prosecution Service definition of domestic violence as well as a child protection and safeguarding concern. This can affect both men and women. Indicators may be detected by changes in adolescent behaviours, reports of concern from others including family members or friends, request to travel in term time. **Never attempt to intervene** directly as a college or through a third party. This is an immediate safeguarding concern and must be reported to the Safeguarding team immediately. If you are concerned and a DSL is not available, this must be reported to the police and social care.

<https://www.gov.uk/guidance/forced-marriage>

## **Female Genital Mutilation (FGM)**

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM. It is illegal in the UK and many other countries and is a form of child abuse with long lasting harmful consequences.

It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons. There are four types of procedure.

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs.

If it carried out in the belief that:

- FGM brings status/respect to the girl – social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman/rite of passage
- Uphold family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean/hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

Circumstances and occurrences that may point to FGM happening:

- Young person talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Young person's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the young person's sibling has undergone FGM
- Young person talks about going abroad to be 'cut' or to prepare for marriage

Signs that may indicate a Young Person has undergone FGM:

- Prolonged absence from College and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

The 'One Chance' rule:

As with Forced Marriage, there is the 'One Change' rule. It is essential that College take action **without delay**.

**This is now a mandatory reportable abuse** concern, any evidence of issues in this category must be reported to the Designated Safeguarding Lead and authorities, including the police immediately.

<https://www.gov.uk/government/collections/female-genital-mutilation>

### **Radicalisation, Prevent and Channel**

Children are susceptible to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of the colleges' safeguarding approach. This also applies to students post 18.

- Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.
- Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

There is no single way of identifying whether a person is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a person's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home). However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in students' behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying students who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral.

The college's Designated Safeguarding Lead (and any deputies) are aware of local procedures for making a Prevent referral to various local authorities. The DSL will liaise with another DDSL or member of the Principalship in relation to Prevent related concerns and Prevent or Channel referrals.

Forces that may contribute to vulnerability:

- Rejected by peer, faith or social group/family
- Pressure from persons linked to extremism
- Victim or witness to race or religious hate crime
- Conflict with family over religious beliefs/lifestyle/politics
- Identify confusion
- Recent religious conversion
- Change in behaviour or appearance due to new influences

- Under-achievement
- May possess literature related to extreme views
- Experience of poverty, disadvantage, or social exclusion
- Extremist influences
- A series of traumatic events – global, national, or personal

## **The Prevent Duty**

All schools and colleges are subject to a duty under section 26 of the Counter Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”.<sup>110</sup> This duty is known as the Prevent duty. The Prevent duty should be seen as part of the colleges’ wider safeguarding obligations. Designated safeguarding leads and other senior leaders should familiarise themselves with the revised Prevent duty guidance: for England and Wales. The guidance is set out in terms of four general themes: risk assessment, working in partnership, staff training, and IT policies. There is a College Prevent Risk Management Plan in place which is reviewed regularly by the Strategic Safeguarding Group.

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

## **Channel**

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required.

A representative from the college may be asked to attend the Channel panel to help with this assessment. An individual’s engagement with the programme is entirely voluntary at all stages.

**Prevent Lead: Lisa Hartley**

**Prevent Governor Lead: Jane Booker**

## **Spiritual / Faith Abuse**

Within certain faith communities, harm can be caused by the inappropriate use of religious belief or certain practices. This can include the misuse of the authority of leadership, penitential discipline, oppressive teaching, or intrusive healing and deliverance ministries, which may result in children or those with additional needs experiencing harm. This may include attempts to direct or coerce individuals what to believe and deny them choice.

<https://www.gov.uk/guidance/domestic-abuse-how-to-get-help>

## **Mental Health**

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child or adult has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff, however, are well placed to observe students day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where students have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

If staff have a mental health concern about a student that is also a safeguarding concern, immediate action should be taken, following our safeguarding and child protection policy and speaking to our designated safeguarding lead, deputy or safeguarding team.

Additional advice and guidance has been published around Preventing and Tackling Bullying, and Mental Health and Behaviour in Schools (which may also be useful for colleges).

