

# Safeguarding Policy and Procedures

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## Policy

### 1 Purpose

This policy states the responsibilities of the centre in relation to safeguarding children and vulnerable adults, in line with current legislation and guidance.

### 2 Definitions

2.1 The 1989 Children Act defines a child as 'a person under the age of 18'.

This therefore includes students under the age of 18 as well as other young people under 18 participating in Centre activities on centre premises.

2.2 The Protection of Freedoms Act 2012 led to a change in the definition of vulnerable adult as it relates to safeguarding. An adult may now be described as vulnerable when they are in receipt of services classed as regulated activity, including health and personal care or support required because of age, illness or disability.

### 3 Policy statement

3.1 TRT aims to maintain a safe and welcoming environment on all its campuses for staff, students and visitors. It is committed to meeting its duty to safeguard and promote the welfare of children and vulnerable adults, and recognises its role in identifying cases of suspected abuse and making referrals to the appropriate investigating agency.

3.2 It takes seriously its obligation to deliver the outcomes specified in the Ofsted common inspection framework. In the context of this policy inspectors will make a judgement on the effectiveness of leadership and management by evaluating the extent to which leaders, managers and, where applicable, governors safeguard all learners (page 7, Effectiveness of Leadership and Management).

3.3 The centre recognises the need to work with other agencies in performing its duties under the Education Act 2002. These are, in summary: - to have in place and follow procedures in keeping with local inter- agency (Local Safeguarding Children's Board) guidelines - to operate safer recruitment procedures - to have in place procedures to deal with allegations against staff - to designate a senior member of staff as having lead responsibility for safeguarding children, and ensure that they receive appropriate training - to liaise with schools regarding pre-16 students - to ensure all staff working with young people under 18 receive appropriate safeguarding children training and are aware of their responsibilities - to review policies and procedures annually.

3.4 The safety and well-being of children are paramount and all concerns about abuse are taken seriously.

3.5 The centre is committed to applying these principles in respect of those over 18 felt to be 'vulnerable'. Procedures to be followed in respect of vulnerable adults are given at annex A.

3.6 The COO and the Safeguarding Manager are nominated by the CEO to co-ordinate and manage procedures relating to the safeguarding of children and vulnerable adults including safer recruitment and staff training.

3.7 The centre reserves the right to refuse admission to any student who may pose a risk to children or vulnerable adults, and has appropriate student admissions procedures in place.

### 4. Legal framework

4.1 DfES circular 10/95 set out the role of FE centres in helping to protect children from abuse, under the terms of the Children Act 1989.

4.2 The Children Act 1989 placed a duty on local authorities to investigate situations where a child is at risk of significant harm. Schools and centres had a legal obligation to work with investigating agencies acting on behalf of children in need.

4.3 Section 175 of the Education Act 2002, which came into force in June 2004, places a duty on local authorities, the governing bodies of maintained schools and the governing bodies of Further Education institutions to have arrangements in place to ensure that they safeguard and promote the welfare of children. This duty is very general but acquires substance in guidance issued periodically by the Department for Education. S175 imposes a statutory duty to have regard to the guidance issued by the Secretary of State.

4.4 Responsibility for making sure appropriate arrangements are in place lies with the governing body. Staff members are responsible for carrying out their duties in compliance with the arrangements set out by the governing body.

4.5 The Children Act 2004 resulted from Lord Laming's report into the death of Victoria Climbié. Section 11 of the Act, which came into force in October 2005, brought other key agencies into line with the duties already placed on schools and centres by s175 of the Education Act 2002.

4.6 Guidance was published in 'Safeguarding Children in Education' (2004), extended in 2007 to 'Safeguarding Children and Safer Recruitment in Education'. It set out the requirements to provide a safe learning environment, identify young people suffering, or likely to suffer, significant harm and take appropriate action in full partnership with other local agencies. It encompassed wider issues such as health, safety, drug/substance abuse and bullying, and included specific guidance relating to the recruitment and vetting of staff, in the light of the Bichard enquiry into the Soham murders.

