

PASTORAL CARE DOCUMENT

for

COLLEGE OF AGRICULTURE, FOOD
and RURAL ENTERPRISE

Incorporating:

The Child Protection Policy
Anti-Bullying Policy

January, 2010

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ACKNOWLEDGEMENTS

The context of this booklet has been based on Child Protection Guidelines and other literature issued by the Department of Education Northern Ireland, Child Care (NI) and Northern Health and Social Services Board.

INTRODUCTION

This document provides guidance to all College staff on its legal responsibilities in relation to The Children's Order including how to protect the children in their care, the staff and the organisation. It includes codes of conduct and the action to be taken to enable cases of suspected abuse to be properly considered and dealt with.

While College staff have always had and continue to have responsibility for the care, welfare and safety of students attending the College, they now have a legal duty to ensure that the welfare of the child is paramount.

BACKGROUND

Who is a Child?

For the purpose of this policy, the term “CHILD” refers to “any child or young person under the age of 18”.

The United Nations Convention on the Right of the Child

United Nations Convention on The Rights of A Child

In 1991, the United Nations Convention listed a number of statements setting out the rights which all children and young people up to the age of 18 years should have, no matter where they live or whatever their circumstances. This International Treaty was signed by the British Government, which committed itself to giving children the rights and protection written in the convention.

The Children’s (NI) Order 1995

The Children’s (NI) Order 1995 deals with the care, upbringing and protection of children. The aims of the order are to set balances between:

- the rights and responsibilities of parents;
- the child’s own view of his or her needs and how these needs can be met.

The key principles of the order are:

- Paramountcy
- Parental Responsibility
- Prevention
- Partnership
- Protection

The Protection of Children & Vulnerable Adults (NI) Order 2003

The Protection of Children & Vulnerable Adults (NI) Order legislation came into effect on 1st April 2005 and seems to strengthen the safeguarding of children and vulnerable adults from unsuitable people in any organisation. This legislation makes the checking of staff who are working with young people a statutory requirement rather than good practice. It introduces new criminal offences including Disqualification Orders. In addition it creates a “whistle blowing” facility for child care organisations and their staff/volunteers.

The Special Educational Needs and Disability (NI) Order 2005

The Special Education Needs and Disability (NI) Order (SENDO) came into effect on 1st September 2005. This law relates to disability discrimination and places duties on bodies responsible for the provision of education and associated services/admissions and expulsions. For the purposes of SENDO a person is regarded as disabled if he/she has “a physical or mental impairment which has a substantial and long-term adverse effect on his/her ability to carry out normal day to day activities”. This is the same definition as that used in the Disability Discrimination Act 1995.

Safeguarding Vulnerable Groups Order (NI) 2007

The order provides the legislative framework for a new Vetting and Banning Scheme (VBS) for people who work with children and vulnerable adults. The purpose of the new scheme is to minimise the risk of harm posed to children and vulnerable adults by those that might seek to harm them through their work (paid or unpaid). It seeks to do this by banning unsuitable individuals not just on the basis of referrals but also at the earliest possible opportunity as part of a centralised vetting process that all those working closely with children and/or vulnerable adults will need to go through. These arrangements will enable vetting and banning processes to operate coherently across the UK.

From November 2009 all staff who work with children or vulnerable adults regularly must be ISA (Independent Safeguarding Authority) registered. The Vetting and Banning Scheme will deal with activities that are classified as “regulated” or “controlled”

Access NI 2008

With effect from 1 April 2008 responsibility for carrying out pre-appointment checks passed from the PSNI and DHSSPS to a new disclosure body Access NI. Access NI is a criminal history disclosure service established under Part V of the Police Act 1997. The service enables organisations to obtain criminal history information prior to appointment, including a check of the disqualification lists.

Access NI offers 3 levels of disclosure, basic, standard and enhanced, each representing a different level of check and each provided in the form of a certificate. The basic disclosure certificate will show details of all convictions considered to be unspent under the Rehabilitation of Offenders Order 1978 or state that no such convictions were found. The standard disclosure certificate shows details of spent and unspent convictions and cautions and whether an individual is included on a disqualification list. The enhanced disclosure certificate contains all of the information in the standard disclosure certificate in addition to any other relevant information held in police records.

The Central Personnel Group (CPG) in the Department of Finance and Personnel are registered with Access NI and all disclosure certificates required by HR Connect as part of the NICS recruitment process are handled through this registration. All existing staff will be registered by 2011.

POLICY STATEMENT

The College of Agriculture, Food and Rural Enterprise is committed to practices which protect students from harm. The College accepts and recognises its responsibilities and will endeavour to:

- ☞ ensure that staff show respect and understanding for student rights, safety and welfare and conduct themselves in a way that reflects these principles;
- ☞ follow carefully the procedures for recruitment and selection of staff;
- ☞ provide training and support for staff;
- ☞ provide information to students, parents and staff;
- ☞ share information about concerns with statutory child protection agencies/staff who need to know and involve parents and students as necessary;
- ☞ review Pastoral Care Document and associated Child Protection Policies and Procedures annually.
- ☞ ensure that all staff who have contact with students will be registered with the Independent Safeguarding Authority.

OTHER PEOPLE/GROUPS USING COLLEGE FACILITIES

- ☞ recommend that they adhere to the principles and practices of the Children's (NI) Order 1995 and all relevant legislation regarding the Protection of Children and Vulnerable Adults.

DESIGNATED PERSON

Each Campus has a Designated person who has specific responsibilities for Child Protection matters.

