



Safeguarding / Learner Protection and Prevent Policy and Procedure

Chestergates Veterinary Training Centre is fully committed to the well-being of learners and staff and those who have direct links with the school. Chestergates Veterinary Training Centre actively promotes the positive welfare of learners, young people and those with additional needs and expects all staff to endorse and practise this commitment at all times.

All staff regard each learner as a unique individual and therefore seeks to support their development in ways which will foster security, confidence and independence. We recognise that peer support, a safe and secure environment and 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 centre.

The aim of the policy is to safeguard all learners, young people and those with identified needs.

This policy applies to:

- All learners, young people and those who have additional or learner support needs.
- All staff and volunteers.

Chestergates Veterinary Training Centre revises this policy on an annual basis, in line with new legislation and recommendations:

Keeping Children Safe in Education 2021
Working Together to Safeguard Children 2021
Counter Terrorism and Security Act (Prevent Legislation) 2015

Policy Statement

Chestergates Veterinary Training Centre is 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 and study.

Chestergates Veterinary Training Centre has thorough robust staff recruitment, with policies and procedures that support and promote safeguarding, creating a positive atmosphere. Chestergates Veterinary Training Centre has a set of 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 centre.

In pursuit of these aims, Chestergates Veterinary Training Centre 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 at the centre, 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.
- 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 monitoring of staff continuous professional development (CPD) training on Safeguarding and Prevent training (see CPD policy).
- 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.
- The safe recruitment and employment of staff. All staff involved in the recruitment process following legislation, policy and procedures ensuring all recruitment checks are completed.
- Providing suitable systems to ensure the safety of visitors and all who visit. This will be achieved by joint work with the Health and Safety Advisor and ensuring all risks are adequately controlled and regularly reviewed.
- 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 Chestergates Veterinary Training Centre values and embedding these together with British values across every area of activity.

All Further Education 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.

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.

Counter Terrorism

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Prevention of Violent Extremism – The ‘Prevent’ Agenda

In accordance with the ‘Prevent Duty’ under the Counter Terrorism and Security Act 2015, the Centre is committed to working with its local partners to reduce the risk of radicalisation of vulnerable people by groups such as extreme political and religious groups, including some Animal Rights Groups and Far Right Groups. It recognises that young people and vulnerable groups are particularly targeted by groups who may promote violent extremist activity. All staff will be provided with training (please refer to Continued Professional Development policy) to support the centre’s aim to reduce the risk of radicalisation and support those who may be at risk.

Chestergates Veterinary Training Centre promotes an open culture to raise awareness of the signs of radicalisation and to give staff the confidence to report their concerns relating to apprentice, employee or another member of staff to the Lead Responsibility for Safeguarding

who will raise a report and will liaise with the appropriate authorities following the agreed procedures in this policy.

Types of Abuse

Types and possible signs of child abuse are provided in **Appendix 3**. Examples of harm to are provided in **Appendix 4**. Additionally, Chestergates Veterinary Training Centre 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.

Important sources of information include:

Safeguarding Children and Safer Recruitment in Education (2011)

Keeping Children Safe in Education 2021

Counter Terrorism and Security Act 2015

B Responsibility for Safeguarding and Child Protection

Chestergates Veterinary Training Centre has the responsibility to ensure that the organisation has policies and procedures in place in respect of Safeguarding, Child Protection and Prevent.

All staff working with young people and adults with additional needs receive appropriate training to familiarise themselves with safeguarding / Prevent issues and their responsibilities.

Staff Member with Lead Responsibility

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

Jackie Evans Tel. 01244 853823 ext. 224 jackie.evans@chestergates.org.uk

In her absence the designated person will be:

Joanna McEwen Tel. 01244 853823 ext. 222 Joanna.McEwen@chestergates.org.uk

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.

C Responsibility and training of staff

All staff are provided with safeguarding and PREVENT training at induction. They are given a copy of the safeguarding policy and agree to adhere to this. Refresher training takes place annually and as necessary if there are any changes. All staff receives updates to ensure they are equipped with the skills and knowledge to safeguard children and vulnerable adults effectively. All staff will be updated per new cohort as to any learner that is under 18ys or a vulnerable adult

D Supporting and Protecting Students

All students receive initial and on-going training to help themselves keep safe, safeguarding is discussed at induction and they are informed of:-

- How to report concerns and who to.
- Use of the internet what to do if they come into contact with groups that use violence
- Where to find the online safety and social media policy and the dangers of this
- Where to find Safeguarding information on the student VLE
- PREVENT and british values
- Acceptable behaviour and the definition of abuse and encouraged to follow the RCVS professional code of conduct and safeguarding

Regular reviews and feedback is gained from the students to ensure they feel safe

Students are encouraged to participate in decision making at all levels, including issues such as bullying.

