



**GRIMSBY INSTITUTE GROUP**

# Safeguarding Children, Young People and Adults at Risk Policy & Procedures



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## Contents

1.	<i>Introduction</i> .....	5
2.	<i>Purpose</i> .....	5
3.	<i>Scope</i> .....	5
4.	<i>Duties</i> .....	7
4.1	<i>The role of the Governing Body</i> .....	7
4.1.1	<i>Designated Governors</i> .....	7
4.2	<i>The role of Staff</i> .....	8
4.2.1	<i>Staff member with lead responsibility</i> .....	8
4.2.2	<i>Intensive support</i> .....	8
4.2.3	<i>Designated Safeguarding Team</i> .....	9
4.2.4	<i>All staff</i> .....	10
5.	<i>Definitions and Concepts</i> .....	10
5.1	<i>Child</i> .....	10
5.2	<i>Adult at Risk</i> .....	10
5.3	<i>Children in Need of Protection</i> .....	10
5.4	<i>Children in Need</i> .....	10
5.5	<i>Looked After Children</i> .....	11
5.6	<i>Significant Harm</i> .....	11
5.7	<i>Abuse</i> .....	11
6.	<i>Radicalisation and Acts of Terrorism</i> .....	13
6.2	<i>The Counter Terrorism &amp; Security Act (2015) &amp; The Prevent Duty</i> .....	13
6.2	<i>Contact with external services</i> .....	14
7.	<i>Management of Processes</i> .....	14
7.1.	<i>Dealing with Disclosure of Abuse and Procedure for Reporting Concerns</i> .....	14
7.1.1.	<i>Significant concerns</i> .....	14
7.1.2.	<i>Disclosure of Abuse</i> .....	14
7.1.3.	<i>Reporting to designated staff</i> .....	14
7.1.4.	<i>Reporting to the Designated Senior Person</i> .....	14
7.1.5.	<i>Contact with external services</i> .....	15
7.2.	<i>Procedure for managing allegations of abuse against staff</i> .....	15
7.2.1.	<i>Introduction</i> .....	15
7.2.2.	<i>Receiving an Allegation</i> .....	15
7.2.3.	<i>Initial Assessment by the designated person</i> .....	16
7.2.4.	<i>Enquiries and Investigations</i> .....	16

## The Grimsby Institute Group Safeguarding Children, Young People and Adults at Risk Policy

7.2.5. Suspension .....	17
7.2.6. The Disciplinary Investigation .....	17
7.2.7. Allegations without Foundation .....	17
7.3. Records .....	18
7.4. Confidentiality .....	18
8. Safer recruitment and selection procedures .....	18
9. Teaching Learners about Safeguarding .....	19
10. Dissemination .....	19
10.1. Dissemination .....	19
11. Links to other policies .....	19
12. Monitoring Compliance With and the Effectiveness of Policy Documents .....	19
12.1. Process for Monitoring Compliance and Effectiveness of Dealing with Disclosure of Abuse and Procedure for Reporting Concerns .....	19
12.2. Process for Monitoring Compliance and Effectiveness of Dealing with Allegations against a member of staff	20
<b>13. Appendices .....</b>	<b>20</b>
Appendix 13.1 - Safeguarding Statement .....	21
Appendix 13.2 - Designated Safeguarding Team .....	22
Appendix 13.4 – Flowchart for dealing with Concerns, suspicions or disclosures of harm or abuse .....	25
Appendix 13.5 - Protocol for reporting missing learners .....	26
Appendix 13.6 – Safeguarding away from the Group Premises .....	29
Appendix 13.7 - Safeguarding: Home Placements .....	30
Appendix 13.8 - Safeguarding Guidelines for Workplace and Home Placements. ....	31
Appendix 13.9: Safeguarding Declaration .....	32
Appendix 13.10: Additional Expert and Professional Guidance .....	33

## 1. Introduction

The Grimsby Institute Group (the Group) recognises its statutory and moral duty towards safeguarding the welfare of children, young people and adults at risk from any form of abuse whilst attending its childcare facilities or receiving education and training in the college or any other premises where college activity is delivered. The Group expects all staff, volunteers and partners to endorse and practice this duty at all times. As a result, the Group has a zero tolerance approach to abuse and other harmful behaviour. Safeguarding and promoting the welfare of Children is everyone's responsibility, everyone who comes into contact with children, their families and carers has a role to play in safeguarding. ( KCSIE 2016)

## 2. Purpose

The Group is committed to safeguarding and promoting the welfare of all its learners, staff, volunteers, visitors, contractors and partners. Any reference in the policy to a child, young person or student applies to all those aged under 18. The Group's legal duty includes the education and training of adults at risk. Any reference in the policy to an adult at risk applies to anyone over the age of 18 who may for a variety of reasons be in need of community services and/or unable to protect him or herself from significant harm or exploitation.

The Group has developed procedures in line with, and taking account of, guidance issued by the Department for Education, the Association of Colleges (AoC) and other relevant bodies. The Group operates in line with the requirements of the Lincolnshire and Yorkshire Local Safeguarding Children Boards and the Lincolnshire and Yorkshire Safeguarding Adults Boards.

Whilst overall responsibility for safeguarding children, young people and vulnerable adults is vested in the Principal and Chief Executive; the Group has named Designated Senior Person(s) (DSP) who are responsible for ensuring institutional compliance to this policy and its procedures. The role and responsibilities and contact details of the DSP can be found in section 4 and Appendix 11.2.

There is a member of the Governing Body with specific responsibility for safeguarding issues. There is also a specialist Safeguarding Coordinator, and a team of trained Safeguarding Officers whose role it is to follow up allegations about safeguarding matters.

## 3. Scope

This policy applies to all learners and particularly children, young people and adults who may need support and all staff, volunteers, partners and families living and working at the Group's centres, other external facilities, in the workplace or distance learning.

In order to help ensure that children, young people and adults at risk are protected from abuse, all complaints, allegations or suspicions will be taken seriously and in accordance with this policy detailed herein.

The Group has incorporated child protection into the whole organisational approach to safeguarding and the term safeguarding is deemed to include child protection in all Group policies and procedures.

The legal framework for the role of the Group and the governing body is as follows:

**The Education Act 2002 - Section 157 & 175**

Requires local authorities and governing bodies of further education institutions to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children, young people and adults at risk. In addition they should have regard to any guidance issued by the Secretary of State in considering what arrangements they may need to make.

**Keeping Children Safe in Education (2016)**

Sets out the safeguarding statutory responsibilities of schools and colleges, as well as good practice recommendations in relation to children. This covers the relevant legislation; the responsibilities of Governing Bodies and Principals; safer recruitment practice; recruitment and vetting checks; dealing with allegations of abuse or misconduct against staff; and also checklists, flowcharts and examples.

**Working Together to safeguard children (2015)**

Provides statutory guidance on the roles and responsibilities of agencies working together to safeguard children/young people. In addition it sets out the framework for the formation of Local Safeguarding Children Boards and details the allegation management process. This includes providing a coordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans. Access is allowed for children's social care from the local authority and, where appropriate, from a placing local authority, for that authority to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment. Safeguarding arrangements take into account the procedures and practice of the local authority as part of the inter-agency safeguarding procedures set up by the Local Safeguarding Children Board (LSCB).

**Safeguarding Vulnerable Groups Act 2006**

Introduces a vetting and barring scheme to identify those who are permitted to work with children, young people and adults at risk. Implementation began in Autumn 2008. There will eventually be a single list for children and young people, and an aligned but separate list for adults, replacing the Protection of Children Act (PoCA) list, the Protection of Adults at risk (PoVA) list, List 99 and the Court Disqualification Order scheme. A remodeling review was undertaken following ministers decision in June 2010. The review that was published in February 2011 and recommended merging the Criminal Records Bureau (CRB) and Independent Safeguarding Authority (ISA) into a new non-departmental public body that could administer a proportionate central vetting service. The new scheme would retain the best features of the vetting and barring service, but would not require registration or monitoring, and would only cover those who have regular or close contact with vulnerable groups, defined as 'regulated activity' in legislation.

