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**Document Title:** Lakes College Safeguarding & Prevent Policy & Procedure

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o [info@lcwc.ac.uk](mailto:info@lcwc.ac.uk)

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## 1 Summary of this document

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.

If you have concerns about the welfare or safety of a child or vulnerable adult, you can contact the Designated Safeguarding Lead (DSL) on either email: [irenef@lcwc.ac.uk](mailto:irenef@lcwc.ac.uk) or Tel: 01946 552714 or by completing our Whisper form at [Whisper Reporting - Lakes College \(lcwc.ac.uk\)](https://www.lcwc.ac.uk/whisper-reporting)

**If you are concerned someone is at immediate risk of harm contact 999.**

## 2 Scope

This document applies to all learners, institution staff, governors, and Volunteers. It applies in all our physical and online settings and all business activities associated with these including the restaurant, nursery, salon, managed social media and student forums.

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### 3 Responsibility

Title	Responsibility
Board of Governors	It is a collective responsibility of the Board of Governors to ensure that the legislative duties placed on the College are met. In addition to monitoring safeguarding expectations and developments, the Board appoints the key post of Designated Safeguarding Lead, who provides advice, guidance and manages any activity under Safeguarding. The Board receives formal reporting of the nature of concerns and numbers of learners receiving support at least twice a year. In this way they seek and receive assurance that statutory duties are being met. A Governor attends some internal operational meetings to link with the Board and provides further reassurance that processes, procedures and support are in place and that the College is also co-operating as expected with other agencies. All Governors receive refresher training once a year and have access to further online training.
Vice Principal	Ensuring the effective implementation of safeguarding policies and procedures within the institution. This includes the distribution of relevant information to staff, students, parents, as well as ensuring compliance with legal and regulatory requirements.
Designated Safeguarding Lead (DSL)	Responsible for safeguarding within the institution. They provide direction to staff to ensure safeguarding procedures are followed consistently. Responsible for managing and overseeing the referral process for any concerns or disclosures of

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	abuse or neglect. They should ensure that referrals are made to the appropriate agencies and that documentation is maintained.
Deputy Designated Safeguarding Lead (DDSL)	Assist with the DSL in the day-to-day management of safeguarding concerns and may act as a point of contact for staff, volunteers, and external agencies in the absence of the DSL.
Institution staff	All staff members play a crucial role in safeguarding the welfare and well-being of students. Staff have an obligation to attend mandatory training to be able to recognise safeguarding concerns.

If you have any questions in relation to the Safeguarding and Prevent policy and procedure, please contact [irenef@lcwc.ac.uk](mailto:irenef@lcwc.ac.uk)

#### 4 Legislation

We adhere 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 2023)
  - ‘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 2023)
- Safeguarding of Vulnerable Groups 2006

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# Safeguarding and Prevent Policy

## 5 Safeguarding & Prevent Policy

### 5.1 Policy statement

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

### 5.2 Definitions

Term	Definition
<b>Child and Childhood Sexual Abuse</b>	When a child or young person is sexually abused, they're forced or groomed into sexual activities. They might not understand that what's happening is abuse or that it's wrong. There are two types of sexual abuse:  1. Contact abuse can include touching, kissing and oral sex – sexual abuse isn't just penetrative.  2. Non-contact abuse is where a child is abused without being touched by the abuser. This can be in person or online.
<b>Consent</b>	This means giving permission for something to happen or agreeing to do something and being comfortable with that decision. Consent can be withdrawn at any time.
<b>Controlling Behaviour</b>	This is a range of acts designed to make a person subordinate and/or dependent by, for example: isolating the individual from sources of support; depriving them of the means needed for independence, resistance and escape; regulating their everyday behaviour.
<b>Coercive Behaviour</b>	This is defined as an act or pattern of acts of assault, threats, humiliation and intimidation or