### **Modern Slavery**

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. This can include CSE, CCE and other forms of exploitation.

The Modern Slavery Act 2015 places a new statutory duty on public authorities, including college, to notify the National Crime Agency (NCA, section 52 of the Act) on observing signs or receiving intelligence relating to modern slavery. The public authority (including schools and colleges) bears this obligation where it has 'reasonable grounds to believe that a person may be a victim of slavery or human trafficking'. The College is aware of the support available to victims of modern slavery and how to refer them to the National Referral Mechanism.

Staff must be aware of the above and contact the DSL should they suspect or receive information that either parents or their children may be victims of modern slavery including any concerns raised by an employer or raised by work-based learning and work experience teams when working with employers. The DSL should then contact the NCA.

<https://www.gov.uk/government/collections/modern-slavery>

### **Child on Child Abuse**

Myerscough College has a zero tolerance to abuse, including child on child. The College will refer to specific guidance in KCSIE Part Five: Child on Child Sexual Violence and Harassment and local authority safeguarding procedures.

Peer-on-peer abuse occurs when a young person is exploited, bullied and / or harmed by their peers who are the same or similar age; everyone directly involved in child on child abuse is under the age of 18.

This is most likely to include, but may not be limited to:

- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm, this may include an online element which facilitates, threatens and / or encourages physical abuse.
- abuse within intimate partner relationships.
- sexual violence – this may include an online element which facilitates, or encourages sexual violence.
- sexual harassment including online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- causing someone to engage in sexual activity without consent.

- the consensual and non- consensual sharing of nude and semi-nude images and /or videos.
- Upskirting.
- initiation / hazing type violence and rituals, which can include activities involvement harassment, abuse or humiliation used as a way of initiating a person into a group, and may also include an online element.

ALL staff and volunteers understand that children can abuse other children.

ALL staff and volunteers will inform the DSL of suspected peer abuse and record in line with schools recording policy.

Peer on peer abuse will be taken as seriously as any other form of abuse.

All staff understand that abuse is abuse and should never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up

All staff will understand that students with SEND are more prone to peer group isolation and school will have extra pastoral support to address this.

Physical abuse between peers will be managed under the Positive Behaviour Management Policy.

Emotional abuse between peers will be managed under the Positive Behaviour Management Policy. Harmful sexual behaviour will be identified and managed using the [Brook Traffic Light Tool](#) and with support and guidance from LCC Schools Safeguarding Officer.

Sharing nudes and semi nudes (previously known as sexting) will be managed on a case-by-case basis using national and local guidance.

[Sharing nudes and semi nudes advice for educational establishments](#)

In cases of suspected or actual peer on peer abuse, a risk assessment will be undertaken and appropriate and proportionate control measures put in place to manage and reduce risk. Seek advice from Local authority Schools Safeguarding Officer.

Referrals to Children's Social Care, Police and/or other appropriate agencies will be made where thresholds are met.

DSLs understand that regarding peer-on-peer abuse, the victim and the perpetrator are likely to have unmet needs and require support and assessment to determine these. The DSL will assess on a case-by-case basis, supported by children’s social care and the police if required to ensure the most appropriate response for the children / young people involved.

The DSL will consider:

- the wishes of the victim in terms of how they want to proceed
- the nature of the alleged incident
- the ages of the children involved
- the development stages of the children involved
- any power imbalance between the children
- is the incident a one-off or a sustained pattern of abuse

- are there ongoing risks to the victim, other children, school or College staff
- contextual safeguarding issues

Following a report of sexual violence, the designated safeguarding lead (or deputy) will make an immediate risk and needs assessment, considering:

- the victim (person that has been harmed)
- the alleged perpetrator (person to have caused harm)
- all other children (and if appropriate adult students and staff).

Risk assessments will be recorded and kept under review as a minimum termly.

## **Sexual Harassment and Violence**

There have been recent findings around sexual violence and harassment and the publication of DfE, Ofsted and Office for Students guidance and expectations for schools and colleges to address inappropriate sexualised behaviour.