4.7 In 2016 the Department for Education replaced this with new statutory guidance 'Keeping Children safe in Education'. It reflects recent changes to the vetting of staff, including the introduction of the Disclosure and Barring Service (DBS) to replace CRB, and the notion of 'regulated activity' which prescribes which staff may and may not be subject to pre-appointment checks. The document sets out what schools and centres should do to safeguard and promote the welfare of children, as well as the legal duties with which they must comply. Although it is designed to be read in conjunction with 'Working Together to Safeguard Children', the intention of the new guidance is to scale back to a minimal set of requirements which make clear where individuals should use their own professional judgement.

4.8 The Protection of Freedoms Act 2012 changed the definitions of regulated activity and amended the provisions of the Safeguarding Vulnerable Groups Act 2006, which altered the definition of a vulnerable adult.

4.9 Centre is not an investigating agency. This function is carried out by local authority Children's Services, or other agencies with statutory powers (the police and NSPCC), as set out in Local Safeguarding Children Board procedures.

4.10 The Children Act 1989, and subsequent legislation and guidance, are concerned with the emotional, physical or sexual abuse or neglect of children, defined as under the age of 18. However, it is recognised that children acquire degrees of legal capacity (for example, the ability to give informed consent) and maturity prior to their 18th birthday, and also that there are adults over 18 who continue to be vulnerable due to a learning difficulty and/or disability.

## 5 Equality and diversity statement

5.1 TRT is committed to the promotion and development of equality and diversity. We aim to provide a working and learning environment which values individuals equally and does not discriminate on any grounds including age, disability, race, sex (gender), sexual orientation, gender reassignment, religion or belief.

5.2 This policy and procedure will be implemented in accordance with our policy on equality and diversity, and decisions/actions taken in relation to a potential safeguarding children/vulnerable adult incident will not be influenced by the background or situation of any persons involved. Each case will be dealt with on its own merits.

5.3 This policy is subject to equality impact analysis.

## 6 Monitoring and review

6.1 Implementation of this policy will be monitored through an annual report to the Board.

6.2 The policy will be reviewed annually by the Safeguarding Group and agreed by the Centre Executive and Board.

## 7 Supporting documentation

7.1 The following Centre documents give further guidance on the application of this policy and matters relating to the wider safeguarding agenda:

- Anti-Bullying Policy
- Confidentiality Procedure
- Disciplinary Procedure
- Disclosure of Unspent Convictions
- Grievance Procedure
- Health and Safety Policy and Procedures
- Health and Wellbeing Strategy
- ICT Acceptable Use Policy
- Recruitment and Selection Procedure
- Substance Misuse Policy.

7.2 This policy and related procedures are driven by the following legislation and guidance:

- Havering and Bexley Borough, local Safeguarding Children Board Procedures
- Children Act 1989 and 2004
- Education Act 2002 (s175)
- Care Act 2014
- Safeguarding Vulnerable Groups Act 2006
- Working Together to Safeguard Children (2013)
- Keeping Children Safe in Education (2016)
- Guidance for Safer Working Practice for Adults who Work with Children and Young People in Education Settings (2009)
- Safer Practice, Safer Learning (NIACE 2007)
- Accommodation of Students under Eighteen by Further Education Centres - National Minimum Standards (DoH 2002)
- Protection of Freedoms Act 2012
- Prevent Duty Guidance (2015)

## Procedures

The following procedures relate to child protection incidents. See annex A for guidance on the protection of vulnerable adults.

### 8 Definitions

8.1 Throughout this document the following definitions apply:

Child - a young person under the age of 18

Child abuse - may be physical, sexual or emotional abuse, or neglect

Significant harm - ill treatment or the impairment of health or development (compared with the health or development which might be expected of a similar child)

Physical abuse - actual or likely physical injury to a child, or failure to prevent injury

Sexual abuse - actual or likely sexual exploitation of a child, including prostitution

Emotional abuse - actual or likely significant adverse effect on the emotional and behavioural development of a child caused by persistent or severe emotional ill-treatment or rejection

Neglect - persistent or severe neglect of child, or failure to protect a child from exposure to any kind of danger, including cold or starvation, or extreme failure to carry out important aspects of care

Safeguarding - includes promotion of health and well-being as well as protection of specific individuals

Designated person(s) - the staff member(s) designated by the CEO as having responsibility for liaising with the investigating agency

A summary of the procedures is attached at annex C.