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	other abuses that is used to harm, punish or frighten a victim. This involves controlling and manipulating small aspects of everyday life that, on their own, can be difficult to see as a criminal offence. However, when considered together, they add up to a pattern of violence and abuse.
<b>Economical Abuse</b>	This is wider in its definition than 'financial abuse', as it can also include restricting access to essential resources such as food, clothing, transport, and denying the means to improve a person's economic status (for example, through employment, education, or training)
<b>Emotional, Mental and Psychological Abuse</b>	Often closely linked terms that can be used interchangeably. The aim of emotional abuse in relationships is to reduce confidence and esteem to make their victim increasingly reliant on them. They use tactics such as intimidation, bullying, constant criticism and keeping someone isolated from family and friends in order to exert control.
<b>Female Genital Mutilation (FGM)</b>	This is defined by the World Health Organisation (WHO) as the range of procedures that involve 'the partial or complete removal of the external female genitalia or other injury to the female genital organs whether for cultural or any other non-therapeutic reason'.
<b>Financial Abuse</b>	his involves a perpetrator using or misusing money which limits and controls their partner's current and future actions and their freedom of choice. It can include using credit cards without permission, putting contractual obligations in their partner's name, and gambling with family assets.  Financial abuse can leave individuals with no money for essentials such as food and clothing. It

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	can leave them without access to their own bank accounts.
<b>Forced and Child Marriage</b>	Forcing a person into a marriage is a crime in England, Wales, Scotland, Northern Ireland and the Republic of Ireland. A forced marriage is one entered without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some perpetrators use perceived cultural practices to coerce a person into marriage.
<b>Gaslighting</b>	A form of manipulation and psychological control. Victims of gaslighting are deliberately and systematically fed false information that leads them to question what they know to be true, often about themselves. They may end up doubting their memory, their perception, and even their sanity. Over time, a perpetrator's manipulations can grow more complex and potent, making it increasingly difficult for the victim to see the truth.
<b>Harassment</b>	Any unwanted conduct which has the purpose or effect of violating the dignity of an individual, or creating an intimidating, hostile, degrading, humiliating or offensive environment for them, related to their gender, sexual orientation or gender identity.
<b>Historic Abuse or Non-recent abuse</b>	This is when an adult was abused in any way, as a child or young person under the age of 18. This can also include abuse carried out by individuals who

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	are the same age as the victim (peer on peer abuse).
<b>Honour Based Violence (HBV), or Honour Based Abuse (HBA)</b>	Or so-called HBV/HBA encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community. Abuse and violence may include female genital mutilation (FGM), forced marriage, restrictions on behaviour and communication and practices such as breast ironing. Abuse committed in the context of preserving “so called honour” often involves a wider network of family or community pressure and can include multiple perpetrators. Such violence can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code. Threats of such acts, coercion, or deprivation of liberty, whether occurring in public or private life.
<b>Intimate Image Abuse/Revenge Porn</b>	This is the distribution of a private sexual image of someone without their consent and with the intention of causing them distress, to shame, bully or take revenge on a person.
<b>Intimate Partner</b>	This means (i) persons legally married/or in a civil partnership agreement to one another, (ii) persons formerly married/ or in a civil partnerships agreement to one another, (iii) persons who have a child in common, regardless of whether such persons are married or have lived together at any time, (iv) couples who live together or have lived together, or (v) persons who are dating or who have dated in the past. The definition of Intimate Partners includes same sex couples.
<b>Neglect</b>	Neglect is the persistent failure to meet the individuals basic physical and/or psychological