Greenmount	–	Brian Simpson/Judith Mullan
Loughry	–	Shirley Simpson/Roisin Talbot
Enniskillen	–	Sharon Armstrong/Michelle McKenna, Deputies Kathryn Hazlett, Catherine Crawley
Cross-campus		Dr Kate Semple

DEFINITION OF ABUSE

Child abuse occurs in families from all social classes and cultures and it also occurs in institutions and organisations. Abusers come from all walks of life and all

occupations and professions. Child abuse consists of anything which individuals, institutions, or processes do, or fail to do, which directly or indirectly harms children or damages their prospects of safe and healthy development.

Children may be abused by a parent, a sibling or other relative, a carer (i.e. a person who has actual custody of a child such as a foster parent or staff member in a residential home), an acquaintance, a fellow student or a stranger, who may be an adult or a young person. The abuse may be the result of a deliberate act or of a failure on the part of the parent or carer to act or to provide proper care, or both. The abuse may take a number of forms, including:

Physical Abuse

Physical abuse is the deliberate physical injury to a child or the wilful or neglectful failure to prevent physical injury or suffering. This may include hitting, shaking, throwing, poisoning, burning or scalding, drowning, or suffocating. 'Munchausen Syndrome by Proxy', whereby a parent or carer feigns the symptoms of, or deliberately causes ill health in a child, may also constitute physical abuse. For children with disabilities it may include confinement to a room or cot, or incorrectly given drugs to control behaviour.

Emotional Abuse

Emotional abuse is the persistent emotional ill treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may involve causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. For children with disabilities it may include over-protection or conversely failure to acknowledge or understand a child's disability and thus have unrealistic expectations. Some level of emotional abuse is involved in all types of ill treatment of a child, though it may occur alone.

Sexual Abuse

Sexual abuse involves forcing or enticing a child to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative or non-penetrative acts. They may include non-contact activities, such as involving children in looking at pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways. Sexual activity involving a child who is capable of giving informed consent on the matter, **while illegal**, may not necessarily constitute sexual abuse as defined for the purpose of these procedures. One example which would fall into this category is a sexual relationship between a 16 year old girl and her 18 year old boyfriend. The decision to initiate child protection action in such cases is a matter for professional judgement and each case should be considered individually. The criminal aspects of the case will, of course be dealt with by the Police.

Neglect

Neglect is the persistent failure to meet a child's basic physical and psychological needs, likely to result in the serious impairment of the child's health or development. It may involve a parent or carer failing to provide adequate foods, shelter and clothing, failing to protect a child from physical harm or danger, failing to ensure access to appropriate medical care or treatment, lack of stimulation or lack of supervision. It may also include neglect of a child's basic emotional needs.

Young Person whose Behaviour places him at Risk of Significant Harm – a child whose own behaviours, such as alcohol consumption or consumption of illegal drugs, while placing the child at risk of significant harm, may not necessarily constitute abuse as defined for the purposes of these procedures. If the child has achieved sufficient understanding and intelligence to be capable of make up his own mind, then the decision to initiate child protection action in such cases is a matter for professional judgement and each case should be considered individually. The criminal aspects of the case will be dealt with by the Police.

Self Injury

Self injury or self harm is on the increase. Cutting can begin at a very young age and can range from scratching to deep cuts being self inflicted, often requiring medical treatment. Disclosure of any self injury should never be ignored, it is a clear sign that something serious is wrong and that self esteem is low.

Bullying

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those bullied to defend themselves. It can take many forms but the main types are:

- Physical (e.g. hitting, kicking, theft);
- Verbal (e.g. sectarian/racist remarks, name calling);
- Indirect (e.g. spreading rumours).

The damage inflicted by bullying can frequently be underestimated. It can cause considerable distress to children, to the extent that it affects their health and development or, at the extreme, causes them significant harm (including self-harm). In its more severe or persistent forms, bullying can constitute child abuse and should be treated as such.

For further details on bullying, see Appendix 5 – Anti-Bullying Policy.

It is important to distinguish between bullying and abuse which is carried out by another child – see definition of child abuse (page 3). Where this is suspected, the appropriate child protection procedures must be followed for both the victim and the alleged abuser.

These types of abuse apply equally to children with disabilities but the abuse may take slightly different forms, for example, lack of supervision, or the use of physical restraints such as being confined to a wheelchair or bed.

Risks posed by Developments in Communications Technology

In an increasingly complex world, the opportunities for child abuse are growing. Staff need to be aware of the opportunities for abuse through the misuse of video, computer, internet, text messaging and other media. While good use of such media can be beneficial, we must be vigilant and alert to the possibilities of misuse and consequent harm that can result to young people.

- **The Internet**

Whilst the development of the internet has revolutionised communication systems throughout the world and if used in the right way is an excellent resource, care in its application needs to be exercised so that the safety of a child is not compromised.

[All internet access by students will be monitored and recorded].

- **Photographs**

Following the introduction of the Data Protection Act in 1998, CAFRE will monitor the use of photographs, videos and webcams of clearly identifiable people. Consideration will be given to:-

- Permission (verbal or written) should be obtained of all the people (students and adults) who will appear in a photograph, video or webcam image before the photograph is taken or footage recorded.
- It should be made clear why that person's image is being used, what you will be using it for, and who might want to look at the pictures.
- Students should not be identified by personal details, including email or postal addresses, telephone or fax numbers.
- Obtain a written and specific consent from parents or carers before using photographs (see Appendix 9).
- Do not insist that the student participates.
- Signs will be displayed on buildings which have CCTV cameras in operation.