It is important that College staff are aware of sexual violence and the fact that children can, and sometimes do, abuse their peers in this way. Sexual violence is described within the Sexual Offences Act 2003 and includes rape, assault by penetration and sexual assault.

The College is committed to addressing inappropriate sexualised behaviours.

[Office for Students statement of expectations for harassment and sexual misconduct](#)

The College is clear about the differences when managing incidents involving under and over the age of 18.

Department for Education Guidance on 'sharing nudes and semi-nudes' provides guidance when under 18s are involved. Any involvement of images from an over 18 to an under 18 must be referred to the police under the category of sexual abuse.

This advice uses the term 'sharing nudes and semi-nudes' to mean the sending or posting of nude or semi-nude images, videos or live streams by young people under the age of 18 online. This could be via social media, gaming platforms, chat apps or forums. It could also involve sharing between devices via services like Apple's AirDrop, which works offline.

The term 'nudes' is used as it is most commonly recognised by young people and more appropriately covers all types of image sharing incidents. Alternative terms used by children and young people may include 'dick pics' or 'pics'.

The motivations for taking and sharing nude and semi-nude images, videos and live streams are not always sexually or criminally motivated. Such images may be created and shared consensually by young people who are in relationships, as well as between those who are not in a relationship.<sup>[\[footnote 4\]](#)</sup> It is also possible for a young person in a consensual relationship to be coerced into sharing an image with their partner. Incidents may also occur where:

- children and young people find nudes and semi-nudes online and share them claiming to be from a peer

- children and young people digitally manipulate an image of a young person into an existing nude online
- images created or shared are used to abuse peers e.g. by selling images online or obtaining images to share more widely without consent to publicly shame

Further guidance on the motivations for taking and sharing images and videos can be found in [Sharing nudes and semi nudes advice for educational establishments](#)

The sharing of nudes and semi-nudes can happen publicly online, in 1:1 messaging or via group chats and closed social media accounts.

Nude or semi-nude images, videos or live streams may include more than one child or young person. Creating and sharing nudes and semi-nudes of under-18s (including those created and shared with consent) is illegal which makes responding to incidents involving children and young people complex. There are also a range of risks which need careful management from those working in education settings.

### **Upskirting**

The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019. 'Upskirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim.

### **Serious Violence**

Staff will be made aware of the indicators which may signal a student is at risk from, or is involved with serious violent crime. These indicators include, but are not limited to:

- increased absence from college or work
- a change in friendships
- relationships with older individuals or groups
- a significant decline in academic performance
- signs of self-harm
- a significant change in wellbeing
- signs of assault
- unexplained injuries
- unexplained gifts or new possessions

There are risk factors that could increase a student's vulnerability to becoming involved in serious violence: these include but are not limited to:

- being male
- having been frequently absent from school or college
- having been permanently excluded from school or college
- having experienced child maltreatment or trauma
- having been involved in offending, such as theft or robbery

## Private Fostering

Where a period of UK homestay last 28 days or more for a child under 16, or under 18 for a child with SEND, this may amount to private fostering under the Children Act 1989. If the College becomes aware of a student who may be being privately fostered, we will notify the relevant local authority to allow the LA to conduct any necessary checks. [Looking after someone else's child - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

## Children Absent Education

ALL staff and volunteers must know and follow the College safeguarding response and procedures to children who are absent from education, particularly on repeat occasions and/or prolonged periods including absences for part of the College day and children missing education to help identify the risk of abuse and neglect or other safeguarding concerns.

Children absent from education can be a potential sign of abuse or neglect including violence crime, County lines involvement, sexual or criminal exploitation, undergoing female genital mutilation, forced marriage or travelling to conflict zone or be taking on additional responsibilities or caring duties within the family home. This includes when problems are first emerging but also where children are already known to local authority children's social care and need a social worker (such as a child who is a child in need or who has a child protection plan, or is a looked after child), where being absent from education may increase known safeguarding risks within the family or in the community. Early intervention is essential in recognition and intervention.

