



Safeguarding, Child Protection, Prevent and Missing from Education Policy and Procedure

Myerscough College is fully committed to the well-being of learners and staff and those who have direct links with the organisation. The College actively promotes the positive welfare of children, learners, young people and those with additional needs and expects all staff, volunteers and partners including associated employers and work placement providers to endorse and practise this commitment at all times.

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 and work placement providers environment together with clear lines of communication with trusted adults helps all learners, young people 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, young people and those with identified needs at all College centres including those studying and external support workers in the workplace e.g. Apprentices. To safeguard the College Corporation, all staff, volunteers and partners in carrying out their duties in teaching, supervising and supporting learners at all College centres, other external facilities, in the workplace or by distance learning.

The College revises this policy on an annual basis, in line with new legislation and recommendations:

- Keeping Children Safe in Education September 2016
- Inspecting Safeguarding in Early Years, Education and Skills Settings August 2016
- Counter Terrorism and Security Act (Prevent Legislation) 2015

Myerscough College is also committed to ensuring freedom of speech in relation to Section 43 of the Education Act 1986, The Equality Act 2010 and The Human Rights Act 1998.

This policy applies to:

- All learners, particularly children, young people and those who have additional or high needs.
- All Corporation 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.

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Definitions:

- Young people / children are defined as under the age of 18 years.
- Those with additional needs are defined in Appendix 1.

Appendices:

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A Policy Statement

A1 Safeguarding

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

Prevention - providing a safe environment for all learners, staff, young people and those with additional needs to learn, study and reside. The College provides excellent pastoral and welfare support.

The College has thorough and robust staff recruitment, with policies and procedures that support and promote safeguarding, creating a positive College atmosphere. The College has a set of College values and these are promoted together with British values. See **Appendix 2**.

Protection - identifying any learner and those with additional needs who are suffering, or likely to suffer, significant harm, e.g. by neglect, physical injury, sexual abuse or emotional abuse or any aspect of bullying, harassment or coercion.

Support - taking appropriate action to see that all young people and those with additional needs are kept safe, both at home and at the College.

In pursuit of these aims, the Corporation and College Management will ensure safeguarding is a high priority and approve and annually review related policies and procedures with the aim of:

- Raising awareness of issues relating to the welfare of young people and those with additional needs and ensuring the promotion of a safe environment for all learners within the College, work placements and 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. Including issuing and wearing or carrying of lanyards as a means of identification when attending a College Campus.
- Following appropriate procedures to ensure staff are trained and supported to respond appropriately and sensitively to safeguarding and child protection concerns, including Prevent. 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.
- Identifying young people and those who have additional needs and/or at risk of significant harm, including “reported missing” and providing procedures for reporting concerns. This will be achieved by linking with all College staff and the Admissions and Support Advisory Panel, where disclosures may be discussed. Additionally, the Student Support Register (SSR) is used to centrally record concerns and monitor actions put in place. These include any peer to peer allegations or associated reports, which we are aware can also be classed as a safeguarding concern.

- 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. (See **Appendix 7** for flowchart)
- The safe recruitment and employment of staff: This will be achieved by the Human Resource Team and all staff involved in the recruitment process following legislation, policy and procedures ensuring all recruitment checks are completed and the Single Central Record (SCR) is maintained, and on every interview panel at least one person has 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 environments where everyone feels valued, safe and respected where individuals are encouraged to talk and are listened to. This will be achieved by the regular promotion of the College values and embedding these together with British values across every area of College activity.
- Ensuring anyone using our facilities follows appropriate policies, procedures and guidelines.

In developing and reviewing these safeguarding policies and procedures, the Corporation and College management undertake consultation with staff, learners and the relevant bodies including the Local Safeguarding Children Board (LSCB), the Department for Business Innovation & Skills and The North West Regional Prevent Co-ordinator for FE /HE and follow legislation and recommended guidance.

A2 Counter Terrorism

All FE / HE providers in relation to the Counter Terrorism and Security Act 2015 have a duty to ensure all learners, staff and volunteers are advised on how to keep safe and within the law. The Prevent Duty Section 26 contained within this legislation does not prevent learners and staff from having political or religious views and concerns, but contains details on how they use these concerns or act on them in non-extremist ways. 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.

What is Extremism?

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.

What are British Values?

British values are defined as “democracy, the rule of the law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs”. See **Appendix 2** for further information.

Prevent

Prevent is 1 of the 4 elements of “CONTEST,” the Governments counter-terrorism strategy. The 4 elements are PURSUE → PROTECT → PREPARE → PREVENT. It aims to stop young people becoming terrorists or supporting terrorism.

Annual Report

The Governing body receives an annual report on Safeguarding / Prevent from the Staff Member with Lead Responsibility (see list in Section B), which reviews how the duties have been discharged.

A3 Child Protection

Types and possible signs of child abuse are provided in **Appendix 3**. Examples of harm to are provided in **Appendix 4**. 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.

The College also acknowledges and complies with its obligations in connection with the provision of residential accommodation for those under 18 set out in the Ofsted Residential Standards. Other important sources of information include:

Safeguarding Children and Safer Recruitment in Education DCFS (2007)

Lancashire Safeguarding Children’s Board Safeguarding Children Procedures Working together to Safeguard Children 2010 / LCC Child Protection Information pack

What to do if you are worried a child is being abused Changes to Disclosure and barring what you need to know www.lancashire.gov.uk/safeguardingchildrensboard

Keeping Children Safe in Education 2016

Counter Terrorism and Security Act 2016

Equality Act 2010

Human Rights Act 1998

Documents Associated with this Policy:

