

# SAFEGUARDING POLICY



Safeguarding at  
The Skills Network



the **skills** network

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# INTRODUCTION

All children, young people and adults at risk, regardless of age, disability, gender, racial heritage, religious belief and sexual orientation or identity have the right to protection from harassment, harm or abuse.

In line with mandatory and statutory requirements, The Skills Network is committed to ensuring that it:

- Identifies young people and vulnerable adults who are suffering, or likely to suffer, significant harm
- Takes appropriate action to ensure that such young people and vulnerable adults are kept safe.

This policy provides guidance to all staff (and relevant sub-contractor and employer staff) to ensure the safety and well-being of all our learners and staff.

This policy has been developed in accordance with the following guidance and legislation:

- The Children Act 1989
- The Children Act 2004
- Working Together to Safeguard Children 2018
- Keeping Children Safe in Education 2018
- What to do if you are worried a child is being abused 2015
- Protection of Freedoms Act 2012
- Care Act 2014
- Children & Social Work Act 2017
- Keeping Learners Safe 2015
- Safeguarding Children: Working Together Under the Children Act 2004
- Prevent Duty Guidance
- Modern Slavery Act 2015.

A child is defined as someone under the age of 18 years unless he/she has defined special needs.

An adult at risk is aged 18 or over, and:

- Has need for care and support (whether, or not, those needs are being met)
- Is experiencing, or is at risk of, abuse or neglect
- As a result of those needs, is unable to protect him or herself against the abuse or neglect or the risk of it.

These procedures for safeguarding children/young people and adults at risk are consistent with Local Safeguarding Children Boards (LSCB) and Local Safeguarding Adults Boards (LSAB).

Our commitment to safeguarding our learners:

- The Senior Leadership Team understands and fulfils its safeguarding responsibilities.
- The Skills Network (TSN) has a Designated Safeguarding Lead (DSL), who reports to, and provides strategic guidance to, the Senior Leadership Team. The DSL is responsible for the development, practice and management of Safeguarding within the organisation.

- All staff are required to undertake e-learning modules and will be provided with face to face safeguarding training within their probationary period. Refresher e-learning safeguarding training for all staff is mandatory every two years and refresher face to face intermediate training for all staff will be attended every two years. In-house face to face safeguarding training for all staff is provided by the DSL (or the Deputy DSL and/or Safeguarding Officers).
- All staff understand their roles and responsibilities relating to ensuring learners' safety and well-being. They know how to respond to someone who discloses abuse and understand the required procedures when dealing with a potential disclosure.

It is a statutory requirement that all staff read and understand at least Part 1 of 'Keeping Children Safe in Education', 2018. The DSL should ensure that all staff are fully compliant, and that they have a secure understanding of their roles and responsibilities.

- All key stakeholders are made aware of TSN's safeguarding responsibilities. The current Safeguarding Policy is available on TSN's website, and any further required information is available on request.
- TSN's selection and recruitment procedure adheres to the principles of safe recruitment outlined in Keeping Children Safe in Education 2018 and includes all appropriate checks on employees' suitability through the DBS process, as appropriate.

## RESPONSIBILITIES

TSN understands that to fulfil its responsibility to safeguard children/young people and adults at risk, all staff are required to undertake mandatory training and appropriately share any concerns that are identified or disclosed.

- We will immediately refer a person, if there are concerns about his/her welfare, possible abuse or neglect to the appropriate agency where he/she resides. A Safeguarding Reporting Form SRF – Appendix 1, will also be completed and sent to the DSL **immediately** and a written record of the referral will be forwarded to the relevant external agencies (where appropriate) within 48 hours of the disclosure.

The DSL will also ensure that:

- Written records about a child/young person or adult at risk are retained securely on the Safeguarding Referrals Database (SRD)
- All such records will be stored confidentially on a secure network. This will be monitored and managed by the DSL
- Ensure that all staff (including sub-contractors/employers) receive regular updates on child protection, adults at risk and safeguarding, and that they receive refresher training as required.

**The DSL will also ensure that:**

- Internal notification procedures for reporting safeguarding referrals to the Senior Leadership Team (SLT) are followed consistently.

### Apprenticeships

All employers will be expected to work collaboratively with TSN to ensure that all learners remain safe; this will include appropriate TSN staff undertaking rigorous risk assessments of the workplace.

Further measures will include:

- Employers' commitment to safeguarding learners by endorsing, and following, an agreed statement of principles
- The requirements for DBS checks for appropriate employer staff and the relevant processes undertaken, where required
- Employers' staff undertaking appropriate safeguarding training, where appropriate.

### **Third-party providers**

Where a sub-contracted provider is used to deliver any aspect of training, we will check that they have robust safeguarding procedures in place. All staff must be trained in safeguarding and all employer premises are risk assessed.

# **DEFINITION OF ABUSE & WIDER CONCERNS**

## **Sexual abuse**

### **Children**

Forcing or enticing a child or young person, not necessarily involving a high level of violence, to take part in sexual activities, whether the child is aware of what is happening, or not. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside the clothing. They may include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

### **Adults at risk**

Sexual abuse is the direct or indirect involvement of the adult at risk in sexual activity or relationships, which they:

- Do not want, or have not consented to
- Cannot understand and lack the mental capacity to be able to give consent to
- Have been coerced into because the other person is in a position of trust, power or authority (for example, a care worker).

## **Neglect**

### **Children**

The persistent failure to meet a child's basic physical and/or psychological needs, is likely to result in serious impairment of the child's health and development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing, and shelter including exclusion from home or abandonment
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision (including the use of inadequate caregivers) or ensure access to appropriate medical care or treatment.

It may also include the neglect of, or unresponsiveness to, a child's basic emotional needs.

## **Adults at risk**

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

## **Physical abuse**

May involve hitting, shaking, throwing, poisoning, burning or scalding, drowning or suffocating, or otherwise causing physical harm to a child or adult at risk.

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in a child.

## **Emotional abuse**

### **Children**

The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children they are worthless or unloved, inadequate; or valued only insofar as they meet the needs of another person.

It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say and how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.

It may involve seeing or hearing the ill treatment of others. It may involve serious bullying (including cyber bullying), causing children to frequently feel frightened or in danger; or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

### **Adult at risk**

Psychological abuse – Including emotional abuse, threats of harm or abandonment, deprivation of contact, humiliation, blaming, controlling, intimidation, coercion, harassment, verbal abuse, isolation or unreasonable and unjustified withdrawal of services or supportive networks.

## **Sexual exploitation**

### **Children**

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator.

The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

### **Adults at risk**

Exploitation – Either opportunistically or premeditated, unfairly manipulating someone for profit or personal gain.

## **Radicalisation & extremism**

The Counter Terrorism and Security Act, which received Royal Assent on 12 February 2015, places a duty on specified authorities, including local authorities and childcare, education and other children's services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism ('the **Prevent duty**').

**Extremism:** The holding of extreme political or religious views e.g. animal welfare rights, environmentalists, EDL/white supremacy groups, anti-gay groups, Islamic/Christian ideology. All staff are required to undertake mandatory e-learning and face to face training; this provides employees with information on how to refer a concern using the Channel process. All employees will follow the Prevent Procedures (Appendix 5).

### **Female Genital Mutilation**

Female Genital Mutilation (FGM): Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having experienced FGM.

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

There is a range of potential indicators that a child or young person may be at risk of FGM. Individually, they may not indicate risk. But, if there are two or more indicators present, this could signal a risk to the child or young person.

Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

If a member of staff, in the course of their work, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, this must be reported to the police and to the DSL immediately.

