

**Policy: Safeguarding and Prevent (incorporating Child Protection)**

**Ref: AP/8GS/SP111**

**Approved By: Full Governing Body**

**Responsible Person: Daniel Braithwaite**

**Date last reviewed: 29/10/2021**

**Date of next review: 29/10/2022**

**Approval date: 18/11/2022**

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## **Introduction**

### **1. Policy Statement**

This policy provides detailed information relating to safeguarding and protection of children under the age of eighteen, learners and vulnerable adults whilst they are undertaking their studies at Lakes College.

Lakes College is committed to the principles and practices of safeguarding and protection of children who are under the age of eighteen years, all learners and vulnerable adults. **Lakes College Corporation and all staff members** within the college have responsibility to ensure the safety and well-being of learners, swiftly address and act upon all cases of harassment, abuse, neglect and risk to personal safety of an individual. The college adheres to legislation, policy and regulations as required by:

- Cumbria Safeguarding Children Partnership (CSCP) - [cumbriasafeguardingchildren.co.uk](http://cumbriasafeguardingchildren.co.uk)
- The Department for Education statutory guidance for schools and colleges; [‘Keeping Children Safe in Education’](#) (September 2021)  
[‘Working Together to Safeguard Children’](#) (July 2018)
- [The Prevent Duty Guidance for Further Education Institutions in England and Wales 2015](#) (updated April 2021)
- [Child Sexual Exploitation – Definition and guide for practitioners](#) (February 2017)
- [Sexual violence and sexual harassment between children in schools and colleges](#) (September 2021)
- [Ofsted Education Inspection Framework](#) (September 2021)

Lakes College is committed to working together with all external partner agencies to safeguard its community, which includes all learners, full or part-time, staff, volunteers and visitors. The commitment to safeguard and protect children extends collectively to everyone in the college and all activities, adopting a fully inclusive, focused, safety conscious, preventative approach. The college policies, procedures and processes provide a framework for designated staff members that have responsibility for safeguarding, child protection and the Prevent Duty within the college to confidently deal with any potential risk or harm to individuals.

Within this policy document and in addition to providing robust and comprehensive safeguarding arrangements and protection for children, learners and vulnerable adults, the content is designed to help promote a positive culture of respect and tolerance, in line with College and British values. Adherence to safety and safe working practices for all, including effective risk assessment and strategies, are key strategic and operational priorities. Effective procedures and a clear robust audit trail of evidence are all documented to reinforce our rigorous processes to minimise risks associated with safeguarding, child protection concerns and instances of potential radicalisation and extremism whilst fostering collaborative working relationships within our learning community across all areas of activity.

This policy describes and details the framework for promoting and ensuring the safeguarding and protection of all children, young people and vulnerable adults in the Lakes College community.

## **2. Definition of safeguarding, which includes child protection and The *Prevent* Duty**

### **2.1 Safeguarding**

Safeguarding our community at Lakes College means recognising that the needs, well-being and safety of our learners and staff are given the highest priority and prominence at all times, and that all procedures and processes fully meet legislative requirements, government guidance and key recommendations.

In relation to children and young people, safeguarding and promoting their welfare is defined in *Working together to safeguard children* (July 2018) as:

- Protecting children from maltreatment
- Preventing impairment of children's health or development
- Ensuring the children growing up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

In relation to adults, there is a different legislative and policy base for responding to their safeguarding needs. However, most of the principles and procedures that apply are the same as those for safeguarding children and young people.

**Child Exploitation (Sexual or Criminal)** is a form of child abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or

deceive a child or vulnerable person. It may be a one off activity or a series of incidents over time. Victims can be exploited even when activity appears consensual. This can be physical and/or online. Learners at Lakes College will be safeguarding to ensure their protection and wellbeing is included within our duty of care and safeguarding procedures.

## 2.2 The Prevent Duty

*The Prevent Duty* is a specific strand of the Government's counter terrorism strategy, CONTEST. The UK faces a wide range of terrorist threats and from those who seek to radicalise and recruit people to their cause. The College's Prevent Duty strategy, risk assessment and action plan support this policy and its procedures to ensure a safe, tolerant and respectful College community. Guidance information also ensures the CHANNEL referral process is clear for all staff to follow if required.