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	needs, likely to result in the serious impairment of their health or development.
<b>Online Abuse</b>	Online domestic abuse can include behaviours such as monitoring of social media profiles or emails, abuse over social media such as Facebook or Twitter, sharing intimate photos or videos without your consent, using GPS locators or spyware.
<b>Peer-on-Peer Abuse</b>	Inappropriate behaviours between children or vulnerable adults that are abusive in nature including physical, sexual or emotional abuse, exploitation, sexual harassment, all forms of bullying, coercive control, hazing/initiation rituals between children vulnerable adults, both on and offline (including that which is within intimate personal relationships).
<b>Physical Abuse</b>	The most visible form of domestic abuse. It includes such behaviour as slapping, burning, beating, kicking, biting, stabbing and can lead to permanent injuries and sometimes death. Strangulation, Non-Fatal strangulation, along with suffocation are also classed as physical abuse.
<b>Sexual Abuse</b>	Includes rape, forced sexual acts and sexual degradation. Any sexual act that involves force (including emotional blackmail) is abuse - this includes pestering, name calling and threatening to get sex from 'elsewhere' in order to manipulate someone who does not want to have sex at that time into having sex. Sexually abusive relationships can include being forced to watch pornography as well as being forced into having sex with the perpetrator's friends or engaging in prostitution.

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<b>Stalking</b>	<p>It is a pattern of persistent and unwanted attention that makes the victim feel pestered, scared, anxious or harassed. Some examples of stalking are: Regularly giving unwanted gifts, making unwanted communication, damaging property, repeatedly following or spying on a victim, and making threats.</p> <p>Taken in isolation, some of these behaviours may seem like small acts, but together they make up a consistent pattern of behaviour that is frightening and upsetting. It's important to know that stalking is a criminal offence, and the police will take it seriously.</p>
<b>Under 18</b>	A child or young person is classed as under 18 until the eve of their 18th birthday.
<b>Vulnerable Adult</b>	A person aged 18 or over who is or may be, in need of services by reason of mental or other disability, age or illness, and who is, or may be, unable to take care of themselves, or unable to protect themselves against significant harm, abuse or exploitation, including being drawn into terrorism.

### 5.3 Our Commitment

- 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 5.2.
- 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.

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- 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, pre-recruitment online searches 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.

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- 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.

### 5.3.1 Online Safety

- Ensuring effective online filtering and monitoring systems and processes are in place and that responsible persons are identified, understand and implement the requirements set out in DfE filtering and monitoring standards
- Staff having an awareness and understanding of the web filtering and monitoring systems in place through training and information sharing
- Carrying out appropriate audit and reviewing activity in line with DfE filtering and monitoring standards

### 5.3.2 The Prevent Duty

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

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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

Please refer to the Visitor Policy [xx]

## 5.4 Our Governance

It is a collective responsibility of the Board of Governors to ensure that the legislative duties placed on the College are met. In addition to monitoring safeguarding expectations and developments, the Board appoints the key post of Designated Safeguarding Lead, who provides advice, guidance and manages any activity under Safeguarding. The Board receives formal reporting of the nature of concerns and numbers of learners receiving support at least twice a year. In this way they seek and receive assurance that statutory duties are being met. A Governor attends some internal operational meetings to link with the Board and provides further reassurance that processes, procedures and support are in place and

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that the College is also co-operating as expected with other agencies. All Governors receive refresher training once a year and have access to further online training.

The Designated Link Governor for Safeguarding, who has responsibility for safeguarding concerns, including Prevent, can be contacted via the Clerk to the Governing Board on 01946 839300 or via email to [janem@lcwc.ac.uk](mailto:janem@lcwc.ac.uk).

The Designated Link Governor for Safeguarding is responsible for overseeing the liaison between the Police and Children's Social Care in connection with allegations against the Principal of the Designated Safeguarding Lead. This process will not involve undertaking any form of investigation but will ensure good communication between the parties and provision of recorded information to assist enquiries. Keeping Children Safe in Education 2023 places an expectation for Governors to have the full Designated Safeguarding Lead job description and attend safeguarding training at the point of induction. See [https://www.keepingchildrensafeineducation.co.uk/annex\\_c.html](https://www.keepingchildrensafeineducation.co.uk/annex_c.html)

## 5.5 Our Staff

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 Lead (DSL)
- Deputy Designated Safeguarding Lead (DDSL)
- Officers appointed to the college Safeguarding & Prevent team

A list of names, titles and contact details for the responsible staff members is included in section 8.

