



SAFEGUARDING & PROTECTING YOUNG PEOPLE POLICY AND PROCEDURES





SAFEGUARDING & PROTECTING YOUNG PEOPLE POLICY

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Accrington & Rossendale College

Safeguarding and Protecting Children and Young People Policy

The College has a moral and statutory duty under the Children Act 1989, Children Act 2004 and Section 175 of the Education Act 2002 to safeguard and promote the welfare of its students. In fulfilling this duty further regard has been taken of the guidance in;

- “Safeguarding Children in Education” DfES September 2004.
- ‘Working Together to Safeguard Children’, TSO, 2006
- Statutory Guidance on making arrangements to safeguard and promote the welfare of children under Section 11 of the Children Act 2004
- Statutory guidance on the Duty of Local Authorities to promote the education achievement of looked after children under Section 52 of the Children Act 2004.
- Extended Work Experience and Child Protection: Safeguarding Children and Education – Supplementary DfES Guidance for Work Experience Organisers, 2004

Key points

- Under this legislation a child is classified as a person under the age of 18.
- The college has included vulnerable adults in the scope of this policy. Vulnerable adults are people aged over 18 who are affected by mental ill health, have a learning difficulty and/ or disability, or a physical disability or impairment.
- The college has included any young people who are children looked after (previously known as looked after children, LAC)
- All staff are made aware that it is a criminal offence under the Sexual Offences Act 2003 for a person over the age of 18, in a position of trust, to enter into a sexual relationship with any learner under 18 years old, even if the relationship is consensual.
- The college is clear that it is not the responsibility of any member of staff to investigate any suspected cases of abuse. All cases must be referred to the designated Safeguarding and Protecting team.
- Accrington and Rossendale College fully recognises the contribution it can make to protect the young people with whom we work.
- The college acknowledges that staff from partner agencies on occasions will be on campus and unsupervised; the college will ensure that these staff have appropriate checks and are aware of the Safeguarding and Protecting Policy.

Safeguarding and Protecting Policy Statement

Accrington and Rossendale College has a commitment to the well-being of both learners and staff and fully recognises the contribution it can make to protect and support its learners. The college has a duty to safeguard and promote the welfare of students. They should create and maintain a safe learning environment for children and young people and identify where there are concerns regarding a child or young person and take action to address them in partnership with other organisations where appropriate.

The Principal and the Board of Governors recognise their responsibility in ensuring that arrangements are in place to safeguard and promote the welfare of children, young people

and those deemed as vulnerable adults, as defined and required by the relevant statutory instruments.

There are three main elements to the Safeguarding and Protecting Policy:

- **Raising Awareness**

By informing staff, learners and visitors about the college's continuing commitment to protecting children and other vulnerable people.

- **Prevention**

By encouraging a college atmosphere in which learners find staff approachable to enable communication of any problems which may be affecting their lives.

- **Protection**

By following agreed procedures thereby ensuring that staff are informed and aware of the college's Policy, Guidelines and Procedures, and are supported to respond appropriately and sensitively to Safeguarding and Protecting issues.

Commitment to the policy

Accrington and Rossendale College is committed to protecting the safety of all its learners by encouraging self-awareness, providing support and promoting clear lines of communication with staff members.

The college will therefore:

- bring to the attention of all college staff that there are recognised formal procedures to be followed when they become aware of an issue of concern relating to safeguarding and protecting.
- provide clear operational guidelines for college staff which state what action should be taken where there is concern.
- provide and/or support protection training for all college staff.
- maintain a rigorous policy on confidentiality, keeping relevant records in a secure location.
- have a clear policy about the handling of allegations of abuse by members of staff.
- ensure that Safeguarding and Protecting concerns and referrals are handled sensitively and in line with college recognised procedures.
- maintain a pastoral system where students feel secure and are given opportunities to talk and to be listened to.
- ensure that students are aware that there are adults whom they can approach if they are worried or in difficulty.
- include in the tutorial programme opportunities to discuss safety and respect and develop skills to equip them in adult life.
- ensure that students are made aware of the various types of bullying – emotional, physical, verbal and sexual and that they are aware of the strategies available to them to ensure their own protection and the importance of protecting others.
- ensure that every effort is made to establish effective working relationships with parents/guardians and staff from other agencies.
- be vigilant in cases of suspected abuse and provide guidelines for staff in recognising the signs and symptoms of abuse
- ensure that all visitors to the college report to the reception to identify their appointment, obtain a visitors badge and sign their arrival and departure time.
- direct all visitors requiring course information to our Information and Guidance Centre