- Safer Recruitment Policy and Procedure (Staff and Volunteers)
- Recruitment of-Ex Offenders Policy and Procedure
- Vetting and Barring and the Disclosure and Barring Service for the Recruitment of Staff and Volunteers Policy and Procedure
- Employee and Volunteer Professional Code of Conduct
- Probationary Monitoring of Staff Policy and Procedure
- Staying Safe Online and Use of Mobile Technology Policy and Procedure
- External Support Staff Policy and Procedure
- External Service Providers on Campus Policy and Procedure
- Visitors Procedure
- Management of Contractors Procedure
- Data Protection Policy and Procedure
- Myerscough Code of Conduct
- Student Admissions Policy and Procedure
- Student Acceptable Use of IT Resources Policy and Procedure
- Anti-Bullying and Harassment Policy and Procedure
- Social Media Policy and Procedure
- Equality, Diversity and Inclusion Policy
- Allocation of Residential Accommodation Policy and Procedure
- Whistleblowing Policy and Procedure
- Consensual Relations Policy and Procedure
- Hospitality, Gifts and Gratuities Policy and Procedure
- Physical Restraint of Students Policy and Procedure
- Administering of Medicines Policy and Procedure
- First Aid and Hospitalisation Procedure
- Work Experience (Students) Policy and Procedure
- Organising Off Campus Activities Procedure
- Health and Safety Policy and Procedure
- Health, Safety and Welfare Work Placement Details and Assessment Record
- Safeguarding/IAG/Single Equality Aide Memoire for Work Based Learners
- Sub-Contractors Monitoring Checklist
- Disciplinary Policies and Procedures (Staff and Students)
- Behaviour Management Guidelines
- Working Together to Safeguard Children 2015/2016
- PEEPs (Personal Emergency Evacuation Plan)
- Equality, Diversion and Inclusion Policy and Procedure

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

B Responsibility for Safeguarding and Child Protection

The Governing body and College Management have a joint responsibility to ensure that the College has policies and procedures in place in respect of 'Safeguarding, Child Protection and Prevent and those Missing from Education'.

The Governing body has a Designated Governor with special responsibility for Safeguarding, Child Protection and Prevent issues.

The Governing body, Principal and all staff working with young people and adults with additional needs receive appropriate training to familiarise themselves with safeguarding / Prevent issues and their responsibilities and the College procedures and policies, with refresher training at least every three years, and annual updates as appropriate.

There is a senior staff member with lead responsibility for safeguarding who is the Lead Designated Senior Person (Lead DSL) for safeguarding, child protection and prevent and they are assisted by a number of other (back up) Designated Senior Persons (DSPs). The DSPs ensure they have their regular safeguarding/prevent updating training at least every 2 years and all staff attend regular updates throughout the year.

The DSPs meet regularly throughout the year not only to work together on individual cases but also to share good practice. DSP trained staff are across the organisation and various centres and have a variety of roles. Excellent links and working relationships exist with the Health and Safety Manager and Residential Manager.

The current Group of DSP's includes:

- Director of Student Support and Welfare
- Director of Human Resources
- Residential Support Manager
- Support and Wellbeing Coordinator
- Farrier Manager
- Enterprise Manager
- Health & Safety Advisor
- IT Co-ordinator
- Student Support Officer(s)
- Residential Support Officer
- Assistant Principal General & Commercial Services
- Assistant Head (Witton)
- Head of Inclusive Learning/SEND
- Assistant Head of Inclusive Learning/SEND (Croxteth)
- Corporate Services Manager

This group ensures that a range of resources and opportunities are in place, throughout the year to remind learners and staff of their responsibilities in relation to safeguarding, child protection, prevent and those missing from education.

These include comprehensive inductions for both staff and learners, where safeguarding and prevent awareness activities are fully explained. All learners and staff are regularly reminded of who they should refer any related issues to. Social media networking training materials have been developed and used for presentations to staff and learners. Safeguarding online learning materials have been developed and re-launched together with Self Smart resources.

Staff Member with Lead Responsibility

The designated Staff Member with Lead Responsibility for Safeguarding and Child Protection issues is:

Bernard Pendleton

Director of Student Support & Welfare, based at the Preston Centre.

Tel: 01995 642348

email:bpendleton@myerscough.ac.uk

The **Director of Student Support & Welfare** reports to the Principalship, on a monthly basis, chairs the Admissions and Support Advisory Panel and the Curriculum, Social Care, Health and Wellbeing Group and liaises with Curriculum Heads and managers.

Key duties include: lead responsibility for raising awareness with all staff of issues relating to the safeguarding and welfare of young people and adults, and the promotion of a safe environment for all those learning and living within the College.

The staff member with lead responsibility receives training in safeguarding, and child protection, Prevent issues and inter-agency working and will receive refresher training at least every two years in child protection. The post-holder is required to keep up to date with developments in safeguarding and child protection issues. He is supported by other trained DSPs and the Student Support Team.

The designated Staff Member with Lead Responsibility / Lead DSP is responsible for:

- Leading and chairing various College groups and ensuring that there are policies procedures and systems in place to safeguard and promote the welfare of all young people and anyone with additional needs.
- Ensuring identified safeguarding procedures are followed and actions are agreed, monitored and achieved on relevant plans.
- Managing and supporting DSP trained staff across all centres.
- Overseeing the referral of cases of abuse, suspected abuse to Children's Social Care, allegations are referred to the Local Authority Designated Officer for Allegations in accordance with LSCB Procedures.
- Providing advice and support to staff and volunteers on issues relating to safeguarding, child protection and prevent and those missing from education.
- Maintaining a proper record of any referral, complaint or concern in respect of abuse or safeguarding (even where that concern does not lead to a referral).
- The regular monitoring of concerns that are recorded on the Student Support Register (SSR) and any escalation of high or severe risk banded concerns.

- Ensuring that parents or carers of learners or anyone supporting those with additional needs within the College are aware of the College’s Safeguarding / Learner Protection and Prevent Policy.
- Reviewing practices and care reviews are good practice.
- Liaising with Schools / Transition Co-ordinator in relation to safeguarding, child protection and Prevent issues to ensure that appropriate arrangements are made for the pupils attending College.
- Liaising with employers and training organisations (including work placements for young people and anyone with additional needs at College) in relation to safeguarding, child protection and Prevent issues to ensure that appropriate safeguards are put in place.
- Ensuring 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.
- Ensuring 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.
- Chairing the Admissions and Support Advisory Panel, which meets frequently to consider applications made by learners, where disclosures involving “high needs” or “criminal convictions” are 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 works with SPA – Supporting Professionalism in Admissions for admission to higher education.

The designated staff member provides an annual report to the Governing body of the College setting out how the College has discharged its duties. The staff member with Lead Responsibility is responsible for reporting deficiencies in procedure or policy identified by the LSCB (or others) to the Governing body at the earliest opportunity. He meets with the nominated governor on a regular basis.

Additionally, he is a member of the National Prevent Education Training Foundation Group and the FE representative of Lancashire, Fylde and Wyre Children Partnership Board.

