



## **Safeguarding Learners and Safeguarding**

This is an introduction to the policy for **Safeguarding/Learners Safeguarding**.

### **1. Purpose of a Safeguarding Learners Policy**

- 1.1. An effective Safeguarding policy is one which provides clear direction to staff and others about expected codes of behaviour in dealing with safeguarding/learner safeguarding issues. An effective policy also makes explicit, the My Life Learning's commitment to the development of good practice and sound procedures. This ensures that learner safeguarding concerns and referrals may be handled sensitively, professionally and in ways which support the needs of the learner.

### **2. Introduction**

- 2.1 My Life Learning fully recognises the contribution it can make to protect Learners and support Learners in My Life Learning.

There are three main elements to our Safeguarding policy.

- a) Prevention (eg. positive My Life Learning atmosphere, teaching and pastoral, support to Learners).
- b) Safeguarding (by following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to learner safeguarding concerns).
- c) Support (to Learners and My Life Learning staff and to Learners who may have been abused).

The policy applies to all Learners, staff, and visitors to My Life.

### **3. My Life Learning Commitment**

- 3.1 We recognise that for our Learners, high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult helps prevention.
  - a) Establish and maintain an ethos where Learners feel secure and are encouraged to talk, and are listened to.
  - b) Ensure that Learners know that there are adults in the My Life Learning who they can approach if they are worried or are in difficulty.



- c) Include in the curriculum activities and opportunities for PSHE, which equip Learners with the skills they need to stay safe from abuse. Further information about these activities and opportunities can be obtained from the My Life Learning's teaching staff.
- d) Include in the curriculum, material which will help Learners develop realistic attitudes to the responsibilities of adult life, particularly with regard to learner care and parenting skills. Further information about this material can be obtained from the My Life Learning's teaching staff.
- e) Ensure that wherever possible, every effort will be made to establish effective working relationships with parents and colleagues from other agencies.

#### **4. Framework**

- 4.1 My life does not operate in isolation. Safeguarding Learners is the responsibility of all adults and especially those working with Learners. The development of appropriate procedures and the monitoring of good practice are the responsibilities of the LSB (Local Safeguarding Board for both Children, young people and Adults).

#### **5. Roles and Responsibilities**

- 5.1 All adults working with, or on behalf of Learners, have a responsibility to protect Learners. There are, however, key people within My Life Learnings and the LEA who have specific responsibilities under learner safeguarding procedures.
- 5.2 It is the role of the senior designated teacher (in My life this is the Lead for SEND) to ensure the area learner safeguarding procedures are followed within the My Life Learning, and to make relevant referrals to the named agencies according to the guidance given. Additionally, it is their role to ensure all staff employed within the My Life Learning are aware of the My Life Learning's internal procedures, to advise staff and to offer support to those requiring this. Linus Mortlock is the Designated Safeguarding Officer for My life.
- 5.3 The roles and responsibilities of the named person responsible for safeguarding/learner safeguarding are to ensure that the My Life Learning has an effective policy, that area learner safeguarding procedures are compiled with, and to support the My Life Learning in this aspect. It is important that members of the Board are not given details relating to specific learner safeguarding situations to ensure confidentiality is not breached.

#### 5.4

The LEA learner safeguarding co-ordinator (LADO) provides advice, support and training to the My Life Learning and to the My Life Learning's named person. Linus Mortlock. They can also make referrals to the Area Learner Safeguarding Committee and can raise concerns about procedures on behalf of the My Life Learning.

### 6. Procedures

6.1 We will follow the procedures set out in the document produced by Wigan Safeguarding Boards, also taking into account Learner Safeguarding procedures from areas where Learners are out of borough placements.

- Staff are kept informed about learner safeguarding procedures through induction, briefings and awareness training.
- Other adults in My Life Learning rarely work unsupervised or alongside members of the My Life Learning staff. However, should there be a need for this (eg. visiting peripatetic teachers), the Lead for SEND will ensure that they are aware of the My Life Learning's policy and the named person to whom they should raise concerns.
- A statement in the My Life Learning brochure will inform parents and carers about My Life Learning's duties and responsibilities under the Safeguarding Learner Safeguarding procedures.

