



SAFEGUARDING CHILDREN, YOUNG PEOPLE AND VULNERABLE ADULTS POLICY

1 Introduction

At the SES GROUP, safeguarding permeates all aspects of Academy life and is everyone's responsibility. The Academy forms part of a wider safeguarding system. To fulfil our responsibilities, we adopt a student-centred approach. This means that:

- Safeguarding systems and procedures are oriented around the wishes, feelings, and best interests of students
- We seek to give students a 'voice', listen to what they say, take them seriously and work collaboratively to meet their needs.

Our Academy aims to provide a positive, stimulating, caring and safe environment which promotes the social, physical, emotional, and moral development of each student. We work hard to maintain a safeguarding ethos and culture whereby all students feel safe and are safe whilst studying at the Academy.

2 Purpose

An effective safeguarding policy is one which provides clear direction to staff and others about expected codes of behaviour in dealing with child protection and vulnerable adult issues. An effective policy also makes explicit the Academy commitment to the development of good practice and sound procedures. This ensures that child protection and vulnerable adult concerns and referrals may be handled sensitively, professionally and in ways which prioritise the needs of the student.

3 Legislative/Quality Framework

This policy and procedures have been written and will be implemented in-line with the safeguarding and child protection procedures established by Essex and West Yorkshire Safeguarding Children Boards. It is also written in accordance with legislation established by the Children Acts 1989 and 2004, the Education Act 2002 and other core legislation and guidance.

The protection of vulnerable adults contributes to the wider safeguarding agenda and this policy operates in conjunction with statutory guidance for reporting concerns.

Additional Legislation and Guidance (please note this list is not exhaustive):

- Working Together to Safeguard Children (2018)
- Keeping Children Safe in Education (2018)
- Ofsted – Further Education & Skills Inspection Handbook (2019)
- Disqualification under the Childcare Act 2006 (2018)
- Prevent Duty Guidance for Further Education Institutes in England & Wales 2018
- Counter Terrorism and Security Act 2015
- Contest (2018)
- Information Sharing Advice for Practitioners (2018)
- Ofsted inspecting safeguarding in early years, education and skills setting (2018)
- Ofsted Inspection Framework (2018)
- Mental Health Act 2007



- Human Rights Act 1998
- Safeguarding Adults National Framework of Standards (2005)
- Care Act 2014
- Mandatory Reporting of Female Genital Mutilation (2015)
- Modern Slavery Act 2015
- Sexual Violence and Sexual Harassment between Children in Schools and Colleges (2018)
- Social Work Act 2017
- No Secrets 2000 (Department of Health)
- What to do if you're worried a child is being abused (2015)

4 **Scope**

This policy applies to everyone in our Academy including all students (inc apprentices), staff and subcontractors and it should be read and understood and adhered to, alongside the policies and procedures listed.

5 **Definitions**

Children - Child(ren) means everyone under the age of 18.

Vulnerable Adults

Vulnerable adults are those 18 years or over who are or may be eligible for community care services' and whose independence and well-being would be at risk if they did not receive appropriate health and social care support. This includes those rendered at greater risk to a range of abuse because of the ageing process, physical or mental ill-health, learning disability, physical or sensory impairment or substance misuse or dependence. It also includes carers, family and friends of those people who provide personal assistance and care to adults on an unpaid basis.

Safeguarding & Welfare

National, statutory guidance 'Working Together to Safeguard Children' (2018) defines safeguarding and promoting welfare 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

Therefore, 'safeguarding' includes but is about much more than 'child and vulnerable adult protection'. However, all staff are aware of our responsibility to act to **protect** children and vulnerable adults from various potential sources and types of harm:

- Physical, sexual, emotional abuse and neglect
- Bullying, including online bullying and prejudice-based bullying
- Racist, disability and homophobic or transphobic abuse
- Gender-based violence/violence against women and girls
- Radicalisation and/or extremist behaviour
- Child sexual exploitation and trafficking
- The impact of new technologies on sexual behaviour, for example sexting
- Peer on peer abuse



- Sexual violence and sexual harassment between children and young people
- Substance misuse
- Online safety
- Domestic abuse
- So-called 'honour-based violence' including female genital mutilation, forced marriage, breast ironing/flattening
- Fabricated or induced illness (formerly known as 'Munchausen's')
- Poor parenting, particularly in relation to babies and young children
- Gang and youth violence
- Self-harm

Abuse

Abuse is a form of maltreatment of a child, young person, or vulnerable adult, by another person or persons in a way that causes significant harm, or affects health, development, or wellbeing. Somebody may abuse or neglect a child, young person, or vulnerable adult by inflicting harm, or by failing to act to prevent harm. Children, young people, or vulnerable adults may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults, or another child or children.