- challenge any individual not in possession of college official identification
- contribute to an inter-agency approach to Student Safeguarding and Protection

Safeguarding & Protecting Framework

Accrington & Rossendale College's *Safeguarding and Protecting team* membership consists of:

- Vice Principal – Quality & Standards
 - Personal Development Manager
 - Learner Quality Improvement Manager
 - Director of Learner Services
 - Health Development Practitioner
 - Schools Partnership Manager
 - Curriculum Manager Creative Industries
 - Mental Health Co-ordinator
 - Director of People & Performance
 - Curriculum Manager Construction & Technology
 - Work Based Learning/Work Experience
 - Progression Guidance Manager
 - Curriculum Manager Professional Studies
 - Globe Centre
 - IT Manager
- The designated senior person for Safeguarding and Protecting in the college is the Vice Principal – Quality and Standards.
 - The Safeguarding and Protecting team will monitor the policy and procedures and will give feedback to SMT on issues of staff training and implementation.
 - Any issues relating to Protection should be brought to the attention of the members of the team (see procedures). It has to be demonstrated that necessary steps have been taken to deal with issues when they arise.
 - It is not the role or responsibility of other members of staff to investigate abuse. They should ensure this is referred to the Safeguarding and Protecting Team.
 - Allegations involving a member of staff must be reported to the Principal/Deputy Principal, in the absence of the Vice Principal – Quality & Standards.
 - At least two members of the Safeguarding and Protecting team will meet to discuss cases brought forward and to decide on the appropriate action required. Only the relevant member of the team will be privy to the student's name and details.
 - The Principal has the responsibility of ensuring that the Safeguarding and Protecting Policy and Procedures are adopted and approved by the Corporation Board and are fully implemented.
 - The Nominee representing the college on the Local Safeguarding Children's Board is the Vice Principal – Quality & Standards

Safeguarding and Protecting Procedures for Staff

- If a learner tells a member of staff that abuse is taking place they should be acknowledged, taken seriously and listened to.

- As soon as it becomes clear that a learner is talking about a situation of abuse, you need to gently stop them and inform them that they if they continue you have a legal obligation to pass the information on to a member of the Safeguarding and Protecting team. You cannot promise confidentiality to the learner.
- The learner should be assured that the matter will be discussed only with the people who 'need to know' about it, i.e. Member of Student Safeguarding and Protecting team, Social Worker, and Police Officer that specialises in child protection.
- It is important not to ask too many questions. Listen carefully, acknowledge the seriousness of the situation and let the learner know you understand. Ensure that you do not ask leading questions. As soon as possible write down the details of what has been told to you using the SP1 form (**see Appendix 1**)
- **You must not, under any circumstances, investigate any accusations or take any further action yourself. This includes contacting parents or outside agencies.**
- Contact Diane/Sara (Corporate Support, ext, 4006) who will contact a member of the Safeguarding and Protecting team as soon as possible, but certainly the same day. You will then explain the situation and pass on written notes to a member of the team.
- If a member of staff suspects that a learner is suffering abuse, they must discuss these concerns with a member of the Safeguarding and Protecting team - **do not take any independent action.**
- The College's Safeguarding and Protecting Procedure and how to respond to disclosure of alleged abuse is summarised on a flow diagram. (**see Appendix 2**)
- The policy, procedures and contact details of the Safeguarding and Protecting team will be displayed on the college's Intranet, under *college policies*, and in the tutorial documentation packs.

The Appointment of Staff

The recruitment and selection process for prospective employees will include an initial list 99 check. Subsequent offers of employment will be conditional, subject to a positive 'Criminal Record Bureau' check.

Allegations of abuse against a member of staff

Any allegations of abuse made against a member of the college staff should be dealt with under the guidelines produced by Human Resources. In relation to the learner all previously outlined procedures will be followed.

Training and support

Accrington and Rossendale College will ensure that all staff, with particular responsibility for responding to protection issues and concerns, attend training relevant to their role.

Personal/pastoral tutors will receive basic training appropriate to their role and responsibilities in relation to student protection.

Staff are encouraged to contact the Safeguarding and Protecting team at any time for advice.