### **Forced marriage**

A clear distinction must be made between a forced marriage and an arranged marriage. In arranged marriages, the families of both spouses take a leading role in choosing the marriage partner but the choice whether to accept the arrangement remains with the young people. In forced marriage, one or both spouses do not consent to the marriage or consent is extracted under duress. Duress includes both physical and emotional pressure.

### **Bullying**

All incidents of bullying are taken seriously, and staff should refer to the Preventing and Tackling Bullying Procedures (appendix 4) for further guidance.

### **Peer on peer abuse**

Safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to, bullying (including cyber bullying), gender-based violence/sexual assaults and sexting.

Peer on peer abuse is harassment and aggression in which a young person intentionally threatens, harms or causes distress to another young person. This behaviour is intentional, repeated and designed to hurt or threaten. Peer abusers seek to abuse and terrorise defenceless others who may not have the ability or resources to help themselves. Thus, peer abuse requires a power imbalance. Peer abuse can be direct, in physical or verbal forms, or indirect, in such forms as exclusion, gossiping, and rumours. Signs of peer on peer abuse

- Torn clothing
- Physical injury such as bruises, cuts, scratches without a natural explanation
- Loss of money or damaged property
- Unwillingness to go to college
- Change in eating habits

- Moody outbursts or withdrawn behaviour
- Peer abuse has serious effects
- Victims suffer injury, depression, lowered self-esteem, and many contemplate suicide
- Peer abusers are at risk of alcohol and drug abuse, delinquency, and criminal behaviour
- Peer abuse affects many people. Victims and bystanders are often afraid to report abuse and feel unsafe or unsupported.

### **Children with Special Educational Needs and Disabilities (SEND)**

Children and young people with Special Educational Needs and Disabilities (SEND) can face additional safeguarding challenges. TSN acknowledges additional barriers can exist when recognising abuse and neglect in this group of children and young people.

These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- The potential for children with SEND being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and communication barriers and difficulties in overcoming these barriers.

### **Domestic abuse or violence**

Includes an incident or a pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse, by someone who is, or has been, an intimate partner or family member regardless of gender or sexual orientation. This includes psychological/emotional, physical, sexual, financial abuse; so-called 'honour' based violence, forced marriage or Female Genital Mutilation.

### **Modern slavery**

Encompasses slavery, human trafficking, forced labour and domestic servitude. Traffickers and slave masters use whatever means they have at their disposal to coerce, deceive and force individuals into a life of abuse, servitude and inhumane treatment.

### **Discriminatory – Adults at risk**

Including forms of harassment, bullying, slurs, isolation, neglect, denial of access to services or similar treatment; because of race, gender and gender identity, age, disability, religion or because someone is lesbian, gay, bisexual or transgender. This includes racism, sexism, ageism, homophobia or any other form of hate incident or crime.

### **Financial or material – Adults at risk**

Including theft, fraud, internet scamming, exploitation, coercion in relation to an adult's financial affairs or arrangements, including in connection with wills, property, inheritance or financial transactions, or the misuse or misappropriation of property, possessions or benefits.

### **Organisational (sometimes referred to as institutional) – Adults at risk**

Including neglect and poor care practice within an institution or specific care setting such as a hospital or care home, or in relation to care provided in a person's own home. This may range from one-off incidents to ongoing ill treatment. It can be through neglect or poor professional practice as a result of the structure, policies, processes and practices within an organisation.

### **Self-neglect – Adults at risk**

Includes a person neglecting to care for their personal hygiene; health or surroundings; or an inability to provide essential food; clothing; shelter or medical care necessary to maintain their physical and mental health; emotional well-being and general safety. It includes behaviour such as hoarding.

# THE REFERRAL PROCESS

The following '5 R' process MUST be followed by all TSN staff:

- Recognise the signs of abuse
- Respond and react accordingly
- Record the facts of the disclosure
- Report the disclosure to the DSL (or Deputy/Safeguarding Officers) immediately. All SRFs must be forwarded to the DSL within 24 hours
- Refer (to the emergency services or Social Services or through the Channel process) in situations where an individual may be at risk of immediate harm – and ensure that the information is reported to the DSL (or Deputy/Safeguarding Officers) immediately. All SRFs must be forwarded to the DSL within 24 hours.

## a. Recognise

Signs of abuse can be recognised as differences to the individual's usual behaviour or observed from a change in their physical appearance as mentioned below:

- Physical – this could include a lack of personal hygiene, self-harm, substance or drug abuse, noticeable signs of bruising or flinching when being touched, development of a speech disorder or learning difficulty that cannot be attributed to a physical or psychological cause.
- Behavioural – this could include sudden changes in a person's character, including lack of confidence, low self-esteem, becoming withdrawn, aggressive or angry for no reason, becoming anxious or tearful.

The information above is by no means exhaustive, and an individual may not wish to disclose something that they perceive as 'normal'.

## b. Respond

People are often reluctant to talk about abuse. Many perpetrators may tell people to keep the abuse a secret and frighten them with unpleasant consequences. Listed below are some ways to respond to issues or concerns:

- Stay calm and listen carefully to what is being said
- Reassure the person that they have done the right thing by telling you, but not that everything will be okay; sometimes things get worse before they get better
- Find an appropriate early opportunity to explain that it is likely the information will need to be shared with others, but that this will be on a need-to-know basis
- Allow the person to continue at his/her own pace – asking questions for clarification only; try to ask, 'Tell me', 'Explain to me', 'Describe to me', and avoid leading questions
- Explain what you will do next and with whom the information will be shared
- Do not delay in discussing your concerns with the appropriate staff.

If you feel that anyone is at immediate risk, please take any reasonable steps **within your role** to protect any person from immediate harm, for example:

- Call an ambulance or a GP if someone needs medical attention
- Call the emergency services/police if a crime is taking place or has taken place
- Inform the DSL immediately

- Separate the alleged perpetrator and victim – but only if it is safe to do so.

Any violence by a learner or member of staff (including employer staff) must be reported through TSN's Internal Notification Process.

**If you are suspicious** but no disclosure has taken place:

- Discuss your concerns with the DSL (or Deputy/Safeguarding Officers).

**If a person approaches you** to make allegations of inappropriate behaviour or misconduct against a member of staff:

- Contact your Line Manager and DSL (or Deputy/Safeguarding Officers)
- Follow the guidelines in the 'Managing Allegations Against Staff' policy
- Do not question the person making the allegation or investigate the matter yourself.

### **Information sharing**

There may be some circumstances where the welfare or safety of an individual may take precedence over confidentiality.

When sharing information, remember:

- The Data Protection Act (2018) is not a barrier to sharing information
- Be open and honest
- Seek advice
- Share with informed consent where appropriate (There may be some circumstances where seeking consent, including parental consent, is not required)
- Consider safety and well-being
- Ensure that information sharing is appropriate and secure
- Keep a record.

### **c. Record**

A Safeguarding Reporting Form (SRF) **MUST** be completed.

Where an SRF is not readily available, please ensure that the following information is noted:

- Your details
- Name of those involved
- Date of incident(s)/disclosure/suspicion
- Details of incident(s)/disclosure/suspicion
- Background information
- Actions taken.

Whilst you can record observations, do not interpret or give opinions, as this may bias the information provided and jeopardise any future investigation into the allegation.

The SRF should be kept secure and forwarded to your DSL (or Deputy/Safeguarding Officers).

### **d. Report**

Any issues, concerns, allegations or suspicions relating to safeguarding must be taken seriously and reported to the DSL (or Deputy/Safeguarding Officers).

## **e. Refer**

Where required, the DSL (or Deputy/Safeguarding Officers) will deal with the relevant referrals and liaising with the relevant external agency.

