

# TM-PP-111

## SAFEGUARDING POLICY v2

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## 1. Policy Statement

Teaching Matters is fully committed to safeguarding the welfare of all staff and students by taking all reasonable steps to protect them from harm and accepts its corporate responsibility for the well-being and safety for its safe and students including children and vulnerable adults.

The company recognises its responsibility and acknowledges that it is the duty of Teaching Matters' workforce in its entirety to uphold British Values and to safeguard the welfare of all staff and students by creating an environment that protects them from harm and reduces any potential risks of being exposed to violence, extremism, exploitation or victimisation. Therefore employees, volunteers and contractors will, at all times, show respect and understanding for the rights, safety and welfare of all parties and conduct themselves in a way that reflects the principles, values and culture of our organisation and be aware and follow current legislation. Our policy sets out, in detail, the roles and responsibilities of all parties in providing a safe working and learning environment whereby everyone is protected from abuse of any kind.

It is Teaching Matters' intention to:

- ensure that all staff and students are protected from abuse regardless of sex, race, disability, age, sexual orientation, religion or belief, gender reassignment, maternity or because someone is married or in a civil partnership
- ensure that staff are appropriately trained in safeguarding and understand the risk of radicalisation
- ensure that appropriate supervision is given where required
- take the necessary steps to promote and inform all staff, students and employers of relevant policies and procedures
- regularly review and monitor Teaching Matters' policies and procedures to ensure our legal, moral and social responsibilities are met
- take all suspicions and allegations of abuse including risks of radicalisation extremely seriously and to respond to concerns with due speed and consideration
- work in partnership with and in accordance with organisations' procedures where required
- comply with and maintain knowledge of all relevant legislation, codes of practice and appropriate guidance to any amendments to such
- have a Designated Safeguarding Lead (DSL) in place to advise on and manage any concerns and referrals made
- ensure that relevant employment and security checks are undertaken, as required
- ensure that all personal data will be processed in accordance with the requirements of the Data Protection Act 1998
- ensure that personal information is confidential and should only be shared with the permission of the individual concerned (and or those with parental responsibility) unless the disclosure of confidential information is necessary in order to protect a child or vulnerable adult from serious harm or promote their welfare. In all circumstances, information must be confined to those people directly involved in the professional work of each individual child or vulnerable adult and on a strict "need to know" basis.

Staff will:

- Undergo a DBS check before started of interaction with apprentices;
- Provide an up-to-date Safeguarding and Prevent certificate;
- Familiarise yourself with the Safeguarding and Prevent policies;
- Engage with the Safeguarding and Prevent policy during induction;
- Actively promote the Safeguarding and Prevent policies to apprentices to raise awareness;
- Attend training and updating on Safeguarding and Prevent when new legislation is released.

## 2. Associated Policies

This Policy and associated procedures should be read in conjunction with the following Teaching Matters Policies:

- Preventing Extremism & Radicalisation
- Recruitment & Selection
- Health and Safety
- Being Safe – Keeping
- Equality and Diversity
- Anti-Harassment and Bullying
- Feedback and Complaints
- Whistleblowing
- Disciplinary & Dismissal
- Lone Working
- Data Protection
- E-Safety

## 3. Introduction

Teaching Matters believes that it is always unacceptable for a child or vulnerable adult to experience abuse or discrimination of any kind and recognises its responsibility to safeguard the welfare of all children and vulnerable adults by a commitment to practice which protects them. Teaching Matters have a commitment that no child or vulnerable adult will be treated less favourably than others in being able to access services which meet their specific individual needs, and this is linked to our Equality, Diversity and Inclusion Policy.

This policy has been developed to describe the responsibilities of Employees, Volunteers, Partners and Contractors for the recognition and prevention of abuse and to clarify the actions to take when abuse is suspected or identified. Therefore, the aim of this Policy is to ensure that Teaching Matters fulfils its responsibilities towards the protection, welfare and safety of children and vulnerable adults.

Abuse is the violation of an individual's human rights. It can be a single act or repeated acts. It can be physical, sexual or emotional. It also includes acts of neglect or an omission to act. Abuse can take many forms and is not acceptable in any way.

Teaching Matters will endeavour to safeguard children and vulnerable adults by:

- Valuing and Respecting them
- Adopting policies and procedures for and a code of conduct and behaviour for Employees, Volunteers, Partners and Contractors
- Sharing information about concerns with agencies which need to know, and involving parents and children appropriately
- Ensuring that the DBS, in accordance with their guidelines, checks all staff, volunteers and delivery partners
- Recruiting staff and volunteers safely, ensuring checks are made
- Making all staff aware of our safeguarding policy and procedures
- Providing all staff, volunteers and delivery partners with safeguarding training
- Ensuring all staff and stakeholders are aware of their role and responsibilities in relation to safeguarding.

Teaching Matters is committed to reviewing its policies and good practice annually unless there is a change to legislation The DSL is responsible for updating the policy with support from the Senior Management Board.

## 4. The 5 R's:

Teaching Matters operates a culture of openness and transparency and embeds the Principles of the 5R's across all our services and ensure all staff, volunteers, delivery partners and contractors understand their responsibilities with regard to Safeguarding.

These are:

1. Recognise
2. Respond
3. Report
4. Record
5. Refer

Details of the Safeguarding Leads and central Designated Safeguarding Lead and Deputy roles mentioned in the following procedure can be found on our website and the Teaching Matters' Portal. Students will also be given direct access to the Safeguarding Policy and leaflets throughout their time with us.

### **Recognise**

Any client or other party with a concern about safeguarding may approach any member of Teaching Matters staff to report their concern.

All staff must familiarise themselves with the types of abuse that they may identify. Teaching Matters will arrange safeguarding awareness training for staff to help them understand how to recognise abuse. This will also feature within our staff induction.

Abuse may be recognised through:

- Disclosure of alleged abuse by the individual.
- A third party or anonymous allegation.
- Observed behaviour by staff including change in behaviour or appearance, inappropriate behaviour or language.

Where abuse is suspected but not disclosed by the alleged victim, the member of staff with the concern should complete the Safeguarding Alert Form (Appendix 1) with their observations and the facts behind their concern e.g., inappropriate behaviour between a member of staff and service user, bruises or suspicious marks on a learner.

### **Response**

Appropriate response is vital. No disclosure about possible abuse or neglect should ever be ignored. The most appropriate response will depend upon whether the disclosure is direct from the alleged victim, a third party, or whether this is observed behavioural change.

The member of staff should assess whether anyone is at immediate risk and take reasonable steps within their role to protect any person from immediate harm, for example:

- move people away from a potential source of physical harm.
- call the emergency services/Police if a crime is in the process of taking place.
- call an ambulance or a GP if someone needs medical attention.

In deciding the immediate action, careful considered professional judgement will often needed as to a person's capacity to make informed decisions and the extent to which she/he is able to protect her/himself.

Where appropriate the individual making the disclosure should be given details of the Designated Safeguarding Lead to enable them to report any further issues or ask any questions that may arise.

### Reporting

The member of staff receiving the disclosure must immediately report this to the DSL (by telephone and in all cases within one hour).

The Safeguarding Alert Form (Appendix 1) or Prevent Alert Form (Appendix 2) must be fully completed, where possible using the key words and phrases used by the person who made the disclosure. Staff may also record their own observations. Care must be taken that the information is not “interpreted” by the member of staff. The report must not include their personal explanation or opinion as this could have affect the evidence put forward if there are subsequent legal proceedings.