Designated Senior Persons

Other trained designated members of staff with responsibility for safeguarding and child protection and prevent issues are:

Robert Kay, Residential Support Manager - Preston Centre

Tel: 01995 642302

Email: rkay@myerscough.ac.uk

Rebekah Giles, Support and Wellbeing Coordinator – Preston Centre Tel: 01995 642348

Email: rgiles@myerscough.ac.uk

Carol Kirkham, Health and Safety Advisor - Preston Centre

Tel: 01995 642190

Email: ckirkham@myerscough.ac.uk

Dave Pennington, Residential Support - Preston Centre

Tel: 07889754287

Email: dpennington@myerscough.ac.uk

Adrian Boreham, IT Co-ordinator - Preston Centre

Tel: 01995 642134

Email: aboreham@myerscough.ac.uk

Andrea Gardner, Enterprise Manager - Preston Centre

Tel: 01995 642143 Mobile - 07801022880

Email: agardner@myerscough.ac.uk

Jean Bird, Director of Human Resources – Preston Centre

Tel: 01995 642289

Email: jbird@myerscough.ac.uk

Linda Quinn, Farrier Manager – Preston Centre

Tel: 01995 642356 Mobile 07917175506

Email: lquinn@myerscough.ac.uk

Garry Wilkinson, Assistant Principal General & Commercial Services – Preston Centre

Tel: 01995 642140

Email: gwilkinson@myerscough.ac.uk

Nikki Lamb, Assistant Head of Inclusive Learning/SEND – Liverpool Centre

Tel: 0151 2282441

Email: nlamb@myerscough.ac.uk

Linda Doyle, Student Support Officer – Liverpool Centre

Tel: 0151 2283565

Email: ldoyle@myerscough.ac.uk

Ruth Weston – Assistant Head – Witton Centre

Tel: 01254 667166

Email: rweston@myerscough.ac.uk

Val Senior, Head of Inclusive Learning/SEND – Preston Centre

Tel: 01995 652017

Email: vsenior@myerscough.ac.uk

Joanne Berry, Student Support Officer – Preston Centre

Tel: 01995 642252

Email: jberry@myerscough.ac.uk

Sue Coventry, Student Support Officer – Preston Centre

Tel: 01995 642252

Email: scoventry@myerscough.ac.uk;

Debbie Clayton, Corporate Services Manager – Preston Centre

Tel: 01995 642239

Email: dclayton@myerscough.ac.uk

The Designated Senior Persons will:

- Report to the member of staff with lead responsibility for safeguarding.
- Support the Lead DSP in the review of policies, procedures and systems to safeguard and promote the welfare of all young people and anyone with additional needs.
- Know how to make an appropriate referral and will be available to provide advice and support to staff and volunteers on issues relating to safeguarding, child protection and prevent.
- Have particular responsibility to be available to listen to young people 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 Initial Safeguarding Reviews, Child Protection Case Conferences and internal review meetings, Core Groups, strategy meetings, Child in Need meetings and Multi Agency Review Meetings (MARMS), as appropriate.
- Have received training in safeguarding issues and inter-agency working, as required and will attend refresher DSP training at least every two years.

The College (normally via the Designated Senior Person) will refer concerns that a young person might be at risk of significant harm to the Children's Social Care Customer Services on 0300 1236720 out of hours 0300 1236721 (24 hours/7 days) and may follow this up in writing on a CAF form within 2 working days and email it securely to cypreferral@lancashire.gov.uk

The College (normally via the Designated Senior Person) will refer concerns that a vulnerable adult/learner might be at risk of significant harm to Adult Social Care Services on 03001236722

Support is also available from:

Andrea Glynn
School Safeguarding Officer
01772 531196

Tim Booth
Local Authority Designated Officer (LADO)
01772 533953

Designated Governor

The designated member of the Governing body with responsibility for safeguarding is:

Clare Platt (up until November 2017)

Jane Booker (commences December 2017)

c/o Myerscough College

Bilsborrow

PRESTON

PR3 0RY

Email: clare.platt@lancashire.gov.uk

Email: tjp@pjalaw.co.uk

The designated Governor is responsible for liaising with the Principal and Senior Staff Member with Lead Responsibility over matters regarding safeguarding, including:

- Ensuring that the College has procedures and policies, which are consistent with the Local Safeguarding Children Board's procedures.
- Ensuring that the Governing body considers College safeguarding and Prevent a priority.
- Ensuring that each year the Governing body is informed of how the College and its staff have complied with the policy, including but not limited to a report on the training that staff have undertaken.

The Chair of Corporation has responsibility for allegations if the allegation is against the Principal. Their initial role would be to gather witness statements. There would need to be an internal investigation, pending the content, with the Designated Governor responsible for Safeguarding co-ordinating the process.

A chart detailing the roles and responsibilities for safeguarding and child protection is attached as **Appendix 5**.

Dealing with Disclosure of Abuse and Procedure for Reporting Concerns

All new staff complete online Safeguarding and Prevent Training prior to commencing their role. Additionally, all staff are provided with safeguarding training at induction and receive safeguarding training within their first 3 months of employment. Their probation period cannot be completed until evidence of attending safeguarding training is recorded. All staff attend Working to Raise Awareness about Prevent (WRAP) training delivered by the FE/HE North West Prevent co-ordinator. Staff also attend refresher safeguarding training every three years and annual updates as required.

All Corporation, staff, volunteers, external support workers and visitors are required to wear lanyards and / or identity badges at all times when attending College Campus or College organised activity. Handy guides are issued to all staff, external support workers and volunteers to advise how to handle a disclosure by a learner, young person or adult.

Procedure

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
- Let him/her know that you understand how difficult it is to talk about such experiences
- Arrange a place and time 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
- Allow learner to speak
- Make written record of what is said by the learner – unprompted it needs 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, using the available online form downloaded if required. Good practice states that it should be handwritten, in ink, signed and dated
- Follow the Colleges and LSCB Child Protection procedures
- Talk to someone about your feelings and seek support for yourself
- Let the learner know that she/he is not to blame

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
- Forget to make time and seek support for yourself

Staff are required to use the Internal Notification of Safeguarding Child Protection / Welfare Concern form – this is available on the Staff Intranet / Support Services / Safeguarding and when completed should be forwarded to the Lead DSP within 24 hours. See **Appendix 8**.

Staff should not investigate concerns or allegations themselves, but should report them immediately to one of the DSPs. The Lead DSP will make appropriate referrals in accordance with LSCB guidelines.

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

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 professionals.

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 DSP.

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 people who need to know.

Child Protection Case Conferences

The College will endeavour to be represented at all Child Protection Case Conferences to which they have been invited. If the College is unable to be represented at the Child Protection Case Conference, a written report may be submitted.