This will include the following:

- Any referrals to social services or through the Channel process
- Where there is disagreement between members of staff about the need to make a referral
- Concerns about a young person subject to a Child Protection Order should be relayed to the keyworker immediately, in the absence of a key worker, the procedure below should be followed.

## **Learners Aged 18 Years or Over**

There is no requirement to report abuse to any external agency unless there is a risk to others aged under 18 years, or it concerns an adult at risk, in which case TSN's safeguarding procedures should be followed.

The learner may wish to involve the police. The role of TSN staff is to support them through this process. Alternatively, if this is past abuse, then the learner may require directing towards a counselling agency, such as NSPCC, Victim Support, Support line or other abuse survivor support agencies.

# **INTERNAL NOTIFICATION PROCESS**

If a safeguarding incident requires a referral to social care or emergency services to be called, the DSL (or Deputy/Safeguarding Officers) must be notified on the day of referral.

# CONFIDENTIALITY

The safety and well-being of the child or adult at risk is paramount. Staff may have access to confidential information about learners in order to undertake their everyday responsibilities. In some circumstances, staff may be provided with highly sensitive or private information. They should never use confidential or personal information about a learner or his/her family for their own or others' advantage. Information must never be used to intimidate, humiliate, or embarrass a learner.

- The DSL (or Deputy/Safeguarding Officers) will disclose personal information about a learner to other employees on a need-to-know basis only. The DSL (or Deputy/Safeguarding Officers) will make a judgement in each individual case about who needs and has a right to access particular information.
- All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children/young people and adults at risk, in consultation with the local DSL (or Deputy/Safeguarding Officers).
- All safeguarding records are subject to the Freedom of Information Act and Data Protection. If there is any doubt as to the rights of any party to access information, TSN may seek legal advice prior to releasing any information.
- TSN complies with the requirements of the Data Protection Act 2018. The DPA does not prevent staff from sharing information where this is necessary to protect the safety and well-being of the child or adult at risk.
- All staff must be aware that they cannot promise a child/young person or adult at risk confidentiality, which might compromise the safety or well-being of the learner, or that of another.

# PRIVATE FOSTERING ARRANGEMENTS

A private fostering arrangement occurs when someone other than a parent, or a close relative, cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16 or aged under 18, if the child is SEND. Children looked after by the local authority, or who are placed in a residential school, children's home or hospital are not considered to be privately fostered.

Private fostering occurs in all cultures, including British culture, and children may be privately fostered at any age.

Most privately fostered children remain safe and well; however, it is important that all staff are alert to possible safeguarding issues, including the possibility that a child has been trafficked into the country.

By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify Children's Social Care as soon as possible. If TSN becomes aware of a private fostering arrangement for a learner that has not been notified to Children's Social Care, we will encourage parents and private foster carers to notify Children's Social Care and will share information, as appropriate.

# MANAGING ALLEGATIONS AGAINST STAFF

All employees should take care not to place themselves in a vulnerable position with a child/young person or adult at risk and be aware of, and adhere to, all aspects of appropriate professional conduct.

All employees are advised to read Guidance for Safer Working Practice 2015. This is available on the Safeguarding Information pages (located on the staff 'shared area').

We may occasionally receive complaints or allegations against a member of staff. It is important that a fair and balanced approach is taken to ensure that both the complainant and the staff member are safeguarded.

- If such an allegation is made, the staff member should immediately inform their line manager, who will then immediately discuss the content of the allegation with the DSL (or Deputy/Safeguarding Officers) and the HR Manager.
- It is important that no further action is taken in respect of gathering statements from other staff/learners or interviewing until directed by the DSL (or Deputy/Safeguarding Officers), or HR Manager.
- The management of allegations is outlined in greater detail in the 'Managing Allegations Against Staff' procedure (Appendix 2).

Where it is subsequently found that an allegation was made with malice, the HR Manager will determine an appropriate course of action. This may include disciplinary action against the accuser, acceptance of a written apology (subject to agreement about future behaviour) or other such sanctions as are deemed appropriate.

# SAFER RECRUITMENT

TSN will prevent people who pose a risk of harm from working with children, young people and adults at risk, by adhering to statutory responsibilities and obligations in line with safe recruitment practices.

We have created a culture of safer recruitment and, as part of that, have adopted recruitment procedures that help deter, reject or identify people who might abuse children, young people and adults at risk. We will act reasonably in making decisions about the suitability of the prospective employee/volunteer based on checks and evidence, including criminal record checks (DBS checks), barred list checks and prohibition checks, together with references and interview information.

The level of DBS required, and whether a prohibition check is required, will depend on the role and duties of an applicant to work for TSN.

For most appointments, an enhanced DBS, which includes barred list information, will be required as the majority of employees will be engaging in regulated activity. A person will be considered to be engaging in regulated activity if as a result of their work they will:

- Be responsible, on a regular basis, for teaching, training, instructing, or supervising children, young people and/or adults at risk; or
- Carry out paid, or unsupervised unpaid, work regularly for TSN where that work provides an opportunity for contact with children, young people and/or adults at risk.

# EQUAL OPPORTUNITIES STATEMENT

This policy will be implemented in accordance with TSN's Equality Strategy.

## FURTHER GUIDANCE

Staff can access further information and guidance related to safeguarding (including Prevent) on the 'shared area'.

## USEFUL CONTACTS

Name	Title	Email	Tel. Number
Stuart Allen	Designated Safeguarding Lead	safeguarding@theskillsnetwork.com	07912270020
Lisa Lawson	Deputy Safeguarding Lead	lisa.lawson@theskillsnetwork.com	01757210522
Josh Hill	Safeguarding Officer	josh.hill@theskillsnetwork.com	01757210522
Vicky Willert	Safeguarding Officer	vicky.willert@theskillsnetwork.com	01757210522

# SAFEGUARDING AND PREVENT NOTIFICATION FORM

## STRICTLY CONFIDENTIAL

This form is to be used by all staff (and relevant employer staff) to record any Prevent issues and Safeguarding incidents, disclosures or suspicions of abuse or potential risk of harm relating to a child (under 18 years), young person or adult at risk.

Once completed and checked, the form should be sent to the Designated Safeguarding Lead (DSL) within 24 hrs. The DSL will notify the HR Manager, appropriate member of the SLT, and the Safeguarding Lead for governors, as appropriate.

Note: This form is to be completed electronically.

### Part A – Control and Follow-up

Incident	Date	Notes
<b>Referral to DSL (or Deputy DSL)</b>	Click or tap to enter a date.	
<b>Referral to Safeguarding officers</b>	Click or tap to enter a date.	
<b>Referral to HR Manager</b>	Click or tap to enter a date.	
<b>Follow-up: 1-4 weeks</b>	Click or tap to enter a date.	
<b>Follow-up: 2-3 months</b>	Click or tap to enter a date.	
<b>Follow-up: 3-6 months</b>	Click or tap to enter a date.	
<b>Follow-up: (other)</b>	Click or tap to enter a date.	