## 2.3 Definitions used for Lakes College safeguarding and Prevent roles and responsibilities

Safeguarding & prevent roles refers to people with specific responsible for safeguarding and protection of children, learners and vulnerable adults in Lakes College learning community. The Lakes College Safeguarding & Prevent team and people with responsibility for safeguarding and protecting children, learners and vulnerable adults are referred to in this document as:

- Designated Safeguarding Officer (DSO)
- Deputy Designated Safeguarding Officer (DDSO)
- Single Point of Contact for Prevent (SPOC)
- Officers appointed to the college Safeguarding & Prevent team
- A list of names, titles and contact details for the responsible staff members is included in **Appendix 1**
- Relevant external support agencies and their contact details are also identified in **Appendix 1**
- [Terms of Reference of the Safeguarding & Prevent Team](#) provide clarity to the roles, responsibilities and communication cycle. These are available in the supporting documentation section

### 2.3.1 Scope of Safeguarding & Child Protection

Safeguarding action may be needed to protect children and learners from:

- neglect
- physical abuse
- sexual abuse
- emotional abuse
- Sexual violence and sexual harassment between children
- bullying, including online bullying and prejudice-based bullying

- racist, disability and homophobic or transphobic abuse
- gender-based violence/violence against women and girls
- radicalisation and/or extremist behaviour
- Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)
- the impact of new technologies on sexual behaviour, for example sexting
- teenage relationship abuse
- substance misuse
- issues that may be specific to a local area or population, for example gang activity and youth violence
- Hazing (challenges or humiliation resulting in psychological or physical abuse)
- domestic violence
- female genital mutilation (FGM)
- honour based violence (including forced marriage)
- forced marriage
- fabricated or induced illness
- poor parenting, particularly in relation to babies and young children
- peer on peer abuse or violence
- modern slavery
- risk of serious crime or serious violent crime (including 'county lines' activity)
- Any other issues not listed here but that pose a risk to children, young people and vulnerable adults.

Safeguarding is not just focusing on protecting children, learners and vulnerable adults from deliberate harm or neglect, it relates to the broader aspects of care and education, including:

- children's and learners' health and safety
- Mental Health and wellbeing
- personal development behaviour and welfare as part of their learning programme
- the use of reasonable force
- meeting the needs of children and learners with medical conditions
- providing first aid
- educational and enrichment visits
- developing work ready and employability skills
- intimate care and emotional well-being

- online safety, cyber bullying and associated issues
- appropriate arrangements to ensure children's and learners' security, taking into account the local context.

### 3. **The Prevent Duty and its scope**

Section 26(1) of the Counter-Terrorism and Security Act 2015 imposes a duty on specified authorities, when exercising their functions, to have due regard to the need to prevent people from being drawn into terrorism.

There is an important role for further education institutions in helping prevent people being drawn into terrorism, which includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views, which terrorists exploit. It is a condition of funding that all further education and independent training providers must comply with relevant legislation and any statutory responsibilities associated with the delivery of education and safeguarding of learners as detailed below.

- Encouragement of terrorism and inviting support for a proscribed terrorist organisation are both criminal offences. Institutions should not provide a platform for these offences to be committed.
- Furthermore, when deciding whether or not to host a particular speaker, institutions should consider carefully whether the views being expressed, or likely to be expressed, constitute extremist views that risk drawing people into terrorism or are shared by terrorist groups.
- In these circumstances the event should not be allowed to proceed except where institutions are entirely convinced that such risk can be fully mitigated without cancellation of the event.
- This includes ensuring that, where any event is being allowed to proceed, speakers with extremist views that could draw people into terrorism are challenged with opposing views as part of that same event, rather than in a separate forum
- Where institutions are in any doubt that the risk cannot be fully mitigated they should exercise caution and not allow the event to proceed.