6 Roles and Responsibilities

Academy staff have no investigative role where child, young person and vulnerable adult protection is concerned. This is a matter for police and children's and adult's social care. However, Academy staff do have a responsibility to provide a safe environment in which children, young people and vulnerable adults can learn and all staff, including volunteers, have a responsibility to act to safeguard and promote children, young people and vulnerable adult welfare.

Some people have specific and/or additional safeguarding responsibilities.

The Head of Training should ensure that:

- The policies and procedures adopted, particularly concerning referrals of cases of suspected abuse and neglect, are fully implemented and followed by all staff
- The DSL receives appropriate child protection training which is regularly updated
- Sufficient resources and time are allocated to enable the staff to discharge their responsibilities which will help to create an environment where all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children and will address any concerns sensitively and effectively in a timely manner in accordance with the agreed whistle blowing policies.

The Head of Training is David Brook

Designated Safeguarding Lead (DSL) & Deputies

Lead responsibility for safeguarding, child, young people, and vulnerable adult protection, as set out below, is the responsibility of the named DSL. The activity of the lead DSL can be delegated to appropriate trained deputies. The DSL and Deputy DSL's undertake training and refresher training in-line with statutory requirements and LSCB recommendations.



The Designated Safeguarding Lead (DSL) for the SES GROUP is: - Gordon Wilson (HR Manager)
The Deputy DSL is: - Joanne Cross (Academy Administrator)

The Designated Safeguarding Lead role is described in Keeping Children Safe in Education 2018:

DSL Responsibilities:

- Refer cases of suspected abuse to the local authority children's or adult's social care as required
- Support staff who make referrals to local authority children's or adults social care.
- Refer cases to the Channel programme where there is a radicalisation concern as required
- Support staff who make referrals to the Channel programme
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required
- Refer cases where a crime may have been committed to the Police as required
- Liaise with the Principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations
- As required, liaise with the "case manager" and the designated officer(s) at the local authority for child protection and vulnerable adult concerns (all cases which concern a staff member)
- Liaise with staff on matters of safety and safeguarding (including online and digital safety), and when deciding whether to make a referral by liaising with relevant agencies
- Act as a source of support, advice, and expertise for staff
- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
- Ensure each member of staff has access to and understands the Academy Safeguarding Children, Young People and Vulnerable Adults Policy and Procedure, especially new/part time/freelance staff
- Are alert to the specific needs of children in need, those with special educational needs and young carers
- Keep detailed, accurate, secure records of concerns and referrals.
- Understand and support the Academy with regards to the requirements of the Prevent duty and provide advice and support to staff on protecting students from the risk of radicalisation
- Are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children, young people and vulnerable adults safe whilst they are online at the Academy
- Can recognise the additional risks with children, young people and vulnerable adults with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children, young people and vulnerable adults to stay safe online
- Obtain access to resources and attend and relevant refresher training courses
- Encourage a culture of listening to children, young people and vulnerable adults and taking account of their wishes and feelings, among all staff, in any measures the Academy may put in place to protect them
- Ensure the Academy Safeguarding Children, Young People and Vulnerable Adults Policy and Procedure is reviewed annually working with the governing body



- Ensure the Academy Safeguarding Children, Young People and Vulnerable Adults Policy and Procedure is available publicly and parents are aware of the fact that referrals about suspected abuse and neglect may be made and the role of the Academy in this
- Link with the local LSCB to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements
- During term time the DSL or Deputy DSL should be available during Academy hours for staff in the Academy to discuss any safeguarding concerns

The DSL's role will be explained to staff as part of all in Academy safeguarding training, including induction.

Individual Staff Responsibilities:

All teaching and non-teaching staff, including sub-contractors are responsible for supporting safe behaviour and should:

- Read, understand, accept, and act in accordance with the Academy child protection and vulnerable adult policy
- Be vigilant and follow professional codes of conduct to maintain professional boundaries
- Report any concerns or disclosures related to the protection and safety of children, young people and vulnerable adults to the DSL or Deputy DSL
- Work with the DSL to complete appropriate records in a timely manner
- Attend and contribute to safeguarding review or action plan meetings as required
- Undertake mandatory child protection and vulnerable adult training and awareness sessions
- Help educate learners, including children, young people, and adults in matters of keeping safe, acting as a good role model in their own working practice

Breaching these rules may lead to appropriate disciplinary action.