- **Mobile Telephones**

With the increased use of mobile telephones, staff and students need to be aware of appropriate and inappropriate use of telephones.

CODE OF CONDUCT FOR STAFF

All actions concerning young people must uphold the best interests of the young person. **Staff must always be aware of their position of trust, responsibilities under Child Protection Legislation and that their behaviour towards young people must be above reproach.** This Code of Practice is intended to assist staff in respect of the complex issues of child abuse, by drawing attention to areas of risk. These guidelines must be rigorously applied to students under the age of 18 years

old. They are also recommended as good practice in respect of students over 18 years in conjunction with CAFRE Policy 420 – Staff Student Relationships.

Private Meetings with Students

- Staff should be aware of the risks which may arise from private interviews with individual students. It is recognised that there will be occasions when confidential interviews must take place. As far as possible, staff should conduct such interviews in a room with visual access, or with the door open.
- Where such conditions cannot apply, staff are advised to ensure that another adult knows that the interview is taking place. It may be necessary to use a sign indicating that the room is in use, but it is not advisable to use signs prohibiting entry to the room.
- Where possible another student or (preferably) another adult should be present or nearby during the interview and the College will take active measures to facilitate this.
- Staff should not spend excessive amounts of time alone with a student away from others.
- Staff have a professional responsibility to share relevant information about the protection of children with other professionals, i.e. Social Services, Investigating Agencies. Where any type of abuse is suspected, there is a legal duty to report it.
- If a child confides information to a member of staff which gives cause for concern about possible abuse and requests that the information be kept secret, it is important that the member of staff should tell the child sensitively, that he/she has a responsibility to refer cases of alleged abuse to the appropriate people for the child's own sake.

Physical Contact with Students

- As a general principle, staff are advised not to make unnecessary physical contact with students.
- However, it is unrealistic and unnecessary to suggest that staff should touch students, in emergencies only. A distressed student may need reassurance involving physical comforting, as a caring person would provide. Staff should not feel inhibited from providing this.
- Staff should never touch a child who has clearly indicated that he/she is, or would be, uncomfortable with such contact, unless it is necessary to protect the child, others or property from harm.
- **Physical punishment is illegal, as is any form of physical response to misbehaviour, unless it is by way of necessary restraint.**
- Staff who have to administer first aid to a student should ensure wherever possible that this is done in the presence of other students or another adult. Remember to

get consent of the individual. **However, no trained member of staff should hesitate to provide first aid in an emergency simply because another person is not present.**

- Any physical contact, which would be likely to be misinterpreted by the student, parent or other casual observer, should be avoided.
- **Following any incident where a member of staff feels that his/her actions have been, or may be misconstrued, a written report of the incident should be submitted to his/her line manager.**
- Staff should be particularly careful when supervising students in the residential setting, whilst wardening, or in clubs and societies, where more informal relationships tend to be the usual and where staff may be in proximity to students in circumstances different from the normal.
- Staff should not arrange to meet with students outside organised activities, unless it is with the knowledge and consent of parents and Head of Branch.

Relationships and Attitudes

- Staff should ensure that their relationships with students are appropriate to the age, maturity and sex of the student, taking care that their conduct does not give rise to comment or speculation.
- Staff must not make suggestive or inappropriate remarks/actions, even in jest.
- Staff are encouraged not to let students use inappropriate language unchallenged.
- Staff should not communicate with students by using social networking sites and chat rooms.
- Mobile telephone texting should only be used to remind students of meetings. If this turns into conversation, communication must be ended.

The Code is not intended to frighten staff from working with young people, but to make them aware of the best practices. There will be circumstances which will not be covered by the Code. On these occasions it is important that staff use their professional judgement and act in a manner where their conduct cannot be misconstrued.

Talking to a Young Person where there is an Allegation of Possible Abuse

Care must be taken in asking and interpreting young people's responses to questions about indications of abuse. The extent of questioning should, therefore be kept to a minimum.

- It is the right of the young person to be heard, listened to and taken seriously and to be consulted with according to age and understanding about the proposed action.

- Staff should not ask the young person leading questions, as this can later be interpreted as putting ideas into the person’s mind.
- Questions which encourage the child to change his/her version of events in any way or which impose the adult’s own assumptions should not be asked. For example, "Did they do X to you"? Rather it should be “Tell me what has happened”?
- The chief task at this stage is to listen to the child and not to interrupt or try to interpret if he/she is freely recalling events. **As soon as possible afterwards make a note of the discussion and pass to the designated person.**
- If physical abuse is suspected, under no circumstances should the young person’s clothing be removed.
- Staff should not give the child or young person undertakings of confidentiality but should reassure them that the information will only be disclosed to those who need to know.
- The member of staff should make a report on the discussion. The summary should include:
 - the date and brief details of the nature of the complaint;
 - by whom and against whom it was made;
 - include dates and times of specific incidents;
 - if the complaint was formally referred, to whom it was referred and the date of referral;
 - any physical/behavioural changes of the complainant or any indirect signs.

PROCEDURES FOLLOWING AN ALLEGATION OR SUSPICION OF CHILD ABUSE

Who is the Complaint About?

If it is:

- (a) Person other than a member of staff – see Appendix 1.
- (b) Member of staff – see Appendix 2.
- (c) Head of Branch/Head of Campus – see Appendix 3.
- (d) Designated Person – see Appendix 4.