Supporting Learners at Risk

Statistically young people or adults with identified needs e.g. behavioural difficulties and/or disabilities are more vulnerable to abuse. College staff who work in any capacity with young people or adults with profound and multiple disabilities, sensory impairment and/or emotional and behavioural problems will need to be particularly sensitive to signs of abuse.

D Procedure for Managing Allegations of Abuse against Adults Working in Education Settings

The Corporation and College is required to comply with the detailed LSCB Procedure for Managing Allegations against Adults Working in Education Settings. These procedures apply to all staff, whether teaching, administrative, management or support, as well as to volunteers. The word "staff" is used for ease of description.

Introduction

The College recognises that an allegation of child abuse made against a member of staff may be made for a variety of reasons and that the facts of the allegation may or may not be true. It is imperative that those involved with an allegation maintain an open mind and those investigations are thorough and not subject to delay.

The College recognises that the Children Act 1989 states that the welfare of the child is the paramount concern. It is also recognised that hasty or ill-informed decisions in connection with a member of staff can irreparably damage an individual's reputation, confidence and career. Therefore, those dealing with such allegations within the College will do so with sensitivity and will act in a careful, measured way.

Receiving an Allegation

A member of staff who receives an allegation about another member of staff should follow the recommended guidelines for dealing with disclosure.

The allegation should be reported immediately to the staff member with Lead Responsibility / Director of Human Resources or the Designated Governor.

Obtain written details of the allegation from the person who received it, that are signed and dated.

Record information about times, dates, locations and names of potential witnesses.

Initial Assessment

An initial assessment of the allegation, consulting with the staff member with Lead Responsibility / the Director of Human Resources or a Senior Post holder or the Designated Governor and the Local Authority Designated Officer.

An allegation is information, which indicates that a person who works with a child, young person or adult with identified needs has:

- Behaved in a way that has harmed or may have harmed a child or young person.
- Possibly committed a criminal offence against or related to a child or young person.
- Behaved towards a child or young person in a way that indicates s/he is unsuitable to work with children and young people.

It is important that the Designated Senior Person / the Director of Human Resources / Senior Post holder does not investigate the allegation. The initial assessment should be on the basis of the information received and is a decision whether or not the allegation warrants further investigation.

If the assessment of the allegation is that it requires further investigation then the Director of Human Resources with the DSP should refer the matter to the Local Authority Designated Officer (LADO) as soon as possible in accordance with the detailed procedures available from the relevant LADO.

Other potential outcomes are:

- The allegation represents inappropriate behaviour or poor practice by the member of staff and is neither potentially a crime nor a cause of significant harm to the child. The matter should be addressed in accordance with the College's disciplinary procedures.
- The allegation can be shown to be false because the facts alleged could not possibly be true.

Enquiries and Investigations

Child protection enquiries by Children's Social Care or the Police are not to be confused with internal disciplinary enquiries by the College. The College may be able to use the outcome of external agency enquiries as part of its own procedures. The child protection agencies, including the Police, have no power to direct the College to act in a particular way; however, the College will assist the agencies with their enquiries.

The College shall hold in abeyance its own internal enquiries while the formal Police or social services investigations proceed; to do otherwise may prejudice the investigation. Any internal enquiries shall conform with the existing staff disciplinary procedures.

If there is an investigation by an external agency, for example the Police, the Principal (or Designated Senior Person) / the Director of Human Resources or Senior Post Holder should normally be involved in, and contribute to, the inter-agency strategy discussions. The Principal / the Director of Human Resources / Designated Senior Person / Senior Post Holder is responsible for ensuring that the College gives every assistance with any agencies enquiries. They will ensure that appropriate confidentiality is maintained in connection with the enquiries, in the interests of the member of staff about whom the allegation is made and suggest that he/she should consult with a representative, for example, a trade union. The College will offer access to internal counselling provision for any member of staff involved.

The Director of Human Resources (or Designated Senior Person) will consult with the Police or the LADO particularly in relation to timing and content of the information to be provided, and shall:

1. Inform the learner or parent/carer making the allegation that the investigation is taking place and what the likely process will involve.
2. Ensure that the parents/carers of the learner making the allegation have been informed verbally and in writing that the allegation has been made and what the likely process will involve and are regularly updated at each stage or at regular intervals.
3. Inform the member of staff against whom the allegation was made of the fact that the investigation is taking place and what the likely process will involve. The Director of Human Resources or DSP shall keep a written record of the action taken in connection with the allegation.

Suspension of Staff

Suspension should not be automatic. In respect of staff, other than the Principal or Senior Post Holders, suspension can only be carried out by a nominated Senior Post Holder. In respect of the Principal or Senior Post Holders, suspension can only be carried out by the Chair of the Corporation (or in his/her absence, the Vice Chair).

Suspension may be considered at any stage of the investigation and staff will normally be on full pay. Consideration should be given to alternatives: e.g. paid leave of absence; agreement to refrain from attending work; change of, or withdrawal from, specified duties.

Suspension should only occur for a good reason. For example:

1. Where a learner is at risk.
2. Where the allegations are potentially sufficiently serious to justify dismissal on the grounds of gross misconduct.
3. Where necessary for the good and efficient conduct of the investigation.

If suspension is being considered, the member of staff should be encouraged to seek advice, for example from a trade union.

If the Police are engaged in an investigation, the Officer in charge of the case should be kept up to date.

The member of staff should be advised to seek the advice and / or assistance of his / her trade union and should be informed that they have the right to be accompanied by a work colleague or trade union representative.

If a Senior Post Holder considers that suspension is necessary, the member of staff shall be informed that he/she is suspended from duty. Written confirmation of the suspension, with reasons, shall be despatched as soon as possible and ideally within one working day.

Where a member of staff is suspended, the Director of Human Resources / Senior Post Holder or Designated Senior Person (or Chair or Vice Chair of the Corporation) should address the following issues:

1. The Governing body should receive reports from HR detailing any suspensions.
2. Where the Principal has been suspended, the Chair or Vice Chair of the Corporation will need to take action to address the management of the College.
3. The parents / carers of the learner making the allegation should normally be informed of the suspension and should be asked to treat the information as confidential. Consideration should be given to informing the student / learner making the allegation of the suspension.
4. Senior staff who need to know of the reason for the suspension should be informed.
5. Depending on the nature of the allegation, the Principal or their nominee should consider with the Designated Governor whether a statement to the learner(s) of the College and / or parents / carers should be made, taking due regard of the need to avoid unwelcome publicity.