**Part B – Headline Details**

<b>Referral made by TSN staff</b> (yes/no)		<b>Name of person making this referral: (please print name)</b>	
<b>Job title of referrer:</b>		<b>Contact phone number</b>	
<b>Place of work of referrer:</b>		<b>Email of referrer:</b>	
<b>Is this a Safeguarding incident?</b>		<b>Is this a Prevent incident?</b>	
<b>The Learner's Details</b>			
Is the learner a: <ul style="list-style-type: none"> <li>• Child or young person (under 18 years of age) <b>Yes/No</b></li> <li>• Adult <b>Yes/No</b></li> </ul>		Name of learner:	
Learner number:		Address:	
Date of birth: <small>Click or tap to enter a date.</small> Age at point of referral:		Telephone number:	
Course/curriculum area		Was interpreter: required? arranged?	<b>Yes/No</b> <b>Yes/No</b>
First preferred language:		Any specific needs?	
Name and Address of Employer [for apprentices]:			

## Part C – Details of Safeguarding Concern

Detail the safeguarding concern:	
Other relevant details about the person involved: <i>Include family circumstances (e.g. substance misuse, domestic abuse, parental mental health issues, or any other factor which may impact on parenting), physical and mental health of the person concerned, any communication or learning difficulties they may have.</i>	
<b>Is the person in danger of further abuse?</b>	Yes/No
<b>Is the person any risk to others?</b>	Yes/No
<b>Parent/guardian/carer contact details:</b>	
<b>Relationship to person concerned:</b>	
<b>Any siblings/children/dependents if known:</b>	Yes/No/Not known (siblings/children/dependents) delete as appropriate
<b>Name</b>	<b>D.o.B.</b>
	<b>Gender</b>
<b>Name and address of GP if known:</b>	
<b>Are you recording:</b> (tick as appropriate)	A disclosure made directly to you by the learner? <input type="checkbox"/> A disclosure or suspicions from a third party? <input type="checkbox"/> Your suspicions or concerns? <input type="checkbox"/>
<b>Date and time of disclosure:</b>	Click or tap to enter a date.
<b>Date and time of incident:</b>	Click or tap to enter a date.
<b>Are there any previous reports?</b>	<b>Yes/No</b>

<b>Date(s) of any previous reports</b> (if applicable)	Click or tap to enter a date.
<b>Is there a Risk Assessment in place for any learners involved in the disclosure? Yes/No</b>	
<b>Name of learner (if different to report name):</b>	
<b>Date of risk assessment:</b>	Click or tap to enter a date.

<b>Additional Risk Factors</b>	Radicalisation	<input type="checkbox"/>
	Pregnant	<input type="checkbox"/>
	Has responsibility for children	<input type="checkbox"/>
	Current or recent suicide attempts	<input type="checkbox"/>
	History of self-harming	<input type="checkbox"/>
	Self-neglect	<input type="checkbox"/>
	Threats of violence to others	<input type="checkbox"/>
	Substance misuse	<input type="checkbox"/>
	Currently receiving medication	<input type="checkbox"/>
	Mental health problems	<input type="checkbox"/>
	Other [please state]	

**Part D – Action – Response**

<b>Internal Action</b>	<b>Referred to DSL (Deputy/Safeguarding Officers) and/or HR</b>	<input type="checkbox"/>	Notes:
<b>External Agencies</b>	<b>Referral to social services</b>	<input type="checkbox"/>	Notes:
<b>External Agencies</b>	<b>Police or other emergency services involved?</b>	<input type="checkbox"/>	Notes:
<b>External Agencies</b>	<b>Were any other external agencies contacted?</b>	<input type="checkbox"/>	Notes:
<b>Medical</b>	<b>Was A&amp;E attended?</b>	<input type="checkbox"/>	Notes:
<b>Medical</b>	<b>Which agency/service was contacted?</b>	<input type="checkbox"/>	Notes:
<b>Medical</b>	<b>Was first aid administered?</b>	<input type="checkbox"/>	Notes:
<b>Medical</b>	<b>Details of first aid administered:</b>	<input type="checkbox"/>	Notes:
<b>Data and consent</b>	<b>Has the person concerned been informed and consents to the sharing of this information with other professionals/ organisations?</b>	<input type="checkbox"/>	Notes:
<b>Data and consent</b>	<b>Information shared with:</b> (please include contact details)		Notes:
<b>Location</b>	<b>The person concerned is now:</b> (describe current condition and whereabouts)		Notes:
<b>Additional Notes:</b>			

## Part E – Ethnicity and Diversity Monitoring

	Please Tick
<b>White</b> Welsh / English / Scottish / Northern Irish / British	<input type="checkbox"/>
<b>White</b> Irish	<input type="checkbox"/>
<b>White</b> Gypsy or Irish Traveller	<input type="checkbox"/>
<b>White</b> Any other White background, please describe	<input type="checkbox"/>
<b>Mixed / Multiple ethnic groups</b> White and Black Caribbean	<input type="checkbox"/>
<b>Mixed / Multiple ethnic groups</b> White and Black African	<input type="checkbox"/>
<b>Mixed / Multiple ethnic groups</b> White and Asian	<input type="checkbox"/>
<b>Mixed / Multiple ethnic groups</b> Any other Mixed / Multiple ethnic background, please describe	<input type="checkbox"/>
<b>Asian / Asian British</b> Indian	<input type="checkbox"/>
<b>Asian / Asian British</b> Pakistani	<input type="checkbox"/>
<b>Asian / Asian British</b> Bangladeshi	<input type="checkbox"/>
<b>Asian / Asian British</b> Chinese	<input type="checkbox"/>
<b>Any Other Asian background</b> , please describe	<input type="checkbox"/>
<b>Black / African / Caribbean / Black British</b> - African	<input type="checkbox"/>
<b>Black / African / Caribbean / Black British</b> - Caribbean	<input type="checkbox"/>
<b>Black / African / Caribbean / Black British</b> - Any other Black / African / Caribbean background, please describe	<input type="checkbox"/>
<b>Arab</b>	<input type="checkbox"/>
<b>Other ethnic group</b>	<input type="checkbox"/>
<b>Male</b>	<input type="checkbox"/>
<b>Female</b>	<input type="checkbox"/>
<b>Transgender</b>	<input type="checkbox"/>
<b>16-18</b>	<input type="checkbox"/>
<b>Adult (vulnerable)</b>	<input type="checkbox"/>
<b>Bisexual</b>	<input type="checkbox"/>
<b>Gay</b>	<input type="checkbox"/>
<b>Heterosexual</b>	<input type="checkbox"/>
<b>Prefer not to say</b>	<input type="checkbox"/>
<b>Not known – not revealed</b>	<input type="checkbox"/>
<b>Other</b>	<input type="checkbox"/>

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4. Suspension
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### Introduction

The Skills Network (TSN) believes that all members of the organisation, as well as our learners, are entitled to receive care and protection from harm. We will ensure that any concerns or allegations of impropriety are dealt with appropriately, fairly and sensitively.

Everyone within TSN has a responsibility for safeguarding and promoting the welfare of children and young people, and for ensuring their safety and well-being.

We have a robust recruitment and selection procedure to ensure that all staff have been appropriately screened prior to appointment, in accordance with the organisation's safeguarding procedures.

Mandatory child protection and safeguarding training is undertaken by all staff through induction programmes and staff undertake regular and continuous professional development, in line with statutory requirements.

All staff have a duty to ensure that young people and learners are safe and protected. All staff must ensure that safeguarding procedures are appropriately followed, if there are any concerns relating to the welfare or safety of a young person or learner.

In any conflict between the needs of a young person/learner and those of others, the needs of the young person/learner must come first. Staff must report any allegation which may indicate that a staff member has behaved in a way that has:

- Harmed or may have harmed a young person/learner
- Possibly committed a criminal offence against a young person/learner
- Behaved in a way which indicates that she/he is unsuitable to work with young people/learners.

These procedures should also be applied where there is evidence of any of the following:

- Abuse of trust, for example, a person over 18 involving a young person under that age in sexual activity, when she/he is in a specified position of trust in relation to the young person
- Grooming, for example, developing a relationship with a young person with a view to sexually abusing them
- Communication of a sexual nature to young people for example, indecent or suggestive text messages, text images or emails
- Offences suggesting that a person may be a risk to young people/vulnerable adults. For example, accessing, making or distributing indecent images of children, serious assault on an adult, serious drug offences, and perpetrating domestic violence.