All forms should be sent via email with the word CONFIDENTIAL in the title box and sent to the safeguarding lead – **Andrew Thompson at Andrew.thompson@fea.co.uk.**

Once the report has been made, the responsibility will lie with the DSL to take appropriate action. Where the DSL is unavailable staff should report directly to the Director of Operations for advice – **Judith Richardson at judith.richardson@fea.co.uk.**

The member of staff may wish to check at a later stage that appropriate action has been taken, but confidentiality may mean that the DSL is unable to share this information with them. If for any reason they feel the matter has not been taken forward, they should contact the Director of Operations with their concern - **Judith Richardson at judith.richardson@fea.co.uk.**

The DSL will ensure that all of the information required to make a decision about referral or other action is available. They may need to clarify information with the reporting staff member but should not “investigate” the case. The DSL should record any action taken locally e.g., clarification notes; steps taken to ensure immediate security and non-escalation; risk to other clients, children etc. They may include a recommendation for action by the Director of Operations if appropriate - **Judith Richardson at judith.richardson@fea.co.uk.**

The Safeguarding Officer should be informed within 24 hours of the initial concern being notified, enabling them to ensure appropriate support mechanisms are in place locally, to monitor progress and instigate preventive action where appropriate.

### Recording

The Safeguarding / Prevent Alert Form should be emailed to the DSL – **Andrew Thompson at Andrew.thompson@fea.co.uk.** Records will be allocated a reference number which may be annotated to a student/staff record if necessary, to denote a safeguarding concern has been raised. Records will be stored securely by the DSL, ensuring they are only accessible to staff with safeguarding responsibilities.

The DSL should gather enough information to decide what further action should be taken, including whether a referral should be made (see below). If an individual does not wish to be named, advice should be sought from the appropriate authority e.g., local Social Care Services’ Safeguarding Manager.

The DSL should update the Safeguarding / Prevent Alert Form to show the action taken including the name and position of the person to whom the matter is reported, and any future review activity agreed. The DSL should retain a copy of:

- any report to an external referral agency e.g., Children’s/Adult Social Care Services/ Police
- notes, memoranda or correspondence dealing with the matter
- other relevant material

## Referral

The DSL may decide to monitor the concern for a period or refer the incident immediately to the appropriate authorities.

Only the DSL should make referrals outside of the organisation to ensure consistency and control of contact. Where the DSL is unavailable the Director of Operations may take this action.

This includes:

- Local Authority Social Care, Family Services team (or local equivalent),
- Local Safeguarding Adults/Children Board,
- Police Vulnerable Adults Unit / Prevent Team
- Probation Trust, and/or other agency relevant to the case.

Consideration of wider risks e.g., to other children or vulnerable adults should be considered when deciding to refer. Teaching Matters has a responsibility to notify Children's Social Care where a child or other children may be at risk of harm.

The DSL should report to the Local Authority Designated Officer in respect of a child, or Adult Social Care Services in respect of a vulnerable adult, within 24 hours if the allegation suggests a person who works with children/vulnerable adults has:

- behaved in a way that has harmed or may harm a child/vulnerable adult.
- possibly committed a criminal offence against or involving a child/vulnerable adult.
- behaved towards a child/vulnerable in a way that indicates unsuitability to work with children/vulnerable adults in connection with employment or voluntary activity.

Any verbal report made via telephone to any agency must be confirmed in writing within 24 hours. Any documents sent must be transmitted securely, either in person or via secure email in line with GDPR and Information Assurance & Security processes.

Where a referral to an external agency is made, the DSL should keep a note of any conversations together with confirmation of any steps agreed to safeguard the individual and/or other people.

If an adult is not legally considered vulnerable, not engaged with social services, care providers or other support, a referral to formal agencies is not likely to be appropriate. In such cases the individual should be supported and encouraged to seek support from a support agency e.g., police Domestic Violence Team, Victim Support etc. In such cases staff must take care not to breach confidentiality and Data Protection policies.

A brief written summary of the incident/allegation together with the action taken should be made to the Chief Executive within five working days and a final report submitted to confirm when the matter has been concluded.

## 5. Definitions

### **Children**

For the purpose of this policy and procedures, children are any persons up to the age of 18 years.

### **Adult at risk**

An adult at risk is 'any person who is aged 18 years or over and at risk of abuse or neglect because of their needs for care and support' (Care Act 2014 [England]).

An adult at risk may be a person who;

- has a physical or sensory disability
- is physically frail or has a chronic illness
- has a mental illness or dementia
- has a learning difficulty
- misuses drugs and or alcohol
- has social or emotional issues
- exhibits challenging behaviour

Statutory guidance and legislation differs in relation to working with these two groups e.g., children and vulnerable adults. Practitioners are familiar with the differences if they are working across the age groups and take advice from the DSL when appropriate.

## 6. Regulated Activity

A legal term defining the type of activity that persons barred by the Disclosure & Barring Service (DBS) must not undertake. This primarily covers childcare, health care, personal care, social care and education. Regulated activity undertaken by Teaching Matters staff may include teaching, training, instruction of children (although not in the course of employment). See [www.gov.uk](http://www.gov.uk) *Safeguarding Vulnerable Groups Act 2006* for full definitions of regulated activity.

## 7. Legislation and Guidance

This policy is governed by Government Legislation and Guidance in respect of protecting children and vulnerable adults including:

Safeguarding Vulnerable Groups Act 2006	Rehabilitation of Offenders Act 1974	Prevent Duty 2015
Working Together to Safeguard Children 2015	Protection of Freedoms Act 2012	The Care Act 2014
Keeping Children Safe in Education September 2016	Sexual Offences Act 2003	'No Secrets' guidance (2000)
The Education Act 2001	Data Protection Act 1998	Equality Act 2010
The Children Act 1989 and 2004	UN Convention of the rights of the Child 1991	UK Modern Slavery Act 2015
The Police Act 1997	NSPCC 2016 – 'How safe are our children'	Counter Terrorism and Security Act 2015
		Mental Capacity Act 2005

Our policy also encompasses best practice for specific elements of our business, such as DfES/NIACE "Safer Practice, Safer Learning" (2007) which applies to all providers of post-16 learning and skills.



## 8. Definitions and Indications of Abuse

Abuse, including neglect, is a form of maltreatment of a child or adult at risk (often called a vulnerable adult). In relation to adults the terminology 'serious harm' is frequently used within the guidance rather than 'significant harm' which is a term from the Children's Act 1989. Someone may abuse a child or vulnerable adult by inflicting harm, or by failing to act to prevent harm.

Children and vulnerable adults may be abused in a family or in an institutional or community setting, by those known to them, or more rarely by a stranger for example via the internet. They may also be abused by an adult or adults, or by another child or children.

Working Together to Safeguard Children 2015 defines four types of abuse; physical, emotional, sexual and neglect. Vulnerable adults may also be subjected to these forms of abuse therefore the wording from Working Together to Safeguard Children 2015 has been slightly altered to reflect this fact. Adults may also be subjected to financial, discriminatory and institutional abuse and staff should be familiar with indicators for all forms of abuse.

### 8.1 Physical Abuse

<p><b>Physical Abuse:</b> this may involve</p> <ul style="list-style-type: none"> <li>• Hitting</li> <li>• Shaking</li> <li>• Throwing</li> <li>• Poisoning</li> <li>• Burning or Scalding</li> <li>• Drowning</li> </ul> <p><b>Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately indicates illness in a child, young person or vulnerable adult.</b></p>	<p><b>Signs:</b> this may include</p> <ul style="list-style-type: none"> <li>• Unexplained bruises, marks or injuries on any part of the body</li> <li>• Frequent visits to the GP or A&amp;E</li> <li>• An injury consistent with the explanation offered</li> <li>• Fear of parents or carers being approached for an explanation</li> <li>• Aggressive behaviour or severe temper outbursts</li> <li>• Flinching when approached</li> <li>• Reluctance to get changed or wearing long sleeves in hot weather</li> <li>• Depression</li> <li>• Withdrawal behaviour or other behaviour change</li> <li>• Running away from home/residential care</li> <li>• Distrust of adults, particularly those with whom a close</li> </ul>
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### 8.2 Emotional / Psychological Abuse