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Relevant external support agencies and their contact details are also identified in section 10.

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 of this policy.

### **5.5.1 Staff Training & Updates**

All members of the Safeguarding and Pastoral Teams hold a current level 2 Advanced Safeguarding Qualification, with all staff complete Level 1 Safeguarding as part of Induction. All staff attend the annual Safeguarding update in August which covers changes in priorities and legislation. Key themes are covered across the year for all staff in either online or face to face sessions.

## **6 Data Protection**

Information presented at each stage of the Safeguarding and Prevent Policy and Procedure will be kept confidentially and securely in line with the HE Data Protection Policy and procedure. Please refer to the Institution's HE Data Protection Policy.

Safeguarding information will be store on CPOMS and kept in accordance with [Keeping children safe in education 2023 \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/711123/Keeping_children_safe_in_education_2023.pdf) Anonymised data will be used for annual reporting to governors and awarding body and will not identify individuals.

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# Safeguarding & Prevent Procedure

This sets out Lakes College West Cumbria's Safeguarding and Prevent procedure in line with our Safeguarding and Prevent Policy. It aims to provide guidance for anyone who has daily or regular contact with vulnerable adults, children, young people. It sets out must be done if they suspect or told of an allegation of abuse in relation to young person or vulnerable adult.

## 7.1 Procedure

Our procedure is to follow the 5 "R"s: Recognise, Receive, Reassure, Record and Report.

### 7.1.1 Recognise

If an allegation of abuse or a safeguarding disclosure is made – you must pass these concerns to the Designated Safeguarding Lead (DSL) on either email: [irenef@lcwc.ac.uk](mailto:irenef@lcwc.ac.uk) or Tel: 01946 552714 or by completing our Whisper for [Whisper Reporting - Lakes College \(lcwc.ac.uk\)](https://www.lcwc.ac.uk/whisper-reporting).

However, you must first ascertain if there is a need for medical attention or if the learner/person is in immediate danger. You must seek immediate support if this is the case by dialling 999. If someone discloses a safeguarding concern to you, you must act in accordance with our Safeguarding Procedure

### 7.1.2 Receive

Listen non-judgementally to what the person is telling you and avoid displaying shock or disbelief. Accept what you are told – you do not need to decide whether it is true.

Don't use leading questions, keep questions open using verbs such as – 'Tell me, Explain to me, Describe to me'. Respond to the individual but do not interrogate and ask clarifying questions for anything you have not fully understood.

### 7.1.3 Reassure

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Acknowledge their courage in sharing their concerns/issues by letting them know they have done the right thing by telling you and thank them for trusting you with personal information.

Remind them they are not to blame and avoid criticising the alleged perpetrator.

Never promise confidentiality and explain that this information will be passed to the Safeguarding Team, as a supportive measure, who may contact you for further information.

#### **7.1.4 Record**

Make accurate notes, reflecting exactly what the person has said, as soon as possible or during the interview if you can.

Where possible use the college safeguarding incident recording form to record all matters relating to the incident(s) following the discussion.

Ensure that you:

- Use the individuals' own words – do not assume – ask, e.g. "Please tell me what xxxxx means".
- Include: time date place and who is present.
- Describe observable behaviours and appearance (including any injuries or marks).
- Do not destroy your original notes – they may be needed later on and must only be given to the Designated Safeguarding Lead (DSL) responding to the disclosure.

#### **7.1.5 Report**

The designated person will be the DSL when present and available, or the DDSL if not. Hereafter the terms DLS and DDLS are therefore interchangeable.

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Any suspicion, allegation or incident of abuse or risk of harm to a child/vulnerable adult must be reported to either the DSL or the DDSL as soon as possible, and in any event within 24 hours of the initial concern arising.