1. **Record the discussion stating clearly why you are concerned, from whom you received the information and when.**
2. Contact the designated person immediately who will contact the Deputy Director/Head of Campus/Head of Branch, Personnel Management Division to

arrange a meeting as soon as practicable within 24 hours. If the allegation is about the designated person, contact the Deputy Director/Head of Campus/Head of Branch directly. Those invited to attend should include only those who need to know about the incident or concern. **Confidentiality must be preserved.**

3. The purpose of the meeting is to consider the available information and decide the way forward.
4. If a student is considered to be in any form of imminent danger, the College Director, Social Services and/or the Police will be contacted immediately by the Designated Officer or Deputy Director/Head of Campus/Head of Branch. Advice can be sought from the Social Services at any time.
5. Where a member of College of Agriculture, Food and Rural Enterprise staff is involved, Departmental HR must, where at all possible, be informed before the Police are contacted.
6. A clear record must be made of the meeting, the decision reached and why i.e. take no further action, arrange a preliminary discussion with Social Services or make a formal report to Social Services or Police.
7. All reports are confidential and must be retained.
8. It is important that these matters are treated as urgent and dealt with accordingly, preferably within 24 hours.

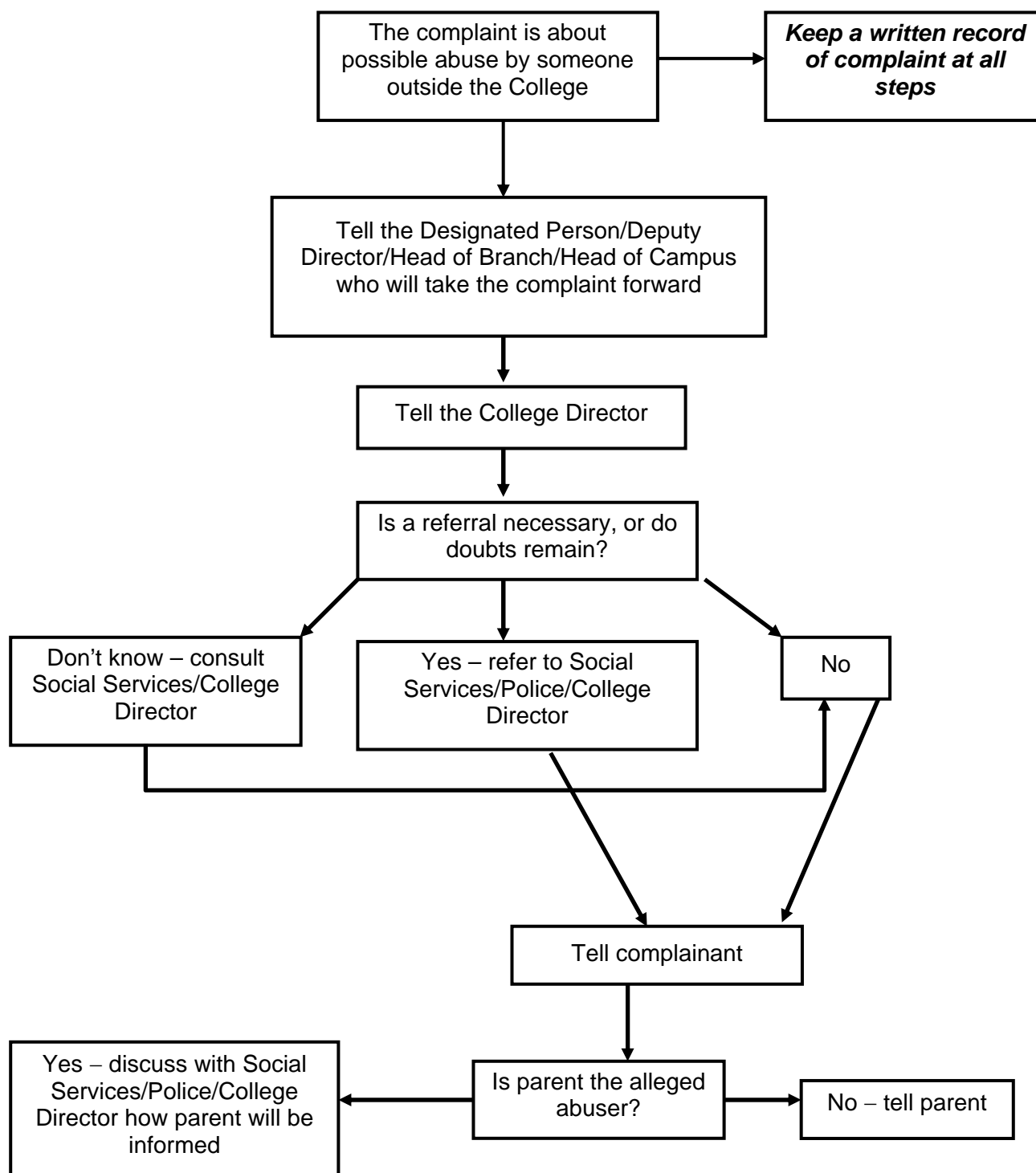
KEEP A WRITTEN RECORD OF THE COMPLAINT AT ALL STAGES/STEPS

CONFIDENTIALITY

Confidentiality is of paramount importance and must be adhered to throughout the procedures following allegations. It is the College Director's decision as to how much information about a particular incident is shared with other College staff.