The Disclosure and Barring Service (DBS) has been introduced to help employers make safer recruitment decisions and prevent unsuitable people from working with vulnerable groups, including children.

### **DfE Statutory Guidance (2014)**

Provides guidance on making arrangements to safeguard and promote the welfare of children under section 11 of the Children Act 2004. The guidance plays an important role in embedding this responsibility in the work of key agencies which have contact with children and young people. It reflects the recognition that protecting children from harm cannot be separated from policies to improve children's lives as a whole.

### **Protection of Freedoms Act (2012) Part 5 - Safeguarding vulnerable groups, criminal records etc**

Covers the reduction in scope of the definition of regulated activity, new services provided by the DBS, and disregarding convictions and cautions for consensual gay sex.

### **Mental Capacity Act (2005)**

Provides a way in which people who may need help to make decisions can get that help from someone who can be trusted to act in their best interests. Mental Capacity under the Act means being able to make your own decisions. The Mental Capacity Act and its Code of Conduct contain a set of rules, procedures and guidance. The Act applies in full to those aged 18 or over, the entire Act except making Power of Attorney or Making a Will applies to 16 and 17 year olds. The Act only applies to those under 16 in very limited circumstances and these would have to be determined by a Court.

This policy should be read in conjunction with the Group's **Bullying & Harassment Policy**, its **Staff Code of Conduct** and **Little Stars Child Protection Policy**.

## **4. Duties**

### **4.1 The role of the Governing Body**

The governing body is committed to ensuring that the Group:

- raises awareness of issues relating to safeguarding and promotes the welfare of all learners in the Group
- provides a safe environment for children, young people and adults at risk
- identifies those who are suffering or at risk of suffering significant harm and takes appropriate action to ensure they are kept safe
- has procedures for reporting and dealing with allegations of abuse against members of staff and volunteers
- operates safe recruitment procedures
- designates a member of staff with sufficient authority to take lead protection for safeguarding
- remedies any weaknesses and areas for improvement relating to safeguarding that are brought to the attention of the Corporation
- ensure all staff members receive appropriate child protection training which is regularly updated

#### **4.1.1 Designated Governors**

The designated governors are responsible for liaising with the Principal and senior staff member with lead responsibility regarding safeguarding matters including:

- Ensuring that the Group has policies and procedures consistent with those of the Local Safeguarding Boards.
- Ensuring that the Corporation reviews the Group's Safeguarding policy annually.
- Ensuring that the Corporation is given an annual update on the Group's compliance with the policy. The update should include a report on staff training during the year.

The designated governors are responsible for overseeing the liaison with external agencies in connection with allegations against the Principal or senior staff member with lead responsibility. This will provide information and ensure good communication between the parties but will not involve investigation of any kind.

The designated governors shall receive appropriate training in order to carry out these duties effectively.

The designated governors with responsibility for safeguarding during 2016/2017 are  
**Ian Lindley and Jane Bowman.**

## **4.2 The role of Staff**

### **4.2.1 Staff member with lead responsibility**

There is a designated member of staff with lead responsibility for safeguarding issues. The key responsibility of that member of staff is to lead on raising staff awareness across the Group concerning all issues relating to safeguarding, and to promote the Group as a safe environment for learning and being cared for. They have received the appropriate training as required by the Local Safeguarding Board, and will maintain the currency of their knowledge on safeguarding issues.

The Designated Senior Person(s) (DSP) is responsible for

- Overseeing the referral of cases of suspected abuse or allegations
- Giving advice and support to staff on matters relating to safeguarding
- Maintaining a proper record of any safeguarding referral, complaint or concern received
- Ensuring that parents/carers of children, young people and adults at risk are aware of the Group's safeguarding policy
- Liaising with agencies as necessary
- Liaising with secondary schools sending students to the Group to ensure that appropriate arrangements are made for them
- Ensuring there is liaison with employers and training organisations providing student placements to ensure proper safeguarding arrangements are in place
- Ensuring that all staff receive training about safeguarding matters and the Group's procedures
- Providing an annual report to the Corporation
- Reporting any flaws in procedure to the Corporation as soon as possible

In the absence of the Designated Senior Person, the Deputy Designated Senior Person (DDSP) will carry out the responsibilities of the Designated Senior Person. In the absence of both of these, the Director of Human Resources or the Principal will carry out their responsibilities.

### **4.2.2 Intensive support**

The intensive support manager is responsible for:

- Working with the Designated Senior Person on matters of safeguarding
- Being available to provide advice and support to other staff on issues relating to safeguarding, policy, procedures and record keeping
- Being available to listen to children, young people and vulnerable adults studying at any site across the Group



- Receiving information from any staff, volunteers, children, parents and/or carers who have safeguarding concerns and record it
- Being able to assess information promptly and carefully, clarifying and obtaining more information about the matter as appropriate
- Providing advice and support to staff on issues relating to safeguarding
- Dealing with individual cases, including attending case conferences and review meetings as appropriate
- Knowing how to consult with a statutory safeguarding agency to test out any concerns
- Knowing how to make an appropriate referral to the appropriate statutory protection agency or the police
- Having received training in safeguarding issues and inter-agency working, as required by the Local Safeguarding Board, and will receive refresher training at least every 2 years
- Recording rigorous reports and/or statements
- Storing all information and recording in a secure manner and in accordance with Data Protection Act 1998

In the absence of the Intensive Support manager the Deputy Safeguarding Officer (DSO ) or member of the Designated Safeguarding team will act on their behalf.

#### **4.2.3 Designated Safeguarding Team:**

There is a designated team of staff with safeguarding responsibilities which cover all Group sites. The main responsibilities of the team are as follows:

- To promote positive safeguarding procedures and practices so that all our students feel safe
- To provide a level of support to staff which ensures consistency in the implementation of the Group's safeguarding procedures (as specified in this policy)
- To have a thorough understanding of the Safeguarding Policy
- To act as a key point of referral for students and staff so that the Group can respond swiftly and appropriately to all suspicions or allegations of abuse
- To follow up all referrals and disclosures made directly by students or via staff in accordance with the policy, the guidelines and procedures and, as appropriate, to the specific circumstances of the referral. This will involve:
  - Receiving information from, and offering advice to, staff, volunteers, children and young people, adults at risk, parents and carers, employers about concerns relating to vulnerable adult or child protection issues
  - Assessing this information promptly, taking action and referring on to the Intensive support manager /Deputy Safeguarding Officer /Designated Senior Person as appropriate
  - Maintaining secure records of this information, ensuring that the information is forwarded to the Group Safeguarding Officer based at Grimsby so that it can be held centrally in the Group's safeguarding file.
- To be trained in safeguarding as required by the LSCB and receive regular refresher training
- To maintain confidentiality regarding safeguarding cases at all times

*Safeguarding Officers are not expected to make referrals to the Local Safeguarding Children's Boards or Adult Social Care. This is the responsibility of the ISM/DSO/DSP/DDSP*

#### **4.2.4 All staff**

The Principal, members of the Corporation, members of the Senior Management Team and all staff will receive training to familiarise them with safeguarding issues and the Group policy and procedures, with refresher training at least every two years.

## **5. Definitions and Concepts**

### **5.1 Child**

Within the context of this policy a “child” is defined as anyone under the age of 18 (the Children Act 1989, Education Act 2002). Further the Group’s additional duties regarding support, protection and safeguarding also extends to learners within the 14 to 18 age range in addition to infants and young children in its child care provision within Little Stars Day Nursery (see separate policy).