### 7. Training and Support

7.1 My Life Learning will ensure that the Lead for SEND and DSO attends training relevant to their role.

The training, in accordance with Safeguarding Learners & Safer Recruitment in Education (Jan 07) include that the designated person must undertake training to a standard set by Local Safeguarding Board, with refresher training at 2 yearly intervals (paragraph 34.5). For My life, the Lead for SEND attends training updates for Wigan Safeguarding Boards. In the absence of the Lead for SEND, Caroline Tomlinson CEO, is the Responsible Adult to be contacted. .

In the absence of the above Senior Members of staff, contact should be made directly with Lancashire Emergency Duty Team on 0300 123 6722.

All other staff undertake annual safeguarding/Learner Safeguarding Awareness training updates once they have completed their initial 2 week Induction Training which includes a one day Learner Safeguarding/Safeguarding Course.

## **8. Professional Confidentiality**

8.1 Confidentiality is an issue which needs to be discussed and fully understood by all those working with Learners, particularly in the context of learner safeguarding. The only purpose of confidentiality in this respect is to benefit the learner. A member of staff must never guarantee confidentiality to a learner, nor should they agree with the learner to keep a secret, as where there is a learner safeguarding concern, this must be reported to the named person and may require further investigation by appropriate authorities. This would lead to a breakdown in trust of adults by the learner and could potentially compromise their wellbeing and safety.

The named person (the Lead for SEND in My Life Learning) will invoke the local agreed guidelines and procedures, where there is a cause for concern.

Staff will be informed of relevant aspects in respect of learner safeguarding on a 'need to know basis' only. Any information shared with a member of staff in this way must be held confidentially to themselves.

## **9. Recording and Monitoring**

9.1 Well-kept records are essential to good learner safeguarding practice. My Life Learning is clear about the need to record any concerns held about a learner or Learners within My Life Learning, the status of such records, and when these records should be passed over to other agencies.

A file note will be made of the concern raised and action taken. These file notes are kept in a confidential file, which is separate to other files, in the My Life Learning's office. In the same way, notes must be kept of any learner who is being monitored for learner safeguarding reasons.

If a learner transfers from the My Life Learning, these files will be forwarded to the learner's new My Life Learning marked confidential, and for the attention of the receiving My Life Learning's learner safeguarding named person. When a learner leaves My Life Learning (usually at aged 19 years) a transfer to adult social services will have previously taken place, and relevant information shared with appropriate personnel. If a learner dies whilst still on the roll of My Life Learning, these files will be appropriately disposed of (shredded).

## 10. Attendance at Learner Safeguarding Conferences

The Lead for SEND (as named person) would attend a learner safeguarding conference called in respect of a learner. She may be accompanied by other relevant staff (eg. the learner's pastoral teacher) if this is of benefit to the learner. Staff attending such conferences will be offered support and access to appropriate counselling if they wish to receive this.

## 11. Supporting Learners at Risk

11.1 My Life Learning recognises that Learners who are abused or who witness violence may find it difficult to develop a sense of self-worth and view the world in a positive way. This My Life Learning may be the only stable, secure and predictable element in the lives of Learners at risk. Whilst at My Life Learning, their behaviour may still be challenging and defiant.

It is also recognised that some Learners who have experienced abuse, may, in turn, abuse others. This requires a considered, sensitive approach in order that the learner can receive appropriate help and support.

11.2

This My Life Learning will endeavour to support Learners through:

- a) The curriculum, to encourage self-esteem and self-motivation.
- b) The My Life Learning ethos, which promotes a positive, supportive and secure environment, and which gives all Learners and adults a sense of being respected and valued.
- c) The implementation of My Life Learning Behaviour Management Policies (required under the Code of Practice, 1993 Education Act).
- d) A consistent approach, which recognises and separates the cause of behaviour from that which the learner displays. This is vital to ensure that all Learners are supported within the My Life Learning setting.
- e) Regular liaison with other professionals and agencies who support the Learners and their families.
- f) A commitment to develop productive, supportive relationships with parents whenever it is in the learner's interests to do so.
- g) The development and support of a responsive and knowledgeable staff group, trained to respond appropriately in learner safeguarding situations.

This policy should be considered alongside other related policies in My Life Learning.

11.3

These are the policy for the teaching of PSHE, the policy on Sex and Relationships, Education, the policy for Management of Learners'

11.4 Behaviour, and the Health & Safety policy.

We recognise that, statistically, Learners with behavioural difficulties and disabilities are most vulnerable to abuse. My Life Learning staff who work, in any capacity, with Learners with profound and multiple disabilities, sensory impairment and / or emotional and behaviour problems, will need to be particularly sensitive to signs of abuse.