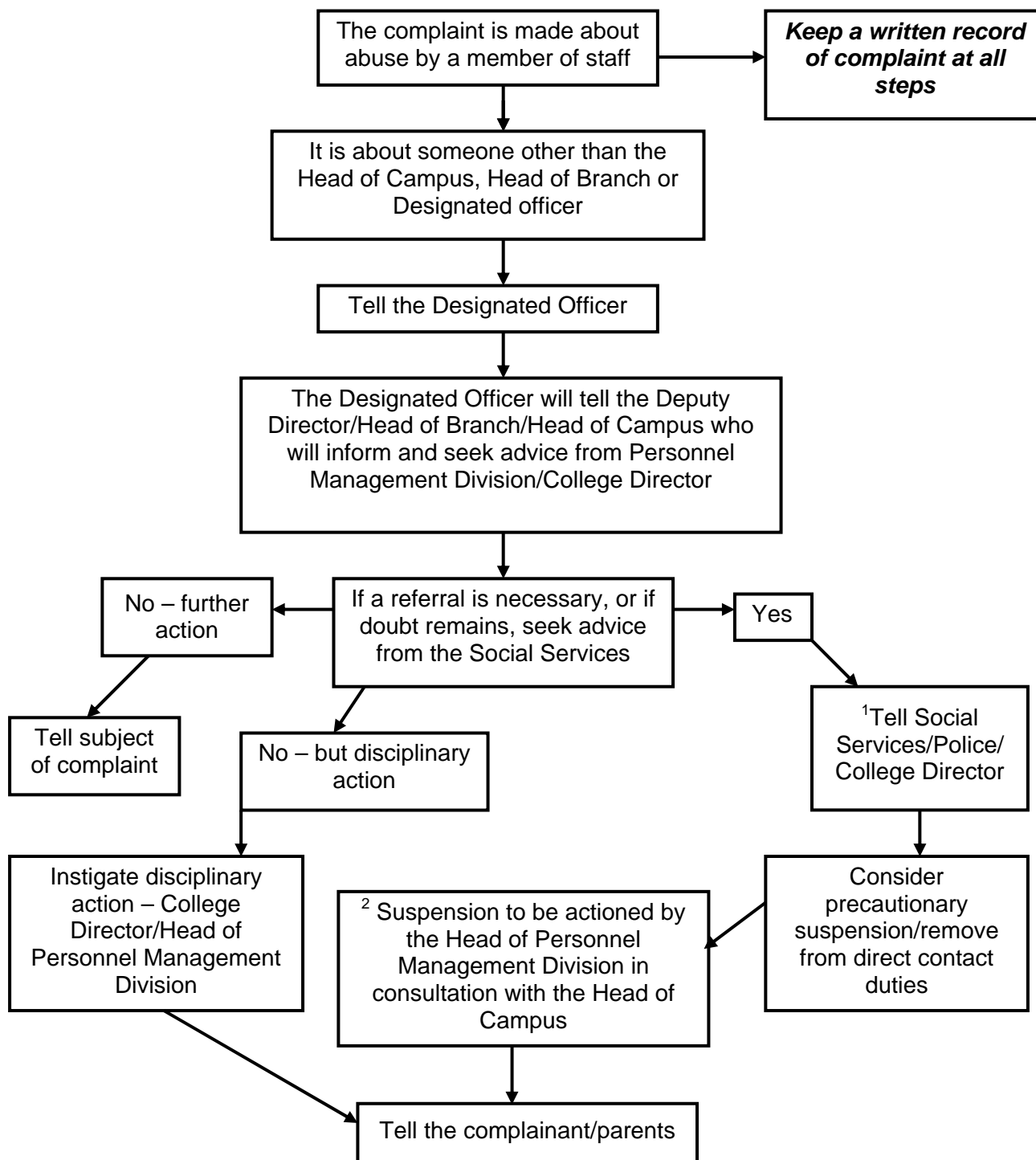
APPENDIX 1

PROCEDURE TO FOLLOW WHEN THE COLLEGE HAS CONCERNS, OR HAS BEEN GIVEN INFORMATION, ABOUT POSSIBLE ABUSE BY SOMEONE OTHER THAN A MEMBER OF THE COLLEGE STAFF