In the absence of both the DLS and DDSL, incidents should be reported to a member of the safeguarding team or Responsibility Acting Person (RAP). The RAP will be another member of the executive team, Principal or Deputy Principal.

Where in exceptional circumstances a member of staff is not able to contact the DSL, the DDSL, a member of the safeguarding team, or the Principal/Deputy within the same day you should report the matter – normally by telephone directly to Cumbria Safeguarding Hub or the Police. This must be in consultation with the Duty Manager. Refer to the Key Safeguarding Contacts for Lakes College, [appendix 1](#) for contact details for all responsible members of staff and support services.

If after careful assessment the DSL or DDSL considers that there is reasonable cause to suspect risk of harm or abuse they must, as a matter of urgency, discuss the matter with the relevant members of Cumbria Safeguarding Hub or the Police to determine whether it is a Child Protection matter.

The DSL & DDSL will discuss with the relevant service what action should be taken to safeguard the individual unless to do so would put the person at risk. A note of that conversation should be made.

A written record of the date and time of the report shall be made and the report must include the name and position of the person to whom the matter is reported. Centralised tracking documents (CPOM) must be recorded within 24 hours of the referral and report forms completed and held securely as part of ongoing safeguarding records.

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## 7.2 Support

Consider what support is needed for the individual – you may need to give them a lot of your time or they may need to be referred to an appropriate person, or signpost to wellbeing support resources (such as, Counselling, NSPCC, Childline, Women’s Aid, Men’s Advice Line, Galop, National Domestic Abuse Helpline etc.) The Safeguarding Team will have full details of the support services available for different situations.

Ensure you are supported – dealing with disclosures can be extremely stressful and time consuming. Speak with your Designated Safeguarding Lead, Deputy Designated Safeguarding Lead or your Line Manager to explore support needs.

Once reported to them the DSL will take responsibility for the matter and will take all the necessary actions. However, if you have questions or need additional support then do ask.

## 7.3 Internal Record Keeping

Lakes College official Safeguarding and Child Protection record system is CPOM (Child Protection Online Monitoring). All written documentation is scanned and uploaded to keep accurate and detailed records of activity. A member of the safeguarding team shall make a full record as soon as possible using the CPOMs system.

The college DSL or DDSL shall retain a copy of the report; any notes, memoranda or correspondence dealing with the matter; and any other relevant material. Copies of reports, notes etc. should be kept secure at all times. This will usually form part of the incident record on CPOMS.

The record should include the nature of the allegations and any other relevant information including:

- Date, time and place where the alleged incident occurred.
- Names of others present.

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- Name of the complainant and, where different, the name of the individual who has allegedly been abused or is at risk of harm, nature of alleged incident.
- Description of any injuries/incidents observed; and the account which has been given of the allegation.

## 8 Source of further information

The following staff may assist you with further information and guidance:

**Core team members** - Normal working hour's information (Mon-Fri 8.00am-5.00pm)

Name	Job title	Responsibility	Contact details
Irene Farragher	Learner Support Manager	Designated Safeguarding Officer/lead (DSL) Chair of SG&P team meeting	T- 01946 552714 M- 07872150941
Lisa Gracey	Inclusive Learning Leader SEND Lead	Deputy DSL Vice Chair of SG&P team meeting Safeguarding & Prevent team member	T - 01946 839300
Neil Anderson	Head of Human Resources	Safeguarding & Prevent team member Safer recruitment/SCR lead	T - 01946 839300
Luke Thompson	Health, Safety & Sustainability Development Advisor	Safeguarding & Prevent team member Health & Safety Lead	T - 01946 839300
Susan Boakes	College Counsellor	Safeguarding & Prevent team member	T - 01946 839300

## Wider support

Name	Job title	Responsibility	Contact details
Andrew Sands	Digital Services Manager	Digital & Technology standards advisor	T - 01946 839300