### **5.2 Adult at Risk**

It is recognised within this policy that any adult may be vulnerable or become a victim of abuse. Specifically an “adult at risk” is defined as any person who is 18 years of age or over and has a reduced capacity to give consent to disclosure of abuse allegations or suspicions. As defined by the Law Commission (1995) the Group uses the following indicators to identify an adult who is, or may become “at risk” whilst they are registered with the Group:-

The individual:

- i. is or may be in need of community care services by reason of mental or other disability, age or illness;
- ii. is or may be unable to take care of himself or herself;
- iii. is unable to protect himself or herself against significant harm or serious exploitation

Whilst not definitive, the main categories of people covered by the definition of “adult at risk” include those who:

- i. have a learning disability
- ii. have a physical or sensory impairment
- iii. have a mental illness including dementia
- iv. are old and frail
- v. are detained in custody or under a probation order
- vi. are considered vulnerable and who may experience abuse due to problems with alcohol or drugs (or be vulnerable due to other circumstances such as being an asylum seeker)

### **5.3 Children in Need of Protection and early help**

Some children and young people are in need because they are suffering or likely to suffer “significant harm”. Where local authorities believe a young person is suffering, or likely to suffer, significant harm, they have a duty to make enquiries to decide whether they should take action to safeguard or promote the welfare of a young person, this can be done through contacting the early help team ( FFAP) to share concerns and ensure the early identification of needs within families.

### **5.4 Children in Need**

Children and young people who are defined as being “in need” under Section 17 of the Children Act 1989, are those whose vulnerability is such that they are unlikely to reach or maintain a satisfactory level of health or development, or their health and development will be significantly impaired, without the provision of service(s). A child with a disability is a child in need.

### **5.5 Looked After Children**

The most common reason for children becoming looked after is as a result of abuse and/or neglect. Governing bodies and the Group will ensure that staff have the skills, knowledge and understanding necessary to keeping looked after children safe. The appropriate staff will have the information they need in relation to a child’s looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They will also have information about the child’s care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The designated teacher/person for looked after children will ensure that the intensive support manager will have details of the child’s social worker and the name of the virtual school head in the authority that looks after the child.

### **5.6 Significant Harm**

The concept of significant harm is the threshold that justifies compulsory intervention into family life in the best interests of the child or young person and gives local authorities a duty to make enquires as to whether to take action (Section 47, Children Act 1989) to safeguard or promote the welfare of a young person who is suffering, or likely to suffer significant harm. The Act also gives powers to the Police to take emergency action to protect a young person from significant harm.

## 5.7 Abuse

“Abuse” relates to the mistreatment of an individual’s human and civil rights by any other person or persons, and may consist of single or repeated acts. Incidents of abuse can be either to one person or more than one person at a time. Abuse and/or harmful behaviours can be either deliberate or the result of negligence, ignorance, lack of training, knowledge or understanding. Somebody may abuse or neglect an individual by inflicting harm or by failing to prevent harm.

Within the context of this policy abuse and harmful behaviours are defined through six main categories:

- i. **Physical:** this may involve hitting, slapping, pushing, kicking, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, misuse of medication, inflicting inappropriate physical sanctions, or otherwise causing physical harm to a child, young person or vulnerable adult including fabricating the symptoms of, or deliberately causing the individual ill health (DfE 2014, DoH 2000)
- ii. **Emotional/Psychological:** this is the persistent emotional ill-treatment of a child, young person or vulnerable adult such as to cause severe and persistent adverse effects on their emotional development. This may involve the imposition of age or developmentally inappropriate expectations resulting in fear, exploitation or corruption. This may also include interactions that are beyond a child’s developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve conveying that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. Threats of harm or abandonment; humiliation; blaming; intimidation; coercion; harassment; verbal abuse, bullying (including cyberbullying) and being prevented from receiving services or support are all forms of emotional abuse (DoH 2000). Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

- iii. **Sexual:** such as rape, sexual assault or sexual acts occurring through force or enticement and which a child, young person or vulnerable adult could not have consented to, or to which they were pressurised into consenting. The activities may involve physical contact, including penetrative (e.g. rape or buggery) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may include non-contact activities such as involving the child, young person or vulnerable adult in looking at, or in the production of, pornographic material, watching sexual activities or encouraging them to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. (DoH 2000).
- iv. **Neglect or Acts of Omission:** this includes the persistent failure to meet a child, young person or vulnerable adult's basic physical and/or psycho-social needs, and which are likely to result in a serious impairment of the individual's health or development. This may include failing to provide adequate food, shelter and clothing, or educational services and/or neglect of, or unresponsiveness to, a child, young person or vulnerable adult's basic emotional needs (DoH 2000).
- v. **Financial or Material:** this may include theft, fraud, and exploitation, pressure in connection with money or material possessions. This may also include loss of jewelry or personal property, loss of money from a wallet or purse (DoH 2000).
- vi. **Discriminatory:** this may include abuse, bullying and harassment based on the individual's age, sex, disability, religion, race or sexual orientation (DoH 2000).
- vii. **Specific Issues and Further Information:** specific advice should also be sought in relation to specific situations including forced marriage, the effects of domestic violence on young people, female genital mutilation, children and young people who sexually abuse or who are exploited and those affected by drug and alcohol abuse in families.
- viii. **Abuse of Trust:** under the Sexual Offenders Act 2003 it is an offence for a person over 18 to have a sexual relationship with a young person under 18 where that person is in a position of trust in respect of that young person, even if the relationship is consensual. This includes teaching and a range of support staff within educational establishments.
- ix. **Radicalisation:** The process by which a person comes to support terrorism and forms of extremism leading to terrorism ( Prevent Strategy.Gov.uk)
- x. **Online Abuse:** any type of abuse that happens on the web, whether through social networks, playing games online or using mobile Phones( NSPCC 2015) Refer to E-safety policy.
- xi. **Child Sexual exploitation:** Is a type of abuse where children are sexually exploited for money, power or status. ( NSPCC 2015)
- xii. **Female Genital Mutilation:** FGM is the total or partial removal of the external female genitalia for non-medical reasons ( NSPCC 2015).
- xiii. **Domestic abuse:** witnessing domestic abuse is child abuse, Teenagers can suffer domestic abuse in their relationships. (NSPCC 2015)
- xiv. **Child trafficking:** Is a type of abuse where children are recruited, moved or transported and then exploited, forced to work or sold. ( NSPCC 2015)
- xv. **Harmful sexual behaviour:** Children or young people develop sexual behaviours that harm themselves or other. ( NSPCC 2015)

## 6. Radicalisation and Acts of Terrorism

### 6.2 The Counter Terrorism & Security Act (2015) & The Prevent Duty

Prevent is 1 of the 4 elements of CONTEST, the government's counter-terrorism strategy. It aims to stop people becoming terrorists or supporting terrorism.

The Prevent strategy:

- responds to the ideological challenge we face from terrorism and aspects of extremism, and the threat we face from those who promote these views
- provides practical help to prevent people from being drawn into terrorism and ensure they are given appropriate advice and support
- works with a wide range of sectors (including education, criminal justice, faith, charities, online and health) where there are risks of radicalisation that we need to deal with

The strategy covers all forms of terrorism, including far right extremism and some aspects of non-violent extremism.

The Home Office works with local authorities, a wide range of government departments, and community organisations to deliver the Prevent strategy. The police also play a significant role in Prevent, in much the same way as they do when taking a preventative approach to other crimes. The Home Offices uses a range of measures to challenge extremism in the UK, including:

- where necessary, preventing apologists for terrorism and extremism from travelling to this country
- giving guidance to local authorities and institutions to understand the threat from extremism and the statutory powers available to them to challenge extremist speakers
- funding a specialist police unit which works to remove online content that breaches terrorist legislation
- supporting community based campaigns and activity which can effectively rebut terrorist and extremist propaganda and offer alternative views to our most vulnerable target audiences - in this context they work with a range of civil society organisations
- supporting people who are at risk of being drawn into terrorist activity through the Channel process, which involves several agencies working together to give individuals access to services such as health and education, specialist mentoring and diversionary activities.

This Act places a duty on specified authorities including Further and Higher Education, to have due regard to the need to prevent people from being drawn into terrorism (the Prevent Duty).

The College is committed to supporting vulnerable students through its safeguarding policies and procedures and recognises that this can support the College's contribution to the Prevent duty.

The College is represented at silver level within the Local Authority task groups.

The College engages positively with, and promotes the value of, the Workshop to Raise awareness of Prevent (WRAP) to ensure all staff have the skills and knowledge to refer any concerns appropriately.