It must also be stressed that in a home environment where there is domestic violence, drug or alcohol abuse, Learners may also be vulnerable and in need of support or safeguarding.

## **12. Safe My Life Learning, Safe Staff**

- Many of our Learners would have difficulty in talking about these issues. Staff will need to be sensitive to the learner's preferred style of communication and their individual special needs if we are to be able to provide a safe environment for our Learners. When engaging with Learners, all staff must be aware of the potential for misinterpreting our Learners' efforts to raise a learner safeguarding concern or issue.
- All My Life Learning staff must adhere to the guidance provided in My Life Learning Policies and Procedures.
- Staff working in a one-to-one with a learner should ensure that they are positioned so as to be visible and audible to other staff where there may be a possibility of misinterpretation of their actions with a learner. All staff should ensure the privacy and dignity of all Learners, especially during the routines of personal care of our Learners.
- My Life Learning staff are informed about counselling and / or giving advice to Learners / young people about sexual matters through the My Life Learning policy on sex and relationships education.
- My Life Learning staff work hard to maintain effective partnerships with parents and carers, and they should be aware that this policy might affect this working relationship at a given time. However, we will maintain our commitment to working with parents and carers to the benefit of all Learners. Sensitive and supportive handling of these issues, whilst affirming that the Learners in our care are our first priority, will help maintain this working relationship.
- All staff are required to complete a Disclosure and Barring Service (DBS) check, which has replaced the Police Records search, prior to

taking up their appointment, and to sign a declaration regarding convictions relating to the harm of Learners during their application process. Staff who deliberately seek to mislead the My Life Learning in respect of this will be subject to dismissal.

- Where a member of staff is subject to an accusation of abuse, this will be fully investigated under the My Life Learning's discipline procedures. A decision to suspend a member of staff, or otherwise, will be taken by the Lead for SEND, in liaison with the human resource personnel advisor for the My Life Learning, with due regard to the nature of the allegation and the subsequent investigation. Involvement of the police and / or dismissal from the My Life Learning would follow the My Life Learning's policy and procedures in light of the outcomes of the investigation.
- If the allegation is directed against the Lead for SEND, the CEO, Caroline Tomlinson would be informed and liaise with the personnel advisor for the My Life Learning taking regard to the government guidance ' Dealing with allegations against Teachers and other staff'. [www.education.gov.uk](http://www.education.gov.uk)

Policy recommended and endorsed by:

- The My Life Learning staff.
- The My Life board of Trustees.



## **SAFEGUARDING STATEMENT**

Safeguarding/Learner safeguarding is the responsibility of all My Life Learning staff. The My Life Learning will therefore:

- Establish and maintain an environment where Learners feel secure, are encouraged to talk, and are listened to.
- Ensure Learners know that there are adults in the My Life Learning whom they can approach if they are worried.
- Include opportunities in the PSHE curriculum for Learners to develop the skills they need to recognize and stay safe from abuse.

My Life fully recognizes its responsibilities for learner safeguarding. Our policy applies to all staff working in the My Life Learning. There are five main elements to our policy:

- Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with Learners.
- Raising awareness of learner safeguarding issues and equipping Learners with the skills needed to keep them safe.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
- Supporting Learners who have been abused in accordance with his / her agreed learner safeguarding plan.
- Establishing a safe environment in which Learners can learn and develop.





## **Roles and Responsibilities**

All adults working with, or on behalf of Learners, have a responsibility to protect them. There are, however, key people within My Life Learnings and the local authority who have specific responsibilities under learner safeguarding procedures.

It is the role of the My Life Learning leadership team to ensure that the Designated Safeguarding Officer (DSO) is properly supported to carry out this task and that they are given time to fulfil the duties that their role demands.

The My Life Learning leadership team will ensure that Designated Safeguarding Officer (DSO)s attend the required training and that they refresh their training every two years.

All other staff must be offered an appropriate level of training and must undergo refresher training every three years.