*Note:*

These procedures are also distinct from complaints of poor practice and disciplinary issues where there are no child protection or safeguarding issues.

The fact that a member of staff tenders their resignation, or ceases to provide services, must not prevent an allegation being investigated under these procedures.

## **Context**

Allegations may be made in various ways:

- Direct disclosure by young people/learners/vulnerable adults
- Indirect disclosure, i.e. through written work or art
- Complaints to TSN from parents/carers
- Complaints to social care by parents/carers/young people
- Complaints to police by parents/carers
- Reports by other colleagues or agencies.

The context in which an incident occurs is crucial to understanding the incident and the definition attached to it. Allegations need to be considered with reference to the following:

- The seriousness of the allegation
- Date(s) when the alleged incidents occurred
- The degree and extent of harm
- The frequency of alleged abuse
- The circumstances in which it allegedly took place
- The age of the young person
- The environment and setting
- Expectations and standards applied to the member of staff/volunteer.

There are up to three strands in the consideration of an allegation:

- A police investigation into a possible criminal offence
- Enquiries and assessment by social care about whether a child is in need of protection
- Consideration by TSN of possible disciplinary action.

# Dealing with allegations:

## 1. Referral

All allegations should be communicated immediately to the Designated Safeguarding Lead (DSL) and the HR Manager. In the event of a Safeguarding Reporting Form being required, the staff member should then consult with the DSL, or HR Manager, and submit the form accordingly. It is important that the staff member (or their Line Manager) does not conduct any investigations or take statements at this stage and awaits advice from the DSL or HR Manager.

The seriousness of some incidents will require an immediate referral to social care, while others of a less serious nature will not warrant consideration by social care; however, it is important to ensure that all allegations are dealt with appropriately.

## 2. Initial consideration

The DSL will advise and consult with the Local Authority Designated Officer (LADO) and the HR Manager.

The following outcomes may result from investigation:

- Substantiated: there is sufficient evidence to prove the allegation
- Malicious: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive
- False: there is sufficient evidence to disprove the allegation
- Unsubstantiated: there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence.

## 3. Action following initial consideration

Where initial consideration decides that the allegation does require a referral to police or social care, the referral will be followed by a strategy meeting to consider the information available and to make decisions about what action should be taken, both to safeguard the young person (and others), and to determine the appropriate course of action.

Where it is decided that the allegation does not warrant a possible criminal offence, then TSN will consider dealing with the issue under its disciplinary procedures, as appropriate.

## 4. Suspension

Suspension of the staff member(s) should not be automatic, or the default option. The possible risk of harm to young people posed by an accused person needs to be carefully evaluated and managed. Suspension will be considered where there is cause to suspect the following:

- A young person or young people are, or may be at risk of, significant harm
- The individual may impede any police or social care investigation
- The nature of the allegation is such that there are grounds for dismissal
- There is 'reasonable and just cause' to suspend.

## **5. Case subject to criminal investigation**

If following the police investigation, there is a decision to administer a caution or not to charge a person, the police should pass the information to TSN without delay, to enable possible disciplinary proceedings to begin.

Should a person be convicted, the police will notify TSN, so that appropriate action can be taken.

## **6. Referral to DBS**

If, upon conclusion of the case, TSN dismisses the person, or the person ceases to provide his/her services, TSN has a legal requirement to make a referral to the DBS where they think that an individual has engaged in conduct that harmed (or is likely to harm) a child or adult at risk, or if a person otherwise poses a risk of harm to a child or adult at risk.

## **7. Malicious and unsubstantiated allegations**

- Malicious allegations must be removed from personnel records. Allegations found to have been malicious, unsubstantiated and unfounded should not be referred to in employer references.
- Any young people/learners/staff found to have made demonstrably false allegations should be subject to disciplinary action.

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### Introduction

Information Technology is now an essential resource to support learning and teaching, as well as playing an important role in the everyday lives of children, young people and adults.

Information and Communications Technology covers a wide range of resources, including web-based and distance learning. It is also important to recognise the ever-changing evolution of technology within our society. Currently, the technologies that children and young people are using, both inside and outside of the learning environment include:

- Websites
- Learning platforms and virtual learning environments
- Email and instant messaging
- Chat rooms
- Social networking websites
- Blogs and Wikis
- Podcasting
- Video broadcasting
- Music downloading
- Gaming
- Mobile/smartphones with text, video and/or web functionality
- Other mobile devices with web functionality.

Whilst exciting and beneficial both in and out of the context of education, much information technology, particularly web-based resources, is not consistently policed. All users need to be aware of the range of risks that are associated with the use of these technologies.

All TSN staff understand the responsibility to educate our learners on e-safety issues to enable them to remain both safe and legal when using the internet.

This guidance relates to both fixed and mobile technologies, such as PCs, laptops, tablets, webcams, whiteboards and digital video equipment etc.

This policy applies to all staff, learners and visitors to all TSN premises.

### **Roles and responsibilities**

E-safety is an important aspect of strategic leadership, and all staff have a responsibility to ensure that the policy and practices are embedded and monitored effectively by all staff. This includes being aware of current issues and guidance through organisations such as the Home Office, CEOP (Child Exploitation and Online Protection) and Childnet.

The IT department and Safeguarding Team will also provide support and guidance to staff, in order to ensure both understanding and awareness, and compliance.

### **E-safety skills development for staff**

- New staff will receive information on TSN's IT related policies, as part of their induction
- All staff will be made aware of their individual responsibilities relating to the safeguarding of children within the context of e-safety and know what to do in the event of misuse of technology by any learner, or member of the staff
- All staff are encouraged to incorporate e-safety activities and awareness across all areas of their practice
- All staff will sign the Code of Conduct relating to e-technologies during induction.

### **Managing e-safety messages**

- We endeavour to embed e-safety messages across the curriculum, whenever the internet and/or related technologies are used
- All learners will be required to sign a Code of Conduct relating to e-technologies as part of their induction and their learner agreement.

### **E-safety in the curriculum**

- All learners will receive specific training input relating to safe working practices in the use of e-technologies
- TSN will provide ongoing opportunities within a range of curriculum areas to teach about e-safety
- Educating learners on the dangers of technologies that may be encountered outside in everyday life is done informally when opportunities arise, and as part of the e-safety curriculum
- Learners are aware of the impact of online bullying and know how to seek help if they are affected by these issues. They are also aware of where to seek advice or help if they experience problems when using the internet and related technologies; i.e. parent/carer, Tutor/trusted staff member, or an organisation such as Childline/CEOP report abuse button
- Learners are aware of the dangers of radicalisation and extremist behaviours they may encounter via the internet and who to report any concerns to.

## **Password security**

- All users read and sign a Code of Conduct/Acceptable Use Agreement to demonstrate that they have understood TSN's Information Technology policies.
- If you think your password may have been compromised or someone else has become aware of your password, report this to a staff member.
- Staff are to be aware of their individual responsibilities to protect the security and confidentiality of TSN's networks, including ensuring that passwords are not shared and are changed periodically. Individual staff users must also make sure that workstations are not left unattended and are locked when not in use.
- Staff must ensure that any accounts set up on social media platforms should be kept secure and confidential, and that staff profiles are not left logged in.

## **Data security**

The accessing, and potential breaching, of the organisation's databases is a serious offence. Therefore, it is vitally important that all staff are fully aware of their responsibility when accessing the organisation's data.

### **They must not:**

- Allow third parties' staff to view the organisation's data (unless authorised by a senior manager)
- Edit any data (unless specifically authorised to do so by senior managers).