APPENDIX 2

PROCEDURE WHEN A COMPLAINT HAS BEEN MADE ABOUT POSSIBLE ABUSE BY A MEMBER OF THE COLLEGE STAFF

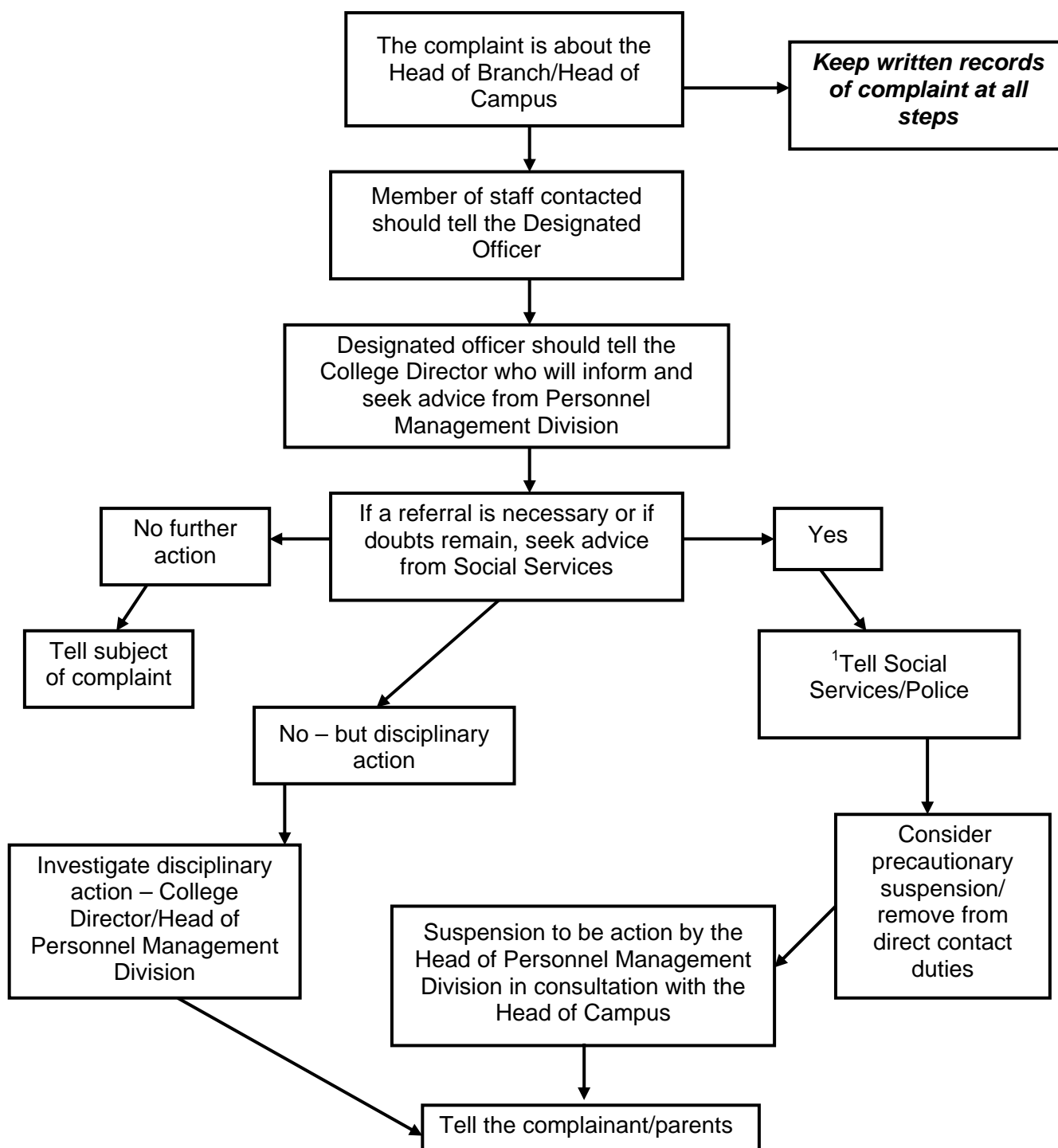


¹ Where a member of College of Agriculture, Food & Rural Enterprise staff is involved, Personnel Management Division should, where possible, be informed before the Police are contacted.

² Where a complaint relates to a member of Industrial staff, suspension will be actioned by the College Director who has delegated authority.

APPENDIX 3

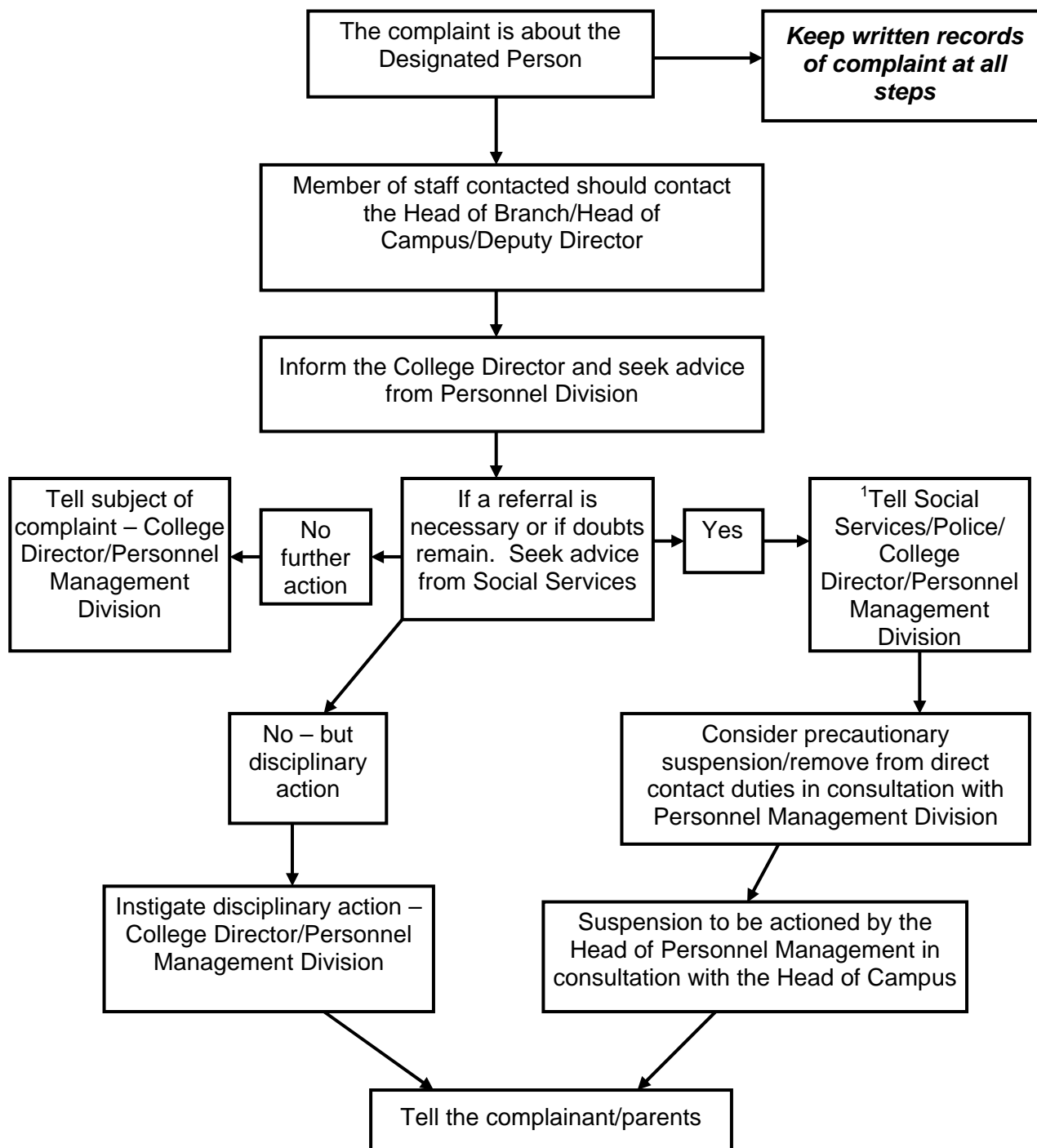
PROCEDURE WHEN A COMPLAINT HAS BEEN MADE ABOUT POSSIBLE ABUSE BY THE HEAD OF BRANCH/HEAD OF CAMPUS