<p><b>Emotional Abuse:</b> this may involve:</p> <ul style="list-style-type: none"> <li>• conveying to the child or vulnerable adult that they are worthless and unloved,</li> <li>• that they are inadequate, or valued only insofar as they meet the needs of another person</li> <li>• not giving the child or vulnerable adult opportunities to express their views</li> <li>• deliberately silencing them</li> <li>• making fun of what they say or how they communicate</li> </ul>	<p><b>Signs:</b> this may include:</p> <ul style="list-style-type: none"> <li>• A failure to thrive or grow</li> <li>• Sudden speech disorders</li> <li>• Developmental delay, either in terms of physical or emotional progresses</li> <li>• Behavioural change</li> <li>• Being unable to play or socialise with others</li> <li>• Fear of making mistakes</li> <li>• Self-harm</li> <li>• Fear of parent or carer being approached regarding their behaviour</li> <li>• Confusion</li> </ul>
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<ul style="list-style-type: none"> <li>• age or developmentally inappropriate expectations being imposed on the child or vulnerable adult</li> <li>• interactions that are beyond the developmental capability</li> <li>• overprotection and limitation of exploration and learning</li> <li>• preventing the child or vulnerable adult participating in normal social interaction</li> <li>• seeing or hearing the ill-treatment of another child or vulnerable adult</li> <li>• serious bullying (including cyber bullying)</li> <li>• causing children or vulnerable adults frequently to feel frightened or in danger</li> <li>• exploitation or corruption of children or vulnerable adults</li> </ul>	<ul style="list-style-type: none"> <li>• Use of inappropriate language, possession of violent, extremist literature, behavioural changes, the expression of extremist views, advocating violent actions and means, association with known extremists, seeking to recruit others</li> </ul> <p><b>Some level of emotional abuse is involved in all types of maltreatment of a child or vulnerable adult though it may occur alone.</b></p>
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### 8.3 Sexual Abuse

<p><b>Sexual Abuse</b> this may involve:</p> <ul style="list-style-type: none"> <li>• forcing or enticing a child/ren or vulnerable adult/s to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child or vulnerable adult is aware of what is happening</li> <li>• physical contact including assault by penetration (for example rape or oral sex)</li> <li>• non-penetrative acts such as masturbation</li> <li>• Kissing</li> <li>• Rubbing and Touching outside of clothing</li> <li>• They may also include non-contact activities, such as involving children or vulnerable adults in looking at, or in the production of, pornographic material or watching sexual activities</li> <li>• Encouraging children to behave in sexually inappropriate ways</li> <li>• Grooming a child in preparation for abuse (including via the internet)</li> </ul>	<p><b>Signs</b> this may include:</p> <ul style="list-style-type: none"> <li>• Pain or itching in the genital/anal areas</li> <li>• Bruising or bleeding near genital/anal areas</li> <li>• Sexually transmitted diseases</li> <li>• Vaginal discharge or infection</li> <li>• Stomach pains</li> <li>• Discomfort when walking or sitting down</li> <li>• Pregnancy</li> <li>• Sudden or unexplained changes in behaviour e.g., becoming aggressive or withdrawn</li> <li>• Fear of being left with a specific person or group of people</li> <li>• Nightmares</li> <li>• Leaving home</li> <li>• Sexual knowledge which is beyond their age or developmental age</li> <li>• Sexual drawings or language</li> <li>• Bedwetting</li> <li>• Saying they have secrets</li> </ul>
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### 8.4 Neglect

This is the persistent failure to meet a child's or vulnerable adults basic physical and or psychological needs, likely to result in the serious impairment of the child's or vulnerable adult's health or development.

<p><b>Abuse by Neglect:</b> this may involve:</p> <ul style="list-style-type: none"> <li>• Neglect may occur during pregnancy as a result of material substance abuse</li> <li>• A parent or carer failing to provide adequate food, clothing and shelter</li> <li>• Exclusion from home or abandonment</li> </ul>	<p><b>Signs :</b> this may include</p> <ul style="list-style-type: none"> <li>• A constant hunger, sometimes stealing food from others</li> <li>• Dirty or smelly</li> <li>• Loss of weight or being constantly underweight</li> <li>• Inappropriate dress for the weather</li> </ul>
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<ul style="list-style-type: none"> <li>• Failure to protect a child or vulnerable adult from physical harm or danger</li> <li>• Failure to ensure adequate supervision</li> <li>• Failure to use adequate care takers</li> <li>• Failure to ensure access to appropriate medical care or treatment</li> <li>• Neglect of, or unresponsiveness to a child's or vulnerable adult's basic emotional need.</li> </ul>	<ul style="list-style-type: none"> <li>• Complaining of being tired all the time</li> <li>• Not requesting medical assistance and or failing to attend appointments</li> <li>• Having few friends</li> <li>• Worsening health conditions</li> <li>• Pressure sores</li> <li>• Mentioning being left alone or unsupervised</li> <li>• Sore or extreme nappy rash</li> <li>• Skin infections</li> <li>• Lack of response to stimuli or contract</li> <li>• Poor skin conditions</li> <li>• Frozen watchfulness</li> <li>• Distress and anxiety</li> <li>• Inappropriate emotional responses</li> <li>• Language delay</li> </ul>
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## 8.5 Financial Abuse

<p><b>Financial Abuse:</b> this may involve</p> <ul style="list-style-type: none"> <li>• Being overcharged for services</li> <li>• Being tricked into receiving goods or services they do not want or need</li> <li>• Inappropriate use, exploitation , or misappropriation of property and or utilities</li> <li>• Theft</li> <li>• Deception</li> <li>• Fraud</li> </ul>	<p><b>Signs:</b> this may include</p> <ul style="list-style-type: none"> <li>• Lack of basic requirements e.g. Food, clothes or shelter</li> <li>• Inability to pay bills</li> <li>• Unexplained withdrawals from accounts</li> <li>• Inconsistency between standard of living and income</li> <li>• Reluctance to take up assistance which is needed</li> <li>• Unusual interest by family or other people in the persons assets</li> <li>• Recent changes in deeds.</li> </ul>
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## 9. Domestic Violence and Abuse

Domestic violence and abuse is any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 years or over who are or have been intimate partners or family members regardless of gender or sexuality. This can encompass but is not limited to the following types of abuse; psychological, physical, sexual, financial and or emotional.

## 10. Modern Slavery

The Modern Slavery Act 2015 aims to eradicate modern slavery, which encompasses human trafficking, slavery, forced labour and servitude.

## 11. Forced Marriages

There are many different types of abuse but there are some that staff may be less aware about. Female Genital Mutilation and Forced Marriage fall into this category. Any indications that children or vulnerable adults may be subjected to FGM or Forced Marriage, or that this may have already taken place, will be dealt with under the procedures outlined in this policy. In support of this provision Teaching Matters will do everything that it can to ensure that:

- The DSL and all staff are aware of the issues surrounding FGM and Forced Marriage.

- Advice and signposts are available for accessing additional support e.g., the NSPCC's helpline. ChildLine services, Forced Marriage Unit.
- Awareness raising about FGM and Forced Marriage is incorporated in the Teaching Matters' safeguarding training.

Where there are concerns about FGM or Forced Marriage, a referral must be made as a matter of urgency. It is also extremely important that if a child or vulnerable adult has disclosed that they are at risk of FGM or Forced Marriage, the case is referred to Social Care even if it is against that person's wishes. Teaching Matters staff must NOT consult or discuss these concerns with the child or vulnerable adult's parents or family or others within the community. If there is an imminent risk e.g., the child or vulnerable adult being taken out of the country, police must be informed (999) and the safety of the child or vulnerable adult whilst awaiting the police response must be the prime consideration.