All students are supervised at all times and monitored for behavioural changes, attendance logs are maintained weekly.

Students use of IT consists of:-

- The virtual learning environment (VLE) which is a secure network with password access
- The e-portfolio is a secure network with password access
- Cirrus is an examination programme which is used within a safe exam browser
- Online learning is held on Zoom or MSTeams with a host and invite links only

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
- 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 should not investigate concerns or allegations themselves, but should report them immediately to the Designated Safeguarding Lead (DSL). A flowchart explaining the steps to be taken can be found in Appendix 6.

Generally staff other than the DSL 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, and then in this case the referral may be made by telephone to the Children's Social Care. If this occurs, the DSL must be informed in order to keep records and oversee any ongoing work.

Report concerns in an emergency

If you believe that someone is being abused then you can contact the Council for Adult/children and young people social care

Email: accesswest@cheshirewestandchester.gov.uk

Telephone 0300 1237034

You will be listened to and you will be supported

Out of hours from 4.30pm – 8.30am. Out of hours you should phone our Emergency Duty Team on 01244 977277. Or email emergencydutyteam@cheshirewestandchester.gov.uk

Alternatively, speak to the police (dial 999).

Telephone 0845 458 0000

Ask for the PPD public protection department

Further information

For further information about adult safeguarding please visit the Cheshire West Local Adult Safeguarding Board (LASB) website below.

<https://www.cheshirewestandchester.gov.uk/residents/health-and-social-care/adult-social-care/lasb/local-safeguarding-adults-board.aspx/>

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.

Supporting Learners at Risk

Statistically young people or adults with identified needs e.g. behavioural difficulties and/or disabilities are more vulnerable to abuse. Chestergates Veterinary Training Centre 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.

Learners must be protected at all times and any form of abuse must be reported to the designated safeguarding lead

Referrals that lead to a Local Authority and/or Police investigation

In the event of the Centre making a safeguarding or Prevent referral that becomes the subject of an investigation by the local authority or the police, the Centre will follow the procedures set out by the ESFA.

The Designated Safeguarding Lead will inform the ESFA by email at Enquiries.EFA@education.gov.uk with the following information:

- Name of the institution
- Nature of the incident
- Confirmation that the referral is, or is scheduled to be investigated by the local authority and/or police

The College will not share any information that could be used to identify individuals or any information that will impact on its data protection duties.

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

Chestergates Veterinary Training Centre 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

Chestergates Veterinary Training Centre 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.

Chestergates Veterinary Training Centre recognises that the Children Act 2004 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 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.

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.

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 DSL 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 DSL should refer the matter to the Local Authority Designated Officer (LADO) within one working day 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 organisation'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. Chestergates Veterinary Training Centre 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 Chestergates Veterinary Training Centre to act in a particular way; however, the organisation will assist the agencies with their enquiries.

Chestergates Veterinary Training Centre 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 to the existing staff disciplinary procedures.

If there is an investigation by an external agency, for example the Police, the Designated Senior Person should normally be involved in, and contribute to, the inter-agency strategy discussions. The Designated Senior Person 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 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 DSP shall keep a written record of the action taken in connection with the allegation.

Suspension of Staff

Suspension should not be automatic, but may be considered at any stage of the investigation. It is a neutral, not a disciplinary act and shall 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. The member of staff should be informed that an allegation has been made and that consideration is being given to suspension.

The member of staff should be given the opportunity to consider any information given to him/her at the meeting and prepare a response.

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.

1. The parents / carers of the learner making the allegation should be informed of the suspension. They should be asked to treat the information as confidential. Consideration should be given to informing the student / learner making the allegation of the suspension.
2. Senior staff who need to know of the reason for the suspension should be informed.
3. Depending on the nature of the allegation, the DSP should consider whether a statement to the learners of the centre and / or parents / carers should be made, taking due regard of the need to avoid unwelcome publicity.

The Designated Senior Person 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 Disciplinary Investigation

The disciplinary investigation, if deemed necessary, should be conducted in accordance with the existing 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 work of the member of staff (if suspended).

The 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.

The DSP 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 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 procedures and/or policies. Consideration should also be given to the training needs of staff.

E Safer Recruitment Policy Statement

Chestergates Veterinary Training Centre 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 Chestergates Veterinary Training Centre or in the workplace.

All staff are required to complete an enhanced DBS disclosure prior to commencement of employment or voluntary work with the Chestergates Veterinary Training Centre 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.