Record keeping.

Confidential records will be kept for all stages of alleged or suspected child abuse. Staff should report using the SP1 form. These will be kept securely in the Principal's Office and

must not be accessed without expressed permission. No records of alleged or suspected abuse must be kept by staff or elsewhere in college; this includes electronic communications which must be deleted.

Annual review by the Corporation Board

The Vice Principal – Quality and Standards will present an annual report on Safeguarding and Protecting issues to the Corporation Board. The Board will use this as the basis for their annual review of the Policy and Procedures.

Date policy was revised: November 2010

For completion by Staff Disclosing the Concern

SP1 FORM Safeguarding & Protecting Procedure



This section is for office use only

Date SP1 received by Sara/Diane	SP1 form allocated to Date	Sara/Di attach the following information for Tier 3 member <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">LDM Name</td> <td style="width: 20%;"></td> </tr> <tr> <td>Student Timetable</td> <td></td> </tr> <tr> <td>Student Photo & Personal Details</td> <td></td> </tr> </table>	LDM Name		Student Timetable		Student Photo & Personal Details		Date information recorded onto the SP1 Database by Sara/Diane	Indicate the number of SP1 forms completed for this individual <div style="border: 1px solid red; width: 40px; height: 20px; margin: 0 auto;"></div>	CODE used on database
LDM Name											
Student Timetable											
Student Photo & Personal Details											

PLEASE COMPLETE SECTIONS BELOW

1. This form is **CONFIDENTIAL**
2. Immediately after completion, it should be placed in a sealed envelope marked **IN CONFIDENCE**, dated then returned to Sara/Diane in Corporate Support, Broad Oak Site.
3. **IMPORTANT** : the contents of this form and the discussions leading to its completion must remain confidential and should not be discussed with any members of staff, students or personal acquaintances other than the nominee from the Safeguarding & Protecting Team.

1	Date of reporting	
2	Time of reporting	
3	Immediate action required	Yes <input type="checkbox"/> No <input type="checkbox"/>
4	Reasons student is in need of immediate action	
5	Name of person reporting the disclosure	
6	Name of the student who is the subject of the disclosure (if different from the above)	
7	Age of the student	
8	Date of birth	
9	Course	
10	Name of Personal Tutor/TSO	
11	Outline of concern/needs disclosed (if required, please resume on the continuation sheet provided)	
12	Does this person know this disclosure has been reported?	Yes <input type="checkbox"/> No <input type="checkbox"/>
13	Has the person given their consent to share information?	Yes <input type="checkbox"/> No <input type="checkbox"/>
14	Additional background information of subject of disclosure (if required, please resume on the continuation sheet provided)	

CONTINUATION SHEET – SP1 SAFEGUARDING & PROTECTING

Name of Student (PLEASE PRINT)		
Your Name (PLEASE PRINT)		
Date	Comments / Action	Signature

For completion by Tier 3 staff only
SPIA FORM
Safeguarding & Protecting Procedure