## 12. Abuse through Radicalisation & Violent Extremism

Teaching Matters is also concerned with the abuse of children and vulnerable adults through radicalisation and violent extremism. Violent extremism is defined by the Crown Prosecution Service (CPS) as:

"The demonstration of unacceptable behaviour by using any means or medium to express views, which:

encourage, justify or glorify terrorist violence in furtherance of particular beliefs;  
 seek to provoke others to terrorist acts;  
 encourage other serious criminal activity or seek to provoke others to serious criminal acts;  
 Foster hatred which might lead to inter-community violence in the UK."

Teaching Matters is vigilant to concern about the presence of radicalisation and/or extremism and is committed to addressing such issues appropriately in partnership with police, communities and other organisations, including through local Prevent strategies where they exist.

In order to ensure staff are appropriately aware of such incidents and are able to report them appropriately, further guidance is available in the Preventing Radicalisation & Extremism Policy.

## 13. Prevent Duty

The Counter Terrorism and Security Act 2015 places a duty on certain bodies to have 'due regard to the need to prevent people from being drawn into terrorism'.

The government have defined extremism in the Prevent Strategy as vocal opposition to fundamental British values including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.

The Prevent Team will, in partnership with other professionals including those involved in Safeguarding investigate further to assess the nature and extent of the risk. The relevant local police prevent teams will complete an initial assessment which will be used to inform the decision as to whether an individual should be referred to Channel.

### **How does Channel work?**

Channel works in a similar way to existing safeguarding partnerships aimed at protecting vulnerable people.

Channel is designed to work with individuals of any age and is shaped around the circumstance of each individual and can provide support for any form of radicalisation or personal vulnerabilities

Each Channel Panel is chaired by a local authority and brings together a range of multi-agency partners to collectively assess the risk and can decide whether a support package is needed. The group may include

statutory and non-statutory partners, as well as lead safeguarding professionals. If the group feels the person would be suitable for Channel, it will look to develop a package of support that is bespoke to the person. The partnership approach ensures those with specific knowledge and expertise around the vulnerabilities of those at risk are able to work together to provide the best support.

### **What does Channel support look like?**

Channel interventions are delivered through local partners and specialist agencies. The support may focus on a person's vulnerabilities around health, education, employment or housing, as well as specialist mentoring or faith guidance and broader diversionary activities such as sport. Each support package is tailored to the person and their particular circumstances.

A person will always be informed first if it's felt that they would benefit from Channel support. The process is voluntary, and their consent would be needed before taking part in the process. This process is managed carefully by the Channel Panel.

### **Who can make a referral?**

Anyone can make a referral. Referrals come from a wide range of partners including education, health, youth offending teams, police and social services.

### **What happens with the referral?**

Referrals are first screened for suitability through a preliminary assessment by the Channel Coordinator and the local authority. If suitable, the case is then discussed at a Channel panel of relevant partners to decide if support is necessary.

### **Raising a concern**

If you believe that someone is vulnerable to being exploited or radicalised, please use the established safeguarding procedures to escalate your concerns to the DSL, who can raise concerns to Channel if appropriate.

## 14. Abuse of Position of Trust

Teaching Matters recognises that our staff, volunteers, delivery partners and contractors are in a position of trust with our students in our care whether children, young people or vulnerable adults and acknowledge that it could be considered a criminal offence to abuse that trust. Broadly speaking, a relationship of trust can be described as one in which one party is in a position of power or influence over the other.

## 15. Anti - Bullying

Teaching Matters policy on bullying is set out in a separate policy and acknowledges that to allow or condone bullying may lead to consideration under safeguarding children or vulnerable adults procedures. All incidents of bullying, including cyber-bullying, racist, homophobic and gender related bullying, will be dealt with in accordance with our anti-bullying policy. Teaching Matters recognise that children and vulnerable adults with special needs and or disabilities are more susceptible to being bullied. Teaching Matters maintains a log of bullying incidents in our programmes. Our policy on bullying is explained at the induction process for new students.

All staff, volunteers, delivery partners and contractors if relevant are trained in and receive regular updates in e-safety and recognising and reporting concerns. Our e-safety recognises that internet safety is a whole team/organisation responsibility which includes students.

Learners may expose themselves to danger, whether knowingly or unknowingly, when using the internet and other technologies. Additionally, some children, young people and vulnerable adults may find themselves involved in activities which are inappropriate or possibly illegal.

Teaching Matters therefore recognise our responsibility to educate our students, teaching them the appropriate behaviours and critical thinking skills to enable them to remain both safe and legal when using the internet and related technologies. These issues are addressed within the learner journey and relevant policies and procedures.

Teaching Matters will ensure filters are in place to prevent access to unsuitable sites and we will monitor the use of the network and internet to ensure that any customer, staff, volunteer, delivery partner or contract or attempting to access inappropriate, abusive or harmful material is appropriately advised and or supported.

If inappropriate, harmful or indecent images are found then the Police will be informed immediately, and Teaching Matters will fully support their investigation. If involving a staff member/volunteer, immediate suspension in line with the disciplinary process will immediately take effect and the managing safeguarding allegations procedure may need to be instigated by the Lead DSL. Teaching Matters will take the police advice when this is involving a customer as to whether the relevant commissioner should be informed.

The welfare and protection of children and vulnerable adults is paramount, and consideration should always be given to whether the use of photography will place them at risk. Images may be used to harm children or vulnerable adults for example, as a preliminary to grooming or by displaying them inappropriately on the internet, particularly social networking sites. For this reason, consent is always sought when photographing students and additional consideration given to photographing vulnerable children (particularly looked after children) or vulnerable adults, those known to be fleeing domestic violence. Consent must be sought from those with parental responsibilities (this may include the Local Authority in the case of looked after children).

We are aware of the LSCB escalation procedures for raising concerns in respect of poor practice and recognise our responsibility to utilise these as and when necessary, in the interest of safeguarding and promoting the welfare of children and vulnerable adults.

## 16. Online Safety and Social Media

Online safety also involves being aware of the risks to young people, our staff/volunteers and vulnerable adults when communicating via the internet, digital and mobile devices and using social media. Social media includes blogs, Wikis, online communities, and social networking sites such as Facebook and Twitter.

As an organisation working with adults, it is acknowledged by Teaching Matters the impact and involvement that social networking sites such as Facebook and Twitter have on the lives of people and their role in the ways which they interact with each other. These tools are used by Teaching Matters to encourage learners in their projects and involvement with learning activities.

There is a wide range of ways to communicate with young people and this is a rapidly changing environment as new technologies, applications and social media sites merge. No code of conduct for e-safety can cover all of these separately. However, there are broad principles that we expect all staff/volunteers to adhere to in order to safeguard young people and themselves in respect of using all these forms of media, devices, apps and social networking sites:

### **Content**

- When communicating with young people/vulnerable adult online staff will observe the same rules of behaviour as if speaking with them in person that is by being professional - polite, respectful, not swearing or saying anything (using the written word, images or icons) that could be regarded as sexual innuendo, bullying or discrimination.
- Ask themselves whether the content of the message could be misunderstood or misinterpreted by someone else.
- Will always ensure the content of any online communication has a clear work purpose.

- Will not use any text speak abbreviations or symbols/emoticons even if they ordinarily use these in your personal life.
- Never disclose non-public and confidential information about Free2staff and learners.
- Not to say anything or re-tweet any posts that could be deemed offensive, controversial or socially inappropriate in any way.
- Contact with young people or vulnerable adults online it should only be a recognised element of the business of Teaching Matters only.
- Not to send any illegal or inappropriate content (written, images or icons) including sexting via mobile phones.

Teaching Matters and Systemagic will continue to monitor its IT usage in respect to Safeguarding and Prevent Agenda.

### **Recording**

Only use social media and apps where there is a permanent record of what's been said and sent thereby being open to scrutiny e.g., the use of Snapchat is not appropriate.

### **Use of equipment**

Teaching Matters' IT equipment (including computers, laptops, mobile phones, notebooks, etc.) must not be used to view, download, create or share (with colleagues or children) illegal content including abusive images of children or young people).