A child, young person or individual with additional needs going missing either from education, residential accommodation, home or care home particularly if repeated, would be of concern. All academic staff are asked to complete registers and follow up unauthorised absences following the relevant policy and procedure. Where there are immediate concerns for a missing person a referral to and contact with the Safeguarding team must be completed. They will take control and liaise with all involved including external agencies if necessary.

- The College Attendance Policy is up to date, reviewed annually and includes reference to children who are absent from education.
- There is an admissions policy and an attendance register
- **Where reasonably possible** College should hold more than one emergency contact number for their students
- All staff will be aware that children going missing from education can be a warning sign of safeguarding considerations and act on these in line with the policies.

## Homelessness

The safeguarding team are aware of the contact details and referral pathways for students who may be at risk of being homeless. For 16-17 years olds each local authority has a young person homeless protocol which involves the intervention from children's social care. Homelessness includes sofa surfing and should be referred to the safeguarding team to provide support and onward referral as appropriate.

## **Dealing with a Disclosure of Abuse and Procedure for Reporting Safeguarding Concerns**

All staff have a responsibility to know how to deal with a disclosure, be able to recognise signs or reports of concern and know how to manage that situation and report suspected cases of abuse or concern timely to the Safeguarding team, without delay using the agreed College format. All reports must be reported immediately, to enable a DSL or appointed Deputy to assess the situation and make a decision as to how to safeguard the students.

All staff should be aware of the process for making referrals to children's and adult's social care in cases of emergency when unable to contact a safeguarding lead.

**If a child, young person or any person is in immediate danger of being harmed call the police on 999.**

If a learner, young person or adult tells a member of staff about possible abuse:

### **DO:**

- Stay calm and reassuring
- Listen to and take what the learner says seriously
- Tell the learner that she/he is right to tell someone and they are not to blame
- Let him/her know that you understand how difficult it is to talk about such experiences
- Arrange a safe place where you can talk privately and uninterrupted as soon as possible
- Explain that you will need to involve other people and why
- Be supportive
- Give realistic encouragement and allow the learner to speak
- Make written record of what is said by the learner – unprompted it needs to be made clear to staff that they can ask open questions but only when necessary, in order to clarify or gather further information
- Follow the College's internal channels of communication in relation to safeguarding, child protection and Prevent. Contact details and referral documentation (Safeguarding and Alert Form, SA1) can be found on staff intranet and from Student support teams.
- Complete an SA1 and contact the Safeguarding team timely.

### **DO NOT:**

- Promise confidentiality
- Make promises or reassurances you cannot keep
- Press for details or ask leading questions which may invalidate court proceedings or impede an investigation
- Ask the learner to repeat the details unnecessarily
- React emotionally
- Interrupt or stop a learner during a disclosure
- Underestimate your role as a trusted adult
- Keep this information to yourself or discuss with other colleagues outside of the safeguarding team.
- Forget to make time and seek support for yourself

## **ALL STAFF MUST REFER ALL CONCERNS TO THE SAFEGUARDING TEAM, BE RECORDED AND REPORTED ACCURATELY AND TIMELY**

- ✓ Staff are required to use the Safeguarding and Alert Form. This is available on the Staff Intranet or from the Student Support Services / Safeguarding team (SA1 Form)
- ✓ This should be forwarded to the Safeguarding Team within 24 hours.
- ✓ Must be sent to [Safeguarding@myerscough.ac.uk](mailto:Safeguarding@myerscough.ac.uk) with a follow up phone call to ensure it has been received. (or taken to a safeguarding team member)
- ✓ This should ideally be reported before the student goes home and immediately following disclosure.

**If the student is at immediate risk of harm, staff must contact the safeguarding team or DSL as a matter of urgency and complete the referral form following a verbal conversation to pass on the concerns.**

**The safety and welfare of the student is paramount and timely referral and reporting is crucial.**

**This should be before the students leaves the College if they are on site.**

Staff should not investigate concerns or allegations themselves, but should report them immediately. The DSL will make appropriate referrals in accordance with national and local arrangements.