¹ Where a member of College of Agriculture, Food and Rural Enterprise staff is involved, Personnel Management Division must, where at all possible, be informed before the Police are contacted.

APPENDIX 4

PROCEDURE WHEN A COMPLAINT HAS BEEN MADE ABOUT POSSIBLE ABUSE BY THE DESIGNATED PERSON



¹ Where a member of College of Agriculture, Food and Rural Enterprise staff is involved, Personnel Management Division must, where at all possible, be informed before the Police are contacted.

APPENDIX 5

ANTI-BULLYING POLICY

Introduction

Bullying involves the wilful, conscious desire, to hurt physically or mentally, threaten or frighten someone. It is a form of anti-social behaviour which is unjustifiable. It is wrong, and will not be tolerated within the College community.

This statement relates specifically to bullying of students by students. Where staff are involved in any way, the College of Agriculture, Food and Rural Enterprise Harassment Policy and Associated Procedures must be applied.

Aim

To promote a supportive, caring and safe environment for students in which they will have no fear of being bullied.

Principles

- The College positively supports the development and maintenance of a caring community which promotes tolerance, mutual respect, courtesy, thoughtfulness and kindness.
- The College seeks to ensure a high degree of collective vigilance in order to minimise opportunities for bullying.
- Members of the College community should be aware of the:
 - types and causes of bullying;
 - signs of bullying; *and*
 - established procedures for dealing with incidents of bullying.
- Established procedures are followed where the College has been alerted to possible bullying incidents.
- The College seeks to create and maintain a climate where students, parents and staff feel confident that any complaints of bullying are taken seriously.
- The College seeks to ensure that any complaints of bullying are dealt with promptly, consistently, sensitively and, where possible, discreetly.
- A close working partnership between home and College is encouraged in the prevention, detection and elimination of bullying.
- The College provides support and counselling for both victims and bullies.

This policy will be kept under review.

1.1 **What is bullying?**

Bullying is a form of anti-social behaviour which causes someone else to feel hurt, threatened or frightened.

Bullying can be:

- (a) **Physical:** pushing, kicking, hitting, punching and any other forms of violence, or threats of the same.
- (b) **Verbal:** name calling, sarcasm, spreading rumours, insults, persistent teasing.
- (c) **Emotional:** excluding (e.g. sending to Coventry), tormenting, ridicule, humiliation.
- (d) **Racist or Religious:** racial or religious taunts, graffiti, gestures.
- (e) **Damage to property or theft:** clothing, books or other personal property may be hidden, damaged or stolen.

1.2 **Why do people bully?**

Some people become bullies because they:

- like the feeling of power;
- are selfish or spoilt, and expect everyone to do what they say;
- feel insecure, inadequate, or humiliated;
- have been abused in some way;
- are scapegoats, or bullied, at home;
- are under pressure to succeed at all costs;
- do not fit in with the other students; *or*
- feel no sense of achievement.

1.3 **The effects of bullying**

Persistent bullying can result in:

- insecurity;
- loss of confidence;
- depression;
- low self-esteem;
- shyness;
- poor academic achievement;
- isolation, *and*
- threatened or attempted suicide.

Steps to take if you are a victim of bullying

1. Contact your Personal Tutor, Accommodation Manager, Assistant Accommodation Manager, Course manager or Year Manager immediately and discuss the problem. If necessary, request a meeting and provide detailed background information. Your complaint will be taken seriously and appropriate action will follow.
2. Arrange a follow-up appointment to discuss both the results of any investigations and the action taken.
3. Try to give the situation time to change.
4. If there is no improvement, make an appointment to see the Head of Supply and Packaging/Deputy Director/Head of Campus. If you feel that the bullying incident is very serious, you may wish to speak to the head of Education Development/Head of Supply and Packaging Branch/Head of Campus at the outset.