7 Reporting a Concern

The procedure has been determined primarily by the Children's and Adult's Safeguarding Boards, which establishes the locally agreed inter-agency procedures and will indicate to which agency referrals should be made in the first instance.

If a child, young person, or a vulnerable adult at risk tells a member of staff about possible abuse including radicalization/extremism:

- listen carefully and stay calm
- do not interview the young person or vulnerable adult at risk, although if necessary you may seek to clarify, using open questions and without putting words into the person's mouth, in order to be sure that you understand what the young person or vulnerable adult at risk is telling you
- reassure the young person or vulnerable adult at risk that by telling you, they have done the right thing
- inform the young person or vulnerable adult at risk that you must pass the information on, but that only those that need to know about it will be told. Inform them of to whom you will report the matter
- note the main points clearly and factually – do not give opinion
- make a detailed note of the date, time, place, what the child, young person or vulnerable adult at risk said, did and your questions etc. including any diagrams of injuries



If a staff member suspects a young person is at risk/being harmed, this should be initially raised with the DSL who should then record and monitor concerns. Facts should be clearly identified. In the case of a vulnerable adult at risk, the concern should be raised with their tutor. All concerns should be recorded on a safeguarding referral form and forwarded to the DSL.

Staff should not investigate concerns or allegations themselves, however, should report them immediately to the DSL. The DSL will make a referral in accordance with Children's and Adult's Safeguarding Board guidelines and Channel. The DSL will then complete the appropriate safeguarding/Prevent forms.

8 Recording and Monitoring

The Academy will record:

- Information about the person: name [aka], address, date of birth, those with parental responsibility, primary carers, emergency contacts, any court orders, if the person is or has been subject to a Child Protection (CP) Plan [been on the CP Register]
- Key contacts in other agencies including GP details
- Any disclosures/accounts from the learner or others, including parents [and keep original notes]
- All concerns, discussions, decisions, actions taken [dated, timed, and signed] and arrangements for monitoring/review.

All records should be objective and include-

- Statements and facts [what was seen/heard]
- Diagram indicating position, size and colour of any injuries [not photograph]
- Words the young person or vulnerable adult at risk uses, [not translated into 'proper' words]
- Non-verbal behaviours.

All Child Protection documents will be retained in a 'Safeguarding File' separate from the learner's main file. This will be locked away and only accessible to the Head of Training and DSL. These records will be copied and transferred to any setting the learner moves to, clearly marked 'Safeguarding, Confidential, for attention of Designated Senior Person Safeguarding' adhering to Information Sharing Advice for Practitioners (2018).

If the young person goes missing from education or is removed from the educational setting then any Child Protection file should be copied and the copy sent to the Principal Education Social Worker within the relevant local authority.

We will retain all original copies of Child Protection files until the child's twenty-fifth birthday.

9 The Academy will Monitor

Any cause for concern including where there could be serious child, young person, or vulnerable adult at risk welfare concerns:

- injuries/marks
- attendance – students missing education
- changes e.g. mood/academic functioning



- relationships
- language
- behaviour
- demeanour and appearance
- statements, comments
- medicals
- stories, 'news', drawings
- response to Sport
- family circumstances
- parental behaviour / care of child, young person, or adult at risk
- links to extremist groups and views
- concerns regarding a person being radicalised
- concerns regarding female genital mutilation
- concerns regarding child sexual exploitation
- concerns regarding adults at risk and sexual exploitation

The DSL will review all monitoring arrangements in the timescale and manner determined by circumstances recorded and clearly understood by all concerned.

If the DSL or Deputy DSL is not immediately available you should contact the any member of the Senior Management Team, including the Head of Training.

If contact cannot be made with any of the above, staff should contact:

- Essex Children's Social Care - phone 0345 603 7627
- Essex Safeguarding Adults – phone 0345 603 7630
- West Yorkshire Children's Social Care - **0345 850 3503**
- West Yorkshire Safeguarding Adults – **0345 850 3503**

If a child, young person, or vulnerable adult is in immediate danger, the Police should be notified or if they are in need of urgent medical attention an ambulance should be called.

10 Allegations against a Member of Staff

Any allegation of abuse made against a member of the Academy staff will be dealt with under guidelines contained in Part 4 of the document 'Keeping Children Safe in Education' July 2018.

All allegations should be reported to the Human Resources Manager. An initial assessment of the allegation will be made in consultation with the Local Authority Designated Officer (LADO), Essex/West Yorkshire LADO.

It is imperative that those dealing with an allegation maintain an open mind and that the investigation is thorough and not subject to delay. The Academy recognises that the Children Act 1989 states that the welfare of the child is the paramount concern. It is also recognised that hasty or ill-informed decisions in connection with a member of staff can irreparably damage an individual's reputation, confidence, and career. Therefore,



those dealing with such allegations within the Academy will do so with sensitivity and will act in a careful, measured way.