## **6.2 Contact with external services**

Referral for any issue concerning potential radicalisation to extremism should be managed as any other safeguarding referral (see section 7.1), safeguarding staff will then refer any concerning information to [prevent@humberside.pnn.police.uk](mailto:prevent@humberside.pnn.police.uk)

## **7. Management of Processes**

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

A member of staff may suspect that a learner is being abused or is at risk of significant harm. A learner may disclose to a member of staff that s/he is being abused.

In these circumstances the following procedure should be followed.

#### **7.1.1. Significant concerns**

If a member of staff has concerns about a learner but does not believe that they are being abused or are at risk of immediate harm, the member of staff should:

- Speak to the learner about the concerns
- Speak to an Intensive support manager who will consider and advise whether the Group should register the concern.

#### **7.1.2. Disclosure of Abuse**

If a disclosure is made or abuse is suspected, staff should:

- Listen carefully and stay calm
- Question without pressure to be sure that what is being said is properly understood by the member of staff
- Reassure the individual concerned that s/he has done the right thing
- Explain to the individual who has disclosed that the information must be passed on but only to those who need to know about it. Say who will receive the information
- Note the main points carefully - what the individual said/did and the questions asked by the member of staff
- Make a note of the date, time and place.
- Complete a Safeguarding Incident / Concern Form

Staff must not:

- Ask leading questions or put words into the mouth of the disclosing individual
- Investigate concerns/ allegations
- Promise confidentiality

#### **7.1.3. Reporting to designated staff**

Staff should report concerns, suspicions or disclosures of abuse immediately to the Intensive support manager (ISM) Safeguarding officers (SO) If they are not available the report should be made to the Safeguarding officers (DSO) Reporting to the Designated Senior Person

The designated member of staff must notify the Designated Senior Person as soon as possible and always within 24 hours of a serious disclosure or suspicion being raised.

#### **7.1.4. Contact with external services**

The designated member of staff (or the Designated Senior Person) must report the matter to Children's Social Care/ Adult Services or the police by phone immediately, followed up by written confirmation or email within 48 hours. Where a request for service form or an early help assessment is completed and sent via email to Children's social care, staff can expect a response via email within 48 hours.

A written record of the date and time of the report must be made and the document should include the name and position of the person to whom the matter is reported. The telephone contact must be confirmed in writing using the appropriate Local Authority form within 24 hours.

The designated member of staff should note down the detail of the discussion about action to be taken to inform the parents/carers, depending on the circumstances. The process for keeping the Group informed of further action should also be discussed.

#### **Contact with the ESFA**

Where there is a safeguarding incident the ESFA want to be made aware when an institution is itself the subject of an investigation by the local authority or the police.

In such circumstances, they require the Chair or Chief Executive of the institution (or senior designated safeguarding lead) to email [Enquiries.EFA@education.gov.uk](mailto:Enquiries.EFA@education.gov.uk).

## **7.2. Procedure for managing allegations of abuse against staff**

The governing body and the Group is required to comply with the detailed Local Safeguarding Children's Board Procedure for Managing Allegations against staff. These procedures apply to all staff, whether teaching, administrative, management or support, as well as to volunteers.

### **7.2.1. Introduction**

In rare instances, staff of education institutions have been found responsible for child abuse. Because of their frequent contact with children and young people, staff may have allegations of child abuse made against them. The Group 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 dealing with an allegation maintain an open mind and those investigations are thorough and not subject to delay.

The Group 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 Group will do so with sensitivity and will act in a careful, measured way.



### **7.2.2. Receiving an Allegation**

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

The allegation should be reported immediately to the Director of Human Resources or Designated Senior Person. If the Principal is the person against whom the allegation is made, the report should be made to the Chairperson of the Corporation. The Designated Senior Person or the Chairperson of the Corporation, if the allegation is against the Principal should:

- Obtain written details of the allegation from the person who received it, that are signed and dated. The written details should be countersigned and dated by the Designated Senior Person/Chairperson of the Corporation.
- Record information about times, dates, locations and names of potential witnesses.

### **7.2.3. Initial Assessment by the designated person**

The Director of Human Resources should make an initial assessment of the allegation, consulting with the Senior Designated Person or Chairperson of the Corporation and the relevant Local Authority's Children's Services Safeguarding Team as appropriate.

An allegation is information which indicates that a person who works with a child, young person or vulnerable adult 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 Director of Human Resources 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 to be investigated then an investigation will take place in accordance with the Group's disciplinary policy. The Local Authority Designated Officer (LADO) will be advised and kept fully informed of progress and outcome.

#### **7.2.4. Enquiries and Investigations**

Child protection enquiries by Social Services or the police are not to be confused with internal, disciplinary enquiries by the Group. The Group 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 Group to act in a particular way however, the Group should assist the agencies with their enquiries.

The Group will instigate its own internal enquiries regardless of any formal police or social services investigations but will ensure that this will not 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 and/or Director of Human Resources should normally be involved in, and contribute to, the inter-agency strategy discussions. The Designated Senior Person is responsible for ensuring that the Group gives every assistance with the agency's enquiries.

He/she 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. The Designated Senior Person (or Director of Human Resources) shall advise the member of staff that he/she should consult with a representative, for example, a trade union.

The Director of Human Resources will consult with Social Services, the police or the Children's Integrated Services Safeguarding Team, particularly in relation to timing and content of the information to be provided, and shall:

- Inform the learner or parent/carer making the allegation that the investigation is taking place and what the likely process will involve.
- 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.
- 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.
- Inform the member of staff making the allegation that the investigation is taking place and what the likely process will involve.
- Inform the Chair of the Corporation and/or the Designated Governor of the allegation and the investigation.

The Director of Human Resources shall keep a written record of the action taken in connection with the allegation.

### **7.2.5. Suspension**

Suspension should not be automatic. In respect of staff, other than the Principal or Senior Post Holders, suspension can only be carried out by the nominated member of the senior management team. In respect of Senior Post Holders, suspension can only be carried out by the Principal or Chairperson (or Vice Chairperson). In respect of the Principal, suspension can only be carried out by the Chairperson (or Vice Chairperson).

Suspension 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: eg 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:

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

If suspension is being considered, this will be conducted in accordance with the existing Group disciplinary procedures.

### **7.2.6. The Disciplinary Investigation**

The disciplinary investigation will be conducted in accordance with the existing Group disciplinary procedures.

### **7.2.7. 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 Integrated Services Safeguarding Team in order that other agencies may act upon the information.

In consultation with the Designated Senior Person and/or the Chairperson of the Corporation, the Principal shall:

- Inform 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/learner other than the alleged victim, consideration to be given to informing the parents/carers of that learner/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.

### **7.3. 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.

### **7.4. Confidentiality**

The Group will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered. The Education Act 2011 introduced reporting restrictions preventing the publication of any material that may lead to the identification of a teacher who has been accused by, or on behalf of, a learner from the same school or college (where that identification would identify the teacher as the subject of the allegation). The reporting restrictions will apply until the point that the accused person is charged with an offence, or until the Secretary of State or the General Teaching Council for Wales publishes information about an investigation or decision in a disciplinary case arising from the allegation. The reporting restrictions will also cease to apply if the individual to whom the restrictions apply effectively waives their right to anonymity by going public themselves or by giving their written consent for another to do so or if a judge lifts restrictions in response to a request to do so.

## **8.1 Safer recruitment and selection procedures**

The Group has in place robust recruitment procedures which ensure that care is taken to protect young or vulnerable learners. The procedures apply to all staff and volunteers within the Group, and they are reviewed regularly to take account of following principals:

- The post or role will be clearly defined.
- The key selection criteria for the post or role will be identified.
- Vacancies will be advertised widely in such a way as to ensure a diversity of applicants.
- Requirement of documentary evidence of academic and vocational qualifications.
- Obtaining of professional and character references.
- Verification of previous employment history including the explanation of any gaps

## 8.2 Disqualification by Association

Statutory Guidance has been issued from the Department for Education on the application of the Childcare (Disqualification) Regulations 2009 and related obligations under the Childcare Act 2006 in schools.

Staff are covered by this legislation if they are employed and / or provide early year's childcare (this covers the age range from birth until 1 September following a child's fifth birthday).