The Senior Post Holders / Principal / the Director of Human Resources / Designated Senior Persons shall consider carefully and review the decisions as to who is informed of the suspension and investigation. The LADO and external investigating authorities should be consulted and updated.

The suspended member of staff should be given appropriate support during the period of suspension. He / she should also be provided with information on progress and developments in the case at regular intervals.

The suspension should remain under review in accordance with the College disciplinary procedures.

The Disciplinary Investigation

The disciplinary investigation, if deemed necessary, should be conducted in accordance with the existing College disciplinary procedures. The member of staff should be informed of:

- The disciplinary charge against him/her.
- His/her entitlement to be accompanied or represented by a trade union representative or work colleague.

Where the member of staff has been suspended and no disciplinary action is to be taken, the suspension should be lifted immediately and arrangements made for the member of staff to return to work. It may be appropriate to offer counselling and support at any stage.

The learner or learners making the allegation and / or their parents / carers should be informed of the outcome of the investigation and proceedings. This should occur prior to the return to College of the member of staff, wherever possible (if suspended).

The Senior Post Holders / Principal (or Designated person) should give consideration to what information should be made available to the general population of the College.

Allegations without Foundation

False allegations may be indicative of problems of abuse elsewhere. A record should be kept and consideration given to a referral to the Children's Social Care in order that other agencies may act upon the information.

In consultation with Senior Post Holders / the Director of Human Resources, DSP and/or the Designated Governor, will contact the member of staff against whom the allegation is made orally and in writing that no further disciplinary or child protection action will be taken.

Consideration should be given to offering counselling and support in order to rebuild the member of staff's confidence.

Inform the parents / carers of those involved that the allegation has been made and of the outcome.

Where the allegation was made by a learner other than the alleged victim, consideration to be given to informing the parents/carers of that learner.

Prepare a report outlining the allegation and giving reasons for the conclusion that it had no foundation and confirming that the above action had been taken.

In some circumstances, consider the broader disclosure of details of the outcome of the investigations, for example if the matter is of general importance, has become common knowledge or the subject of general gossip. There is a need to provide accurate details for public information.

Records

It is important that documents relating to an investigation are retained in a secure place, together with a written record of the outcome and, if disciplinary action is taken, details retained on the member of staff's personal and confidential file. Where the allegation is found to be without foundation, a record of the allegation, investigation and outcome should be retained.

If a member of staff is dismissed or resigns before the disciplinary process is completed, he / she should be informed about the College's statutory duty to notify the Disclosure and Barring Service (DBS).

Monitoring Effectiveness

Where an allegation has been made against a member of staff, the staff member with lead responsibility should, at the conclusion of the investigation and any disciplinary procedures, consider whether there are any matters arising from it that could lead to the improvement of the College's procedures and/or policies and/or which should be drawn to the attention of the Governing Body. Consideration should also be given to the training needs of staff.

E Safer Recruitment Policy Statement

The College aims to attract, reward and retain the best available people and to make the maximum possible use of the abilities of all its employees whilst ensuring it safeguards and promotes the welfare of young people and adults with additional needs receiving education and training at the College or in the workplace.

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).

All Corporation, staff and volunteers are now required to complete an enhanced DBS disclosure prior to commencement of employment or voluntary work with the College, if they are to have "regulated activity" and will only be permitted to have supervised access to young people and vulnerable adults until clearance has been received.

At least one member of a recruitment panel will have completed Safer Recruitment Training.



DEFINITION OF A CHILD

A child is classified as someone who has not yet reached their 18th birthday. This may be amended if an individual is recognised as having “additional needs”

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

There is a greater focus on individual roles and further guidance is available from the Vetting and Barring Scheme.

HIGH NEEDS FUNDED (HNF)

In relation to recent SEN Legislation a number of students with a high level of additional needs may be named as a HNF. These will have an Educational Health Care Plan (EHCP)



BRITISH VALUES AT MYERSCOUGH COLLEGE

British Values are of significant importance to everyone involved in any College activity. We consider College values and British values forming the basis of citizenship in our community and across a diverse Great Britain.

We promote all these values to our students and staff and they are embedded in all areas of activity.

In 2014/15, the Department of Education published guidance on promoting British Values in Schools and Colleges to ensure that young people leave school and college well prepared for life in modern Britain. The five part definition of British values is as follows:

- Democracy
- The Rule of Law
- Individual Liberty
- Mutual Respect
- Tolerance of different faiths and beliefs

Myerscough College has its own values:

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

With all these values in mind we aim to:

- Help learners become more valuable members of society who treat others with respect and tolerance regardless of background.
- Promote and respect British and College values with mutual respect and tolerance for everyone
- Celebrate and promote equality, diversity and inclusion



TYPES AND POSSIBLE SIGNS OF CHILD ABUSE INCLUDING PREVENT/ MISSING FROM EDUCATION

It is important to remember that lists such as the one below are neither completely definitive nor exhaustive. The information in such lists has to be used in the context of the child'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. Attendance at class is regularly monitored and concerns recorded on the Student Support Register.

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

1 PHYSICAL ABUSE

Physical abuse causes harm to a child's person. It 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 feigns 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.

2 NEGLECT

Neglect is the persistent or severe failure to meet a child or young person's basic physical and/or psychological needs, 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.
- Untreated medical problems.
- Low self-esteem.
- Poor peer relationships.
- Stealing.
- Non-organic failure to thrive.

3 EMOTIONAL ABUSE /DISCRIMINATING 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 (eg rocking, head banging).
- Self-mutilation.
- Drug or solvent abuse.
- Eating problems.
- Compulsive stealing.
- Extremes of passivity or aggression.
- Indiscriminate friendliness.
- Running away.

4 SEXUAL ABUSE

Sexual abuse involves a child or young person being forced or coerced into participating in or watching sexual activity. It is not necessary for the child 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, 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.

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 at all. 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:

A 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 **.

- Stealing.
- Psychosomatic factors, e.g. recurrent abdominal pain or headache.
- Sexual promiscuity.

B 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, ** or **.
- 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.
- Venereal disease, sexually transmitted diseases.
- Soiling or wetting in children who have been trained.
- Self- mutilation/suicide attempts.
- Drug or alcohol abuse.

5 CHILD SEXUAL EXPLOITATION

5.1 Definition

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

5.2 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 young people involved in sexual exploitation.
- Recruiting other young people 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 records.
- Involved in gangs, gang fights, gang membership.
- Injuries from physical assault, physical restraint, sexual assault.