Appendices:

Appendix 1: Definition of an Adult who may Need Support

Appendix 2: British Values

Appendix 3: Types and Possible Signs of Child Abuse Including Prevent

Appendix 4: Types of Harm

Appendix 5: Internal Notification of Safeguarding Child Protection / Welfare Concern Form

Appendix 6: Safeguarding procedure flowchart

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.

BRITISH VALUES

British Values are of significant importance to everyone involved in any Chestergates Veterinary Training Centre activity. We consider 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 teaching, learning and activities.**

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
-

How Chestergates Veterinary Training Centre promote British Values?

Democracy

- Everyone has a voice
- Classroom discussions
- Surveys to gain feedback
- RCVS, VN and BVNA council voting
- Suggestion box
- Student voice

The Rule of Law

- Animal Welfare Act
- Code of Professional Conduct
- Veterinary Surgeons Act
- Equality and Diversity
- Health and Safety
- Policies and Procedures

Tolerance & Respect

- Accepting everyone for who they are
- Understanding people's emotions, mental health
- Safeguarding
- Mind matters
- Inclusivity

Individual Liberty

- Respect privacy
- Support and respect each other
- VN awareness month
- One to one tutorials
- Promote individualism
- Equality and Diversity
-

Chestergates Veterinary Training Centre has its own values:

- Respect for yourself, each other and the environment
- Welcoming, honest and open
- Safe and supportive culture
- Inspiring learners and staff
- Positive and dynamic 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 Chestergates Veterinary Training Centre values with mutual respect and tolerance for everyone
- Celebrate and promote equality, diversity and inclusion

TYPES AND POSSIBLE SIGNS OF CHILD ABUSE INCLUDING PREVENT

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.

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

7 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**

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 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 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 masturbation, 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 masturbation.
- 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, vagina or penis.
- 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 clitoris

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

Type 3 ~ Infibulation entrance to vagina 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**.

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.

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.