## 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

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## Outside normal working hours information

Name	Job title	Responsibility	Contact details
Irene Farragher	Learner Support Manager	Designated Safeguarding Lead(DSL)	T - 01946 839300 M – 07872150941 irenef@lcwc.ac.uk
Cumbria Safeguarding Children Partnership			<a href="#">Cumbria Safeguarding Children Partnership : Cumbria County Council</a>

## 9 Other relevant policies and procedures **[hyperlinks]**

- LCWC Bullying and Harassment Policy and Procedure
- LCWC Learner Conduct & Behaviour Policy and Procedure
- LCWC Data Protection Policy and Procedure
- LCWC Data Retention Policy and Procedure
- LCWC Visitor Policy

## 10 External Resources

- Safeguarding Vulnerable Groups Act 2006 [Safeguarding Vulnerable Groups Act 2006 \(legislation.gov.uk\)](#)
- Cumbria Safeguarding Children Partnership (CSCP) - [cumbriasafeguardingchildren.co.uk](#)
- The Department for Education statutory guidance for schools and colleges; '[Keeping Children Safe in Education](#)' (September 2023) '[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 \(September 2023\)](#)

Agency	Contact	Contact details
CSCP Safeguarding Hub & LADO		03332401727 <a href="mailto:lado@cumbria.gov.uk">lado@cumbria.gov.uk</a>
Workington Social Services		01900 706325
Whitehaven Social Services		01946 505505

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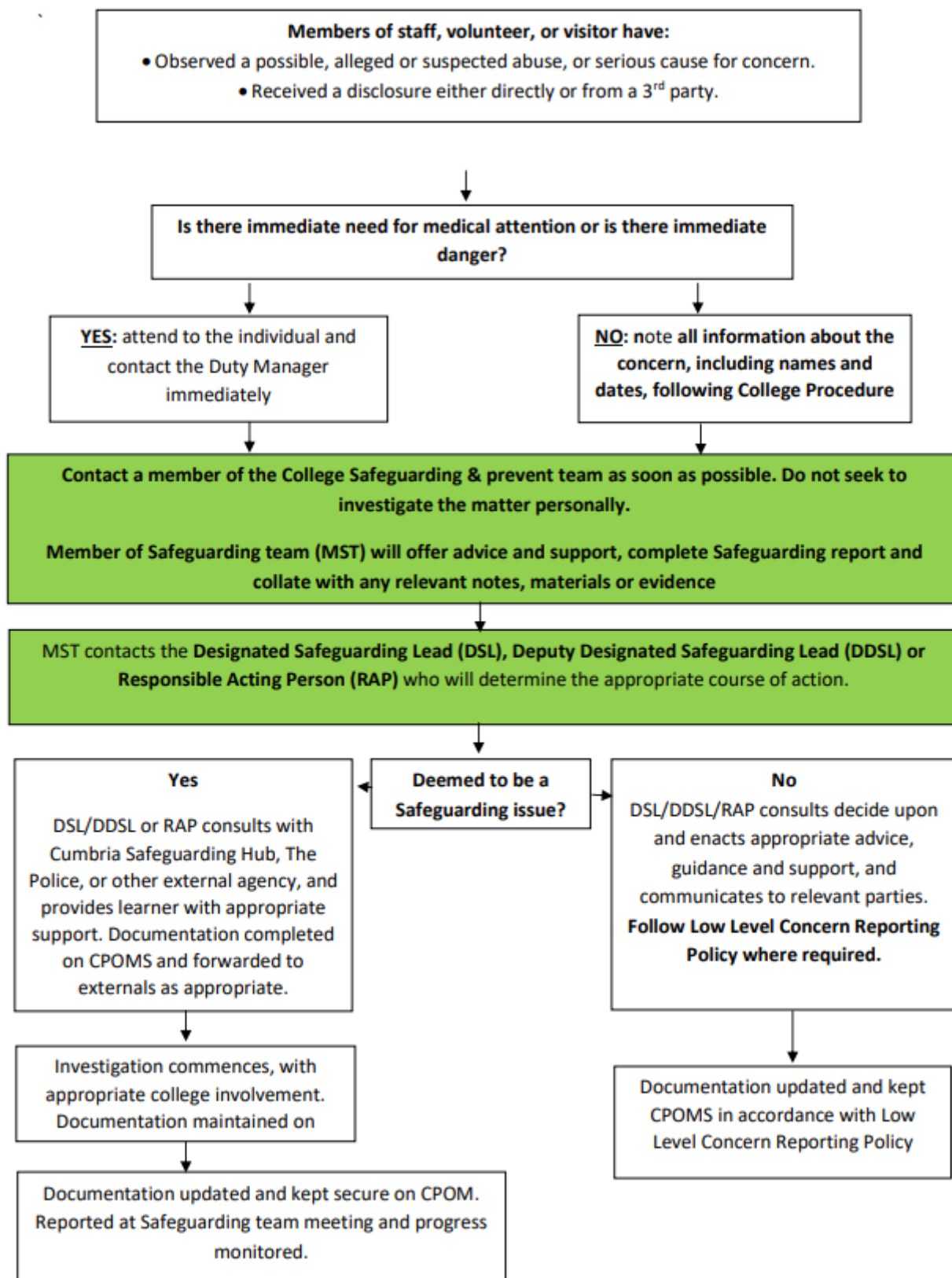
Youth Offending Service		01900 706040
Police Prevent Coordinator	PC Ross Wood Police Prevent Coordinator	prevent@cumbria.police.uk  0300 124 0113 ex 41997  Ross.Woods@cumbria.police.uk
DfE North West Regional Prevent Coordinator	TBC due to retirement	
Child Exploitation Risk Assessment & Referral		CERAR@cumbria.gov.uk
Cumbria Constabulary – Channel referral		Channel referral