The grounds for disqualification are not only that a person is barred from working with Children (included on the children's barred list) but also include, in summary, that:

- They have been cautioned for, convicted of or charged with certain violent and Sexual criminal offences against children and adults, at home or abroad
- Other orders have been made against them relating to their care of children
- They have had their registration cancelled in relation to childcare or children's Homes or have been disqualified from private fostering
- They are living in the same household where another person who is disqualified Lives.

Disqualification occurs as soon as the above criteria are met, for example, as soon as a caution or conviction occurs, even before the person is formally included on the children's barred list.

However, there are two points to bear in mind:

- The person is not guilty of an offence if they do not know a person they are living with is disqualified for example if your staff member lives in shared housing. If the member of staff lives in shared housing and does not have any knowledge about the people they live with, including whether those people are disqualified, neither your member of staff nor the setting has any legal requirement to seek this type of Information.
- The law is clear that this issue centers on 'knowingly employing' an individual who is disqualified. Settings who regularly ask staff to confirm there are no changes in their circumstances and act on information received with regards to a staff member's suitability can be seen to be taking reasonable and appropriate steps to ensure they do not knowingly employ someone who is disqualified.

As an employer we are required to identify people caught by the "by association" rule, which requires that we ask existing employees working in the relevant settings and those who are directly concerned in the management of such provision to provide the relevant information about themselves or a person who lives or works in the same household as them.

All staff recruited to work provision covered by the statutory guidance will be asked to complete a self-declaration form as part of the pre-employment checks we undertake on appointing new staff.

Staff caught by the 'by association' rule may be able to apply to Ofsted for a waiver of Disqualification but such staff may not be used unless and until such waiver.

- Enhanced DBS/List 99 checks (maintain sensitive and confidential use of the applicant's disclosure).
- Use of a variety of selection techniques (e.g. qualifications, previous experience, interview, reference checks)

## **8. Teaching Learners about Safeguarding**

The Governing Body and the Group will teach learners about safeguarding, including online, through teaching and learning opportunities as part of providing a broad and balanced curriculum. This may include covering relevant issues through personal, social health and economic education (PSHE) and/or through sex and relationship education.

## **10. Dissemination**

### **10.1. Dissemination**

The Intensive support manager will ensure this policy is known and used appropriately:

- the policy will be reviewed annually
- the procedures and implementation will be updated and reviewed regularly
- the policy will be available publicly and parents will be made aware of the fact that referrals about suspected abuse or neglect may be made and the role of the Group
- Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding
- Should learners leave the Group, if appropriate, their child protection file will be copied for any new school or college as soon as possible but transferred separately from the main learner file

## **11. Links to other policies**

This policy has links to the following policies and procedures:

- Staff Disciplinary Policy and Procedures
- Anti-bullying Policy
- Equality and Diversity Policy
- E-safety Policy
- ICT Policy
- Behaviour Policy

## **12. Monitoring Compliance With and the Effectiveness of Policy Documents**

### **12.1. Process for Monitoring Compliance and Effectiveness of Dealing with Disclosure of Abuse and Procedure for Reporting Concerns**

**Monthly:** The Principal will receive a report on Safeguarding incidents and reports.

**Termly:** The College Senior Management Team and Safeguarding Committee will receive a report on Safeguarding incidents and reports.

**Annually:** The College's Designated Senior Person and College's Safeguarding Committee will review the Safeguarding policy and produce a report that will be presented to the Corporation by the Designated Senior Person.

### **12.2. Process for Monitoring Compliance and Effectiveness of Dealing with Allegations against a member of staff**

Where an allegation has been made against a member of staff, the Designated Governor, together with the Designated Senior Person will, 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 Group's procedures and/or policies and/or which should be drawn to the attention of the Children's Integrated Services Safeguarding Team. Consideration should also be given to the training needs of staff.

## **13. Appendices**

Appendix 13.1 – Safeguarding Statement

Appendix 13.2 – Designated Safeguarding Team

Appendix 13.3 – Safeguarding Referral Form

Appendix 13.4 – Safeguarding Flowchart

Appendix 13.5 – Protocol for reporting missing learners

Appendix 13.6 – Safeguarding away from the Group Premises

Appendix 13.7 – Safeguarding: Home placements

Appendix 13.8 – Safeguarding Guidelines for Workplace and Home Placements

Appendix 13.9 – Safeguarding Declaration

Appendix 13.10 – Additional Expert and Professional Guidance

## Appendix 13.1 - Safeguarding Statement



### SAFEGUARDING STATEMENT

The Grimsby Institute Group is committed to protecting young people and adults at risk from harm.

#### **As a Safe Organisation:**

We ensure that our governing body, all our employees, agency staff and volunteers are aware of their responsibilities to safeguarding children and adults at risk.

#### **We do this by:**

- Adopting safer recruitment practices of staff to work with young people and adults at risk.
- Clear expectations of staff about personal conduct and responsibility to promote the well-being of young people and adults at risk at all times.
- Good induction systems and ongoing training/updates for staff on safeguarding young people and adults at risk.
- Ensuring all staff have access to information and guidance on procedures for child protection and protection of adults at risk.
- A team of named managers trained to provide access to specialist advice on child protection and the protection of adults at risk.
- Sound data protection, information sharing and referral procedures.
- The promotion of a culture of safeguarding throughout the college.
- Listening to the concerns of young people and vulnerable adults with an open mind.
- Clear procedures for investigating allegations of harm to young people or adults at risk by persons in positions of trust within the Group, including independent advice and referral to the police as necessary.
- Regular reporting of safeguarding incidents to the Group Senior Management Team and Governors.
- A clear and accessible complaints procedures where there are concerns to be raised.



Appendix 13.2 - Designated Safeguarding Team with effect from Sept 2017

**DESIGNATED SAFEGUARDING GOVERNOR**

Jane Bowman  
Iain Lindley

**DESIGNATED SENIOR PERSON (DSP)**

Deborah Gray: Principal – Curriculum and Quality  
Tel: 01472 315536; email: [grayd@grimsby.ac.uk](mailto:grayd@grimsby.ac.uk)

Anne Hardy: Principal – Scarborough TecTel:  
01723 356168; email: [hardya@ycoastco.ac.uk](mailto:hardya@ycoastco.ac.uk)

Paul Thundercliffe ( The Academy Grimsby): Tel:  
01472 311231 email:  
[thundercliffep@grimsby.ac.uk](mailto:thundercliffep@grimsby.ac.uk)

**DEPUTY DESIGNATED SENIOR PERSON (DDSP)**

Ben Owen : Executive Director of Learner Services  
Tel: 01472 311222 EXT 1318 email [owneb@grimsby.ac.uk](mailto:owneb@grimsby.ac.uk)  
Tamarra Taylor : Head of learner services  
Tel: 01472 311222 EXT 1393 Email [taylor@grimsby.ac.uk](mailto:taylor@grimsby.ac.uk)

**DIRECTOR OF HUMAN RESOURCES**

Stephen Butler  
Tel: 01472 311222 ext 635; email: [butlers@grimsby.ac.uk](mailto:butlers@grimsby.ac.uk)

**INTENSIVE SUPORT MANAGER**

Sacha Mills : Grimsby Main site 01472 311222 ext 474 – [millss@grimsby.ac.uk](mailto:millss@grimsby.ac.uk)

**SAFEGUARDING OFFICERS (SO)**

Amanda Nettleton (ISO Grimsby): Tel. 01472 311222 (x 638) email: [nettletona@grimsby.ac.uk](mailto:nettletona@grimsby.ac.uk)

Karen Thornton ( Scarborough Tec) email: [thorntonk@ycoastco.ac.uk](mailto:thorntonk@ycoastco.ac.uk)

Katie Ann Steel (SC Little Stars Day Nursery): Tel: 01472 311222 (x 530) email: [steelk@grimsby.ac.uk](mailto:steelk@grimsby.ac.uk)

Daniel Gamble SO ( TAG) Tel: 01472 311231 email: [gambled@grimsby.ac.uk](mailto:gambled@grimsby.ac.uk)

Virginia Collins (SC LRC): Tel: 01754 761 867; email [collinsv@grimsby.ac.uk](mailto:collinsv@grimsby.ac.uk)