### 9 Designated staff

9.1 A list of designated persons with responsibility for safeguarding and child protection is given at annex C.

9.2 There is a designated officer with specific responsibilities for safeguarding. The designated officer is a member of the cross-centre Safeguarding Group and is responsible for ensuring the centre has policies and procedures in place which are considered annually by the Board.

### 10 Responding to a disclosure or suspicion of abuse

10.1 Any member of staff who has knowledge of, or a suspicion that, a child is or has been suffering significant harm must refer their concern to a designated member of staff as soon as possible but within 24 hours at the latest. In exceptional circumstances, if no designated staff member is available, refer to a member of the Centre Executive. All allegations or suspicions must be taken seriously. The student must be advised that this information cannot be kept confidential and will be passed on to the designated member of staff in centre in the first instance.

10.2 Staff who receive an allegation or disclosure of abuse should make an immediate written record of the conversation, including the following information: - date and time of report - date, time and place of alleged abuse - your name and name of complainant - name of child alleged to have been abused, if different from above - nature of alleged abuse - description of any injuries observed, if any - any other

information given, including siblings if relevant - confirmation that the student has been advised of the next steps

10.3 Questions should be kept to the minimum required for clarity, and leading questions must be avoided.

10.4 If abuse is suspected but not disclosed, it may be appropriate to remind the student about the availability of external help lines.

## 11 Safeguarding students aged 16 and 17

11.1 These students are covered in law by the Children Act. This means that allegations or suspicions of abuse must be taken seriously by the centre and acted upon according to the procedure.

11.2 Concerns or suspicions must be referred to a designated staff member even if the student's stated wishes are to the contrary. They will seek advice from the appropriate investigating agency and agree any further action which may be necessary. This may include a formal referral using the agency's proforma.

11.3 Students aged 16 and 17 are encouraged to report the abuse, or give consent for a report to be made, to an investigating agency (usually the Children's Services department in the area where the student lives). However, they should be made aware that it may be necessary to report the abuse even without their consent.

11.4 The following issues are relevant: - what are the wishes of the student? - are younger siblings involved? - is a criminal act being committed? - is there risk of significant harm?

## 12 Safeguarding students aged under 16

12.1 Significant numbers of pre-16 students attend centre on a regular basis.

12.2 All allegations or suspicions of abuse must be reported to the Safeguarding Manager or, in her absence, another member of the designated safeguarding team, even if the student's stated wishes are to the contrary. The student must be informed that the information will be passed to someone else within centre, and possibly also to the school and/or Children's Services.

12.3 The Safeguarding Manager will liaise with the school as appropriate, ensuring that the matter is reported to the appropriate investigating agency, either by the school or by the centre. A written record of any discussions/referrals will be made.

## 13 Work placements

13.1 Staff responsible for co-ordinating work placements/work experience must take the safeguarding of students, whether children or vulnerable adults, into account at the planning stage when assessing the suitability of the placement. Although students may be deemed more vulnerable to harm or abuse when in long-term placement in the workplace, all placements must be assessed for safeguarding risks. However, the centre has a duty to put in place additional safeguards when one or more of the following conditions apply:

- the placement is for more than one day per week
- the placement is for longer than one term in any academic year
- the placement is aimed at students who are vulnerable (e.g. those who have special needs or are aged under 16), regardless of the length of placement

- the workplace supervisor or a colleague will have substantial unsupervised/one-to-one access to the student (e.g. sole trader)
- the placement has a residential component.
- If any of the above factors apply:
- staff arranging, vetting or monitoring work placements must have received safeguarding training, that training must be up-to-date and they must be fully aware of this policy
- staff must have been trained in the application of the centre's health and safety standard (HASS) assessment process and safeguarding standards should be continually checked throughout the placement
- employers taking students on long-term placements must commit to safeguarding their welfare by endorsing this policy
- anyone in the workplace who is specifically designated as having responsibility for caring for, training, supervising or being in sole charge of a student under the age of 16 may be subject to disclosure procedures, in accordance with the statutory guidance. They should also be briefed about what to do if they are concerned about a student's welfare, regardless of the age of the student.