It is the role of the Designated Safeguarding Officer (DSO) (Lead for SEND) to ensure that the learner safeguarding procedures are followed within the My Life Learning, and to make appropriate, timely referrals to Learners' social care in accordance with the locally agreed procedures. Additionally, it is the role of the Designated Safeguarding Officer (DSO) to ensure all staff employed including temporary staff and volunteers within the My Life Learning are aware of the My Life Learning's internal procedures, to advise staff, and to offer support to those requiring this.

The role of the Lead for SEND is to ensure that the My Life Learning has an effective policy, that locally agreed procedures are in place, and that the policy and structures supporting safeguarding Learners are reviewed annually

A statement in the My Life Learning brochure will inform parents and carers about My Life Learning's duties and responsibilities under learner safeguarding procedures. Parents will have received a copy of the Learner Safeguarding Policy from the Lead for SEND. This is also available on our website.

The My Life Learning leadership team are responsible for ensuring that the My Life Learning follows safe recruitment processes, including:

- Ensuring the Lead for SEND, other staff responsible for recruitment, and one member from the Board of Directors completes safer recruitment training.
- Ensuring the upkeep of a single central record of all staff and regular volunteers in accordance with government guidance.

The Designated Safeguarding Officer (DSO) (Lead for SEND) provides an annual report for the Board of Directors detailing any changes to the policy and procedures; training undertaken by all staff and other relevant issues.



## **Ethos**

My Life recognizes the importance of creating an ethos within My Life Learning that will help Learners feel safe and confident they will be listened to.

We recognize that Learners who are abused or witness violence are likely to have low self-esteem, and may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. My Life Learning may be the only stable, secure and predictable element in their lives.

My Life will endeavour to support all Learners through:

- Ensuring the content of the curriculum includes social and emotional aspects of learning.
- Ensuring that learner safeguarding is included in the curriculum to help Learners recognise when they don't feel safe, and to identify who they should tell.
- Promoting a positive, supportive and secure environment where Learners can develop a sense of being valued.
- The My Life Learning behaviour policy which is aimed at supporting vulnerable Learners in the My Life Learning. The My Life Learning will ensure that the learner knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.

## Safe Working Practice

My Life has developed a clear code of practice that staff understand and agree to. The code of practice offers guidance to staff on the way they should behave when working with Learners and is included in the employee handbook.

## Learner Safeguarding Procedures

My Life adheres to learner safeguarding procedures that have been agreed locally through the local Learners' safeguarding board.

## Confidentiality

All staff are aware that they must not promise to keep 'secrets' with Learners and that if Learners disclose abuse, this must be passed on to the Designated Safeguarding Officer (DSO) as soon as possible and the learner should be told who their disclosure will be shared with.



Staff will be informed of relevant information in respect of individual cases regarding learner safeguarding on a 'need to know basis' only.

### Record Keeping

Learner safeguarding records are kept centrally and securely by the Designated Safeguarding Officer (DSO) (Lead for SEND). Staff are aware that they must make a record of learner safeguarding issues and events as soon as possible, and that these records must be signed and dated. Learner safeguarding records must not be made in the learner's curriculum file.

### Working with other Agencies

My Life Learnings are not investigating agencies and it is essential that learner safeguarding issues are addressed through agreed procedures. However, My Life Learnings continue to play a role after referral and need to develop strong links with partner agencies, particularly social care.

My Life recognises the importance of multi-agency working and will ensure that staff are able to attend all relevant meetings including case conferences, core groups and strategy meetings.

### Allegations against Members of Staff

My Life recognizes that it is possible for staff and volunteers to behave in a manner that causes harm to Learners, and takes any allegation made against members of staff or volunteers seriously. The local arrangements for managing allegations are understood and followed. All staff know who to talk to if they are concerned about the behaviour of an adult. Our whistle blowing policy identifies actions to be taken and is available upon request.

### The use of My Life Learning Premises by Other Organisations

Where services or activities are provided separately by another body, using the My Life Learning premises, the Lead for SEND and CEO will seek assurance that the

body concerned has appropriate policies and procedures in place in regard to safeguarding Learners and learner safeguarding.

### Cross Reference to other My Life Learning Policies

My Life recognises that a number of other policies and procedures developed and operated by My Life Learning form part of the wider agenda or safeguarding and promoting Learners' welfare and this policy should be read in conjunction with the policies listed below:

Policy Number: 324  
Date Edited: February 2018  
Section: Education Policy and Procedure



- Anti-Bullying Policy.
- Health and Safety Policy
- Safer recruitment policies and practice.