Generally, staff other than the DSLs or Principal should not make referrals, however in an emergency or if after discussion with a DSL a member of staff believes that a referral should be made but the DSL does not, then in this case, the referral may be made by telephone to the Children's or Adult's Social Care. If this occurs, the DSL must be informed in order to keep records and oversee any ongoing work.

If a member of staff cannot contact a DSL, a referral to children's or adult social care should be made to the local authority where the student lives or in emergency or risk of significant harm the police on 101 or 999.

<https://www.gov.uk/report-child-abuse>

### **Confidentiality**

Any young person or adult who wishes to disclose must be informed that the member of staff has a professional responsibility to share the relevant information about the protection of the learner with other professional and must not promise confidentiality.

If a young person or adult confides in a member of staff and asks for the information to be kept secret, the member of staff has a responsibility and duty of care to share the information with a DSL.

This needs to be done with care and sensitivity and the young person or adult needs to be reassured that the matter will only be discussed with other professionals who need to know. It would never be discussed/or disclosed to any person, including family members/carers who is thought to be the person who has or could cause harm to the student.

<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>





## Definitions

**Definition of a Child** - A child is classified as someone who has not yet reached their 18<sup>th</sup> birthday. This may be amended if an individual is recognised as having “additional needs”

**Definition of an Adult** - An adult in this context means a person aged 18 years or over. Safeguarding Adults Principles as defined by the Care Act 2014 are as follows:

- Empowerment – presumption of person led decisions and informed consent
- Prevention – It is better to take action before harm occurs
- Proportionality – Proportionate and least intrusive response appropriate to the risk presented
- Protection – Support and representation for those in greatest need
- Partnership – Local solutions and services working with their communities. Communities have a part to play in preventing, detecting and reporting neglect and abuse.
- Accountability – Accountability and transparency in delivering safeguarding

The Care Act 2014 sets out new guidance regarding adult safeguarding definitions and criteria as follows. These safeguarding duties apply to an adult who:

- has needs for care and support (whether or not the local authority is meeting any of those needs) and;
- is experiencing, or at risk of, abuse or neglect; and
- as a result of those care and support needs is unable to protect themselves from either the risk of, or the experience of abuse or neglect.

They may include for example, people with:

- a mental health problem or mental disorder including dementia, or people on the autistic spectrum
- a physical disability
- a sensory impairment
- a learning disability
- who are frail and who are experiencing a temporary illness

### Individuals with Additional Needs

In accordance with the Vetting and Barring Scheme, the term vulnerable adults is no longer used in safeguarding and safer recruitment terms. These are based on individual roles within a setting, e.g. in education teaching, training, supervising children or providing information, advice or guidance is classed as regulated activity and as such Enhanced Disclosure with a check against the Barred list is required in all cases.

Regulated activity working with adults with particular needs is determined by the level of need and risk assessment. Examples of regulated activity linked to services provided include:

- Providing health care by a health care professional
- Providing personal care where an individual requires basic needs
- Providing social work meaning a Social Worker
- Transporting adults with additional needs to health care appointments

**Victims and alleged perpetrators – those that have been harmed and those that have harmed.**

Terms used within this policy and KCSIE along with other documents, a use of the term 'victim' is a widely recognised and understood term. It is important that schools and colleges recognise that not everyone who has been subjected to abuse considers themselves a victim or would want to be described in this way.

Ultimately, schools and colleges should be conscious of this when managing any incident and be prepared to use any term with which the individual student is most comfortable. For this purpose, the College may, in places, use the term 'alleged perpetrator(s)' and where appropriate 'perpetrator(s)'. These are widely used and recognised terms and the most appropriate to aid effective drafting of guidance. The College will think very carefully about terminology, especially when speaking in front of students, not least because in some cases the abusive behaviour will have been harmful to the perpetrator as well. The College will determine the use of appropriate terminology as appropriate.

Current terminology is used interchangeably by organisations replacing victim with those that have been harmed and perpetrator with those that have harmed.