13.2 All students on work placement should have a regular point of contact within the centre, and be advised that they can discuss with that person any concerns about their placement. Any concerns raised about their work placement or any suspicions of abuse must be reported to a designated member of staff immediately and procedures followed as outlined in paragraph 9 above.

## 14 Confidentiality

14.1 A good working relationship between staff and students depends to a large extent on the establishment of trust. This may be described as a 'confidential relationship'. However, guarantees of absolute confidentiality should not be given as it may prove necessary to make a referral to an appropriate agency.

14.2 If a student discloses abuse to a member of staff, it is important that the boundaries of confidentiality and the need to pass on that information are explained to the student. It is often easier to explain to the student that you have a responsibility to pass on information on certain matters than to get into a situation where you break a confidence.

14.3 Our External counsellors work to the British Association for Counselling and Psychotherapy ethical framework. This allows the counsellor to break confidentiality in exceptional circumstances, with or without the student's consent if necessary where, in her/his professional judgement:

- there is a serious risk of the student harming themselves or being harmed
- there is a serious risk of another person being harmed
- there is a risk of a serious crime being committed.

## 15 Record keeping

15.1 All written records must be passed to the designated staff member.

15.2 Records will be kept securely within Student Services/ Administration, and held until the student's 25th birthday (or, for vulnerable adults, for 2 years after the end of the academic year in which the referral was made).

15.3 A summary of the record will be held securely in the HR office.

15.4 Records are confidential. They may be accessed by the subject of the record but not by any third party other than a designated staff member and/or the originator.

15.5 Personal tutors or other staff must not retain any records relating to a safeguarding issue.

## 16 Safer recruitment of staff

16.1 The centre undertakes best endeavours to ensure that its employees are fit to work with children and vulnerable adults.

16.2 The centre has safer recruitment procedures in place to prevent unsuitable people from working with children and vulnerable adults and promote safe practice.

16.3 Changes to the Protection of Freedoms Act which came into force in September 2012 have resulted in a new definition of regulated activity which determines when disclosure and barred list checks may be undertaken.

16.4 'Keeping Children Safe in Education' (2016) describes the checks that are, or may be, required for any individual working in centre.

16.5 The measures to be taken in respect of staff, volunteers, contractors and others who may come into contact with our students are listed at annex B.

16.6 In accordance with the regulations, a single central record is kept of all checks and disclosures carried out.

## 17 Training of staff

17.1 Designated staff receive multi-agency safeguarding training approved by the Local Safeguarding Children Board, with refresher training every 2 years.

17.2 All other staff and governors receive mandatory training through the centre staff development programme to ensure they are aware of their safeguarding responsibilities and of the centre's policies and procedures. Training includes recognising signs of abuse, and recording and reporting suspected abuse.

17.3 Refresher training is held every year.

## 18 Allegations of abuse against staff

18.1 The centre has in place a code of conduct Policy which sets out clearly its expectations in terms of staff behaviours and provides guidance to staff on keeping themselves safe. Nevertheless, allegations against staff may occur.

18.2 All allegations and concerns will be taken seriously and dealt with according to the relevant statutory guidance.

18.3 Where an allegation of abuse is made against a member of staff, the relevant disciplinary procedures may be invoked as well as reporting the case to the appropriate authorities, normally the Local Authority Designated Officer (LADO). Following this, any investigation taken under Local Safeguarding Children's Board procedures must take precedence over internal centre procedures.

18.4 Any such allegation must be reported to a designated member of staff as soon as possible but within 24 hours at the latest. The designated member of staff will refer the matter to the Director of Operations who will, if appropriate, report it to the LADO.

