

Safeguarding

PURPOSE OF THE POLICY

Section 11 of the Children Act 2004 places a duty on training providers to ensure that their functions are discharged having regard to the need to safeguard children and promote their welfare. By safeguarding and promoting welfare we mean:

- Protecting children from abuse or neglect;
- Preventing impairment of the child’s health or development;
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and
- Creating opportunities to enable children to have optimum life chances in adulthood.

The Counter-Terrorism and Security Act 2015 also places a duty (the Prevent duty) on educational establishments to prevent people from being drawn into terrorism. This is incorporated into the term ‘safeguarding’ in this policy. A separate Risk Assessment relating to the Prevent Duty can be found on the Pdrive/Safeguarding and Health & Safety.

This policy states the responsibilities of ATG Training in relation to Safeguarding children and vulnerable adults, in response to current Legislation and guidance. ATG Training is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults engaged in the breadth of its activities.

This Policy applies to all staff (including agency staff and board members), employed by ATG Training, temporary staff and volunteers. All have a legal responsibility to take seriously any vulnerable adult concerns that come to their attention and follow the procedures given.

Subcontractors must be informed of this Policy and deal with any concerns reported to them by contacting the Designated Person with responsibility for Vulnerable Adult Protection in ATG Training.

Learners who have concerns about other learners, or the behaviour of adults towards them, can use this Policy to ensure they are taken seriously.

ATG Training is concerned that all its learners remain safe and free from harm, and is committed to playing a full and active part in the multi-agency response to child and

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vulnerable adult protection concerns. This document sets out ATG Training’s position in relation to all aspects of the child and vulnerable adult protection process.

Definitions:

Child – in accordance with The Children Act 1989, and therefore in accordance with law, ATG Training shall regard any young person below the age of 18 as a child.

Vulnerable Adult – an adult (a person aged 18 or over) is classed as vulnerable when they are receiving one of the following services:

- Health care;
- Relevant personal care;
- Social care work;
- Assistance in relation to general household matters by reason of age, illness or disability;
- Relevant assistance in the conduct of their own affairs; or
- Conveying (transport) due to age, illness or disability in prescribed circumstances.

ATG Training is committed to a positive policy of equal opportunity and strives to support learners wherever possible. It wishes to create an environment that is safe and welcoming to all learners. It believes that Safeguarding is an essential element and aims to promote a positive culture where learners are able to learn and develop. It recognises that it has a duty of care to learners, staff and stakeholders. ATG Training endeavors to ensure that their wellbeing and health and safety is a priority.

Our policy applies to all staff and associates working for the organisation. There are five main elements to our policy:

- 1) Creating a Safe Environment for our learners and staff.
- 2) Providing Training and support by raising awareness of child protection issues and giving children and young people and vulnerable adult’s access to information they may need to help keep them safe.
- 3) Positive promotion through establishing and maintaining an environment where students feel secure, are encouraged to talk, and are listened to.
- 4) Continual monitoring
- 5) Developing and then implementing procedures for identifying and reporting cases, and suspected cases, of abuse or of concerning behaviour relating to radicalisation.

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SAFEGUARDING – A WHOLE COMPANY APPROACH

1. Creating a Safe Environment.

To create a safe environment for learners ATG Training will;

- Ensure processes are in place to check the suitability of staff working directly with young people and vulnerable adults. Some staff across ATG Training will be in regular or significant occasional contact with vulnerable adults in the course of their teaching or other work. There is a commitment that such staff have satisfactory Disclosure and Barring Services (DBS) checks, at an appropriate level, before working with vulnerable adults. These will be reviewed every three years. Staff, students and visitors will wear ID Badges
- Have clear procedures for following up issues of conduct for both staff and learners
- Continually review Safeguarding, Health & Safety and Equality at ATG Training via the Health and Safety Committee.
- Ensure that Pre-placement Health and Safety checks of employers premises and health and safety management arrangements are complete, including insurance details
- Operate a ‘zero tolerance’ approach to weapons, drugs, alcohol and bullying, including cyber or electronic bullying, in all forms
- Promote British Values and provide opportunities for learners to challenge extremist views.