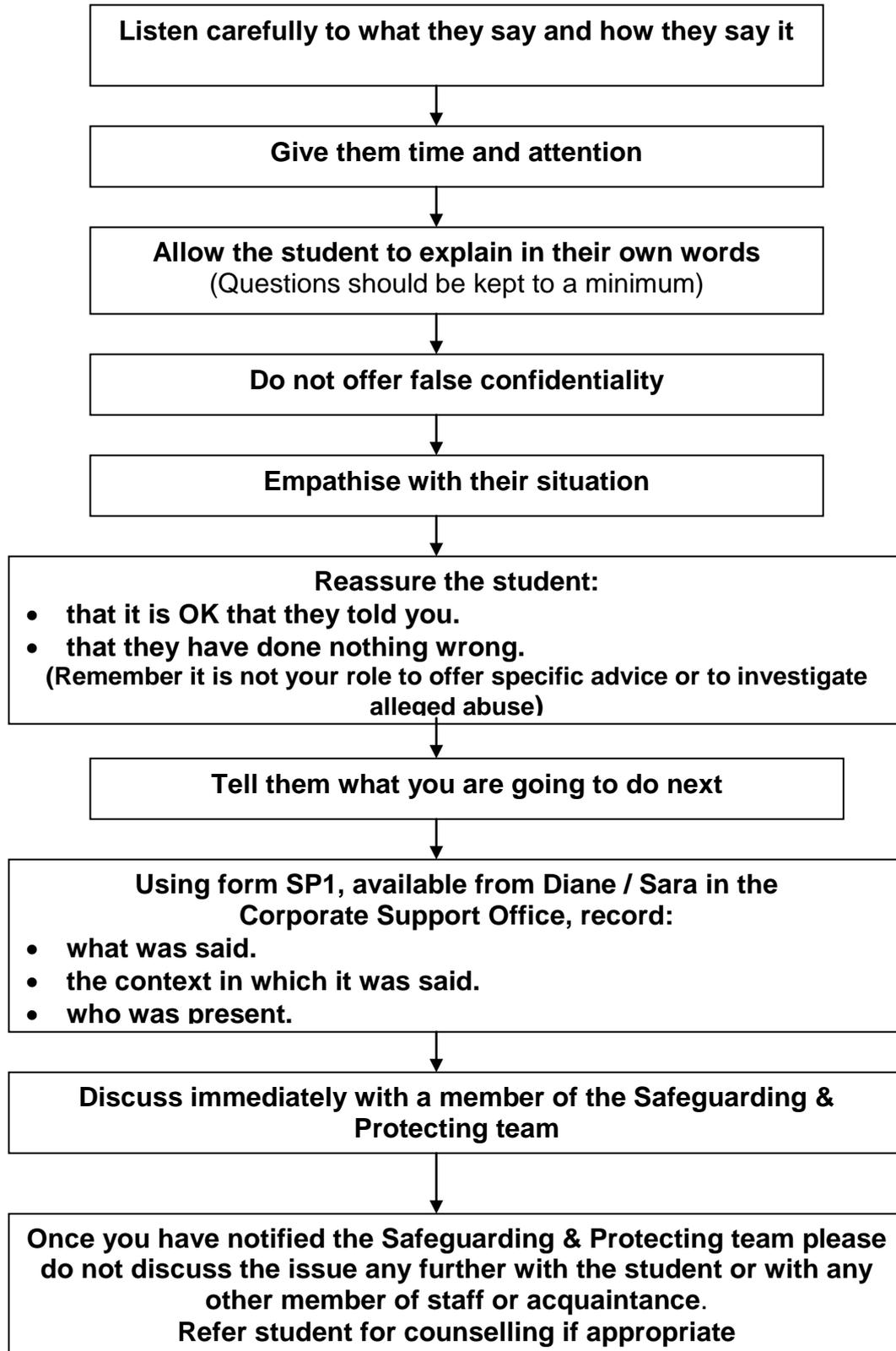


Name of Student :	Date of Disclosure :																																			
1	<p>Please ensure that you fill in ALL the information requested below : Comment Assessment Framework for Children & Young People (CAF)</p> <p>Does the young person appear to be :</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 55%;">1. Healthy?</td> <td style="width: 10%;">Yes</td> <td style="width: 10%;"><input type="checkbox"/></td> <td style="width: 10%;">No</td> <td style="width: 10%;"><input type="checkbox"/></td> <td style="width: 15%;">Not Sure</td> <td style="width: 10%;"><input type="checkbox"/></td> </tr> <tr> <td>2. Safe from harm?</td> <td>Yes</td> <td><input type="checkbox"/></td> <td>No</td> <td><input type="checkbox"/></td> <td>Not Sure</td> <td><input type="checkbox"/></td> </tr> <tr> <td>3. Learning and developing?</td> <td>Yes</td> <td><input type="checkbox"/></td> <td>No</td> <td><input type="checkbox"/></td> <td>Not Sure</td> <td><input type="checkbox"/></td> </tr> <tr> <td>4. Having a positive impact on others?</td> <td>Yes</td> <td><input type="checkbox"/></td> <td>No</td> <td><input type="checkbox"/></td> <td>Not Sure</td> <td><input type="checkbox"/></td> </tr> <tr> <td>5. Free from the negative impact of poverty?</td> <td>Yes</td> <td><input type="checkbox"/></td> <td>No</td> <td><input type="checkbox"/></td> <td>Not Sure</td> <td><input type="checkbox"/></td> </tr> </table> <p>6. If you answered NO to any of the previous questions, what additional services are needed for the young person or their parent(s), carer(s) or families? – Please resume on the continuation sheet provided</p> <p>7. Could the college provide the services needed? Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>8. If you answered NO to the previous questions, or it is not clear what support is required, would an assessment under the Common Assessment Framework help? Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>9. If you answered YES to the previous question, who will do this Assessment? I will <input type="checkbox"/> Another practitioner will <input type="checkbox"/></p>	1. Healthy?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Not Sure	<input type="checkbox"/>	2. Safe from harm?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Not Sure	<input type="checkbox"/>	3. Learning and developing?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Not Sure	<input type="checkbox"/>	4. Having a positive impact on others?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Not Sure	<input type="checkbox"/>	5. Free from the negative impact of poverty?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Not Sure	<input type="checkbox"/>
1. Healthy?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Not Sure	<input type="checkbox"/>																														
2. Safe from harm?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Not Sure	<input type="checkbox"/>																														
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4. Having a positive impact on others?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Not Sure	<input type="checkbox"/>																														
5. Free from the negative impact of poverty?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Not Sure	<input type="checkbox"/>																														
2	<p>OUTCOME – to be completed by the Safeguarding Team</p> <p>Lancashire Consortium of Need Level 1 <input type="checkbox"/> Level 2 <input type="checkbox"/> Level 3 <input type="checkbox"/> Level 4 <input type="checkbox"/></p> <p>(please tick level)</p>																																			
	Reason (if required, please resume on the continuation sheet provided)																																			
	Action (if required, please resume on the continuation sheet provided)																																			