## **Safer use of the internet**

The internet is an open communication medium that is available to everyone. Anyone can view information, send messages, discuss ideas and publish material which makes it both an invaluable resource for education, business and social interaction, as well as a potential risk to young and vulnerable people.

All internet use is recorded appropriately, and the logs are randomly, but regularly, monitored in line with TSN's IT Acceptable Use policy. Monitoring of identified key words and websites connected to terrorist activity is in place and search reports are generated and inappropriate use monitored and scrutinised. However, to ensure that learners are protected against unnecessary risks, all staff must:

- Supervise learners' access to internet resources
- Preview any recommended sites before use
- Discourage raw image searches when working with young people
- Observe copyright laws at all times. It is illegal to copy or distribute software or illegal software and other materials
- Ensure that learners are not accessing inappropriate material.

## **Infrastructure and monitoring**

To aid effective safeguarding of learners whilst using TSN internet services, the company employs the following technologies and processes:

- Internet and email monitoring solution activity is monitored and recorded in line with TSN policies and under the relevant UK law
- Internet access is controlled through an appropriate web filtering service

- Staff and learners are made aware that email and internet activity can be monitored and explored further if required
- TSN uses management control tools for controlling and monitoring workstations
- If staff or learners discover an unsuitable site, the incident should be reported immediately to the IT department, or a member of staff
- Learners and staff are not permitted to download programs or files on centre-based IT facilities
- If there are any issues that are related to viruses or anti-virus software, then the IT Team should be informed immediately.

### **Social networking**

Social networking sites, if used responsibly both outside and within an educational context, can provide easy-to-use, creative and free facilities. However, it is important to recognise that there are issues regarding the appropriateness of some content, contact, culture and commercialism. To this end, we encourage our learners to think carefully about the way that information can be added and removed by all users, including themselves, from these sites.

- Access to social public networking sites for purposes of learning, engagement and communication is under continual development within the organisation
- Any young people engaging in such activities are required to have received specific training in social media usage and safety
- Learners must also sign and adhere to the Code of Conduct during induction
- Learners are advised to be cautious about the information given by others on sites
- Learners are taught to avoid placing images of themselves (or details within images that could give background details) on such sites and to consider the appropriateness of any images they post, due to the difficulty of removing an image once online
- Learners are always reminded to avoid giving out personal details on such sites which may identify them or where they are (full name, address, mobile/home phone numbers, email address)
- Learners are advised that if they have profiles on social networking sites that they set and maintain these on maximum privacy and deny access to unknown individuals
- Learners are encouraged to be wary about publishing specific and detailed private thoughts online
- Learners are required to report any incidents of bullying, cyber bullying or sexting to members of staff, who will consider action under anti-bullying and safeguarding procedures.

### **Maintaining professional boundaries**

TSN encourages the positive use of social media. Learners may wish to form effective working relationships with staff; however, to ensure professional boundaries are maintained, staff must not accept and/or invite individuals to be friends on personal social media accounts, or other online services.

Any breach of professional conduct may lead to disciplinary action and possibly lead to dismissal.

There may be times where a staff member may know a learner on a personal level (in whatever capacity) prior to them commencing on any programme with TSN. Staff should advise their line manager, if this is the case, and an individual assessment of the situation will take place.

## **Using organisation logos and imagery**

Do not use the organisation's logos or any other images or iconography on personal or social media sites, unless explicit permission has been sought from the relevant staff.

## **Mobile technologies**

Emerging technologies will be examined for educational benefit and risk assessed before use by learners is allowed. TSN chooses to manage the use of these devices in the following ways so that users exploit them appropriately.

### **Personal mobile devices (including phones)**

- Educating learners on the dangers of technologies that may be encountered outside in everyday life is done informally when opportunities arise, and as part of the e-safety curriculum
- We allow staff to bring in personal mobile phones and devices only for their own use. Under no circumstances do we allow a member of staff to contact a learner or parent/carer using their personal device without managerial approval
- Learners are allowed to bring personal mobile devices/phones to TSN premises (or workplaces, for apprentices), but they must not be used during learning hours
- TSN is not responsible for the loss, damage or theft of any personal mobile device
- The sending of inappropriate text messages between any person within the organisation may invoke disciplinary procedures in line with TSN's guidelines on the use of IT
- Permission must be sought before any image or sound recordings are made by devices of any learner or member of staff.

## **Email**

The use of email is an essential means of communication for both staff and learners. In the context of using staff emails, this should not be considered private.

The organisation provides all staff with their own email account to use for company business, and this must be used in line with the IT Acceptable Use Policy.

Staff should never disclose their email password to learners under any circumstances.

## **Safe use of images**

### Taking of images and film

Digital images are easy to capture, reproduce and publish and, therefore, can be subject to misuse. It is not always appropriate to take or store images of any individual, without first seeking consent.

- With the written consent of parents (on behalf of young people) and staff, TSN permits the appropriate taking of images by staff and learners with company equipment
- Should any such images be intended for media or publicity purposes, the relevant approval must be sought
- Staff and learners are not permitted to use personal digital equipment, such as mobile phones and cameras, to record images of learners, without the appropriate permission.

### Publishing learners' images and work

All parents/carers (where appropriate) will be asked to give their consent to use their child's work/photos in the following ways:

- On TSN's internal and external websites
- In printed publications that TSN may produce for promotional purposes
- To be recorded/transmitted on a video or webcam
- On display material that may be used in external areas, i.e. promotional and advertising material
- For general media appearances, including local/national press releases sent to the press highlighting an activity (sent using traditional methods, or electronically).

Before posting learners' work on the internet, permission and agreement should be sought.

Parents or carers may withdraw their permission, in writing, at any time. Learners' full names will not be published alongside their image and vice versa. Email and postal addresses of learners will not be published, but a town or locality may be indicated.

### Storage of images

Images will be held securely by TSN, for the sole use of legitimate purposes, normally within a four-year period of its production.

### Webcams

Webcams within centres are only ever used for specific learning purposes.

Misuse of the webcam by any person will result in the appropriate sanctions.

## **Misuse and infringements**

### Complaints

Complaints relating to e-safety should be made to the IT Department and the DSL so that incidents can be recorded and actioned appropriately.

Under no circumstances is a user of the organisation's systems and services authorised to engage in any activity that is illegal under local, UK or international law while utilising the organisation's owned resources.

### Inappropriate material

- All users are aware of the procedures for reporting accidental access to inappropriate materials. The breach must be immediately reported to a staff member, and the IT department.
- Deliberate access to inappropriate materials by any user will lead to the incident being formally recorded. Depending on the seriousness of the offence, this could warrant an investigation, a local authority referral, immediate suspension, possibly leading to dismissal and involvement of the police.
- Users are made aware of sanctions relating to the misuse of learning technology. Any misuse of technology in relation to violent extremism will be dealt with in line with our Prevent Procedures.

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- Introduction
- Legal framework
- Safeguarding
- Criminal law
- Definitions of types of abuse/harassment
- Prevention
- Procedures and consequences.

### Introduction

TSN has a duty to promote a secure and safe environment in which all learners are free from threats, bullying and associated behaviours and actions.

Bullying is deemed as 'behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms, including cyber bullying via text messages or the internet, and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a young person is adopted or has caring responsibilities.

It might be motivated by actual or perceived differences between young people (Preventing & Tackling Bullying DfE 2014).

Stopping violence and ensuring learners' physical safety is the priority for all staff if they encounter any instances of physical bullying. However, emotional bullying can be more damaging than physical bullying, and it is the responsibility of all staff to prevent occurrences of bullying. It is important that all learners feel confident that any incidents will be dealt with promptly and effectively.