18.5 If an allegation of abuse is made against a designated member of staff, the allegation must be referred directly to the Director of Operations who will report the matter to the appropriate authorities. An allegation against the CEO must be dealt with by a member of the Board.

18.6 Where an allegation is made by a student aged 18+, it will be investigated through internal centre procedures, unless the student is deemed to be a vulnerable adult.

18.7 If it is subsequently found that a student has made a false allegation, or that the allegation was prompted by the student's inappropriate behaviour, the matter will be investigated through the student disciplinary procedures.

## 19 Support for staff

19.1 This policy document is available to all staff via the staff intranet, the website or from Student Services/ Administration.

19.2 Where a member of staff finds a disclosure particularly distressing, they may wish to seek support through the Employee Assistance Programme (EAP). Details of the EAP are available from Human Resources. Alternatively, they may talk through their concerns with a designated member of staff or with Human Resources.

19.3 A code of conduct Policy is in place and was developed in consultation with staff. It outlines expected standards of conduct for staff when working with children and vulnerable adults, and provides support and guidance on professional boundaries and keeping themselves safe.

## 20 Safeguarding group

20.1 A cross-centre safeguarding group meets three times per year. It includes representation from across the centre including all designated safeguarding staff, the designated officer and representatives from teaching and support areas. The group may convene sub-groups as required to action specific issues such as staff training and internet safety.

20.2 The group reports to the CEO and its terms of reference include monitoring the effectiveness of the centre's safeguarding arrangements, advising on the development and review of related policies, and developing a safeguarding plan.

20.3 The safeguarding group concerns itself with the wider safeguarding agenda which includes matters such as bullying, internet safety, safe learning environments, drug and alcohol misuse, and student awareness of personal safety.

Submitted to the Board Jan 2019

D.A.Shanley

## **Annex A**

### **Safeguarding vulnerable adult procedures**

#### **1. Definitions of 'vulnerable adult'**

A vulnerable adult is a person aged 18 years or over who may be unable to take care of themselves or protect themselves from harm or exploitation. The Protection of Freedoms Act 2012 has brought about a change to the definition of vulnerable adult. An adult is now defined as vulnerable when they are in receipt of 'regulated activity', such as health care, personal care, relevant social work or transportation support because of age, illness or disability, or where a person is authorised to make financial/welfare decisions on their behalf.

However, it is important to recognise that, in the context of centre students, any adult can be subject to abuse (such as domestic abuse, financial abuse, physical and emotional abuse etc) and they do not have to be 'vulnerable' as newly defined in order for these procedures to be implemented.

Vulnerable adults enrolling on courses at centre may have a named advocate who should be identified at interview stage.

#### **2. Definitions of abuse against vulnerable adults**

Physical abuse - includes hitting, slapping, pushing, kicking, rough handling or unnecessary physical force, either deliberate or unintentional, misuse of medication, restraint or inappropriate sanctions.

Sexual abuse - includes rape and sexual assault or sexual acts to which the vulnerable adult has not consented, or could not consent to, or was pressured into consenting to. Sexual abuse can occur between people of the same sex and it can also occur within a marriage or any long-term relationship.

Psychological abuse - includes emotional abuse, threats of harm or abandonment, deprivation of contact, humiliation, blaming, controlling, intimidation, coercion, harassment, verbal abuse or isolation.

Financial or material abuse - includes theft, fraud, exploitation, pressure in connection with wills, property, enduring power of attorney, or inheritance or financial transactions, or the inappropriate use, misuse or misappropriation of property, possessions or benefits.

Neglect and acts of omission - includes ignoring or withholding medical or physical care needs, failure to provide access to appropriate health, social care or educational services, the withholding of the necessities of life, such as medication, adequate nutrition, clothing and heating.

Discriminatory abuse - includes racist, sexist, or discrimination based on a person's disability.

Self-neglect - is not a direct form of abuse but staff need to be aware of it in the general context of risk assessment/risk management and to be aware that they may owe a duty of care to a vulnerable individual who places him/herself at risk in this way.