APPENDIX 6

STUDENT RESIDENTIAL EVENTS

It is recommended that the member of staff organising a residential event for students should adhere to the following guidelines:-

1. The accommodation should be easily accessible in a safe area and comply with Health and Safety legislation. There should be procedures in place in the event of fire e.g. clear written instructions, fire exits clearly marked and unblocked, two separate routes out of the building.
2. Male and female sleeping accommodation should be separate.
3. Parents/Guardians should complete a consent/health form giving relevant information including medical information, emergency contact numbers etc.
4. Information for parents/guardians should include the itinerary, names of leaders, contact telephone numbers, student rules and regulations, cost and any other relevant details.
5. Students should receive details on rules, regulations, suitable clothing, meals included, cost, pocket money etc.
6. Staff should be aware of what to do in the event of an emergency. All accidents/incidents should be dealt with appropriately and recorded.
6. Where there are male and female students there should be male and female staff. The number of staff depends on the number of students attending. However there must always be more than 1 member of staff.
8. Staff should have communication access with the College at all times e.g. mobile telephone.
9. Transport is a central element of any residential visit and it is important to check out all aspects of this thoroughly. Safety is the priority.
10. It is recommended that provision is made to enable first aid to be carried out at all times.
11. Staff should adhere to the Code of Conduct (page 7) in the Pastoral Care Document for the College of Agriculture, Food and Rural Enterprise.

For more details read "Away from Home and Safe – Getting Residentials Rights" which is available from the Designated Person's office at each Campus.

APPENDIX 7

USE OF MINIBUS FOR STUDENT TRIPS

It is recommended that:-

- a. Drivers must have successfully completed College of Agriculture, Food and Rural Enterprise's recognised Minibus Training Course.
- b. Staff must have passed a medical examination and be deemed fit to drive a minibus containing passengers.
- c. Drivers must have communication access on the minibus to the College/emergency services e.g. mobile telephone, radio.
- d. Drivers must adhere to the code of conduct for staff in the Pastoral Care Document for College of Agriculture, Food and Rural Enterprise.

APPENDIX 8

CHILD PROTECTION INCIDENT REPORT FORM

Try and keep this process friendly rather than formal, you want the young person to feel as comfortable as possible during this stressful process. Do not run and get this form. Rather, take notes during the conversation, and then complete this form immediately after you finish talking to the young person.

Interviewer's Details	
Name:	
Position:	
Young Person's Details	
Name:	Date of Birth:
Address:	
Parents/Carers' Names:	
Address:	

Record what was said and reported (use additional paper, as required)

Please complete the next page of this form

Action taken:

Reported to CAFRE Designed Child Protection Person:	Yes	No
Name:	Date & Time:	
Details of advice received:		

Reported to Police/Social Services:	Yes	No
Name: Position:	Date & Time:	
Details of advice received:		

Asked Advice:
Organisation:
Person whom advice received from:
Date & Time:
Details of advice received:

Signed by interviewer: **Date:**

A copy of this form should be kept in a secure place and the original forwarded to the appropriate CAFRE Designated Person who has been contacted.

APPENDIX 9

Data Protection and Freedom of Information Disclosure

What personal information does CAFRE hold on me?	CAFRE holds information such as your: Name and address, Date of birth, Academic records, records of any medical conditions or learning needs, driving license details, phone numbers, parents contact details, work history, your photograph etc.
Why is this information needed:	To enable CAFRE to <ul style="list-style-type: none">• Meets its legal requirements• Fulfil its obligations to you, college staff and other students on campus• Contact you• Register you with the Awarding Body on your course• Identify any health issues or learning needs that need addressed.
Who will see it?	Teaching staff, your tutor, administration staff, accommodation/farm staff if appropriate and Awarding Bodies. If you have particular requirement, information will be shared with other staff and outside organisations with your permission.
How will records be stored?	Records will be kept secure, and no unauthorised access allowed.
Can I ask for information to be kept confidential?	Yes. You can ask for personal information such as health conditions, disabilities etc to be kept confidential, or you can ask that they are only disclosed to specific people or organisations.
Can I change my mind about disclosing information?	Yes, but you must give us written notice of your decision.
What happens if my circumstances change?	Again, it is your responsibility to notify us of any change in your circumstances or health status. A Change of Circumstances Form is available in your Induction information pack.
How long will CAFRE retain my records?	Normally for three years after you leave.
What happens after 3 years?	They will be shredded. We only retain a record of what you have achieved.
Have I access to these records?	Yes. You can get access by applying to Wilma Houston in College Administration.
What happens if there are mistakes in the records?	If mistakes are found, you can ask for these to be corrected.
Will information be shared with third parties?	Yes. CAFRE has a legal requirement to record and to disclose certain information to other Government Departments. Information will only be disclosed to others with your consent. Eg to your awarding body to register you on your course, and if you are under 18, with your parents or guardians.

The information above has been explained to me and I confirm that the information held on me is correct. I consent to CAFRE processing and disclosing my personal data for the above purposes.

Signed _____ Date _____

The information above has been explained to me and I confirm that the information held on me is correct. I consent to CAFRE processing and disclosing all my personal data with the following exceptions:.

Signed _____ Date _____

I *consent/do not consent* to CAFRE using my photograph in publicity materials eg articles, leaflets etc. *(delete as applicable)*

Signed _____ Date _____