### **Responsibilities**

It is everyone's responsibility to remain vigilant and ensure that children and vulnerable adults, and our wider client base are provided with a safe and secure environment. Staff dealing with children and vulnerable adults will be trained in how to recognise and respond to a situation where abuse is reported and how to report this or any concerns. Specific responsibilities are as follows:

#### **Managing Director**

- Allocate required resources and time to provide adequate safeguarding measures.
- Provide leadership in ensuring the safety of children and vulnerable adults.

#### **Head of Curriculum and Quality**

- Audit and review performance against safeguarding procedures.
- Ensure arrangements for safeguarding are comprehensive, and that their performance against these are audited and reviewed.
- Review systems and procedures to report to the Teaching Matters Senior Management Board.
- Ensure recognised safer recruiting methods are followed.
- Ensure Disclosure & Barring Service checks are conducted on staff as appropriate for their role and that all staff have been thoroughly vetted prior to undertaking duties.
- Support the Designated Safeguarding Manager in implementing this policy.

#### **Designated Safeguarding Lead**

- Maintain knowledge of current safeguarding legislation and good practice to inform development of policies and procedures.
- Establish a comprehensive training programme to ensure all staff have a good understanding of safeguarding relevant to their role.
- Ensure all staff are competent to undertake their safeguarding duties
- Support, advise and guide staff to apply the policy effectively and consistently across the business.
- Promote good practice and effective communication internally
- Investigate safeguarding concerns and decide on referral or other action.

- Liaise with local Adult Social Care Services to ensure Teaching Matters is aware of local interagency protocols and practice, incorporate these into procedures; gaining access to local authority training that may be available.
- Undertake referral of safeguarding concerns to other external bodies as appropriate.
- Securely retain records of allegations, incidents, referrals and outcomes.
- Must attend Designated Safeguarding Lead training course annually or should legislation change.
- Alert the DBS where a person has been dismissed or left due to risk or harm that they have presented or may have presented to a child or vulnerable adult
- Liaise with relevant agencies following a referral to ensure it has been dealt with effectively and identify whether or not a resolution has been achieved. DSL ensures that Teaching Matters works with employers and other training organisations that provide apprenticeships and or work placements for children or vulnerable adults from Teaching Matters to ensure that appropriate safeguards are in place
- If the Lead DSL is absent from the business the Deputy DSL will be responsible for undertaking Lead DSL duties.

#### **Module Lecturer**

- Manage the application of safeguarding procedures in their delivery.
- Act as the focal point for safeguarding in their module
- Clearly communicate the safeguarding policy to all staff.
- Liaise with local partner agencies as required, including Local Safeguarding Children Board.
- Ensure publicity and organisational position statements are on display at relevant sites with up-to-date information on contact details.

#### **Employees and Contractors**

- Actively promote a safe learning environment.
- Ensure all clients, partners and employers with whom they work are aware of the Safeguarding policy.
- Report any safeguarding concerns immediately in line with this procedure.

**Under no circumstances should a member of staff, volunteer or contractor undertake any investigative activities of alleged or actual abuse, nor should they contact any of the external agencies that will deal with a referral. It is the responsibility of the DSL with support from the senior management team to decide whether a referral should be made and to which agency or agencies. It is the role of the relevant Safeguarding and Police Services agencies to decide if abuse has taken place.**

## 17. Responding to Concerns

Teaching Matters ensure and emphasise that everyone in the organisation understands and knows how to share any concerns immediately with the lead or deputy for safeguarding. The process for responding to concerns is set out in Appendix 3.

## 18. Allegations of Abuse

When an allegation of abuse is made to a member of staff, the member of staff who receives it should;

- reassure the individual (child or vulnerable adult) making the allegation that they have done the right thing
- listen and not interrupt
- do not promise that the matter will be kept confidential. Explain to him/her that you must report the matter to a member of Teaching Matters 's designated Safeguarding Lead as part of your legal duty, if you are in doubt as to whether the matter is a safeguarding issue, check with one of the designated safeguarding staff.



- let the individual finish speaking and then only ask questions if you are still unsure whether this is a safeguarding issue
- note, this is not an investigation, simply establish the key facts, remember TED – Tell, Explain, Describe
- only ask simple, open, non-leading questions, e.g., if a child or vulnerable adult tells you they have been hurt ask “Can you describe how that happened” rather than “did someone hit you”
- accept what the individual is saying and do not offer an alternative interpretation of the alleged events
- raise the concern with a Safeguarding Lead, do not ask any more questions
- write down what has been said immediately afterwards, to the best of your memory, in the words used by the individual and you ensure you make clear what is fact and what is opinion or hearsay in any given piece of information
- not ask the individual to sign anything at this stage
- note anything about the individual which may be connected e.g., any visible injuries including the position and description
- report the matter to a Safeguarding Lead immediately within the same working day
- complete the relevant documentation (the Alert Form) and submit to the Designated Safeguarding Lead
- ensure you tell the individual what will happen next.

Remember, if a child or vulnerable adult tells you about abuse that happened a long time ago or some time has lapsed since it last occurred, it doesn't make it any less real and distressing for the child or vulnerable adult. Abuse can be historic and relate to incidents that happened a long time ago. They must still be referred on to the DSL as per this procedure.

Staff should be mindful that an allegation may involve another child/children/young person(s) and if a child has been involved, and the Safeguarding Lead should be connected immediately as equally the welfare of the child being accused is paramount at this time.

The designated safeguarding officer will ensure that the member of staff reporting the incident/concern is reassured that their concerns are being appropriately addressed and that they have access to staff support if needed.

If a child or vulnerable adult chooses to disclose, **you should never:**

- take photographs of injuries
- examine marks or injuries solely to assess whether they may have been caused by abuse (there may be a need to give appropriate first aid)
- investigate or probe, aiming to prove or disprove possible abuse
- make promises to the individual about confidentiality or keeping secrets
- assume that someone else will take the necessary action
- jump to conclusions or react in any way to what the individual is disclosing
- speculate or accuse anybody
- confront another person (adult or child) allegedly involved
- offer opinions about what is being said or about the persons allegedly involved
- forget to record what you have been told – what may seem insignificant to you could be extremely important in supporting external agencies to decide whether abuse has occurred or is indeed likely to occur.

**Remember: IF ANY STEP IN THE PROCESS IS NOT RECORDED THEN IT IS ASSUMED THAT IT DID NOT HAPPEN**

- fail to pass the information on the designated safeguarding lead
- ask the individual to sign a written copy of the disclosure or a statement

Where a child or vulnerable adult has communication difficulties or use alternative/augmented communication systems, you may need to take extra care to ensure that signs of abuse and neglect are identified and interpreted correctly, but concerns should be reported in exactly the same manner as for other children or vulnerable adults.

If a young person or adult has personal needs their requirements would be discussed prior to commencement of programme and additional support plan implemented. Teaching Matters will respect personal privacy and dignity, ensuring that young people and adults are supported in meeting their own physical care needs wherever this is possible.

If it is determined by the DSL that the concern is not a safeguarding one but rather the child is in need of support services, then this should be discussed with the child and with the parents. A referral for child in need services to the local authority requires parental consent.

The DSL is responsible for following up any referrals made to social care to ensure that action has been taken. This should be done within 3 working days of having made the referral if social care has not been back to the DSL to confirm their actions. A record of actions being taken must be made by the DSL.

## 19. Talking to Parents/Carers

In most cases it is good practice to be open and honest at the outset with parents/carers about concerns and any action that Teaching Matters intends to take. However, there are cases where it **would not** be good practice for the Safeguarding Lead to discuss concerns with parents/carers before referral.