**3. What to do if you suspect a vulnerable adult is being abused** Any member of staff who has knowledge of, or a suspicion that, a vulnerable adult student is or has been suffering abuse must refer their concern to the designated member of staff as soon as possible. All allegations or suspicions must be taken seriously. The student must be advised that this information cannot be kept confidential and will be passed on to the designated member of staff in centre in the first instance. In their absence you should contact one of the designated safeguarding staff. Advice may be sought from the appropriate local authority adult social care department.

In all other respects, including confidentiality, the procedure relating to vulnerable adults is identical to that which should be followed in respect of children and young people, and which is detailed in the main body of this document. Records will be kept for 2 years after the end of the academic year in which the referral was made.

## Annex B

### Safer Recruitment Guidance

These guidelines set out minimum requirements in line with ‘Keeping Children Safe in Education’ (2014). They apply to employees, workers, self-employed contractors, companies providing services, third party providers of services on our premises, volunteers and visitors/delegates.

In setting these requirements the likelihood and extent of regulated activity (frequent one-to-one and/or unsupervised contact with students under 18 and/or adults at risk) has been considered but nothing in these guidelines is intended to substitute for a manager’s responsibility for appropriate control and supervision of activities in his/her area.

Queries on any situation not covered below to be referred to Human Resources.

Queries on any situation not covered below to be referred to Human Resources. Regulated Activity - Teaching and Support, which includes teaching, training, assessing, instructing, technicianing, providing personal and physical care, providing 1:1 advice and guidance such as wellbeing, careers, personal tutoring	
	Minimum requirements in to be in place prior to employment
Core and Associate employees in regulated activity	<ul style="list-style-type: none"> <li>• Barred list check</li> <li>• Verify identity (current photo ID and proof of address)</li> <li>• Right to live and work in the UK</li> <li>• *Evidence of Enhanced DBS last 3 months from a previous educational establishment or apply for Enhanced DBS check</li> </ul>
Volunteers/work experience/work placements in regulated activity	<ul style="list-style-type: none"> <li>• Barred list check</li> <li>• Verify identity (current photo ID and proof of address)</li> <li>• Right to live and work in the UK check               <ul style="list-style-type: none"> <li>▪ *Evidence of Enhanced DBS last 3 months from a previous educational establishment or apply for Enhanced DBS check</li> </ul> </li> </ul>
Self-employed contractors or company employees working directly and/or unsupervised with students under 18 or with vulnerable adults	<ul style="list-style-type: none"> <li>• Barred list check</li> <li>• Verify identity (current photo ID and proof of address)</li> <li>• Right to live and work in the UK check</li> <li>• *Evidence of Enhanced DBS last 3 months from a previous educational establishment or apply for Enhanced DBS check</li> </ul>
Partner organisations working directly and/or unsupervised with students under 18 or with vulnerable adults	<ul style="list-style-type: none"> <li>• Barred list check</li> <li>• *Evidence of Enhanced DBS last 3 months from a previous educational establishment or apply for Enhanced DBS check</li> <li>• Verify identity (current photo ID and proof of address)</li> <li>• • Right to live and work in UK check</li> </ul>
BCS Core & Associates working unsupervised with students under 18 or vulnerable adults	<ul style="list-style-type: none"> <li>• Barred lists check</li> <li>• Right to live and work in the UK check</li> <li>• Verify identity (current photo ID and proof of address)</li> <li>• *Evidence of Enhanced DBS last 3 months from a previous educational establishment or apply for Enhanced DBS check</li> </ul>
Non-Regulated Activity - Business Support Services	