There may be three strands in consideration of the allegation:

- A police investigation of a possible criminal offence.
- Enquiries and assessment by Children and Adults Social Care or Channel about whether a child is in need of protection or in need of services.
- Consideration by the Academy to investigate and if necessary, take disciplinary action.

Any allegations of abuse made against the Head of Training will be dealt with by the MD.

11 Recording Action Taken, Feedback and Follow Up:

It is important that documents relating to an investigation are retained in a secure place, together with a written record of the outcome and, if disciplinary action is taken, details retained on the member of staff's personal and confidential file.

If a member of staff is dismissed or resigns before the disciplinary process is completed, they should be informed about the Academy statutory duty to inform the Disclosure and Barring Service.

12 Monitoring Effectiveness

When an allegation has been made against a member of staff, the senior staff member with lead responsibility should, at the conclusion of the investigation, consider whether there are any matters arising from it such as:

- An improvement of the Academy procedures and/or policies which should be drawn to the attention of the LADO
- Training needs
- Mentoring
- Risk Analysis
- Good Practice
- Procedural anomalies

13 Related Policies/Procedures

- Anti-bullying and Harassment Policy – staff and students
- Student Computer and Network Policy
- E-safety Policy
- Recruitment and Selection of Staff Policy and Procedure
- DBS Policy and Procedure
- Intimate Care Policy
- Disciplinary Policy and Procedure – staff and students
- Whistleblowing Policy and Procedure
- Educational Visits and Trips Policy and Procedure
- Recruitment of Ex-offenders Policy
- Radicalisation, Extremism, Terrorism and British Values Policy and Procedure
- Mental Health Policy and Procedure



- Well-being and Fitness to Study Policy and Procedure

14 Management Responsibility

The DSL has overall management responsibility for this policy. Day to day management responsibility for this policy lies with the DSL and in their absence the Deputy DSL.

15 Equality and Diversity Statement

The SES GROUP welcomes and celebrates equality and diversity. We believe that everyone should be treated equally and fairly, regardless of their age, disability, gender, gender identity, race, religion or belief, sexual orientation, and socio-economic background. We seek to ensure that no member of the Academy community receives less favourable treatment on any of these grounds which cannot be shown to be justified.

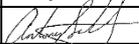
This document is written with the above commitment, to ensure equality and diversity is at the centre of working life at the SES GROUP.

16 Fraud, Bribery & Corruption

The SES GROUP follows good business practice and has robust controls in place to prevent fraud, corruption, and bribery. Due consideration has been given to the Fraud Act 2006 and the Bribery Act 2010 in the development/review of this policy document and no specific risks were identified.

17 General Data Protection Regulation (GDPR)

Personal data held by the Academy is subject to General Data Protection Regulation (GDPR). For information about your rights under GDPR you can see our Privacy Notice - www.thesesgroup.co.uk/privacy.

Name:	Tony Ball
Signature:	
Date:	1 st September 2020

Safeguarding – What to do

Further education providers are required to safeguard and promote the welfare of children and vulnerable adults. Gordon Wilson is the named Designated Safeguarding Lead (DSL) for safeguarding across the SES GROUP/Academy.

What to do if a learner discloses to you? A common question asked by staff is – ‘what do I do if a learner tells me they are at risk?’

Suspect

- If a staff member suspects a learner is at risk/being harmed, this should be initially raised with the DSL who should then record and monitor concerns.
- Facts and opinions should be clearly identified.

Report

- Staff should not investigate concerns or allegations themselves, but should report them immediately to the designated person
- The DSL will make a referral in accordance with LSCB guidelines.
- Urgent referrals should be made to social care by telephone

Secure

- All Child Protection documents will be retained in a ‘Child Protection’ file, separate from the learner’s main file.
- The Child Protection’ file will be locked away and only accessible to the Head of Training and DSL for safeguarding
- Further information in relation to safeguarding can be located within the Excellence Guidance and also the Safeguarding Policy, both accessible on Shared drive.

PREVENT REFERRAL FORM

If you have any concerns about any student please make a referral so that the concern can be investigated further. It may be that a review of your concerns reveals safeguarding concerns.

Please provide as much detail as possible

Name of Student _____

Student ID _____

Programme of Study _____

Name of Staff making referral _____

Contact number of Staff _____

Date _____

Details of Concern

(continue overleaf if needed)

Action taken

**Please send this form to
(david.brook@thesesgroup.co.uk)**