In these cases, arrangements for discussing concerns with the parents/carers should be agreed in advance with Social Care and or the Police. Concerns must not usually be discussed with parents/carers before referral where:

- discussion would put a child or vulnerable adult at risk of significant harm
- discussion would impede a police investigation or social work enquiry e.g., FGM or forced marriage
- sexual abuse is suspected
- organised or multiple abuse is suspected
- the fabrication of an illness is suspected
- to contact parents/carers would place you or others at risk
- it is not possible to contact parents/carers without causing undue delay in making the referral.

In each case the lead DSL must make a reasoned judgement and record the decision s/he reaches. Where further guidance is needed, contact should be made with the Designated Local Authority Person or relevant social care department or Police.

## 20. Abuse Requiring Immediate Response

If medical attention or police emergency action is required, then:

- The emergency services should be contacted on 999 immediately. The Teaching Matters DSL should be informed without delay
- The DSL will contact the relevant Social Care and or police services
- If the referral is out of hours, then you will need to inform the Managing Director or a member of the Senior Management Team
- The DSL must consider if it is safe for the child or vulnerable adult to return home to a potential abusive situation, seeking advice from Social Care or Police as required
- Managers in the Police or Social Care agencies will then advise about how to proceed to ensure immediate wellbeing of the child or vulnerable adult

- If the child or vulnerable adult is in immediate danger or in need of medical attention, they should remain with Teaching Matters staff, volunteers, partner or contractor.

Where there is any doubt about the safety of the child or vulnerable adult if they were to return home to a potentially abusive situation, the lead DSL must inform the relevant Social Care agency and or the Police of their concerns. Managers in the Police or Social Care agencies will then advise about how to proceed to ensure the immediate well-being of the child or vulnerable adult.

If after 48 hours no action has been taken the Lead DSL should utilise the escalation process with the LSCB.

Staff must also be aware that if they feel the referral has not been dealt with, no action has been taken or that Teaching Matters is trying to disregard the referral they should follow the procedures as set out in the Whistleblowing Policy.

## 21. Allegations against Staff, Volunteers, Partners or Contractors

All allegations of abuse made against a member or members of staff, volunteers, delivery partners or contractors will be managed in line with Teaching Matters' safeguarding and employment policies and procedures.

These procedures apply to a wide range of allegations, including those that indicate a person may be unsuitable to work with children or vulnerable adults in their present position or in any capacity. It is essential that any concerns for the welfare of a child or vulnerable adult arising from abuse or harassment by a member of staff, volunteer, delivery partner or contractor should be reported immediately to the Lead DSL who will contact the Designated Local Authority Person (formerly known as LADO).

The procedures are, therefore, to be followed in respect of allegations that a member of staff, volunteer, delivery partner or contractor has:

- Behaved in a way that has harmed, or may harm a child or vulnerable adult
- Possibly committed a criminal offence against, or related to, a child or vulnerable adult
- Behaved towards a child, children or vulnerable adult in a way that indicates they are unsuitable to work with children or vulnerable adults.

Where you have concerns about a colleague, volunteer, delivery partner or contractor, you should report these concerns to the Lead DSL immediately, detailing your concerns on the safeguarding alert form, who will manage the allegations in line with agreed policy.

The Lead DSL will discuss allegations against staff, volunteers, partners or contractors with the Designated Local Authority Person. The purpose of this discussion is to consider the nature, content and context of the allegation and to agree what further action, if any, is necessary, notifying the parents/carers, the person the allegation has been made against will be suspended partly to protect them during any investigation, risks to other children, communication with relevant organisations/bodies, supporting the person the allegation has been made against and ensure they are treated fairly and with impartiality as detailed in Teaching Matters' disciplinary policy and procedures and will include any support from the other agencies involved and managing possible media interest. Disciplinary or Capability procedures will not be initiated until the investigation by police or social care has been Safeguarding concluded, Teaching Matters will take the lead from these bodies at all stages of the process and involve the relevant DSL, Senior Managers and HR personnel.

This may include:

- Child Protection or Vulnerable Adult safeguarding Investigation – this will assess whether the child/adult is in need of protection or in need of services – led by Social Care
- Criminal Investigation – led by the relevant Police force
- A Disciplinary Investigation – in line with Teaching Matters 's disciplinary procedures.

In the first two instances Social Care and or the Police will lead on investigations. Teaching Matters 's Lead DSL will notify the Disclosure and Barring Service (DBS) where:

- Teaching Matters have permanently removed a member of staff, volunteer, delivery partner or contractor from regulated activity
- Teaching Matters thinks that the person has either: Engaged in relevant conduct, or, Satisfied the harm test, or Received a caution for, or been convicted of, a relevant offence .

For most cases, the DBS only has the power to bar a person who is, has been or might in future engage in regulated activity.

Teaching Matters' Director of Operations will act as Teaching Matters' Named Senior Manager to provide high level support to the DSL in handling allegations of abuse made against a member of staff, volunteer, delivery partner or contractor in line with current Teaching Matters Safeguarding policy.

If the concern raised is relating to a Module Lecturer, then the Lead DSL in conjunction with the senior management team will follow the safeguarding process. If concerning the Lead DSL, then the Deputy DSM would be involved with the Senior management team. If concerning the named Senior Manager, then the Lead DSL would be informed in conjunction with the Board of Directors.

Where the allegation is found to be of a malicious nature, unfounded and with no further action to be taken the individual the allegation was made against will be supported back into work and their team environment by the Head of HR with an agreed support plan put in place.

## 22. Support for the Referrer

Teaching Matters will fully support and protect staff, volunteers, partners and contractors who, in good faith (without malicious intent), make a referral about a colleague who may be abusing a child or vulnerable adult and reports his or her concern about a colleague's practice.

This support may take the form of counselling, moving the person reporting the abuse/potential abuse to another workplace temporarily whilst the incident is investigated. Teaching Matters' Whistleblowing procedures can be followed if they feel their concerns are not being acted upon appropriately. However, all staff, volunteers, delivery partners and contractors have a duty to safeguard and promote the welfare of children and vulnerable adults. However, in order to investigate concerns robustly, it may not be possible to maintain complete anonymity, but the interests of the referrer will be protected when concerns are raised.

Following a referral, staff, volunteers, partners and contractors may be involved in the assessment and management process led by the relevant Social Care Team and may be invited to take part in any strategy meeting or attend an initial Case Conference, where there is a criminal investigation they may be required to co-operate with the Police. In all these circumstances they will be offered sufficient time to prepare and attend meetings with the support of their line manager and Teaching Matters' Safeguarding Team.

They will also receive appropriate senior management support and the DSL will continue to provide support and guidance as required/appropriate.

Records will be kept of every concern raised and they will be detailed as what actions have been taken, whether an external agency has been involved and is leading on any investigation and what the outcome has been so that the file can be closed and then stored for legal purposes.

## 23. Record Keeping and Information Security

Well-kept records are essential in situations where it is suspected or believed that a child or vulnerable adult may be at risk from harm.

Records should state who was present, time, date and place. Be factual, state exactly what was said, observed or alleged, be written in ink and signed by the recorder.

Records must also be stored, retrieved and destroyed within current Data Protection laws and Teaching Matters' robust Data and Information Security requirements.

The use of a standard Safeguarding Form for all staff irrespective of their role or which delivery contract they currently work with and is available on the S Drive and the Teaching Matters Portal.

Staff, volunteers, delivery partners and contractors are guided in recording, to be mindful of the possibility that this may be shared with others at some stage and in exceptional circumstances, the possibility that they may become evidence in court proceedings. Equally staff, volunteers, delivery partners and contractors must be aware that documents regarding an individual that Teaching Matters hold may be subject to a Freedom of Information request under the Freedom of Information Act. Under the Act individuals have the right to access their own records unless the situation is covered by the following exemptions:

- Information that would be likely to prejudice the prevention and detection of a crime, or the capture or prosecution of an offender.
- Information held for the purposes of social work where disclosure would be likely to prejudice the work, by causing serious harm to the physical or mental health or condition of the data subject or another person.