Please contact Diane or Sara on ext 4006 to be put in touch with an appropriate member of the Safeguarding & Protecting Young People team.

Safeguarding & Protecting Young People Procedure

HOW TO RESPOND IF A STUDENT DISCLOSES AN ALLEGED INCIDENT OF ABUSE



APPENDIX 4

WHAT DO WE MEAN BY ABUSE AND NEGLECT?

The following definitions come from the DfES in their "Safeguarding Children" guidance.

Physical abuse

May involve hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocating or otherwise causing physical harm. Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately causes, ill health to a child.

Sexual abuse

Forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve :

- physical contact including penetrative or non-penetrative acts
- non-contact activities, such as involving children in looking at, or in the production of pornographic material, or watching sexual activities
- encouraging children to behave in sexually inappropriate ways, including involvement in prostitution

Emotional abuse

The persistent emotional ill-treatment of a child. This may involve :

- conveying to children that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of another person
- age or developmentally inappropriate expectations being imposed on children
- causing children frequently to feel frightened or in danger
- the exploitation or corruption of children

Some level of emotional abuse is involved in all types of ill-treatment of a child, though it may occur alone.

Neglect

The persistent failure to meet a child's physical and psychological needs, likely to result in the serious impairment of their health or development. It may involve :

- failing to provide adequate food, shelter and clothing
- failing to protect a child from physical harm or danger
- failing to ensure access to appropriate medical care or treatment
- neglect of a child's basic emotional needs
- failing to ensure satisfactory education

Additional forms of abuse relevant to vulnerable adults are :

Financial abuse

This includes theft, fraud, exploitation, the misuse of possessions and pressure applied in relation to financial transactions.

Discriminatory abuse

This is based on a person's disability and includes making hurtful comments and harassing them.

Supplementary Guidance

Staff should be aware that issues around the following should be regarded as issues for Safeguarding and Protecting Young People.

- Fabricated or induced illness
- Female Genital mutilation
- Forced marriage

APPENDIX 5

PROCEDURE FOR DEALING WITH AN INCIDENT THAT ARISES DURING AN EDUCATIONAL VISIT

When the alleged abuser and person abused are both members of the educational visit away from the college site, the primary consideration is the initial protection of the child or vulnerable adult. Action to ensure this should be taken by the member of staff in charge of the visit. Once there is no immediate risk of further abuse then a more considered approach can be taken.

It is also important to note that all offences against children up to the age of 18 years need to be reported. If an offence is thought to have been committed, staff should contact local police in the first instance, especially when the alleged abuser is a member of the local population.

If a learner discloses an allegation of abuse at home, whilst on the educational visit away from college, the standard procedure should be followed. Staff should discuss the situation with a member of the Child Protection Team at the earliest opportunity.

Long Term Work Experience

Employers taking young people from the college on long term work experience will be made aware of safeguarding issues and will be required to cooperate in putting appropriate safeguards in place.