



MRG Services UK Ltd

LEARNER SAFEGUARDING POLICY

Ref No:	PL21	Originator:	Angie Boyes
Section:	9 - Safeguarding	ISO Ref:	4.2.3.21
Date:	25/04/2019	Approved:	Paul Gray
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SECTION 1

1. INTRODUCTION

This policy outlines the responsibilities of MRG Services UK Ltd in reference to the safeguarding and promotion of wellbeing of all of their learners.

MRG believes:

- that all children, young people and vulnerable adults have the right to be in a safe and caring environment, which includes the right to protection from all types of abuse
- children, young people and vulnerable adults have the right to expect adults in positions of responsibility to do everything possible to foster these rights

We believe therefore, that we have a duty of care to:

- children, young people and vulnerable adults who take part in any activity organised by MRG
- staff, including learner helpers who are asked to take part in any activities
- parents/carers of the learners that we work with

Working Together to Safeguard Children 2015 outlines safeguarding children as:

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

The Care Act 2014 outlines the aims of safeguarding adults as to:

- Stop abuse or neglect wherever possible
- Prevent harm and reduce the risk of abuse or neglect to adults with care and support needs
- Safeguard adults in a way that supports them in making choices and having control about how they want to live
- Promote an approach that concentrates on improving life for the adults concerned
- Raise public awareness so that communities as a whole, alongside professionals, play their part in preventing, identifying and responding to abuse and neglect

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- Provide information and support in accessible ways to help people understand the different types of abuse, how to stay safe and what to do to raise a concern about the safety or well-being of an adult

2. DEFINITIONS

- Children are learners who are under 18 years of age
- Vulnerable Adult is a learner who is over 18 years of age “who is or may be in need of community care services by reason of mental or other disability, age or illness; and who is or may be unable to take care of him or herself, or unable to protect him or herself against significant harm or exploitation” (DH, 2000)
- Staff includes any member of MRG staff or learner helpers employed to assist with a particular activity.
- Event is any activity organised by MRG where we are primarily responsible for the delivery. Examples include Community Projects, Mentoring, etc.

For ease during this document, the term learner will be used to describe both children and vulnerable adults.

3. SAFEGUARDING POLICY STATEMENT

MRG has done the following to meet the college ethos as described above:

- Designed a full and detailed Safeguarding Policy and Procedural Guide that covers all areas of our responsibilities, procedures and duties of care.
- Ensured properly trained staff are in place, all of whom have passed an enhanced check by the Criminal Records Bureau.
- All staff, including learner helpers, are aware of their responsibilities in issues of child safeguarding.
- All relevant staff will agree to a code of behaviour when around learners.
- MRG has a “zero tolerance” policy to all forms of abuse, intimidation, bullying (physical or emotional), racist and sexist behaviour.
- MRG strictly forbids all staff and learners to consume alcohol whilst on MRG activity regardless of age or consent.
- MRG will immediately inform the police in the event that illegal substances are discovered, e.g. drugs, weapons, etc.
- Whilst respecting privacy and data protection, MRG cannot promise confidentiality in all circumstances. If we discover anything that we believe parents/carers/social care should be informed of we will do so, believing it to be in the best interests of the learner.
- We are obliged to share confidential information without authorisation from the person who provided it, or to whom it relates, if it is in the public interest. Our procedure is based on the seven golden rules for information sharing as set out in Information Sharing. This is reflected in MRG’s, ‘Information Sharing Policy’.

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MRG Services will continue to strive to ensure:

- That they provide a safe environment for learners and staff
- That all learners who are suffering, or who are at risk of suffering, significant harm are identified and supported as per the company policies and procedures
- That learners who require additional support from outside agencies are identified as per Early Help requirements and appropriate action is taken
- All external referrals are completed and/or monitored by the Safeguarding Lead
- That all allegations of abuse against members of staff are dealt with appropriately as per local procedures and outlined in company policies and procedures
- Safe recruitment of staff in compliance with relevant legislation
- All staff will receive training regarding safeguarding children and vulnerable adults and will complete a company induction to include MRG policies and procedures relating to safeguarding
- That all staff receive regular safeguarding updates via training sessions, emails and meetings
- That all employers or subcontractors are made aware of MRG expectations regarding safeguarding learners