	Minimum requirements in to be in place prior to employment
Core employees Associates	<ul style="list-style-type: none"> <li>• Verify identity (current photo ID and proof of address)</li> <li>• Right to live and work in the UK check</li> <li>• *Evidence of Enhanced DBS last 3 months from a previous educational establishment or apply for Enhanced DBS check</li> </ul>
Volunteers/work experience/work placements	<ul style="list-style-type: none"> <li>• Right to live in the UK check</li> <li>• No unsupervised contact with students under 18 or vulnerable adults</li> </ul>
Agency	<ul style="list-style-type: none"> <li>• Agency to undertake all checks prior to supply</li> <li>• Verify identity at start of first assignment</li> </ul>
Visiting speakers/visitors/customers	<ul style="list-style-type: none"> <li>• Visitor procedures/badges</li> <li>• Supervision and vigilance</li> <li>• No unsupervised contact with students under 18 or vulnerable adults</li> </ul>
Conference delegates including residential delegates	<ul style="list-style-type: none"> <li>• Visitor procedures/badges</li> <li>• Supervision and vigilance</li> <li>• No unsupervised contact with students under 18 or vulnerable adults</li> </ul>
Long-term third party suppliers working in settings involving contact with students under 18 or vulnerable adults (including cleaning and catering services)	<ul style="list-style-type: none"> <li>• Agreement/contract requires evidence of DBS check within last three months and right to live and work in the UK check for each employee as agreed with Office manager</li> <li>• Safeguarding briefings</li> <li>• Visible logo workwear</li> <li>• Abide by contractors' code of practice</li> </ul>
Short-term contractors	<ul style="list-style-type: none"> <li>• Assessment based on likelihood of regular contact with students under 18 and vulnerable adults/frequency on premises</li> <li>• If positive, requires *Evidence of Enhanced DBS within last 3 months from a previous educational establishment or apply for Enhanced DBS check</li> <li>• Visible logo workwear</li> <li>• Visible permit to work badge</li> <li>• Abide by contractors' code of practice</li> </ul>
Short-term contractors - emergency repairs	<ul style="list-style-type: none"> <li>• Visible logo workwear</li> <li>• Visible permit to work badge</li> <li>• No unsupervised contact with students under 18 or vulnerable adults</li> <li>• Abide by contractors' code of practice</li> </ul>

\*Evidence of Enhanced DBS check issued in last 3 months from a previous educational establishment. Certificates should be photocopied and endorsed to show:

- the name and signature of the staff member checking the certificate
- the date on which the certificate was checked.

Photocopies should then be sent to Human Resources.

## **Annex C**

### **Safeguarding Children and Vulnerable Adults - Summary for Staff**

#### **Everyone's Responsibility**

The Centre and every member of staff have a legal duty to report cases of suspected abuse. If you have concerns that a child or vulnerable adult is at risk, or is being abused, you must report it.

#### **Definitions**

A **child** refers to anyone up to their 18th birthday.

A **vulnerable adult** is a person aged 18 years or over who may be unable to take care of themselves or protect themselves from harm or exploitation. They would normally be in receipt of services classed as 'regulated activity', including health and personal care or support required because of age, illness or disability.

#### **What is abuse?**

Children and vulnerable adults can be subject to:

- Physical abuse
- Sexual abuse
- Emotional abuse
- Neglect
- Financial or material abuse
- Domestic violence
- Forced marriage
- Bullying or cyber-bullying
- Radicalisation

#### **Recognising abuse**

Identifying abuse is difficult. Possible indicators of abuse include:

- Unexplained cuts and bruises
- Unusually passive, lethargic, withdrawn or attention seeking behaviour
- Low self esteem
- Bullying behaviour
- Unexplained changes in academic performance
- Self-harm
- Sexually explicit behaviour
- Reporting concerns about 'someone they know'
- Asking you to keep a secret

#### **What to do**

If you have any concerns about a child or vulnerable adult you must:

- talk to them about these concerns
- listen carefully to what you are being told. Questions should be kept to the minimum required for clarity, and leading questions must be avoided. not ask leading questions
- advise the student that this information cannot be kept confidential and will be passed on to a designated member of staff in centre who has been trained to deal with such matters
- make a written record of the conversation including - date and time of report - date, time and place of alleged abuse - your name and name of complainant - name of child alleged to have been abused, if different from above - nature of alleged abuse - description of any injuries observed, if any - any other information given, including siblings if relevant - confirmation that the student has been advised of the next steps
- tell the student what you are doing and why
- inform one of the designated safeguarding staff immediately and pass on your notes – do not keep any personal records.