Lakes college 'Freedom of Speech' policy provides guidance for staff when considering events. *The Prevent Duty* links closely with Lakes College Equality & Diversity strategy, Fundamental British Values and Lakes College adopted values, which are:

- **Ready**
- **Respectful**
- **Potential**

## 4. Information on Lakes College procedures and processes

4.1 Procedures and processes are in place, which fully meet the safeguarding and child protection statutory guidance for schools and colleges and 'The Prevent Duty

Guidance for England and Wales' (revised April 2021). These policies and procedures are reviewed and updated annually, or earlier in the event of a change to policy guidance.

- 4.2** It is the responsibility of all individual members of the college community to embrace and adopt the aims, values and requirements of this policy. This is to ensure that the safety and welfare of all learners and staff remains of paramount importance.
- 4.3** Any staff member who does not adhere to Lakes College Safeguarding & Prevent policy and associated procedures will be subject to internal disciplinary arrangements, and external agencies notified where appropriate.
- 4.4** Lakes College Human Resource (HR) department is notified immediately where a member of staff has not adhered to the college policy and procedure.
- 4.5** Supporting policies and procedures are in place to ensure that learners, staff and visitors can confidently raise concerns relating to safeguarding, child protection and prevent.

**5. Lakes College is committed to:**

- Creating a safe environment for all learners, staff and visitors.
- Establishing and strictly adhering to policy and procedures.
- Recognising that abuse may take many forms: physical, sexual, emotional or peer abuse, radicalisation, extremism, neglect and risk to self and/or others identified in section 2.3.1.
- Recognising that abuse can take place between children
- Work in partnership with external agencies to minimise risk and safeguard individuals, whilst always placing the welfare of the individual at the centre of any action that may need to be taken and support mechanisms that are provided.
- Ensuring safer recruitment requirements are fulfilled by checking the suitability of all staff, governors, contractors, sub-contractors, and volunteers who may come into regular and close contact with children or vulnerable adults. This includes DBS checks and frequent updates as continuing good practice.
- Develop, implement and review procedures for identifying and reporting cases or suspected cases of abuse, suspected radicalisation or incidents of extremism.
- Helping to equip and educate staff, learners, employers, visitors and partners with key information, reporting channels heightening awareness to keep themselves safe from potential risk or harm.
- Making all staff aware of safeguarding, child protection *The Prevent Duty* and reporting procedures.
- Instigating or supporting Early Help processes and procedures.
- Ensuring all staff members are suitably trained so that they can work confidently and effectively in recognising early signs of concern and minimising risk and potential harm.

- Actively promoting issues relating to safeguarding, child protection, bullying and harassment, learner welfare and prevention of radicalisation within the College and its wider operations.
- Maintaining and storing securely an accurate Single Central Record (SCR) including all DBS checks, risk assessments and training activities relating to safeguarding, child protection and *The Prevent Duty* implementation.
- Following safeguarding, child protection and *The Prevent Duty* procedures, including standard documentation, appropriate record keeping, evidence of interventions and impact and effectiveness of working with multi-agency partners to help individual cases draw to a successful conclusion.
- Reviewing Lakes College policies and procedures annually ensuring they are current ensuring statutory compliance, adherence to regulations and good practice.
- Ensure that the DBS status of all staff is frequently reviewed through a combination of self-declaration, formal DBS requests and risk assessments to ensure that information held about our workforce is accurate.

## 6. Vulnerable Adults (Adult at Risk)

The Care Act (2014) Section 14.2 states: Safeguarding duties apply to an adult who,

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

### 6.1 Vulnerable adults (Adult at Risk) may include those people who:

- Are elderly and very frail
- Suffer from mental illness, including dementia
- Have a physical or sensory disability
- Have a learning disability or difficulty
- Have an acquired brain injury
- Suffer from a severe, incapacitating physical illness
- Any adult at risk of radicalisation and being drawn into violent extremism, ideologies or terrorist behaviour

Vulnerability may be a permanent or temporary state.