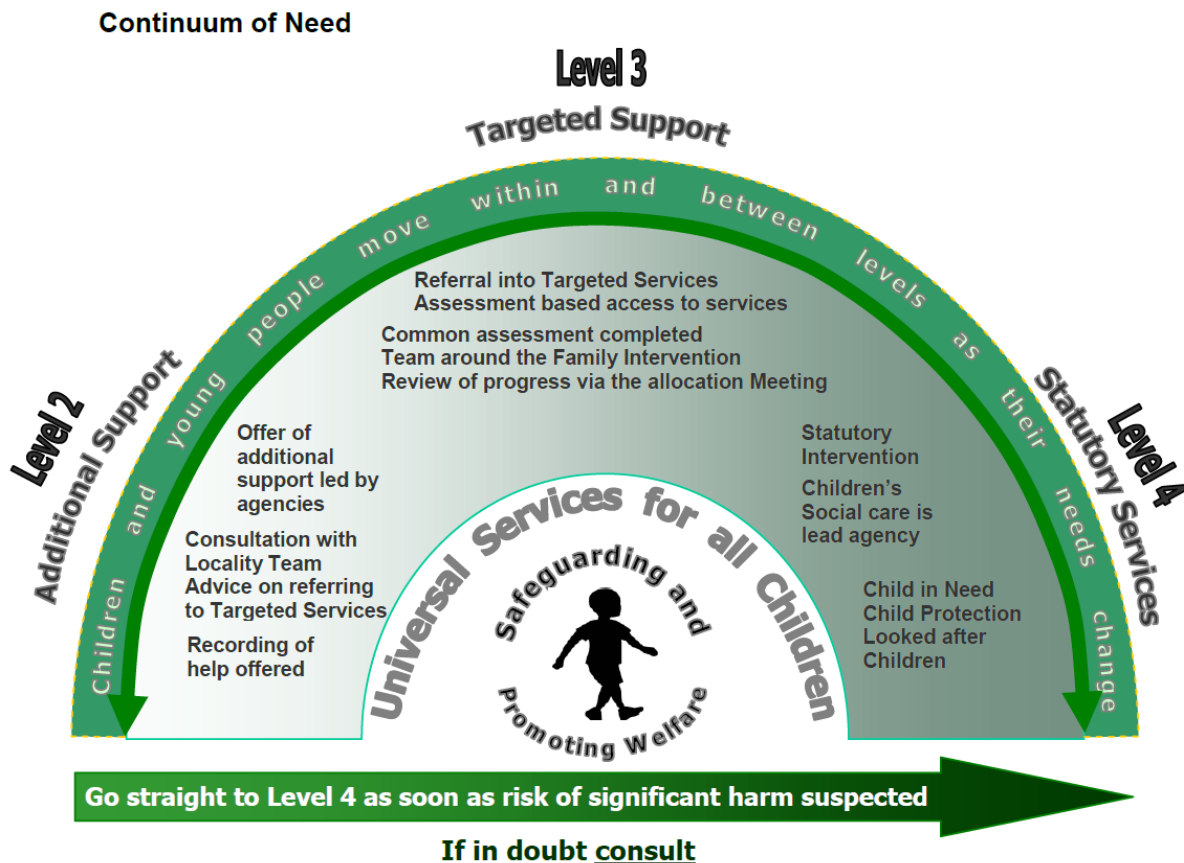
4. ADDITIONAL RELEVANT POLICES AND PROCEDURES

- CP74 Concerns for a Learner Process
- CP76 Safeguarding Allegations Process
- PL22 Safeguarding Strategy
- PL58 Preventing Extremism and Radicalisation Policy
- PL65 Safeguarding Information Sharing Policy
- QA07 Safeguarding Concerns Chart

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SECTION 2

1. THRESHOLDS OF NEED FOR CHILDREN:



Level 1 – Universal Services: These are children and young people who make good overall progress in all areas of development. All children and young people are entitled to receive support from these services which are available to everyone, irrespective of their needs. This includes: GP’s, health visitors and school nurses, schools, youth service, leisure and play facilities and housing.