## Related Policies and Guidance

- Recruitment Policy and Procedure (Staff and Volunteers)
- Background Checks and DBS Policy and Procedure
- Employee and Volunteer Professional Code of Conduct
- Staying Safe Online and Use of Mobile Technology Policy and Procedure
- Management of Contractors Procedure
- Data Protection Policy and Procedure
- Myerscough Student Charter
- Student Admissions Policy and Procedure
- Student Acceptable Use of IT Resources Policy and Procedure
- Anti-Bullying, Harassment and Victimisation (Students) Policy and Procedure
- Social Media Policy and Procedure
- FREDIE Policy and Procedure
- Administration of Medication Policy and Procedure
- Allocation of Residential Accommodation Policy and Procedure
- Whistleblowing Policy and Procedure
- Consensual Relations Policy and Procedure
- Hospitality, Gifts and Gratuities Policy and Procedure
- De-escalation, Physical Intervention and Reasonable Force Policy and Procedure
- First Aid and Hospitalisation Procedure
- Work Experience and Placements Policy and Procedure
- Organising Off Campus Activities Procedure
- Health and Safety Policy and Procedure
- Health, Safety and Welfare at Work: Placement Details and Assessment Record
- Sub-Contractors Monitoring Checklist
- Employee Disciplinary Policy and Procedure
- Positive Behaviour (Students) Policy and Procedure
- PEEPs (Personal Emergency Evacuation Plan)
- Information Sharing, Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers

For our Higher Education students and staff – all related UCLan policies, procedures and documentation can be found on the University's website:

[https://www.uclan.ac.uk/study\\_here/student-contract.php](https://www.uclan.ac.uk/study_here/student-contract.php)

### Key Personnel and Useful Contacts

Key Personnel	Name and Role	Contact Details
<b>Designated Safeguarding Lead, DSL Prevent Single Point of Contact (SPOC)</b>	Lisa Hartley Director of Student Support & Welfare Based at the Preston Campus	01995 642222 / 2345 / 2205 07407 304267 <a href="mailto:lhartley@myerscough.ac.uk">lhartley@myerscough.ac.uk</a>
<b>Deputy Designated Safeguarding Lead, DDSL Designated Person for Children Looked After and Care Leavers</b>	Erika Parry Student Safeguarding and Support and Manager Based at the Preston Campus	01995 642348 07824 996407 <a href="mailto:eparry@myerscough.ac.uk">eparry@myerscough.ac.uk</a>
<b>Deputy Designated Safeguarding Lead, DDSL</b>	Carol Kirkham Health and Safety Advisor	Tel: 01995 642190 Email: <a href="mailto:ckirkham@myerscough.ac.uk">ckirkham@myerscough.ac.uk</a>
<b>Deputy Designated Safeguarding Lead, DDSL</b>	Robert Kay Residential Support Manager	Tel: 01995 642302 Email: <a href="mailto:rkay@myerscough.ac.uk">rkay@myerscough.ac.uk</a>
<b>Liverpool Campus Deputy Designated Safeguarding Lead, DDSL</b>	Nikki Lamb Assistant Head of Inclusive Learning / SEND	Tel: 0151 2282441 01995 642222 Ext 2297 Email: <a href="mailto:nlamb@myerscough.ac.uk">nlamb@myerscough.ac.uk</a>
<b>Safeguarding Governor</b>	Jane Booker	c/o Myerscough College St Michael's Road Bilsborrow Preston PR3 0RY Email: <a href="mailto:rmatthews@myerscough.ac.uk">rmatthews@myerscough.ac.uk</a>