Records are kept for the time required legally and or contractually by the various government Commissioners and there is a robust storage, retrieval and disposal process and system in place.

Details of allegations that are found to be malicious will be removed from personnel files. However, for all other allegations, it is important that a clear and comprehensive summary of the allegation, detail of how the allegation was followed up and resolution to the allegation and a note of action/s taken and any decisions reached, is kept on the confidential personnel file of the accused and a copy provided to the person concerned.

The purpose of the record is to enable accurate information to be given in response to any future request for a reference, where appropriate. It will provide clarification in cases where future DBS checks reveal information from the Police about an allegation that did not result in a criminal conviction and it will help to prevent unnecessary re-investigation if an allegation re-surfaces at a later date. In respect of safeguarding allegations against an adult the record should be retained at least until the accused has reached normal pension age or for a period of 10 years from the date of the allegation if that is longer. Records in respect of a safeguarding concern about a child should be kept for 7 years unless a minimum time is specified by specific contracts held by Teaching Matters.

Where a request for information sharing is made, the Lead DSL and Managing Director, would make a decision as to whether they are able to share the information and if necessary, would seek relevant legal advice and advice from other bodies such as the NPCC and Childline. All decisions taken about information sharing are expected to keep the safety of the young person or vulnerable adult of central and paramount importance. Once the decision has been made regardless of whether it is to be shared or not this is still

recorded identifying the reasons for the decision. If the request has come from the LSCB, they will provide Teaching Matters with clear rationale as to why the information is needed and the request should be proportionate to the reason.

The safeguarding form is sent to Safeguarding Lead and this is kept in a secure location on the S Drive within 24 hours and can only be accessed by the DSL. Once a copy has been saved to the S Drive local records will be destroyed. All concerns and incidents are reported on at senior management level and lessons learnt in how these were dealt with are discussed and where appropriate procedures are revised.

## 24. Safer Recruitment and Training for Staff

When recruiting new members of staff Teaching Matters follows the government guidance “Safeguarding Children: Safer Recruitment in Education and Safer Recruitment principles and has due regard to the Safeguarding Vulnerable Groups Act 2006 and the Protection of Freedoms Act 2012.

Teaching Matters adopts the guidelines within the Baseline Security Standard (BPSS) for all appointment and ensures that the relevant uses the DBS checking service to assess applicants’ suitability for positions of trust, the Company complies fully with the Code of Practice and undertakes to treat all applicants for positions fairly. DBS checks are undertaken in line with government guidance and current legislation, alongside appropriate references being obtained and ensuring qualifications are verified. Safer Recruitment training has been undertaken by senior members of staff who conduct recruitment activities in accordance with statutory guidance.

## 25. Monitoring and Review

Following any safeguarding incident, the Designated Safeguarding Lead (DSL) and Director of Operations will undertake a case review against the policy to ensure that it has been fully and correctly implemented. They will agree any system and procedural changes required and identify and address training needs for staff. Staff knowledge will be tested on a regular basis by the DSL to identify individual and companywide training requirements.

This policy will be reviewed annually by the Designated Safeguarding Lead to ensure that it continues to meet current legislative requirements, adopts emerging best practice, and continues to be effective and relevant to the wider business; reporting to the Senior Management Team with recommendations for improvement.

## 26. Promoting the Policy

The safeguarding policy is promoted:

- Initial introduced during the Commitment Statement meeting with apprentice and employer (line manager) with a copy being provided;
- Employers and apprentices are asked to initial and sign the Commitment Statement as evidence of their commitment to safeguarding legislation and policy;
- During the apprentice’s induction and shown where the policy can be found on the website and the portal;
- An apprentice friendly version of safeguarding and prevent is sent to apprentices at the beginning of each term and just before Christmas to highlight support available.

## 27. Policy Review

This policy should be reviewed annually to update key information such as:

- Who has overall responsibility for the policy
- Members and details of Safeguarding and Prevent Team
- Change in IT support services

## Appendix 1 - Safeguarding Alert Form

This form is to be used by a member of staff to report concerns about the abuse of a child or vulnerable adult or who receives a disclosure of abuse. This must be completed immediately and forwarded securely to Designated Safeguarding lead (donna.clifford@fea.co.uk) in line with the procedure within an hour of the concern being raised. **Please ensure that prior to sending a completed form to the Safeguarding Lead, please ensure that you “Password Protect” the form before sending. Please send a separate e-mail to the recipient with the Password you have allocated.**

If you do not have all the information requested, please complete the parts you can.

Your Details
<p>Name: ..... Position:.....</p> <p>Address..... .....</p> <p>Email: ..... Tel No: .....</p> <p>Date and Time of Disclosure/ Incident .....</p>

Details of Alleged Victim
<p>Name: ..... Date of Birth: .....</p> <p>Address:..... .....</p> <p>Tel No: .....</p> <p>In Receipt of Health or Social care    Yes</p> <p style="padding-left: 150px;">No</p> <p>If Yes, name, address and telephone no of provider</p> <p>.....</p>



**Detail of Alleged Perpetrator**

Name: .....

Position/ Relationship .....

Address: .....

.....

Tel No: .....

**Official Report**Has the incident been reported to any authority e.g., Police, HSE, etc Yes If yes name of authority/ agency ..... 

Crime or Case Ref No: .....

Contact Name .....

Tel No .....

**Employer Details**

Organisation .....

Address: .....

.....

Manager: .....

Main Contract if different .....

Email : .....

Tel No: .....

**Details of Incident/ Disclosure**

Provide full details of the incident or disclose - try to be as factual as possible, and use the words and phrases of the person making the disclosure, if possible. **Under no circumstances** note opinion, or interpret what an individual "meant". You can include observations of body language, emotional state, injuries, etc. Include all details of what alleged, dates, times and locations of where the alleged incident occurred, and persons present. Include and immediate action taken such as first aid.

**Report of Incident/Disclosure**

**Reported to Safeguarding Lead**

This form was passed to: In Person  Secure Email

Name

Date:

Signed:

**Safeguarding Lead Advisory Lead**

Include details of any clarification gained where initial information is unclear and any recommendation

This form was passed to .....In Person  Secure Email

Name .....

Date: .....

Signed: .....

**Designated Safeguarding Lead Action**

Note below action taken, personnel consulted, and any additional information gained relating to the allegation.

Referral made to external agency e.g., Social Services, Police?    Yes    No

If yes, name of referral agency: .....

Contact Name .....

Tel No: .....

Referral Date: .....

If no, reason for note referring and other action to be taken if any:

.....

.....

.....

Signed: ..... Date: .....

**Follow up Notes:**

## Appendix 2- Prevent Alert Form

This form is to be used by a member of staff to report concerns about the potential radicalisation, extremist activities and or signs/ behaviours that indicate extremism by staff, partners, employers, learners engaged on our programmes. This form must be completed when you are presented with the cause for concern and forwarded securely to Local safeguarding Lead in line with the procedure within an hour of the concern being raised. **Please ensure that prior to sending a completed form to the Safeguarding Lead, please ensure that you "Password Protect" the form before sending. Please send a separate e-mail to the recipient with the Password you have allocated.**

If you do not have all the information requested, please complete the parts you can.

Your Details	
Name: .....	Position:.....
Address.....	
.....	
Email: .....	Tel No: .....
Date and Time of Disclosure/ Incident .....	

Details of Individual Causing Concern	
Name: .....	Position .....
Address:.....	
.....	
Tel No: .....	
Colleague <input type="checkbox"/>	Partner <input type="checkbox"/>
Learner <input type="checkbox"/>	Employer <input type="checkbox"/>
Full Explanation of Relationship to individual giving cause for concern -.....	

Official Reporting to Date	
Has the incident been reported to any authority e.g., Police, HSE, etc Yes No	
If yes name of Police Service? .....	

Crime or Case Ref No: .....

Contact Name .....Position.....

Tel No .....