Level 2 – Additional Support: Some children/young people require support beyond that provided by their families and universal services. Their life chances would be improved with effective, single agency support. Any practitioner working with a child/young person or their family may identify, in the presentation or behaviour of a child/young person, that they have additional needs, which could be met by a single agency or service. The thresholds of need will help determine whether or not the child’s needs can be addressed within one’s own agency or from other services. If these needs can be met in a co-ordinated manner by the single agency service there is no need to do anything else. Informal or formal consultation may help at this point.

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Level 3 – Targeted Support (Family CAF): Some children/young people will have more complex needs. Their life chances will be almost certainly improved by effective multi-agency support. If a practitioner believes that a multi-agency response may be required and appropriate consent has been given, he/she should complete a referral to Targeted Services. This referral should focus on the strengths as well as the areas in which families need to make changes. The referral should be discussed with child, young person and/or their parent/carer and consent obtained in respect of both the referral and information sharing. The referral will be considered by multi agency managers at a Locality meeting and the most appropriate lead professional will be identified, to carry out the child and family assessment. The progress of the assessment and the implementation of the plans will be considered as appropriate by the Locality Allocation meeting where assessments regarding progress towards identified outcomes and decisions regarding further agency involvement will be made.

Level 4 – Statutory Services (Section 17, Child in Need, Section 47, Looked After Children): Where a child is at risk of significant harm, or has experienced significant harm a referral must be made to Social Care without delay.

Upon making a referral CADT will require the following:

- Full details about the child and their circumstances
- Clear details on what concerns you have about the child
- Whether or not the family are aware that you have contacted CADT
- A multi-agency referral form following the conversation

2. ABUSE AND VULNERABLE ADULTS

As with children, abuse towards adults can take place in a variety of settings such as, a person's own home, in the workplace or in hospital. Unfortunately those being abused are often the least likely to bring the situation to anyone's attention.

Abuse towards vulnerable adults may look like:

- physical – hitting, slapping, pushing or physically restraining, or the mismanagement of medication
- emotional or psychological – shouting and swearing to make a person afraid
- sexual – unwanted touching, kissing or sexual intercourse
- financial – money or belongings taken under pressure or stolen
- neglectful – not being properly cared for, mismanaging medication or being denied privacy, choice or social contact

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- discriminatory – suffering abuse or neglect on the grounds of religion, culture, gender, sexuality or disability

3. CHILD/VULNERABLE ADULT CONCERN AND DISCLOSURES

Concern: When you have seen or heard something that concerns you. For example, a learner appears unusually tired recently, self-harm marks, a colleague has given learners their personal contact details. Recognising concerns and reporting them is vital for early help.

If you have a concern about a learner or staff member:

- Make notes including the date, time, and your observations
- Speak to the Safeguarding Manager or a member of the Safeguarding Team for advice. Your report will be recorded on the Social Intervention Database and on the Safeguarding Ticket System if appropriate
- Actions may include -
 - continue to monitor the situation and keep Student Services up to date
 - speak to the learner or their parent/carer regarding your concerns
 - other recorded information may mean a referral to social care may be required

Disclosure: When a learner or staff member tells you that something has happened or might happen to themselves or someone else that is unsafe or distressing.

If a learner discloses that he or she has been abused in some way, the member of staff or volunteer should follow this guidance:

- Listen to what is being said without displaying shock or disbelief.
- Only ask questions when necessary to clarify, eg. Who, what, where, when.
- Accept what is being said.
- Allow the learner to talk freely – do not lead or put words in the learner’s mouth.
- Reassure the learner that what has happened is not his or her fault.
- Do not make promises that you may not be able to keep.
- Do not promise confidentiality – it may be necessary to refer the learner to CADT/MASH.
- Stress that it was the right thing to tell.
- Do not criticise the alleged perpetrator.
- Do not comfort the person physically or ask to see any physical signs, especially if this means moving or removing clothing.
- Record the details using the learner’s own words, even if this means using unsavoury language.
- Read the information back to them to ensure your recording is accurate.
- You do not have to provide a copy of this record to the learner; they can access this through other means at a later time.
- If required, include a separate statement of your professional judgement, any changes in behaviour you have witnessed and/or your opinion so long as you make sure these are clearly identified as opinion.
- Explain what has to be done next and who has to be told.

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- Inform the Designated Safeguarding Lead without delay.

Dealing with a disclosure from a learner and safeguarding issues can be stressful. Consider seeking support for yourself and discuss this with the Safeguarding Manager.