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# Appendix

## Appendix 1: Safeguarding Procedure





## Initial Screening for Equality Impact Assessment (including Safeguarding)

To be completed prior to a Policy or Procedure being introduced and at each review.

Name of Policy/Procedure:	
Is this a new or existing policy/procedure? <input type="checkbox"/> New <input type="checkbox"/> Existing	
1. To ensure that the policy / procedure complies with the Equality Act 2010, which of the listed categories could be impacted by the policy / procedure?  (The categories follow the College Single Equality Policy, and the impact could be positive or negative.)  <input type="checkbox"/> Age <input type="checkbox"/> Compliance with Children & Families Act 2014 <input type="checkbox"/> Disability <input type="checkbox"/> Gender <input type="checkbox"/> Race/ethnicity <input type="checkbox"/> Gender Re-Assignment <input type="checkbox"/> Marriage/Civil Partnership <input type="checkbox"/> Pregnancy/Maternity <input type="checkbox"/> Socio-Economic <input type="checkbox"/> Sexual Orientation <input type="checkbox"/> Religion/Belief <input type="checkbox"/> All of the above <input type="checkbox"/> None of the above expected	
2. What are the risks of introducing this policy / procedure change to any of the above groups?	
3. What are the expected benefits of introducing this policy / change to any of the above groups?	
4. Are there any areas or issues that could impact on the safety of staff or learners?	
5. What evidence do you have for your responses to questions 2, 3 and 4? (e.g. evidence could be provided to counteract identified risks and, therefore, a full screening would not be required)	
6. What is the level of risk for the policy / procedure?	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
7. Is a Full Screening Impact Assessment required?	<input type="checkbox"/> Yes (complete the box below) <input type="checkbox"/> No
What are the recommendations from Equality Impact Assessment?	
Date of Review:	
Reviewer's Name:	
Reviewer's Job title:	