Lancashire Contacts	Name and Role	Contact Details
LCC Schools Safeguarding Officer	School Safeguarding Officer	Tel: 01772 531196 Email: <a href="mailto:CYPsafeeduc@lancashire.gov.uk">CYPsafeeduc@lancashire.gov.uk</a>
LCC MASH Education Officers	Matt Chipchase	<a href="mailto:Matt.chipchase@lancashire.gov.uk">Matt.chipchase@lancashire.gov.uk</a> . 01254 220989 01772 531643
LCC Multi-agency safeguarding hub- MASH	MASH	0300 123 6720 0300 123 6722 – Duty (5pm – 9am)
Local Authority Designated Officer (LADO)	Tim Booth / Shane Penn / Donna Green	Tel: 01772 536694 Email: <a href="mailto:LADO.admin@lancashire.gov.uk">LADO.admin@lancashire.gov.uk</a>
Local Authorities		
Cumbria	<a href="#">Welcome to Cumbria County Council   Cumbria County Council Health and Social Care   Cumbria County Council</a>	
Liverpool	<a href="https://liverpool.gov.uk/">https://liverpool.gov.uk/</a> <a href="https://liverpoolschoolproceduresonline.com/chapters/p_alleg_adults_ch.html">https://liverpoolschoolproceduresonline.com/chapters/p_alleg_adults_ch.html</a> <a href="https://liverpoolschoolproceduresonline.com/">https://liverpoolschoolproceduresonline.com/</a>	
Manchester	<a href="https://www.manchester.gov.uk/socialservices">https://www.manchester.gov.uk/socialservices</a> <a href="https://www.manchestersafeguardingpartnership.co.uk/">https://www.manchestersafeguardingpartnership.co.uk/</a>	
Salford	<a href="https://www.salford.gov.uk/">https://www.salford.gov.uk/</a> <a href="https://safeguardingchildren.salford.gov.uk/">https://safeguardingchildren.salford.gov.uk/</a>	

LADO Contacts	Name and Role	Contact Details
National LADO Network	<a href="#">LADO Directory – national-lado-network.co.uk</a>	
See each Local Authority	<p>Local Authority Designated Officers - see below and local safeguarding boards and local authority for further details.</p> <p>Blackburn: 01254 585184 (<a href="mailto:LAOD@blackburn.gov.uk">LAOD@blackburn.gov.uk</a>)</p> <p>Blackpool: 01253 477558</p> <p>Email: <a href="mailto:lado@blackpool.gov.uk">lado@blackpool.gov.uk</a></p> <p><a href="#">LADO Contact Details on GM SCB Procedures</a></p> <p><a href="#">Allegations against Professionals (LADO) - Manchester Safeguarding Partnership</a></p>	

**Bolton**

Telephone: 01204 337 474.

E-mail: [boltonsafeguardingchildren@bolton.gov.uk](mailto:boltonsafeguardingchildren@bolton.gov.uk)

**Bury**

Telephone: 0161 253 5342. E-mail: [m.gay@bury.gov.uk](mailto:m.gay@bury.gov.uk)

**Manchester**

Telephone: 0161 234 1214.

E-mail: [quality.assurance@manchester.gov.uk](mailto:quality.assurance@manchester.gov.uk)

**Oldham**

Telephone: 0161 770 8870.

E-mail: [colette.morris@oldham.gov.uk](mailto:colette.morris@oldham.gov.uk)

**Rochdale**

Telephone: 0300 3030 350.

E-mail: [lado@rochdale.gov.uk](mailto:lado@rochdale.gov.uk)

**Salford**

: 0161 603 4350.

E-mail: [stephen.westhead@salford.gov.uk](mailto:stephen.westhead@salford.gov.uk) / [elizabeth.peppiatt@salford.gov.uk](mailto:elizabeth.peppiatt@salford.gov.uk)

**Stockport**

Safeguarding Children Unit 1st Floor Sanderling Building, Birdhall Lane  
Cheadle Heath, Stockport SK3 0RF

Telephone: 0161 474 5657.

Mobile: 07866999683.

E-mail: [gill.moore@stockport.gov.uk](mailto:gill.moore@stockport.gov.uk)

**Tameside**

Telephone: 0161 342 4398.

E-mail: [tania.brown@tameside.gov.uk](mailto:tania.brown@tameside.gov.uk)

**Trafford**

Telephone: 0161 912 5024.

E-mail: [anita.hopkins@trafford.gov.uk](mailto:anita.hopkins@trafford.gov.uk)

**Wigan**

Telephone: 01942 486034.