6 FORCED MARRIAGE (FM)

Definition:

This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Whistle-blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. Never attempt to intervene directly as a college or through a third party.

7 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.

What is FGM?

It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

There are 4 types of procedure:

Type 1 ~ Clitoridectomy – partial/total removal of **

Type 2 ~ Excision – partial/total removal of ** and labia minora

Type 3 ~ Infibulation entrance to ** is narrowed by repositioning the inner/outer labia

Type 4 ~ all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

Why is it carried out?

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.

Is FGM legal?

FGM is internationally recognised as a violation of human rights of girls and women. It is **illegal** in most countries, including the UK.

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 settings/schools/colleges 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 Lead and authorities, including the police immediately.

8 RADICALISATION

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.

9 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 either children, young people or those with additional needs experiencing harm. This may include attempts to direct or coheres individuals what to believe and deny them choice.

10 DOMESTIC ABUSE/FINANCIAL ABUSE

Domestic abuse is the use of forms of control and/or maltreatments within an intimate or domestic relationship. Types of domestic abuse can involve any of the sub categories already listed.

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.

11 CHILD MISSING

A child, young person or individual with additional needs going missing either from education, 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 DSP including Health and Safety Advisor are contacted. They will take control and liaise with all involved.

Other sources of information are available including Departmental advice.

What to do if you are worried a child is being abused

Advice for Practitioners

Also the NSPCC website provides useful additional information.

www.nspcc.org.uk

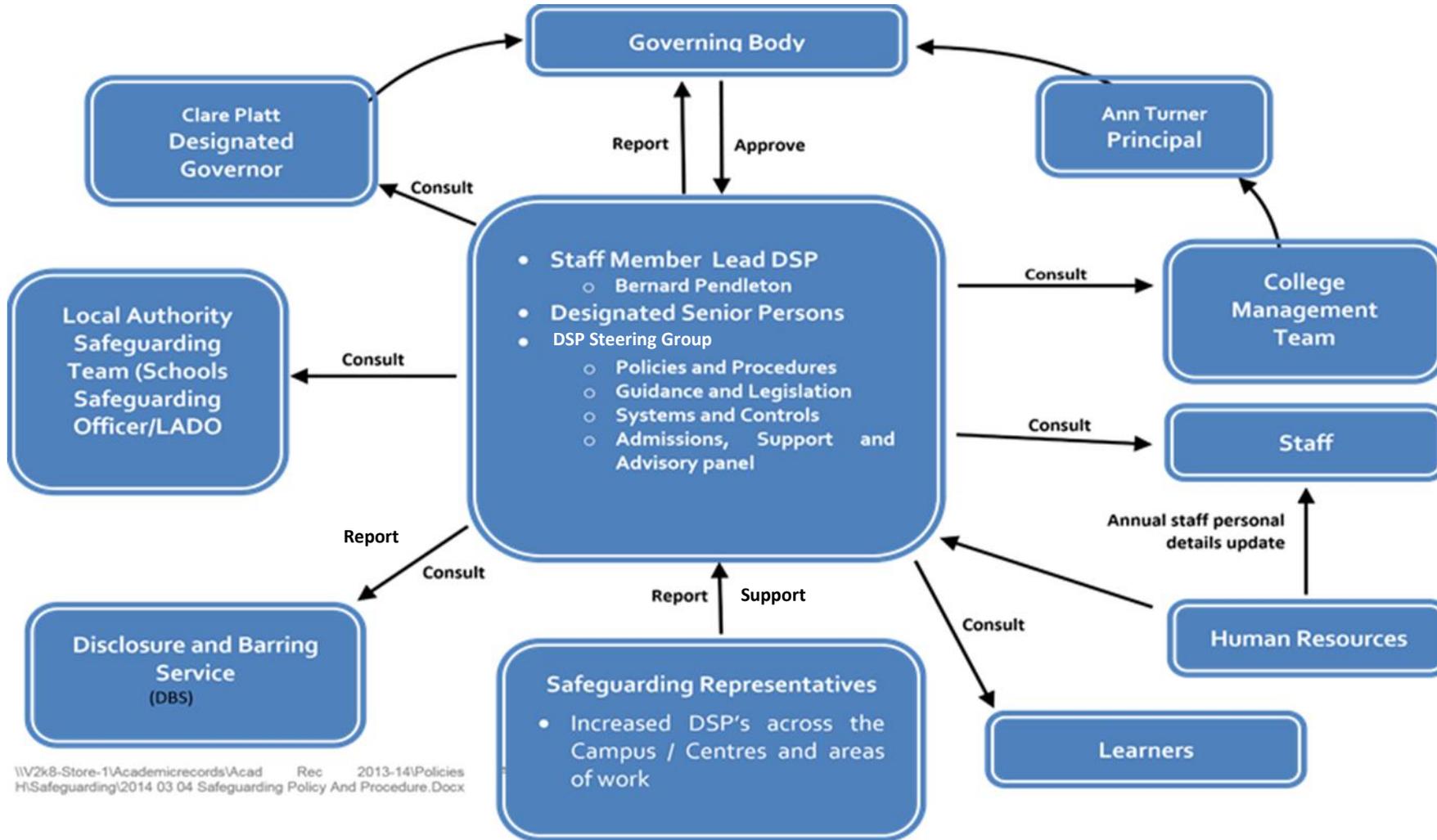




Type of Harm to Vulnerable Adults	Meaning	Examples
Emotional / Psychological	Action or inaction by others that cause mental anguish	Inflexible regimes and lack of choice. Mocking, coercing, denying privacy, and threatening behaviour, bullying, intimidation, harassment, deliberate isolation, deprivation.
Financial	Usually associated with the misuse of money, valuables or property	Unauthorised withdrawals from vulnerable adult's bank account, theft, fraud, exploitation, pressure in connection with wills or inheritance.
Physical	Any physical contact that results in discomfort, pain or injury	Hitting, slapping, pushing, shaking, bruising, failing to treat sores or wounds, under or overuse of medication, un-prescribed or inappropriate medication, use of restraint or inappropriate restraint, inappropriate sanctions.
Sexual	Coercion or force to take part in sexual acts	Inappropriate touching. Causing bruising or injury to the anal, genital or abdominal area. Transmission of STD.
Neglect	Failure to identify and/or meet care needs	Untreated weight loss, failing to administer reasonable care resulting in pressure sores or uncharacteristic problems with continence. Poor hygiene, soiled clothes not changed, insufficient food or drink, ignoring resident's requests, unmet social or care needs.
Verbal	Any remark or comment by others that causes distress	Demeaning, disrespectful, humiliating, racist, sexist or sarcastic comments. Excessive or unwanted familiarity, shouting, swearing, name calling.