4. ROLES AND RESPONSIBILITIES:

Tabled below are the MRG's safeguarding staff and contact details:-

Name	Safeguarding Role	Telephone	Email
Angie Boyes	Safeguarding Manager & Lead Matters relating to learners, staff and processes.	0800 085 3598	angie.boyes@mrgservices.org.uk
Andrew Ball	Deputy Safeguarding Lead Matters relating to learners	0800 085 3598	andrew.ball@mrgservices.org.uk

5. DUTIES OF THE SAFEGUARDING MANAGER/DESIGNATED SAFEGUARDING PERSON RECEIVING DISCLOSURE

- Where possible, formal referrals will be done through the College Safeguarding Manager.
- The DSL should request written details from the referrer as soon as possible after the initial contact and check that enough detail has been provided for a formal referral if required.
- Local requirements for referral are to be checked with the Local Safeguarding Board from the area that the learner lives.
- If the DSL decides that they must refer the disclosure, s/he should contact either the MASH (if out of hours the Evening Duty Team) or the Police. The date and time of the contact, the duty officer's name and any case no./reference should be recorded.
- The learner and referring staff member/manager should know of the action being taken and the reasons for this decision before the appropriate agency is informed, unless doing so would place the learner at greater risk.
- The DSL should ensure that all written records relating to the incident are kept in the designated secure location. This location will be determined by the Safeguarding Manager.
- In the case where a disclosure/concern is made by a learner who is under 16 years and the responsibility of a school, the DSL should inform the Alternative Provision Coordinator who will ensure that the school responsible is informed of the concern.
- In the case where the disclosure or concern is made by a learner against a member of staff, the DSL should follow the procedure outlined in CP 76 Safeguarding Allegations Process available on the intranet.
- In the case where the disclosure or concern is made by a learner against another learner the DSL will need to consider if the Learner Behaviour Policy needs to also be instigated and liaise with the Delivery Performance Manager. Advice will be sought from MASH and/or the Police if appropriate and will take appropriate action to ensure the safety and welfare of all learners involved.

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SECTION 3

1. ALLEGATIONS TOWARDS STAFF

The majority of people who work with children or young people act professionally and aim to provide a safe and supportive environment for them. However, sometimes the behaviour of adults who work or volunteer with children and young people can result in allegations of harm being made against them. When an allegation is made against a member of staff, set procedures must be followed.

Staff who are subject to an allegation have the right to have their case dealt with fairly and to be kept informed of the progress. Suspension is not automatic, however it may be deemed appropriate in some cases to ensure learners are protected.

Allegations against staff must be reported to the Safeguarding Manager.

Full procedures for dealing with allegations against staff can be found in CP 76 Safeguarding Allegations Proces..

2. STAFF CONDUCT

Staff should always be aware of the needs of young people, and be vigilant for any possible signs of abuse.

Staff should not spend time alone with young people, especially away from others. Meetings with individual young people should take place as openly as possible. If privacy is needed, the door should be left partly open and other staff present or informed of the meeting where possible.

Staff should not have unnecessary physical contact with young people. There may be occasions when physical contact is unavoidable or positively desirable or necessary, such as providing comfort or reassurance, or for physical support. Contact may also take place during sports. Physical contact should, however, only take place with the consent of the child and the purpose of the contact should be made clear.

It is not good practice to take young people alone in a car journey, however short. Where this is unavoidable, it should be with the full knowledge and consent of the parents or carers, and someone in charge of the activity. Staff should be able to state the purpose and anticipated length of the route. Check insurance liability.

Staff should not contact or meet with young people outside organised activities.

Staff who are engaged in relationships should ensure that their personal relationships do not affect the young people around them.

It should be remembered that on occasion, young people themselves can be responsible for abusing their peers.

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Staff should never:

- Engage in sexually provocative or rough physical games.
- Allow children to use inappropriate language unchallenged (e.g. racist, sexist or homophobic comments).
- Make sexually suggestive comments in front of, about, or to a young person, even in fun.
- Let allegations made by a young person go without being addressed and recorded.
- Deter young people from making allegations through fear of not being believed.
- Jump to conclusions without checking facts.
- Rely on their own good name to protect them (i.e. everyone regardless of position should adhere to these guidelines.)

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