### Report of situation leading to Concern

Provide full details of the situation that has led to the cause for concern - try to be as factual as possible, and use the words and phrases of the person making the disclosure, if possible. **Under no circumstances** note opinion, or interpret what an individual "meant". You can include observations of body language, emotional state, injuries, etc. Include all details of what alleged, dates, times and locations of where the alleged incident occurred and persons present. Include and immediate action taken

Report please continue on another sheet if necessary





## Appendix 3 – Safeguarding Code of Conduct for Staff

This code aims to assist staff in maintaining proper and professional relationships with clients.

Staff will:

- Undergo a DBS check before started of interaction with apprentices;
- Provide an up-to-date Safeguarding and Prevent certificate;
- Familiarise yourself with the Safeguarding and Prevent policies;
- Engage with the Safeguarding and Prevent policy during induction;
- Actively promote the Safeguarding and Prevent policies to apprentices to raise awareness;
- Attend training and updating on Safeguarding and Prevent when new legislation is released.

All employees are required to abide with the Teaching Matters' Safeguarding Code of Conduct below, which applies to behaviour of all staff and volunteers in direct contact with young people and online.

This Safeguarding Code of Conduct also details how individuals can also protect themselves against allegations of abuse.

### **How to Protect Yourself against Allegations of Abuse:**

Avoid personal and social contact with children or vulnerable adults and seek to minimise the risk of any situation arising in which misunderstandings can occur.

### **You Should NOT:**

- Engage in flirting, innuendo or make suggestive terms or gestures, or indicate favouritism for a child or vulnerable adult.
- Issue or threaten any form of physical punishment.
- Initiate or engage in sexually provocative games, conversations or activity involving or observed by young people, whether based on talking or touching.
- Make sexually suggestive remarks or discriminatory comments to or in front of a young person or discuss staff's own sexual relationships in front of them.
- Engage in any sort of sexual relationship with a young person even where the young person is aged 16 or over and therefore legally able to consent.
- Use any type of physical punishment in order to discipline. Shouting at young people should be avoided whenever possible and only if alternative forms of discipline have failed.
- Photograph or film young people for which no prior consent has been sought.
- Broadcast or view any audio and/or visual material (CDs, DVDs, videos, computer or games etc.) that has inappropriate content for young people.
- Invite, or allow a young person or vulnerable adult who you have met through your work to your home or another location where the purpose is one of friendship or an intimate relationship.
- Engage in, or tolerate, any inappropriate physical activity involving young people.
- Allow the use of inappropriate language to go unchallenged.
- Do things of a personal nature for children or vulnerable adults that they can do for themselves.
- Dismiss an allegation of any sort relating to a student's welfare or delay the reporting of an allegation.
- Discourage anyone from reporting concerns or ask individuals to keep secrets.
- Make promises to keep secrets, keep any disclosure confidential or overreact or be judgemental should they suspect abuse.
- Spend excessive amounts of time alone with children or vulnerable adults, away from others.
- Make unnecessary physical contact with children or vulnerable adults, however, there may be occasions where physical contact is unavoidable, such as providing comfort at times of distress or physical support in contact sports or similar. In all cases, contact should only take place with consent of the child or vulnerable adult.
- Do not arrange to meet a child or vulnerable adult or their families with whom you work outside of working hours unless it is with consent of the parents/carer and person in charge of the activity.



- Give or receive gifts and/or substances such as drugs, alcohol, cigarettes, e-cigarettes from or to a young person or their family.
- Consume alcohol, take illegal drugs or legal highs, during the working day/evening or at events, including during any breaks or when in the presence of young people.
- Smoke/vape with, or in front of, young people.
- Steal, or condone someone else's stealing, regardless of the value of the stolen item.

**You Should:**

- Work in a room where you can be visibly seen, leave the door open and make sure other adults visit the room regularly whilst respecting children and vulnerable adult's rights to privacy and encourage children and adults to feel comfortable enough to report attitudes or behaviours they do not like.
- Plan activities that involve more than one other person being present, or at least within sight and hearing of others. If it is unavoidable always ensure your line manager knows where you are, with whom and why.
- All staff, volunteers, delivery partners and contractors at organised activities will be expected to act with discretion with regard to their personal relationships. This should ensure their personal relationships do not affect their leadership role within the organisation. All pre-existing relationships between staff, volunteers, delivery partners, contractors and or participants of the organised activities must be declared.
- Avoid working in isolation with Children and vulnerable adults, follow the recommended adult-to-young people ratios for meetings and activities and ensure there is separate sleeping accommodation for young people, adults and Young Leaders.
- Never give out a personal mobile number or private e-mail address and ensure working hours of contactability are stated.
- Everyone should be aware of the procedures for reporting concerns or incidents and be familiar with the contact details of the Safeguarding Lead.
- Treat all young people and adults equally and listen to them; avoid favouritism and gossiping.
- Ensure allegations or disclosures by a young person or another adult are taken seriously and reported, including any made against you. Follow the procedures for reporting concerns.
- Never befriend or chat to children or vulnerable adults on social network sites. Always use professional language when writing, phoning, emailing or using the social media to communicate with young people or vulnerable adults.
- Be aware that young people can develop heterosexual and homosexual infatuations (crushes) towards adults working with them. If this is happening, tell your line manager and then respond to the situation in a way that maintains the dignity of all concerned.
- Act as a role model.
- Set and monitor appropriate boundaries and relationships when working with children and vulnerable adults based on openness, honesty and respect for the child or vulnerable adult. Ensure that the focus of your relationship with a young person that you have met through any programmes remains professional at all times. The aim should never be to develop the relationship into a friendship or intimate relationship.
- Respect a young person's/adult's right to personal privacy but never agree to keep any information relating to the harm of a young person/adult confidential. Provide support to a child, young person or vulnerable adult making a complaint.
- Remain calm and ensure that no one is in immediate danger if they suspect abuse. Report any concerns to the Safeguarding Leads without delay and record all the facts.
- Ensure that if a young person who has become distressed needs comfort that this is done in a way that is both age appropriate and respectful of their personal space. Never act in a way which may be perceived as threatening or intrusive. Always ask a young person before you act. Hugging should be limited and never initiated by staff/volunteers. Any hugging should be done by the side of the young person with an arm placed around the shoulders side by side.

- Ensure that if any kind of physical support is required during any activities, it is provided only when necessary, in relation to the activity and that this is done in a way that other colleagues can observe you.

All children, young people and vulnerable adults should be treated with respect and the code of conduct has been written with respect, dignity and safety for every individual in mind, however staff understand that children/young people are capable of abusing their peers. Peer abuse can take many forms such as sexting, bullying, physical and emotional abuse.

Upon induction to the programme the child/ young person or vulnerable adult will be given a copy of the code of conduct and the Teaching Matters staff will go through this document with them to ensure they understand their responsibilities.

If staff, volunteers, delivery partners and contractors have concerns relating to the welfare of a child or vulnerable adult in their care, be it concerns about actions/behaviours of another colleague or concerns based on any conversation with the child or vulnerable adult, particularly where they make an allegation, they should report this immediately.

If a child, young person or vulnerable adult feels that there has been a breach of the code of conduct they should report this breach by utilising the Teaching Matters' complaints process. The complaint will be fully investigated as per the policy/process and actions taken to ensure the individual making the complaint is fully supported. If the complaint is in regard to another child, young person or vulnerable adult there may be a need for immediate actions to be implemented to ensure the safety of both the individual making the complaint and the person the complaint has been made against. The breach of code of conduct may need the intervention of the DSL and the Teaching Matters' safeguarding procedures should be followed.

All complaints are recorded and followed up to a satisfactory conclusion. Staff/volunteers who breach this code of behaviour may be subject to Teaching Matters' disciplinary procedures whilst volunteers who do so may not be able to continue in their volunteering role. Serious breaches may result in a referral being made to a statutory authority.

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