Taken from ISA Referral Guidance October 2009.

ROLES AND RESPONSIBILITIES FOR SAFEGUARDING AND CHILD PROTECTION



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COLLEGE SAFEGUARDING AND CHILD PROTECTION KEY CONTACTS

Staff Member with Lead Responsibility

Bernard Pendleton

Director of Student Support & Welfare, based at the Preston Centre

Tel: 01995 642205

Email: bpendleton@myerscough.ac.uk

Designated Senior Persons

Robert Kay, Residential Support Manager, based at the Preston Centre

Tel: 01995 642348

Email: rkay@myerscough.ac.uk

Garry Wilkinson, Assistant Principal General & Commercial Services

Tel: 01995 642140

Email: gwilkinson@myerscough.ac.uk

Rebekah Giles, Support and Wellbeing Coordinator – Preston Centre Tel: 01995 642348

Email: rgiles@myerscough.ac.uk

Carol Kirkham, Health and Safety Advisor - Preston Centre

Tel: 01995 642190

Email: ckirkham@myerscough.ac.uk

Designated Governor

Clare Platt (Up until November 2017)

Email work: clare.platt@lancashire.gov.uk

Jane Booker (From December 2017)

Email: tjp@pjalaw.co.uk

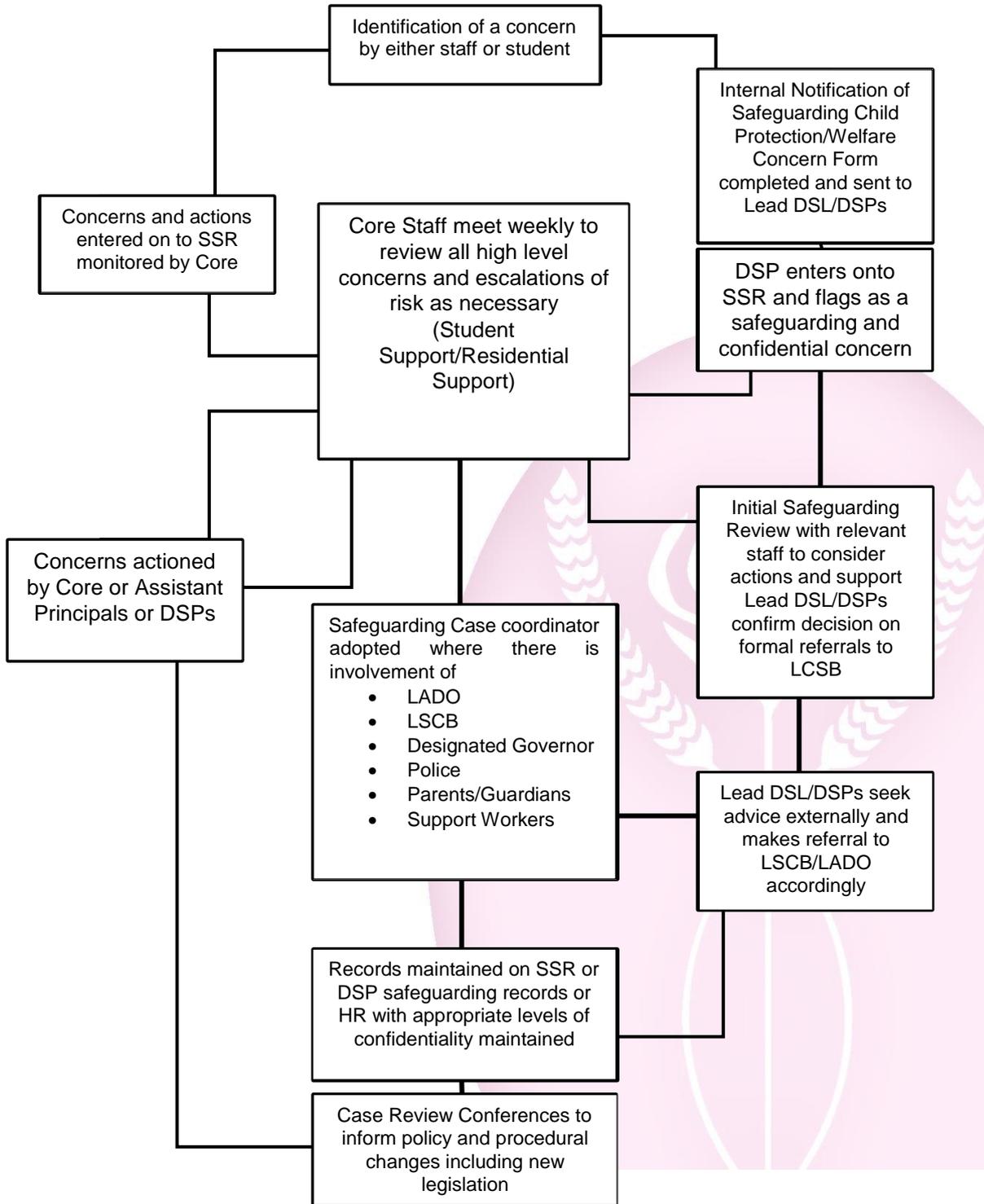
These staff provide cover to discuss or support any individual at all times when College is open.