**DEPUTY SAFEGUARDING OFFICER (DSC)**

Heather Hipkin (DSO LRC): Tel: 01754 761 867; email: [hipkinh@grimsby.ac.uk](mailto:hipkinh@grimsby.ac.uk)

Laura Howard (DSC Little Stars Day Nursery); Tel: 01472 311222 (x 530) email: [howardl@grimsby.ac.uk](mailto:howardl@grimsby.ac.uk)

Paul Thundercliffe (DSC The Academy Grimsby): Tel: 01472 311210 email: [thundercliffep@grimsby.ac.uk](mailto:thundercliffep@grimsby.ac.uk)

## The Grimsby Institute Group Safeguarding Children, Young People and Adults at Risk Policy

Michelle Burton (GY)

Jo Johnson (GY)

Alice Caines (GY)

Pam Davies (GY)

Rachel Mumby (GY)

Clare Harbour (GY)

Leigh Brand (YCC)

Lisa Routledge (YCC)

Debbie Hilton (YCC)

Matt Goodwin (CATCH)

Amy Stephens (Little Stars Day Nursery)

Gemma Robinson (Learning Shop)



**SAFEGUARDING INCIDENT / CONCERN FORM**

Learner Name:  Date of Birth:

Learner Address:

Name of person reporting alleged incident/concern/abuse:

Name of member of staff completing the report:

Date of Incident:  Time of Incident:

Date information received:  Time information received:

**Details of the alleged incident/concern/abuse (who, what, where, when):**

**Give a description of harm observed: e.g. a description of any injuries observed**

**Names and details of any other person(s) present: e.g. at the time of the abuse or disclosure**

Signed by person completing this report:

Signed by person making the complaint or allegation:

Date:

**Please forward completed form to the relevant Safeguarding Coordinator:**  
Tamarra Taylor (Grimsby & LRC) / Anne Hardy (Scarborough) / Virginia Collins (LRC)

The Grimsby Institute Group Safeguarding Children, Young People and Adults at Risk Policy  
**SAFEGUARDING COORDINATOR/DESIGNATED PERSON TO COMPLETE:**

Date of referral:

Time of referral:

Method of referral:

Details of action taken with an external agency and/or reference given (including date & time):

**OR**

Details of other action taken and reasons for non-referral:

Name of Safeguarding Coordinator/Designated Person:

**Appendix 13.4 – Flowchart for dealing with Concerns, suspicions or disclosures of harm or abuse**

Third Party makes an allegation/disclosure of an incident\*\*\*; Young Person makes an allegation/disclosure of an incident\*\*\*; Observation of a young person leads to suspicion of abuse \*\*\*



**RECEIVE** – actively listen to the young person or adult at risk, **do not** ask leading questions.



**RESPOND** – reassure the young person or adult at risk that that they will be helped and supported.  
**Do not** promise confidentiality.



**REACT** – inform a designated person **immediately** of your concerns and complete a concern form.

<b>Grimsby</b> 07920 860241	<b>Yorkshire Coast College</b> 07795 612116
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	<b>Grimsby</b>	<b>YCC</b>	<b>The Academy Grimsby</b>	<b>Little Stars Nursery</b>
<b>Safeguarding Officer (SC)</b>	Sacha Mills Tel: 01472 311222 (x 474)	Anne Hardy Tel 01723 356182	Paul Thundercliffe Tel: 01472 311231	Katie Ann Steel Tel: 01472 311222 (x 530)
<b>Deputy Safeguarding Officer (DSC)</b>	Amanda Nettleton Tel: 01472 311222 ( X 638)	Karen Thornton Tel 07795612116	Daniel Gamble Tel: 01472 311231	Laura Howard Tel: 01472 311222 (x 530)



**RECORD** – exact words, names, dates, time, your observations, your actions, it is **essential** to keep all rough notes and



**SUPPORT** – the designated person will discuss the concern and provide advice and support to staff and help ensure that



**Designated person will consult appropriate agency(ies) and act accordingly.** Further advice (or referral) must be via the SC/DSC from the Local Safeguarding Children’s Board or Adult Social Care

**Designated person** will record events, actions and details of reports made and ensure safe and confidential storage of information. **SC/DSC** will liaise with Children’s Social Care/Police and other agencies as appropriate and keep relevant staff informed of any developments. The **Group Safeguarding Officer** will report monthly to **DSP** all cases, referrals and outcomes via a Safeguarding Report.

## **Appendix 13.5 - Protocol for reporting missing learners**

### **Rationale:**

This protocol is designed to provide an effective response in the event of a learner going missing.

This is an essential part of our responsibility to:

- Safeguard learners
- Ensure that there are no barriers to punctuality and attendance

Definition of Missing:

“Anyone whose whereabouts is unknown whatever the circumstances of disappearances they will be considered missing until located, and their well being established” (*Ref: The association of chief police officers (ACPO)*).

When discovering a missing learner:

### **Inform the Duty Manager**

Duty Manager should:

- Find learner contact details and contact directly if possible – locate learner and arrange safe return to the Group or home. To liaise with the Safeguarding Officer to identify any possible safeguarding concerns and ensure appropriate contact is made.

If this is not possible (if no contact can be made), the manager should:

- Contact the Course Tutor, support worker if relevant, and to inform the Learner Well Being Coordinator/Team to ensure a coordinated consistent approach
- Ascertain when the learner was last seen (keep a note of any witness statements including names and course details)
- Ascertain what course the learner is on and the timetable for that day
- Establish if anyone knows where the learner intended to go
- Alert Security – request searches of relevant areas
- Contact the parent/carer as appropriate (there should not be a long gap – parents/carers do not want to hear that their son/daughter has been missing for several hours) and give the facts:
  - When the learner was last seen
  - How we discovered he/she was missing
  - What we have done to date

If there is cause for concern and in consultation with the parent/carer:

- Report to police or relevant authority (collect and record incident number)
- Ask the parent/carer to stay in touch if they hear anything

- Maintain contact with parent/carer until the learner is found (parents/carers need to know that we are doing everything in our power to find the learner).
- Report incident to Institute safeguarding Coordinator.

#### **14 – 16 learners (Partnership provision)**

Should there be a situation which arises for a learner on site aged between 14-16, then the school or service to which that young person is on roll should be contacted and mutual working processes will be arranged, with the school or service taking the lead. All actions taken should be recorded and filed in line with the above processes.

#### **Investigation / report records:**

Identifying why a learner has gone missing can be a key part of reducing the likelihood of it happening again and safeguarding that learner. The learner needs to be spoken to about their actions and rationale and any risks they were exposed to. This conversation may reveal the need for ongoing additional support.

- When the situation has been resolved the Duty Manager should:
  - Carry out a full investigation supported by the Safeguarding Coordinator
  - Establish why the situation occurred
  - Report the learner as ‘vulnerable’ to the Learner Mentor team
  - Work with the course tutor and parent/carer/learner support team if appropriate to establish a safe system of supervision in the future
  - Provide a written report for the learner file (be aware of confidentiality and data protection). Records on learner to be held centrally within the Well Being team
  - Ensure that the incident is recorded in the Duty Manager Incident file including any statements/evidence collected during the investigation.
  - Ensure that a letter is written to the parent/carer, to confirm any new arrangements, including responsibilities to be assumed by external parties.

#### **Information Sharing**

If there is a concern about a learner’s safety or well-being it may be necessary to share information with other agencies. Their safety and well-being of the child must be the primary considerations when making such a decision.

Sharing of information must be in line with the confidentiality, data protection and human rights legislation and guidance. Information shared will need to be carefully recorded. In most circumstances consent from a parent/carer/learner would need to be gained to share information; however there are some circumstances in which sharing information without consent will be normally justified. These are:

- When there is evidence or reasonable cause to believe that a child is suffering, or is at risk of suffering significant harm; or

- When there is evidence or reasonable cause to believe that an adult is suffering, or is at risk of suffering, serious harm; or
- To prevent, detect or to support the prosecution of serious crime.