These procedures apply to all learners enrolled on TSN learning programmes. The organisation is not directly responsible for bullying or harassment that takes place outside the learning environment and off our premises, but it will take the appropriate action if activities have an impact on a learner's safety and well-being.

### Legal framework

#### Education and Inspections Act 2006

Section 89 of the Education and Inspections Act provides that TSN must have measures in place to encourage good behaviour and prevent all forms of bullying. These measures should be part of TSN's Behaviour Policy, which must be communicated to young people, learners, parents and colleagues.

#### The Equality Act 2010

The Equality Act replaces previous anti-discrimination laws with a single Act. A key provision is an Equality Duty which has three aims:

- Eliminate unlawful discrimination, victimisation or any other conduct prohibited by the Act
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and people who do not.

The Act also makes it unlawful to discriminate against, harass or victimise a young person or learner in relation to admissions or the way it provides education, the provision of access to any benefit, provision or service or subjecting them to any other detriment.

## **Safeguarding**

Under the Children Act 1989, a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a young person is suffering, or is likely to suffer, significant harm'. Where this is the case, staff should follow the organisation's referral process, in line with TSN's safeguarding procedures.

Similarly, the same procedures will apply to any adults deemed at risk.

Even where safeguarding is not considered to be an issue, staff may need to draw on a range of external services to support a learner who is experiencing bullying, or to tackle any underlying issue which has contributed to a learner engaging in bullying.

## **Criminal law**

Although bullying in itself is not a specific criminal offence, it is important to bear in mind that some types of harassment, threatening behaviour or communications, could be a criminal offence for example, Protection from Harassment Act 1997, Malicious Communications Act 1988, the Communications Act 2003 and the Public Order Act 1986.

If staff feel that an offence may have been committed, they should consider contacting the police. For example, under the Malicious Communications Act 1988, it is an offence for a person to send an electronic communication or text with the intent to cause distress or anxiety; or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known to be false by the sender.

## **Definitions of types of abuse/harassment.**

This is not an exhaustive list.

### **Physical abuse**

- Any use of violence e.g. hitting, pushing, pulling, kicking, spitting, biting, shoving, tripping up, 'accidentally' banging into someone
- Damaging, stealing, taking, hiding belongings and/or throwing them around e.g. money (taxing), belongings or coursework
- Forcing someone to take drugs.

### **Verbal abuse**

- Name calling, teasing, threats and intimidation, taunting, mimicking, sarcasm, being generally 'unfriendly', making someone look silly and making things up to get someone in trouble
- Ridiculing particular customs, music, accents or the dress of anyone from a different culture
- Offensive, racist graffiti, making silent or abusive phone calls and unkind practical jokes.

### **Emotional abuse**

- Ignoring, excluding, tormenting, insensitive jokes or pranks, damaging property belonging to another person, demanding money or property.

### **Silent bullying**

- Ignoring someone/leaving them out, stopping someone joining in, the spreading of rumours, threatening gestures and following someone around.

### **Cyber bullying**

- All areas of the internet, such as email, social media and internet chat room misuse e.g. posting insulting notices about someone
- Sending abusive text messages or emails
- Misuse of associated technology e.g. camera and video facilities
- Happy slapping – the practice whereby a group of people assault a stranger at random while filming the incident on a mobile device, to circulate the images or post them online.

### **Racist bullying**

- Racial taunts, graffiti, gestures
- Refusal to work with others because they are a different culture.

### **Sexual bullying**

- Unwanted physical contact or sexually abusive comments.

### **Homophobic bullying**

- Bullying usually aimed at gay, lesbian or bisexual individuals or those with gay, lesbian or bisexual relatives/friends
- The use of generic insults relating to homophobic terms
- Continued unwanted attention through personal contact (directly with you through your friends and family) telephone calls letters, emails, text messages or internet chat rooms.

### **Hate crime**

- Hate crime is any offence against a person or property, which is motivated by the offender's hatred of people because they are seen as being different
- People do not have to be a member of a minority community to be a victim of hate crime
- Any incident where an individual or group of people are targeted because they are believed to be of a different race, religion/belief, sexual orientation, gender identity or have a disability can be reported as a hate crime.

### **Mate crime**

- Mate crime is defined as the exploitation, abuse or theft from any vulnerable person by those they consider to be their friends
- Those that commit such abuse or theft are often referred to as 'fake friends'.

### **Stalking**

- Continued unwanted attention through personal contact (directly with you through your friends and family) telephone calls letters, emails, text messages and internet chat rooms.

## **Prevention**

Responding to bullying should not start at the point at which a young person has been bullied. Staff should be pro-active about gathering intelligence about issues which may provoke conflict and try to prevent bullying happening in the first place. A variety of strategies should be considered, some of which are listed below.

### a) Staff & managerial strategies:

- Ensuring young people/learners are supervised at appropriate times especially during break and lunch periods
- Ensuring all colleagues adhere to Safeguarding/Behaviour Policies and Procedures
- Developing pro-active approaches to safeguard learners being bullied, or those deemed as at risk of bullying
- Being alert to early signs of distress
- Listening and acting upon what young people are saying
- Make it easy for young people/learners to report bullying incidents
- Ensuring appreciation and respect for culture, religion and sexuality are promoted
- Improve self-esteem
- Helping young people/learners to develop strategies in the management of their own behaviour to encourage positive attitudes towards others
- Encourage young people/learners to reflect on their own attitudes in dealing with bullying
- Regularly evaluating and updating approaches to anti-bullying
- Provide regular staff training
- Celebrate success and diversity.

### b) Young people/learners strategies:

- Empower young people/learners to take positive action against bullying behaviour
- Devise systems to minimise the risks involved in young people informing staff about instances of bullying
- Make confidential sources of advice and support widely available – for example, Childline
- Provide specific sessions covering e-technology, including appropriate behaviour, online safety and conduct
- Involve young people/learners in developing local behaviour policies.

## **Procedures and consequences**

The emphasis should be a zero-tolerance attitude to bullying and harassment. It is imperative that a whole-organisational approach is taken to ensure that consistency is maintained.

- All learners should have confidence in TSN's procedures to report all bullying incidents
- All complaints of bullying and harassment should be investigated thoroughly
- Staff should confront and take appropriate action relating to any bullying they observe, or are informed of
- All incidents should be fully recorded and communicated with the DSL
- Parents/carers should be informed, where appropriate
- Cases of persistent and serious bullying can lead to exclusion.

## Prevent Procedures

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7. Prevent Referral Flowchart

### 1. Introduction

Section 26(1) of the Counter-Terrorism and Security Act 2015 ('the Act') imposes a duty on "specified authorities", when exercising their functions, to have due regard to the need to prevent people from being drawn into terrorism. Further Education providers are "specified authorities".

**It is a condition of funding that all further education and independent training providers must comply with relevant legislation** and any statutory responsibilities associated with the delivery of education and safeguarding of learners.

"The aim of the Prevent Duty is to reduce the threat to the UK from terrorism by stopping people becoming terrorists or supporting terrorism. Terrorist groups often draw on extremist ideology, developed by extremist organisations. The government has defined extremism in the Prevent strategy as: vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces".

### 2. Safeguarding and the Prevent Duty

The document 'Keeping children safe in education' (2018) identifies radicalisation as one of sixteen additional safeguarding concerns. It is important that as part of Safeguarding, all learners are protected from radicalisation.

TSN recognises that all staff and learners have a role to play in preventing radicalisation. All complaints, allegations or suspicions relating to radicalisation must be taken seriously and communicated with the DSL.

### 3. Definition of radicalisation

Radicalisation is the process where someone has their vulnerabilities or susceptibilities exploited towards crime or terrorism – most often by a third party, who have their own agenda.