ANNEXE 1: GLOSSARY OF TERMS, ROLES AND RESPONSIBILITIES

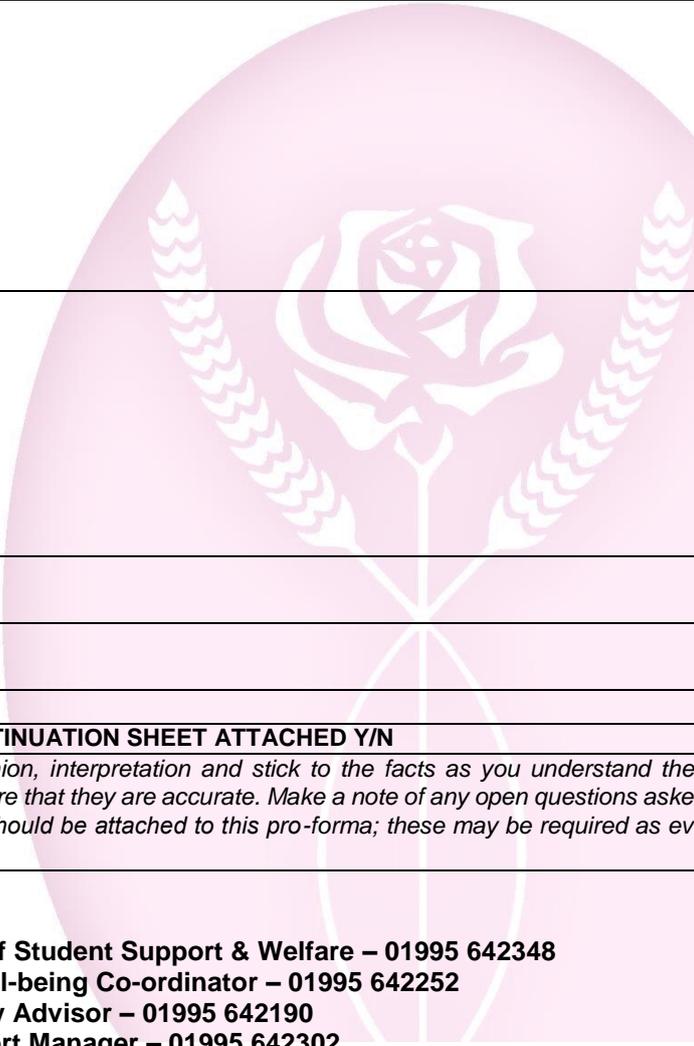
Local Authority Designated Officer (LADO)	<p>Located within the Safeguarding Unit at County Hall, Preston, Tim Booth is Lancashire's LADO and he is responsible for the management and oversight of all allegation cases across the county, providing advice and guidance to employers and voluntary organisations, liaison with Police and other agencies and monitoring the progress of cases to ensure that they are dealt with as quickly as possible, consistent with a thorough and fair process.</p> <p>Tim.booth@lancashire.gov.uk</p>
Prevent Officers (Preston and Blackburn Based)	<p>Channel referrals can be made to the Prevent Officers based in Preston and Blackburn (covering the whole of Lancashire). They can be contacted if you have a concern, want to make a Channel referral or want to discuss an open case regarding Prevent and Channel.</p> <p>East Division : 01254 353541/91 West and South Division: 01772 209733/ 830 Police HQ, Hutton: 01772 413029</p>
Independent Reviewing Officer (IRO)	<p>While they are employed by the Children's Services, the IRO team is not attached to another CS team or service. IROs chair strategy meetings and child protection conferences.</p>
School's Safeguarding Service / Safeguarding Unit	<p>School's Safeguarding Co-ordinator and School's Safeguarding Officer act as points of contact and a source of advice for any school or setting where a safeguarding or allegations issue arises.</p>
Children's Services (CS)	<p>Children's Services includes, among various other services, Children's Social Care (CSC – formerly Social Services) and the Safeguarding Unit. The Safeguarding Unit is one of a number of non-locality based / centrally managed services and this is where the LADO, Senior IRO and Schools Safeguarding team are located.</p>
Public Protection Unit (PPU)	<p>Specialist Police teams which consist of detectives trained specifically to deal with child protection cases. PPU officers deal with suspected intra-familial abuse cases and allegations against adults working with children and young people, although they also contain domestic violence and offender-specific officers too.</p>
Lancashire Safeguarding Children Board (LSCB)	<p>The LSCB has responsibility for ensuring there are effective inter-agency procedures in place for dealing with allegation against people who work with children and for monitoring and evaluating these.</p>



REPORTING SAFEGUARDING CONCERNS FLOWCHART





PART 1: INTERNAL NOTIFICATION of SAFEGUARDING CHILD PROTECTION / PREVENT CONCERN TO THE DSP	
PLEASE PRINT OFF THIS FORM COMPLETE AND SEND TO THE DESIGNATED SENIOR PERSON AS SOON AS POSSIBLE	
Name(s) of Student:	
D.O.B.	
Course / Centre	
What is the nature of your concern	
<ul style="list-style-type: none"> • WHAT are you most concerned about? i.e. Prevent (extremism), physical, sexual, emotional abuse or neglect? Self-harm, bullying, sexual exploitation, sexualized behaviour, honour-based violence / forced marriage, e-safety issues, other ... • Any evidence of impairment of health or development? • Any evidence of ill-treatment? • WHY are you reporting this concern <u>now</u>? • Have you had any previous concerns about this learner? If so, WHAT, WHEN, ACTION? • Please include WHO was present WHEN disclosure was made and WHO is said to be involved • WHERE is it said to have happened? 	
Detail	
	
Any action already taken	
Signed	
Name	
Job title	
Time/Date	
CONTINUATION SHEET ATTACHED Y/N	
<p>Note: Differentiate clearly between fact, opinion, interpretation and stick to the facts as you understand them wherever possible! If you have used quotes please ensure that they are accurate. Make a note of any open questions asked or minimal prompts used. Any notes made 'at the time' should be attached to this pro-forma; these may be required as evidence if the matter goes to court.</p>	
Safeguarding contacts:	
<ul style="list-style-type: none"> • Bernard Pendleton – Director of Student Support & Welfare – 01995 642348 • Rebekah Giles – Support & Well-being Co-ordinator – 01995 642252 • Carol Kirkham - Health & Safety Advisor – 01995 642190 • Robert Kay - Residential Support Manager – 01995 642302 • Linda Doyle – Student Support Officer – Liverpool – 0151 228 3565 • Nicola Lamb - Assistant Head of Inclusive Learning/SEND – Liverpool – 2441 • Ruth Weston – Assistant Head - East Lancs - 01254 667166 <p style="text-align: center;">**Call or Text 24 hours: 07889 754287**</p>	

Document History			
Author:	Director of Student Support and Welfare	Ref and Document Version:	Safeguarding, Child Protection, Prevent and Missing from Education Policy and Procedure – V2
Approval:	Corporation	Approval Date:	September 2017
Review Date:	September 2018		
Publication:	Staff Intranet College Website HR Application Pack		
Quality Assurance			
This Policy and Procedure maps to the following external quality assurance frameworks			
Framework	Framework Section Reference(s)		
Common Inspection Framework			
MATRIX			
QAA			
QIA			
SFA			

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

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

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

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

Safeguarding, Child Protection, Prevent and Missing from Education

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