### **The police response**

Where a missing person report is made, the police have an obligation to take action, within their powers, to safeguard the rights of individuals who may be at risk. Those under 18 will not be considered 'low risk'. Where a missing person has been identified as high or medium risk, positive action becomes an obligation at every stage of the missing person investigation.

### **Useful Contacts:**

If you believe a learner is at immediate risk this should be reported without delay to the police service; for emergencies ring 999

Missing persons officer:	01472 204581
Referral and Assessment Service:	01472 325555
Family Support Service:	01472 325555
Through Care Service:	01472 326355
Children missing from Education:	01472 323208

### **Scarborough**

Police - Protecting Vulnerable Persons' Unit	0845 6060247
Children's Social Care	01609 536993

### **Lincolnshire**

Police service: for emergencies use 999 or for urgent/immediate reporting	0300 111 0300
Lincolnshire Children's Services	01522 782111
Lincolnshire Police	01205 366222
Social Services Lincoln	01522 554444
Children's Social Care	01522 782111



## **Appendix 13.6 – Safeguarding away from the Group Premises**

### **Introduction**

Any learner under the age of 18 is considered, in the eyes of the law, as a child and is protected by the child protection laws and guidance (Working Together to Safeguard Children 2013).

Incidents of child abuse are not common but any child aged between the ages of 0 and 18 must be considered as vulnerable to abuse whether this is in the home, in school or college, in the work place or in some other place.

Child abuse can take many forms but it is categorised under 4 main themes:

- Physical abuse
- Sexual abuse
- Emotional abuse
- Neglect

It is important that children and young people are protected from any form of harm.

### **Guidance**

Schools and Colleges organising work placements and other activities must ensure that policies and procedures are in place to protect children and young people from harm, focusing greatest emphasis on settings in which children may be most at risk, for example where children will be placed for long periods in one to one situations with an adult.

These can be considered where the placement is as follows:

- for more than one day a week
- for longer than one term per academic year
- aimed at those children who may be vulnerable eg: those who are aged under 16 or have special needs
- where the workplace supervisor or colleague will have substantial unsupervised access to the child, because of the nature of the business
- long-term extended work placements must include arrangements for DBS Disclosures for example when Young Apprentices are in a placement.

It is essential that the key supervisor of the learner, if not under the direct responsibility of a member of the Group staff, is aware of their responsibilities with respect to child protection and the procedures in place to ensure the safety of the learner.

### **Appendix 13.7 - Safeguarding: Home Placements**

To ensure safeguards are in place to protect young people from harm and in line with Government guidance April 2014, the following procedures must be adhered to:

1. Staff who arrange host families for learners of Grimsby Institute Group must have received training in safeguarding with details of the training held on file.
2. Host families taking responsibility for a young person within their home must be asked to endorse the safeguarding procedure of Grimsby Institute Group by signing of published guidelines
3. Failure to endorse this documentation will disqualify the host family from working with the Group at this time.
4. Any person whose normal duties will include **regularly** caring for, looking after or supervising a young person must be vetted and subject to the necessary checks to ensure they are not disqualified from working with children and young people. **This will include the main signatory in the agreement to become a host family** for international students.

If this person is already in possession of a valid DBS Certificate it must be seen and a copy kept on file with the published guidelines by the Group. Failure to complete DBS documentation if asked will disqualify the host family from working with the Group at that time.

*The Group should arrange and pay for the DBS check for the home supervisor where the supervisor would not normally hold a DBS Certificate.*

5. Standard guidelines will be provided to any host family regarding actions to be taken and by who as a result of any child protection issues reported prior, during or after the placement.
6. Children in a host family must be given clear advice about who to contact if they are worried or uncomfortable about their surroundings or suffer abuse.

## **Appendix 13.8 - Safeguarding Guidelines for Workplace and Home Placements.**

Schools and Colleges organising work placements and host homes must ensure that policies and procedures are in place to protect children and young people from harm.

It is essential that the key supervisor of the learner is aware of the procedures in place to ensure the safety of the young person.

### **Introduction**

Any young person under the age of 18 is considered, in the eyes of the law, as a child and is protected by the child protection laws and guidelines (Working Together to Safeguard Children 2013).

Incidents of child abuse are not common BUT any child aged between the ages of 0 and 18 must be considered as vulnerable to abuse whether this is in the home, in school or College, in the work place or in some other place.

Child abuse can take many forms but it is categorised under 4 main themes:

- Physical abuse
- Sexual abuse
- Emotional abuse
- Neglect

It is important that young people are protected from harm.

### **Procedure**

1. All complaints, allegations or suspicions of abuse must be taken seriously.
2. If an allegation is made that a learner has been abused or if there is a suspicion that a student has been abused this should be reported to the student's college supervising member of staff immediately. If the learner's college supervisor is not available please contact one of the college's designated safeguarding coordinators immediately.
3. Promises of confidentiality should not be given as the matter may develop in such a way that these cannot be honoured.
4. If the complainant is the learner, questions should be kept to the minimum necessary to understand what is being alleged and leading questions should be avoided. The use of leading questions can cause problems for the subsequent investigation and any following court proceedings.
5. A full record shall be made as soon as possible of the nature of the allegation and any other relevant information including:
  - the date
  - the time
  - the place where the alleged abuse happened
  - your name and the names of other present
  - the name of the complainant and, where different, the name of the student who has allegedly been abused
  - the nature of the alleged abuse
  - a description of any injuries observed
  - the account which has been given of the allegation that should be signed and dated by the person completing the report

*Please note: Some learners with learning disabilities may need different treatment to others e.g. in the way their physical/mental condition might mask possible abuse.*

### **13.8.1 Apprentices**

- Workplace providers will receive a copy of the Safeguarding Policy and Procedure and information relating to their responsibility for safeguarding.
- Placement Officers/Assessors will carry out all risk assessments and include safeguarding discussion as part of workplace reviews with students.
- Apprentices will receive information relating to safe practice in the workplace and safeguarding contact details.
- When dealing with a disclosure, follow referral procedure as per **13.4**
- Work placements will sign and return the safeguarding declaration to the Grimsby Institute.

**Appendix 13.9: Safeguarding Declaration**

Workplace and Home Placements

(To be completed and returned to the college – copy to be retained by supervisor)

Name of organisation/Family name:	
Address of organisation/home:	
Telephone No	
I confirm that I have read and understood the guidelines and procedures contained within the attached document. I also understand my responsibilities as the Placement/Home Supervisor.	
Placement/Home Supervisor Name (print)	
Placement/Home Supervisor Signature	
I confirm that I have explained the GIG’s Safeguarding Policy to the above-named supervisor and that they are aware of the procedures to follow if they are concerned about the welfare of a young person.	
GIG Representative (print name)	
GIG Representative Signature & Date:	

## **Appendix 13.10: Additional Expert and Professional Guidance**

Further expert and professional guidance and practical support on specific safeguarding issues can be accessed via the [www.gov.uk](http://www.gov.uk) website as follows:

- child sexual exploitation (CSE)
- bullying including cyberbullying
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM)
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- mental health
- private fostering
- radicalisation
- sexting
- teenage relationship abuse
- trafficking

In addition to the above, information can be found on the NSPCC website [www.nspcc.org.uk](http://www.nspcc.org.uk)

### **Local Safeguarding Children's Board Guidance**

#### **North East Lincolnshire:**

[www.nelincs.gov.uk/council/local-safeguarding-children-board/view-the-local-safeguarding-children-board-policies-and-procedures/](http://www.nelincs.gov.uk/council/local-safeguarding-children-board/view-the-local-safeguarding-children-board-policies-and-procedures/)

#### **North Lincolnshire:**

[www.northlincs.gov.uk/people-health-and-care/information-for-professionals/safeguarding-procedures/safeguarding-procedures-and-guidelines/](http://www.northlincs.gov.uk/people-health-and-care/information-for-professionals/safeguarding-procedures/safeguarding-procedures-and-guidelines/)

#### **Lincolnshire:**

<http://lincolnshirescb.proceduresonline.com/index.htm#>

#### **North Yorkshire:**

[www.safeguardingchildren.co.uk/child-protection-procedures.html](http://www.safeguardingchildren.co.uk/child-protection-procedures.html)

If a member of the Safeguarding team cannot be contacted (for example out of college hours) NSPCC, Childline or the local Safeguarding team in your area provide a safeguarding advice and support service.