## 7. Forms of abuse

The definition of abuse is “a violation of a person’s human or civil rights by any other person or persons”. Department of Health, “No Secrets”, 2000

### 7.1 People who abuse:

- Are often well known to their victims but can be strangers
- Might be a relative, partner, son or daughter, friend or neighbour, a paid or voluntary worker, or a health or social care worker

- Could be another vulnerable adult or service user
- May not realise they are abusing and can sometimes act out of character and abuse because of the stress of caring
- Target vulnerable children, learners and adults befriending them to commit a 'Mate' crime by stealing their possessions and or money or physically abuse an individual
- Could be themselves victims of abuse

### 7.2 Abuse can take place in a wide range of settings such as:

- The adult's own home
- A carer's home
- A day centre
- A care home
- A hospital
- The workplace
- Educational institutions

### 7.3 Categories of Abuse

- **Physical Abuse:** this is usually the use of force to cause pain and injury and signs might include burns, bruising, scratches, or accidents that cannot be explained. Also included is misuse of medication or forcing someone, for example, to stay in a care home against their wishes
- **Psychological Abuse:** this might be emotional abuse such as threats of harm or abandonment, humiliation, blaming or controlling behaviour, verbal or racial insults, enforced isolation, intimidation, coercion and radicalisation
- **Financial or Material Abuse:** this is when a vulnerable adult is exploited for financial gain. It includes theft, fraud, exploitation, misuse or misappropriation of property/finance etc. Often valuables will go missing in the home or there may be a change in financial circumstances that cannot be explained
- **Neglect and Acts of Omission:** this is when a vulnerable adult does not have their basic needs met, such as adequate food or warmth or help with personal hygiene. Signs might include deteriorating health, appearance or mood. It also includes ignoring indicators of abuse and withholding information in relation to allegations or suspicion of abuse
- **Discriminatory Abuse:** this includes any sort of abuse based on a vulnerable adult's race, gender or impairment such as their mental or physical health
- **Sexual Abuse (includes),**

*Sexual Violence* - rape, assault by penetration, sexual assault, causing someone to engage in sexual acts without consent. Acts to which the vulnerable person has not consented, or could not consent, or was pressurised into.



*Sexual Harassment* – sexual comments, remarks about clothes or appearance. Sharing lewd or sexually related stories. Calling someone by sexualised names. Telling sexual jokes or taunting. Can also manifest into physical behaviour such as deliberately brushing against a person, interfering with someone's clothes

*Online sexual harassment (may include)* – Consensual and non-consensual sharing of nude and semi-nude images (sharing nude images of U18 is a criminal offence). Sharing of unwanted explicit content. Upskirting (is a criminal offence), sexualised online bullying, unwanted sexual comments and messages (includes social media). Sexual exploitation, coercion and threats.

- **Institutional Abuse:** this is poor professional practice, including neglect, and can take the form of isolated incidents right through to ill treatment or gross misconduct.

### **Appendices**

**Appendix 1:** Names, Titles and Contact Details for the Responsible Staff Members and Support Agencies

**Appendix 2:** [Safeguarding Flowchart Procedure for responding to and recording possible, alleged or suspected abuse, or serious causes for concern](#)

**Appendix 3:** [Dealing with Safeguarding Issues](#)

**Appendix 4:** [Referral of Child Protection Concerns](#)

**Appendix 5:** [Lakes College Security Policy](#) – to include acceptable use of IT

### **Supporting documentation**

- The Department for Education statutory guidance for schools and colleges; ['Keeping Children Safe in Education'](#) (September 2021)  
['Working together to Safeguard Children'](#) (July 2018)

- [Sexual violence and sexual harassment between children in schools and colleges](#) (September 2021)
- [‘The Prevent Duty’ Guidance for Further Education Institutions in England and Wales](#) (2015) revised April 2021
- [Child Sexual Exploitation](#) – Definition and non-statutory guidance for practitioners, local leaders and decision makers working to protect children from sexual exploitation (February 2017)
- [Lakes College - Dealing with Safeguarding Issues Policy](#)
- [Ofsted Education Inspection Framework](#) (September 2021)
- [Lakes College Prevent Risk Assessment and Action Plan](#)
- [Lakes College Prevent Strategy](#)
- [CHANNEL Referral Flow Chart](#)
- [Terms of reference for Safeguarding & prevent team meetings](#)