### **Who to contact**

The designated safeguarding staff are:

Maria Darbin

Health & Safety & Safeguarding Manager

03455652656

Lisa Ford Operations Director

Robert Botten CEO

Further information and guidance on safeguarding are available on the intranet.

### Other Useful Numbers

Independent Safeguarding Authority (ISA) 0300 123 1111

Metropolitan Police Service 0300 123 1212

London Safeguarding Board 020 7934 9714

Adult Social Services 020 7527 2299

Please also see Agency referral sheet

In the UK, evidence suggests that radicalisation tends to occur in places where terrorist ideologies, and those that promote them, go uncontested and are not exposed to free, open and balanced debate and challenge. Some of these places are the responsibility of Government, some are Government-funded but have considerable autonomy and others are both privately owned and run (but may still be subject to Government regulation).

Sympathy for terrorism is highest among young people. Statistically, it is clear that in this country and overseas most terrorist offences are committed by people under the age of 30. We therefore regard it as vital that *Prevent* engages fully – though in differing ways – with schools, higher and further education.

The original Prevent strategy was launched in 2007 in order to stop people becoming terrorists or supporting terrorism. It is the preventative strand of the government's counter-terrorism strategy CONTEST and the original materials included:

- Challenging violent extremism ideology and supporting mainstream voices
- Disrupting those who promote violent extremism and supporting the institutions where they are active
- Supporting individuals who are being targeted and recruited to the cause of violent extremism
- Increasing the resilience of communities to violent extremism
- Addressing the grievance that ideologues exploit

The 'Channel' part of the PREVENT strategy is the process through which individuals are identified who might be particularly vulnerable to becoming violently extreme. This is a particularly controversial strand of the overall strategy and involves:

- Identifying individuals at risk of being drawn into violent extremism
- Assessing the nature and extent of that risk
- Developing the most appropriate support for the individuals concerned

The strategy does have implications for schools. Schools are identified as one of the organisations that should be committed to working with other groups such as healthcare providers, faith groups, charities and the wider criminal justice system to counter extremism.

In June 2008 the government issued guidance around the importance of working with children and young people to build their resilience to violent extremism 'Learning together to be safe: a toolkit to help schools contribute to the prevention of violent extremism' and 'Teaching approaches that help to build resilience to extremism among young people', (Bonnell et al. DfE May 2011) both provide ideas and examples for how schools might do this.

### **Hitting the headlines**

Prevent has been re-launched by the government in 2015 with a slightly sharpened target. It is based upon the assumption that a terrorist attack is 'highly likely' and that the importance of intercepting this tendency and preventing extremism is even greater than ever. The new strategy comes with a clear focus on Al Qa'ida and will target non-violent extremism as well as violent extremism.

Part of the impetus for the production of this new drive is the concern that has arisen around the development of Free Schools. Will minority groups with extreme views apply? The DfE is at pains to reassure us that screening processes will make sure that such groups will not be able to use public money to open schools. Applicants now have to demonstrate that they support UK democratic values.

It is also intended that there will be a new set of standards for teachers which will include standards of ethics and behaviour. These will enable schools to take action against staff who demonstrate unacceptable views. Another area of concern is the influence which our-of-hours provision can have in terms of spreading extremist views. In summary, the government's plans include to:

STC will:

- Ensure that teachers know what to do if they see signs of radicalisation
- Encourage collaboration with policing and the development of products for teachers to use
- Ensure inspection emphasises shared values sufficiently
- Strengthen the Independent Providers Standards
- Develop a set of standards for teachers which clarify obligations around extremism
- Minimise the risk of people with unacceptable views teaching or having access to vulnerable people
- Ensure that charity law is complied with by all
- Reduce the risk of extremist views being promoted during out of teaching hours provision
- Help children's services work with schools and other agencies
- Develop your existing expertise and professional judgement to recognise individuals who may be vulnerable to radicalisation
- Develop knowledge and confidence to discuss grievances
- Gain a raised awareness of the key issues and how these can be tackled by all agencies to keep us safe and prevent terrorist activity
- Increase your agency's capacity to prevent violent extremism