2. Provide training and support for staff.

All staff will be given up to date information on Safeguarding through;

- A clear induction programme, which includes Safeguarding
- Being made aware of ATG Training’s Policy and Procedures on Safeguarding
- Being offered other relevant suitable training / information updates, as and when appropriate
- Being asked to complete knowledge checks to ensure awareness of their duties with regards to Safeguarding

3. Positive Promotion.

Safeguarding, in its broadest sense, will be promoted positively throughout ATG Training in a number of ways, including;

- The organisation’s ethos which promotes a positive, supportive and secure environment, and gives learners a sense of being valued.

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- Through the creation of an open culture which respects all individuals' rights and discourages bullying and discrimination of all kinds
- Promotion of democratic values and open discussion
- Establishing and maintaining an environment where students feel secure, are encouraged to talk, and are listened to.
- Ensuring our learners know that there are adults in the organisation whom they can approach if they are worried.
- Effective Student Induction
- Display information relating to sources of help should a learner need to access support to stay safe from abuse. Information on Health and Wellbeing, Anti Bullying and E-Safety, to be provided throughout the academic year.
- Safeguarding is included within the 'Learner Voice' process.
- Awareness raising posters
- Counselling services
- Links developed with external agencies, including Youth Offending Service (YOS), Looked after Children (LAC)(including those leaving care)
- Considering the needs of individuals and responding as appropriately as possible

4. Continual Monitoring

The Health & Safety, Safeguarding & Equality Committee will oversee all aspects of Safeguarding within ATG Training by meeting every two months to review developments and monitor activities. It will include a cross section of relevant staff, including the Chief Executive and will update and review the Safeguarding Policy and Procedures annually.

We will follow the procedures set out by the Local Safeguarding Children Board and Safeguarding Team, and take account of guidance issued by the DoE to:

- Ensure we have a Designated Person for child protection who has received appropriate training and support for this role.
- Ensure every member of staff (including temporary staff and consultants) and our board members know the name of the Designated Person responsible for child protection and their role.
- Ensure all staff and associates understand their responsibilities in being alert to the signs of abuse and their responsibility for referring any concerns to the Designated Person responsible for child protection.

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- Notify the main education provider if there are any unexplained absences by a learner who is on the child protection register.
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters, including attendance at case conferences.
- Keep written records of any concerns about learners, even where there is no need to refer the matter immediately.
- Ensure all records are kept securely; separate from the main learner file, and in locked locations.
- Follow the ATG Training Disciplinary procedure where an allegation has been made against a member of staff or associate.
- Ensure safe recruitment practices are always followed.

5. Safeguarding Structure, Responsibilities and Procedures

At ATG Training we have identified an organisation structure for safeguarding vulnerable adults. Key senior staff with designated safeguarding responsibilities include:

- **Chief Executive:** overall leadership of Safeguarding
- **For student-related issues: Designated Person,** Clare Shawcross provides management and coordination role including investigations if required. (Mala Rajput and John Gosling are our deputy Designated Persons).
- **For staff-related issues: Head of HR** to support key staff and provide legislative support

All staff and learners are required to take a shared responsibility for the protection and safety of any children, young people or vulnerable adults. They must be aware of and abide by the policies and procedures of ATG Training.

In the event of any concern by a member of staff, or if any member of staff is approached by a child, young person or vulnerable adult learner, regarding any matter concerning abuse or suspicion of extremist activity, they must tell the learner that they are duty bound to pass on the information to the designated person. No learner must be promised that anything they say will be kept confidential if the matter is related to child or vulnerable adult protection or abuse.

The person receiving the information should pass it on as a matter of urgency to ensure the matter can be dealt with as soon as possible. If the designated person is not

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available, the staff member should contact the deputy designated person or the Chief Executive.. It is helpful for a member of staff to tell the learner they will jot down anything they actually say, to ensure an exact a record as possible is kept for future reference. This note-taking should record the learner’s own words as much as possible.