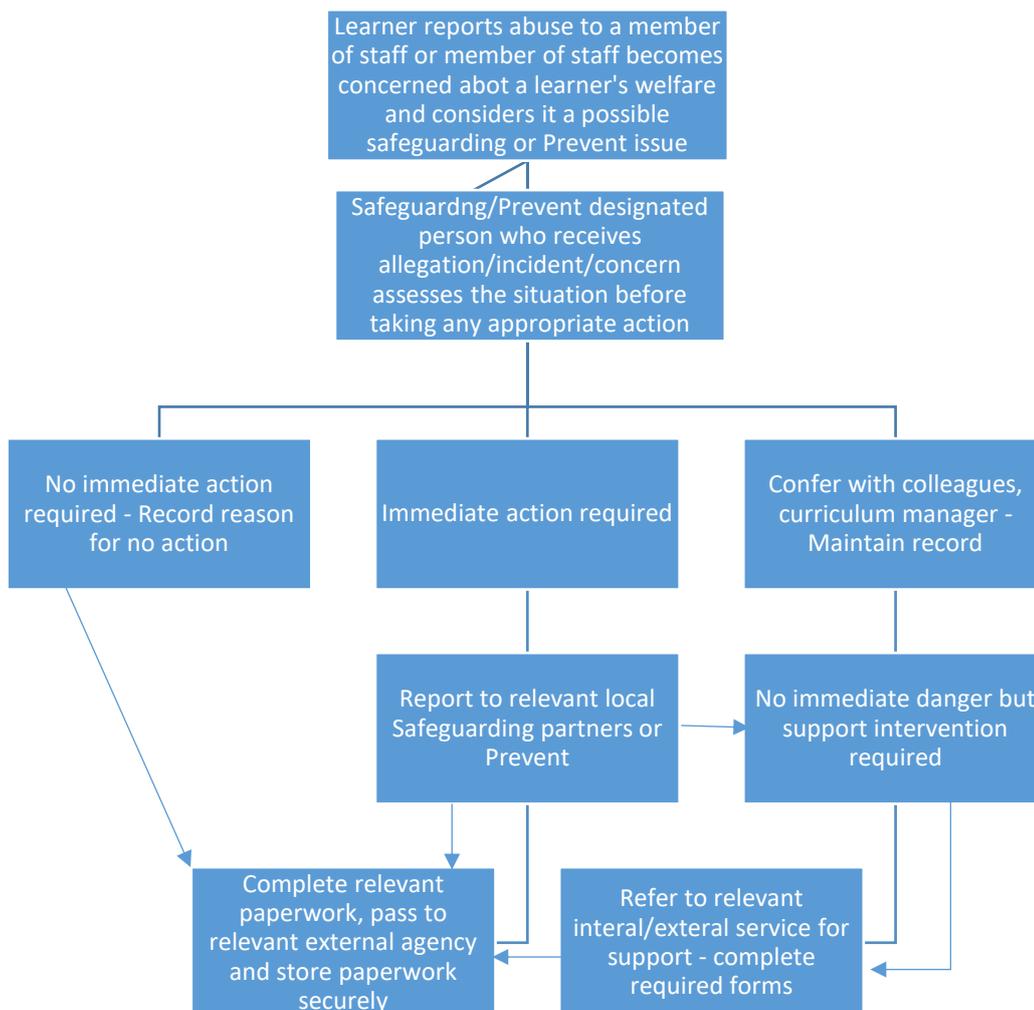
ANNEXE 1: GLOSSARY OF TERMS, ROLES AND RESPONSIBILITIES

Local Authority Designated Officer (LADO)	<p>The LADO is based within the Cheshire West and Chester Local Safeguarding Board and are 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>Email: accesswest@cheshirewestandchester.gov.uk Telephone 0300 1237034 Telephone 0845 458 0000 Ask for the PPD public protection department</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>
Centre’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>
The Cheshire West and Chester Local Safeguarding Board	<p>The Cheshire West and Chester Local Safeguarding Board 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>
Cheshire West Channel programme	<p>If you suspect someone of terrorism or you think they have been radicalised please contact the police in the first instance CTPNW.Merseyside@Merseyside.pnn.police.uk</p>

PART 1 : INTERNAL NOTIFICATION OF SAFEGUARDING/DISCLOSURE CONCERN TO DSL	
Name(s) of student:	
Date of Birth:	
Course:	
What is the nature of your concern?	
<ul style="list-style-type: none"> ▪ What are you most concerned about? i.e. physical, sexual, emotional abuse or neglect? Self-harm, bullying, sexual exploitation, sexualised behaviour, honour-based violence / forced marriage, e-safety issues, prevent other..... ▪ Any evidence of impairment of health or development? ▪ Any evidence of ill-treatment? ▪ Why are you reporting this concern now? ▪ Have you had any previous CP/ child welfare concerns about this student? If so, what, when, action? 	
Detail:	
<p>Prevent</p> <p>We also have a duty to protect our learners and customers from any form of extremism and/or intent to cause harm or capability to cause harm. This includes:</p> <ul style="list-style-type: none"> • Right wing extremism • Religious extremism • Animal rights extremism • Other forms of extremism <p>In your opinion*, do you think the person disclosing in this case comes under our Prevent Duty?</p> <p>Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure <input type="checkbox"/></p> <p><i>*This is just your opinion to help our Reporting Officer access appropriate support/advice.</i></p>	
Any action already taken	
Signed:	

Name:	
Job title:	
Time / date:	
<i>If you have received a 'disclosure' from or about a child please complete Part 2 overleaf</i>	
PART 2 : RECORD OF DISCLOSURE FROM / ABOUT A CHILD	
<i>*It is not advisable to try and complete this record at the time! The important thing is to listen actively and carefully and reassure the person!</i>	
Name of person making the disclosure	
Position / relationship with child	
Name and date of birth of student(s) that the 'disclosure' relates to	
Who was present when the disclosure was made?	
Summary of information disclosed	
1. Who is said to be involved?	
2. What is said to have happened / be happening?	
3. Where is this said to have happened / be happening?	
4. When is this said to have happened / be happening i.e. duration, most recent occasion etc?	
5. Who else may have witnessed what happened?	
6. How and where is the student now?	
Continuation sheet attached? Yes <input type="checkbox"/> No <input type="checkbox"/>	
<p><i>Note:</i></p> <ul style="list-style-type: none"> ▪ <i>Differentiate clearly between fact, opinion, interpretation and stick to the facts as you understand them wherever possible</i> ▪ <i>If you have used quotes please ensure that they are accurate</i> ▪ <i>Make a note of any open questions asked or minimal prompts used</i> ▪ <i>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</i> 	

Safeguarding Procedure Flowchart



I have read this safeguarding policy, understand the content and I agree to follow these guidelines as set out in this policy. Any safeguarding concerns I will report immediately to the designated safeguarding lead and I agree to attend or read any updates on safeguarding as deemed appropriate at the time.

I endeavour to implement this policy when dealing with learners and promote safeguarding day to day

I have also read from the department of education part 1 of the 'Keeping Children safe in education 2021' statutory guidance for schools and colleges

Signature

Name

Date

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Publication:		Staff Intranet, student VLE, website	
Quality Assurance			
This Policy and Procedure maps to the following external quality assurance frameworks			
Framework		Framework Section Reference(s)	
Education Inspection Framework			
ESFA			
RCVS			
VETSKILL			
Key Changes to Document			
Minor amendments only			