NSPCC 24 hours 7 days per week – Telephone: 0808 800 5000

[www.nspcc.org.uk](http://www.nspcc.org.uk)

Child line 24 hours 7 days per week – Telephone: 0800 1111

[www.childline.org.uk](http://www.childline.org.uk)

## Other Local Authorities

### **Bath and North East Somerset**

Bath Family Team – Telephone: 01225 396312  
North East Somerset Family Team – Telephone:  
01225 396313

### **Banes**

Emergency out of Hours Duty team – Telephone:  
01454 615165

### **Barnsley**

Out of hours – Telephone: 0844 9841800

### **Barking & Dagenham**

Telephone: 020 8227 3811  
Out of hours – Telephone: 020 8594 8356

### **Barnet**

Telephone: 020 8359 4066  
Out of hours – Telephone: 020 8359 2000

### **Bexley**

Telephone: 01322 356 302  
Out of hours – Telephone: 020 8303 7777

### **Birmingham**

Daytime – Telephone: 0121 3039515  
Out of Hours – Telephone: 0121 4754806 or  
01214649001

### **Bolton Council**

Emergency Duty Team - 6:00pm to 8.45am and  
Weekends – Telephone: 01204 337777

### **Brent**

Telephone: 020 8937 4300  
Out of hours – Telephone: 020 8863 5250

### **Bradford**

Out of hours - Telephone: 01274 431010

### **Bristol**

Bristol Emergency Duty Team – Telephone:  
01454 615165

### **Bromley**

Telephone: 020 8461 7373/7379/7404 /7309  
Out of hours – Telephone: 020 8464 4848

### **Calderdale**

Out of hours – Telephone: 0845 1111137

### **Cornwall**

Cornwall Single Referral Unit – Telephone: 0300  
1231116  
Cornwall out of hours service – Telephone:  
01208 251300

### **Camden**

Telephone: 020 7974 6666  
Telephone: (north of the borough) 020 7974  
6600/1125

### **Croydon**

24 hour service – Telephone: 020 8726 6400

### **Derbyshire**

Call Derbyshire Contact - Telephone:  
08456058058 (available 24 hours)

### **Devon**

Devon Children and Young Person's Referral via  
the Multi-Agency Safeguarding Hub (MASH) –  
Telephone: 0345 155 1071  
Devon Children's Services Emergency/out of  
hours – Telephone: 0845 6000 388

### **Doncaster**

Out of hours – Telephone: 01302 737796

### **Ealing**

Telephone: 020 8825 8000  
Out of hours – Telephone: 020 8825 8000

### **Enfield**

Telephone: 020 8379 2507  
Out of hours – Telephone: 020 8379 1000

### **Gloucestershire**

Gloucestershire Children and Young Person's  
Referral team – Telephone: 01452 426565  
Gloucestershire Children's Services  
Emergency/out of hours – Telephone: 01452  
614194

### **Greenwich**

Telephone: 020 8921 3172  
Out of hours – Telephone: 020 8854 8888

### **Hackney & City**

Hackney First Response Team, Children's Social  
Care Telephone: 020 8356 5500

The Grimsby Institute Group Safeguarding Children, Young People and Adults at Risk Policy  
Out of hours – Telephone: 020 8356 2346/2710

**Hammersmith and Fulham**

Telephone: 020 8753 5392

Out of hours – Telephone: 020 8748 8588

**Haringey**

Telephone: 020 8489 4592/5652/5762

Out of hours – Telephone: 020 8348 3148

**Harrow**

Telephone: 020 8901 2690

Out of hours – Telephone: 020 8424 0999

**Havering**

Telephone: 01708 433 222

Out of hours – Telephone: 01708 433 999

**Hillingdon**

Telephone: 01895 250 102

Out of hours – Telephone: 01895 250 111

**Hounslow**

Telephone: 020 8583 3456

Telephone: (for Isleworth, Heston, Central Hounslow, Brentford and Chiswick) 020 8583 6673

Out of hours – Telephone: 020 8583 2222

**Islington**

Telephone: 020 7527 7400

Out of hours – Telephone: 020 7226 0992

**Kensington and Chelsea**

Telephone: 020 7361 3013

Out of hours – Telephone: 020 7373 3227

**Kingston Upon-Thames**

Telephone: 020 8547 5004

Out of hours – Telephone: 020 8770 5000

**Kirklees**

Out of hours – Telephone: 01924 326489

**Lambeth**

Telephone: 020 7926 6508

Out of hours – Telephone: 020 7926 1000

**Lancashire**

Adult Social Care Services – Telephone: 0845 053 0028

Lancashire Police – Telephone: 0845 125354

Referrals – Telephone: 0845 053 0009

**Leeds**

Out of hours – Telephone: 0113 2409536

**Liverpool Council**

Adults – Telephone: 0151 2333800

Children – Telephone: 0151 2333700

Emergency Merseyside police – Telephone: 0151 709 6010

**Lincolnshire**

Lincolnshire Contact - Telephone: 01522782333  
(available 24 hours)

**Lewisham**

Telephone: 020 8314 6660

Out of hours – Telephone: 020 8314 6000

**Merton**

Telephone: 020 8545 4226/4227

Out of hours – Telephone: 020 8770 5000

**Manchester Council**

Manchester Contact Centre – Telephone: 0161 234 5001 (24 hour service)

**Newcastle Council**

Social Care Direct - (8 am - 6 pm) Telephone: 0191 278 8377

Outside of these hours call – Telephone: 0191 232 8520

**Newham**

Telephone: 020 8430 2000

Out of hours – Telephone: 020 8552 9587

**North Yorkshire**

Out of hours – Telephone: 0845 0349417

**Nottingham**

Nottinghamshire Contact - Telephone: 0300456 4546 (available 24 hours)

**Plymouth**

Plymouth Children's Services, Advice and Assessment Service – Telephone: 01752 308600

Plymouth Out of Hours Service – Telephone: 01752 346984

**Redbridge**

Telephone: 020 8708 3885

Out of hours – Telephone: 020 8553 5825



The Grimsby Institute Group Safeguarding Children, Young People and Adults at Risk Policy

**Richmond**

Telephone: 020 8891 7969

Out of hours – Telephone: 020 8744 2442

**Tower Hamlets**

Telephone: 020 7364 5606/5601

Out of hours – Telephone: 020 7364 4079

**Rotherham**

Out of hours – Telephone: 01709 364689

**Sheffield**

Sheffield Contact - Telephone: 01142734846

(available 24 hours)

**Somerset**

Somerset Children's Services, Advice and

Assessment Service – Telephone: 01275 888266

Somerset Out of Hours Service – Telephone:

01454 615165

**Southwark**

Telephone: 020 7525 1921

Out of hours – Telephone: 020 7525 5000

**Sutton**

Telephone: 020 8770 4343

Out of hours – Telephone: 020 8770 5000

**Swindon**

Swindon Children and Families referral team –

Telephone: 01793 466903

Swindon out of Hours emergency duty service –

Telephone: 01793 436699

**Torbay**

Torbay Children's Services, Referral and

Assessment Team – Telephone: 01803 208100

Torbay Out of Hours Emergency Duty Team –

Telephone: 01803 524519

**Wakefield**

Out of hours – Telephone: 0845 8503503

**Waltham Forest**

Telephone: 020 8496 2317

Out of hours – Telephone: 020 8496 3000

**Wandsworth**

Telephone: 020 8871 6622

Out of hours – Telephone: 020 8871 6000

**Westminster** - Telephone: 020 7641 4000

Out of hours – Telephone: 020 7641 6000

**Wiltshire**

Wiltshire Referral and Assessment Team –

Telephone: 01380 733 567

Wiltshire Out of Hours Emergency Duty Service –

Telephone: 0845 607 0888

**Wales**

For out of Hours Safeguarding Issues:

Conwy – Telephone: 01492 515777

Cardiff – Telephone: 029 20788570

Newport – Telephone: 08003284432

Swansea – Telephone: 01792 775501