It is not ATG Training's responsibility to investigate abuse. Nevertheless, it has a duty to act if there is a cause for concern and to notify the appropriate agencies so that they can investigate and take any necessary action.

Staff are responsible for the identification of abuse and referral to the appropriate authorities via the ATG Training nominated persons.

What to do if you suspect a child or vulnerable adult is being abused

Learners under the age of 18 are covered in law by the Children Act. This means that allegations or suspicions of abuse must be taken seriously by ATG Training and acted upon according to the procedure above.

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

Any member of staff who has knowledge of, or a suspicion that, a vulnerable adult learner is or has been suffering abuse must refer their concern to the Designated Person as soon as possible. All allegations or suspicions must be taken seriously. The learner must be advised that this information cannot be kept confidential and will be passed on to the Designated Person in the first instance.

What is Abuse?

Abuse is behaviour towards a person that either deliberately or unknowingly causes a vulnerable adult harm, or endangers their life or their human or civil rights. It can be passive, e.g. failing to take action to care for someone, or failing to raise the alert about abuse; or active, e.g. hitting, stealing or doing something that causes harm. Abuse can be a one-off or something that is repeated.

Physical abuse - actual or likely physical injury to a child, or failure to prevent injury. May involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm. Physical harm may also be caused when a parent or carer feigns symptoms of, or deliberately causes, ill health to a child they are

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looking after.

Sexual abuse - actual or likely sexual exploitation of a child, including prostitution. Involving forcing or enticing a child or young person to take part in sexual activities whether or not a child is aware of what is happening. The activities may involve physical contact including penetration or non-penetrative acts. For example it may also include involving the child looking at or being involved in the production of, pornographic material or watching sexual activities, or encouraging the child to behave in sexually inappropriate ways. Can include grooming a child in preparation for abuse.

Emotional abuse - emotional abuse is the persistent emotional ill treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to the child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. Age or developmentally inappropriate expectations being imposed on children, causing children frequently to feel frightened, or the exploitation or corruption of children will also constitute emotional abuse. This may also include overprotection and limitation of exploration and learning, or participating in normal social interaction. It can include seeing or hearing ill treatment of another person. It may include serious bullying, including cyber-bullying. It may include not giving the child opportunities to express their views, deliberately silencing them, or making fun of what they say or how they communicate.

Neglect - neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development such as failing to provide adequate food, shelter and clothing, medical care or treatment or neglect of, or unresponsiveness to, a child's basic emotional/physical needs. It can include not protecting a child from emotional harm or danger.

Risk to self and/or others – This may include but is not exclusive to self-harm, suicidal tendencies or potential risk of harming others, which may or may not include children. This may be as a consequence of an individual experiencing a significant level of personal, emotional trauma and/or stress.

Domestic Violence – can be physical, emotional, sexual, neglect. This category also covers Forced Marriages and honour based violence.

Radicalisation – vulnerable individuals being targeted for recruitment into extremist activities.

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Allegations against staff

ATG Training has in place a Code of Conduct Policy for staff which sets out clearly its expectations in terms of staff behaviours and provides staff with information on keeping themselves safe. Nevertheless, allegations against staff may occur.

It is a criminal offence for a person over the age of 18, in a position of trust, to enter into a sexual relationship with any student under 18 years old, even if the relationship is consensual.

If allegations are made against a member of staff, HR must be informed immediately and relevant disciplinary procedures may be invoked.

Depending upon the nature of the allegation, ATG Training may also advise the Local Authority Designated Officer (LADO) who may undertake a suitability assessment.

If the allegation concerns one of the Designated Persons, another Designated Person will be appointed to investigate.

Prevent Allegations

If allegations are related to suspected extremist activity or a learner is identified as being vulnerable to being drawn into terrorism, the Designated Person must be notified. A decision will then be taken on whether to make a referral to the Channel Programme or Local Police.

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