## **Appendix 1 – Names, Titles and Contact Details for the Responsible Staff Members and Support Agencies**

Normal working hour’s information (Mon-Fri 8.00am-5.00pm)

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Lakes College - West Cumbria

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### Core team members

Name	Job title	Responsibility	Contact details
Daniel Braithwaite	Assistant Principal	Designated Safeguarding Officer/lead (DSO) Chair of SG&P team meeting	T - 01946 839300 M - 07894 478750
Irene Farragher	Learner Support Manager	Deputy DSO Vice Chair of SG&P team meeting Safeguarding & Prevent team member	T - 01946 839300 M - 07872150941
Kate Pearson	Safeguarding Administrator	Safeguarding & Prevent team member Lead administrator for SG&P team	T - 01946 839300
Neil Anderson	Head of Human Resources	Safeguarding & Prevent team member SCR lead	T - 01946 839300
Helena Grant	Health, Safety & Sustainability Development Advisor	Safeguarding & Prevent team member Health & Safety Lead	T - 01946 839300
Kath Tierney	Apprenticeship Team Leader	Safeguarding & Prevent team member Apprenticeship learning lead	T - 01946 839300
Lisa Gracey	Inclusive Learning Leader	Safeguarding & Prevent team member SEND lead	T - 01946 839300

### Wider team membership

Name	Job title	Responsibility	Contact details
Neil Hamblin	Digital Services Manager	Safeguarding & Prevent team member IT network security lead	T - 01946 839300
Catherine Wilson	Admission & Recruitment Leader	Safeguarding & Prevent team member	T - 01946 839300
Mark Dockerty	Teacher	Safeguarding & Prevent team member Construction Skills Centre contact	T - 01946 839300
Amie Calvin	Quality Systems Coordinator	Safeguarding & Prevent team member	T - 01946 839300
Jane Robertson	Facilities Manager	Safeguarding & Prevent team member Facilities contact	T - 01946 839300 (M - 07739 035940)
Stuart Williams	Curriculum Operational Leader	Safeguarding & Prevent team member	T - 01946 839300
Victoria Harden	Teacher	Safeguarding & Prevent team member Construction Skills Centre contact	T - 01946 839300

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## Governor Link

Name	Job title	Responsibility	Contact details
Michael Priestly	Chair of Governing Body	Link governor for SG&P	c/o Jane Murray Clerk to Governing Body
Elaine Clinton	Governor	Link governor for SG&P	c/o Jane Murray Clerk to Governing Body

## Outside normal working hours information

Name	Job title	Responsibility	Contact details
Daniel Braithwaite	Assistant Principal	Designated Safeguarding Officer (DSO)	T - 01946 839300 M - 07894 478750
Irene Farragher	Learner Support Manager	Deputy Designated Safeguarding Officer (DDSO)	T - 01946 839300 M - 07872150941

## External support agency - contact details

Agency	Contact	Contact details
CSCP Safeguarding Hub & LADO		03332401727 <a href="mailto:lado@cumbria.gov.uk">lado@cumbria.gov.uk</a>
Child Centred Policing	PC Alison Higham	<a href="mailto:Alison.Higham@cumbria.police.uk">Alison.Higham@cumbria.police.uk</a>
Workington Social Services		01900 706325
Whitehaven Social Services		01946 505505
Youth Offending Service		01900 706040
Police Prevent Coordinator	PC Ross Wood Police Prevent Coordinator	<a href="mailto:prevent@cumbria.police.uk">prevent@cumbria.police.uk</a>  0300 124 0113 ex 41997  <a href="mailto:Ross.Woods@cumbria.police.uk">Ross.Woods@cumbria.police.uk</a>
DfE North West Regional Prevent Coordinator	Nigel Lund	<a href="mailto:nigel.lund@education.gov.uk">nigel.lund@education.gov.uk</a>  07384 452 146
Child Exploitation Risk Assessment & Referral		<a href="mailto:CERAR@cumbria.gov.uk">CERAR@cumbria.gov.uk</a>