#### Concerns related to radicalisation

Where there are concerns that a student is being radicalised or where there are concerns that a student is expressing extremist views, then, in line with the government Prevent Duty guidance, these concerns must be raised in the same way that any other safeguarding concern would be raised.

#### **4. People responsible for safeguarding and Prevent**

TSN recognises that safeguarding is everyone's responsibility. However, there are specific staff with responsibility for safeguarding within the organisation and they are referred to in this document as Designated Safeguarding Lead, Deputy Safeguarding Lead, Safeguarding Officers, HR Manager. A list of names, titles and contact details for these staff, can be found in TSN's Safeguarding Policy.

#### **5. Reporting concerns**

Staff who have a concern should discuss their concerns with an appropriate manager, and then communicate the incident with the DSL, or relevant safeguarding staff, (using TSN's Safeguarding Reporting Form).

The DSL will then take the appropriate course of action. If the DSL considers that the learner may be at risk of radicalisation, they will make a referral in line with the Prevent Duty guidelines.

*Note:*

At no point should college staff undertake any investigatory interviews.

If none of the above are available, contact the HR Manager or the police for further guidance.

If a student is in immediate danger or at risk of serious harm, for example in a life-threatening situation, call the emergency services by dialling 999. You must then communicate the information to the DSL.

#### **Responding to allegations out of office hours**

If a concern or an allegation requiring immediate attention is received outside normal office hours the member of staff with the concern must consult immediately with the local Prevent Team.

See The Skills Network referral to Channel process.

#### **6. Allegations about a Member of Staff**

- The following procedures must be applied where allegations relating to the radicalisation of an employee are received.

There are a number of sources from which a concern or an allegation might arise, including from:

- A learner
- A parent
- A member of the public
- A disciplinary investigation
- Another staff member.

The person to whom an allegation or concern is reported must not question or investigate the matter further; they must:

- Treat the matter seriously
- Avoid asking leading questions, and keep an open mind
- Discuss their concerns with an appropriate manager, and then communicate the incident with the DSL, or relevant safeguarding staff, (using TSN's Safeguarding Reporting Form).

If the DSL, (or relevant safeguarding staff), are not available, contact the HR Manager or the police for further guidance.

If a staff member is in immediate danger or at risk of serious harm, for example in a life-threatening situation, call the emergency services by dialling 999. You must then communicate the information to the DSL.

### **Responding to allegations out of office hours**

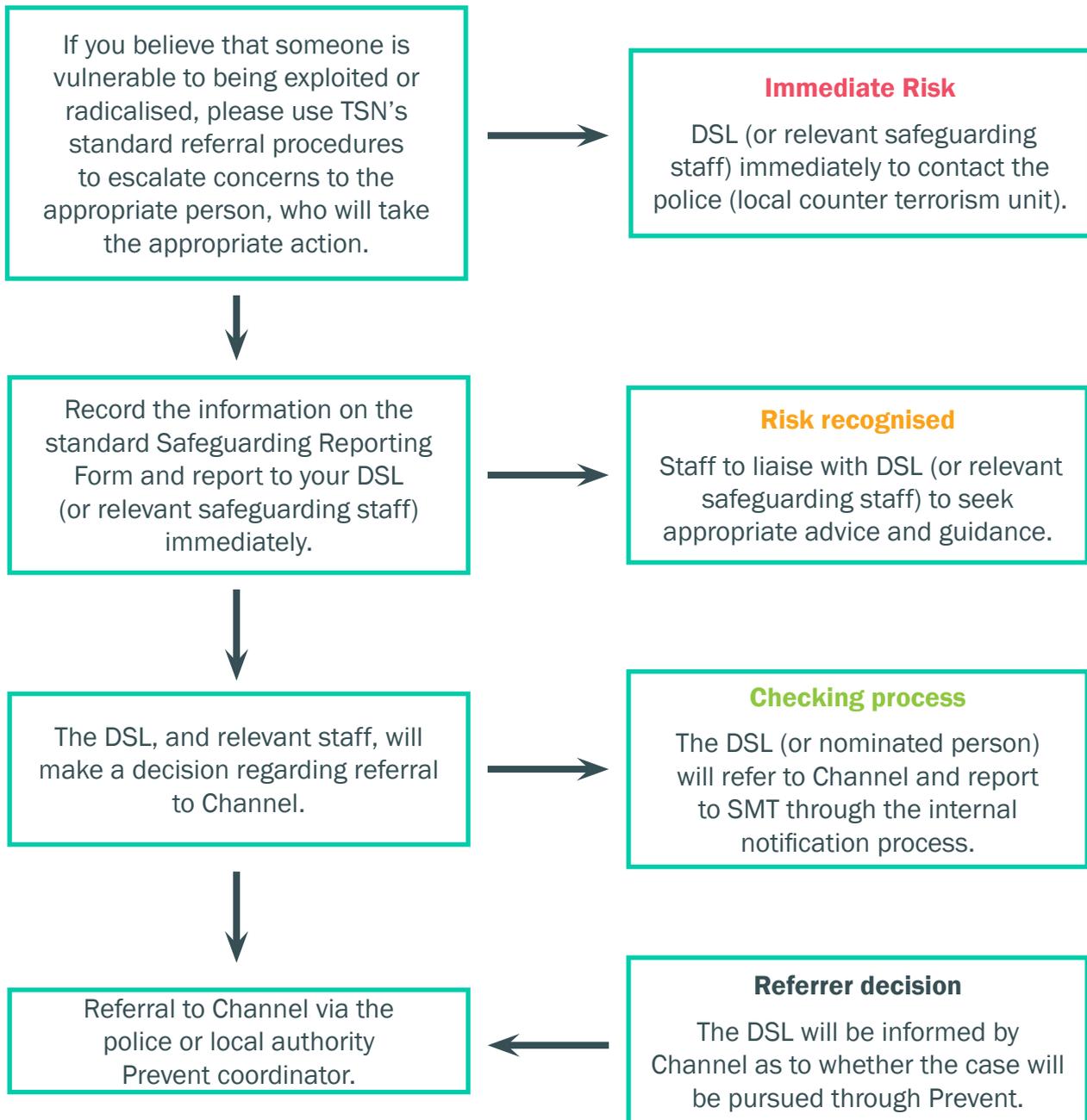
If a concern or an allegation requiring immediate attention is received outside normal office hours, the member of staff with the concern must consult immediately with the local Prevent Team.

### **Malicious allegations**

Where it is subsequently found that an allegation was made with malice and forethought, the HR Manager will determine an appropriate course of action. This may include disciplinary action against the accuser, acceptance of a written apology (subject to agreement about future behaviour) or other such sanctions as are deemed appropriate.

A flowchart describing TSN's referral process can be found on the next page.

## Prevent Referral Flowchart



**ANYONE** can make a referral to Channel.

Channel is an early intervention process – who will gather information as to determine whether there is a specific risk of radicalisation and whether the threat is malicious.

The local authority Prevent coordinator and the police Channel coordinator will identify the type of support required and refer to a Multi-Agency Channel Panel.

A Multi-Agency Channel Panel is made up of external agencies who will arrange for tailored support, which is approved through the Channel intervention.

The Department for Education has launched a helpline for anyone concerned about a child who may be at risk of extremism, or about extremism within an organisation working with children and young people.

Email: [counter.extremism@education.gsi.gov.uk](mailto:counter.extremism@education.gsi.gov.uk). Telephone: 020 7340 7264.

## The Regional HE/FE Prevent Coordinator Network



<http://www.safecampuscommunities.ac.uk/guidance/regional-coordinators>