Email: [lado@wigan.gov.uk](mailto:lado@wigan.gov.uk)

**Liverpool**

Mark Goddard, LADO & Risk Manager: Tel: 0771 670 2034

Pauline Trubshaw, Deputy LADO: Tel: 0784 172 7309

All referrals should be sent by email to the LADO at [lado@liverpool.gov.uk](mailto:lado@liverpool.gov.uk)

**Cumbria**

Tel: 03003 033892

Email: [lado@cumbria.gov.uk](mailto:lado@cumbria.gov.uk)

<b>Document History</b>			
<b>Author:</b>	Director of Student Support and Welfare	<b>Ref and Document Version:</b>	Child Protection and Safeguarding Policy and Procedure – V4
<b>Approval:</b>	Corporation	<b>Approval Date:</b>	September 2020 Updated January 2021 Reviewed September 2021, January 2022, September 2022, September 2023
<b>Review Date:</b>	September 2024	To be reviewed annually and as required in line with legislative and local arrangements guidance	
<b>Publication:</b>	Staff Intranet / College Website / THE PEOPLE TEAM Application Pack		
<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 / Social Care Common Inspection Framework</b>			
<b>MATRIX</b>			
<b>QAA</b>			
<b>QIA</b>			
<b>ESFA</b>			
<b>Key Changes to Document:</b>			
<p><b>January 2021</b></p> <ul style="list-style-type: none"> <li>• Amendment of Myerscough Code to Student Charter</li> <li>• Reference to KCSIE post Brexit update Jan 21 – see KCSIE for updates</li> <li>• Enhanced definition of Domestic abuse to include coercive control explanation</li> <li>• Update on staffing structure and key roles, i.e. Denise Williams, DDSL, Student Safeguarding and Support Manager</li> <li>• Change of Designated person for children looked after and care leavers from Lisa Hartley to Denise Williams</li> </ul> <p><b>August 2021</b></p> <ul style="list-style-type: none"> <li>• Updates from KCSIE 2021 the People Team throughout the policy</li> <li>• Significant additions around: <ul style="list-style-type: none"> <li>○ Low level concerns</li> <li>○ Sexual violence and harassment</li> </ul> </li> <li>• 2 additional DDSLs</li> </ul> <p><b>January 2022</b></p> <ul style="list-style-type: none"> <li>• Addition of different assessment processes and referrals to different local authorities and Prevent teams in role of the DSL and DDSL</li> </ul>			

- Addition of 'The DSL will liaise with another DDSL or member of the Principalship in relation to Prevent related concerns and Prevent or Channel referrals'
- Amendment to the DSL/ DDSL structure

#### **September 2022**

- Changes from KCSIE 2022
- Additions to what all staff should be alerted in the introduction
- Changes to peer on peer – refer to child on child (consistency of terms)
- Amendments to Strategic Safeguarding Group to represent changes in staffing structure
- Added definition of terms 'victim' and 'perpetrator'
- Paragraph to include that students may not feel ready or know how to tell someone they are being abused
- Added clarification regarding Human Rights Act 1998, the Equality Act 2010, and the Public Sector Equality Duty to make the link between these legal duties and safeguarding
- Added the College and individuals duties to process information fairly and lawfully (UK GDPR and DPA Act 2018)
- Added that the College will endeavour to transfer child protection records as soon as practicably possible

#### **January 2023**

- Amend Health and Safety Lead role title to Director of Health, Safety and Security
- Additional of LADO details for Liverpool and Cumbria
- Addition to recognise Martyn's Law / Protect Duty – this policy and college practice will continue to review statutory guidance and legislation and will add further detail when available

#### **September 2023**

- Changes from KCSIE
- Definition of vulnerable adult
- Amend name of Safeguarding, Support and Welfare Manager – include Erika Parry
- Addition of social media checks as part of safer recruitment practice in line with KCSIE
- Amendments in terminology the People Team throughout to reflect changes and best practice eg clarification of children missing from education and absent from education
- Addition of terminology – those that have harmed and been harmed (victim and perpetrator)
- Change from HR to the People Team

#### **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 fully commits to the FREDIE Principles.

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 and Child Protection**

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 Safeguarding Lead.