



Safeguarding Policy

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Contents

1	Policy Statement	4
2	Organisation Responsibilities.....	4
3	Types of abuse and neglect	6
4	Designated Staff with Responsibility for Protection from Abuse.....	10
5	How to deal with suspicions/concerns of abuse or neglect.....	11
6	Reporting and Dealing with Allegations of Abuse against Members of Staff	11
7	Records.....	14
8	Monitoring Effectiveness	15
9	Recruitment and Selection	15
10	Reporting and Dealing with Allegations against Non-Members of Staff	15
11	Safeguarding Code of Behaviour for risual Staff.....	16
12	Social Networking	17
	Appendix 1 Glossary of terms.....	18

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Approvers

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1 Policy Statement

- 1.1 risual is passionate about safeguarding our Apprentices. We believe that not only do we have a statutory duty to ensure that we safeguard and promote the welfare of children, young people and adults at risk of harm in our care, but also a moral duty. This procedure focuses on how we recruit and train our employees, support our learners, make referrals and deal effectively with allegations against employees. It incorporates a wide range of risks we need to safeguard against, including those related to the prevention of violent and non-violent extremism.
- 1.2 Throughout this policy and procedure, reference is made to 'children and young people'. This term is used to mean those under the age of 18 years old. Safeguarding and promoting the welfare of children is defined as: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes (Keeping Children Safe in Education 2016).
- 1.3 Reference is also made throughout to 'adults at risk of harm'. Adults at risk of harm are defined as people aged 18 years old and over who may need or receive community care services by reason of mental health or other disability, age or illness and who may be unable to take care of themselves or protect themselves against significant harm or exploitation. The procedure will be applied, with appropriate adaptations to all students.

2 Organisation Responsibilities

- 2.1 risual abide by their responsibilities as outlined in Keeping Children Safe in Education 2016 (pg. 14-21). The Board of Directors also have specific responsibility for ensuring that the organisation monitors the impact of its work and learns lessons from Serious Case Reviews.
- 2.2 risual will:
- 2.2.1 Provide a safe environment for children, young people and adults at risk of harm to learn in.
 - 2.2.2 Identify those who are suffering, or are likely to suffer significant harm or who are at risk of radicalisation.
 - 2.2.3 Take appropriate action to see that students are kept safe, and that disclosures of potential abuse occurring at home or elsewhere are reported appropriately.
 - 2.2.4 Have a system for identifying concerns in relation to abuse of adults at risk of harm and effective methods of responding to disclosures.
 - 2.2.5 Refer concerns that a child, young person or adult at risk of significant harm or might be at risk of significant harm to the appropriate referral agents.
 - 2.2.6 Work effectively with others as required by 'Working Together to Safeguard Children (March 2015)'.
 - 2.2.7 Listen to the voice of the child and always act in the interest of the child

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- 2.2.8 Utilise the experiences and expertise of its employees when shaping safeguarding policies.
- 2.3 risual will approve and annually review policies and procedures and receive regular information relating to safeguarding with the aim of:
- Maintaining awareness of progress across the organisation and/or issues relating to the welfare of children, young people and adults at risk of harm.
 - Being reassured by the Senior Leadership Team that systems are in place and effective in relation to the identification of children, young people and adults at risk of harm, and procedures for reporting concerns are widely known.
 - Ensuring effective procedures are in place for reporting and dealing with allegations of abuse by employees, including referral to Designated Officer at the Local Authority (LADO)
 - Ensuring safe recruitment of employees.
 - Ensuring employees are appropriately trained to discharge their duties in relation to safeguarding.
 - Ensuring procedures are in place to make referral to the Disclosure and Barring Services (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been if they had not resigned.
- 2.4 In developing policies and procedures, risual will take account of guidance issued by the Department for Education, Ofsted (Inspecting Safeguarding in Early Years Education and Skills settings, August 2015) and other relevant bodies.
- 2.5 The aim of the Government's Prevent Strategy is to reduce the threat to the UK from terrorism by stopping people becoming terrorists or supporting terrorism. This is part of an overall counter-terrorism strategy called CONTEST. In the new Counter-Terrorism and Security Act 2015 this has simply been expressed as "prevent people from being drawn into terrorism".
- 2.6 The Government's Prevent Strategy has three specific strategic objectives:
- Respond to the ideological challenge of terrorism and the threat we face from those who promote it
 - Prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support
 - Work with sectors and institutions where there are risks of radicalisation that we need to address.
- 2.7 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". The aim of this safeguarding policy is to ensure, as far as possible, that the organisation is fulfilling its duty in sections 26 and 29 of the Counter-Terrorism and Security Act 2015. risual will participate fully in work to prevent people from being drawn into terrorism and will ensure that, should this occur, that there are procedures to deal with them.
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- 2.8 All employees working with children, young people and adults at risk of harm will receive adequate training to familiarise them with their safeguarding roles and responsibilities. They will be familiar with risual procedures and policies and receive refresher training at least every two years. All members of risual Education will undertake Safeguarding and Prevent training annually.. A senior member of the Senior Leadership Team will be the designated person with lead responsibility for child and adult protection. They will be the Designated Safeguarding Lead (DSL) who will undergo training, at least, every two years and in addition, keep up-to-date with safeguarding developments.
- 2.9 The Board of Directors will receive from the DSL an annual report which reviews how the duties have been discharged.
- 2.10 risual recognises the following as definitions of abuse for children, young people and adults at risk of harm.

3 Types of abuse and neglect

- 3.1 **Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.
- 3.2 **Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
- 3.3 **Emotional abuse:** Emotional abuse is the persistent emotional maltreatment of a child or adult at risk of harm such as to cause severe and persistent adverse effects on their emotional development. It may involve conveying to them that they are worthless or unloved, inadequate, or valued only in so far as they meet the needs of another person. It may include not giving them opportunities to express their views, deliberately silencing them or 'making fun' of what they say or 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 another. It may involve serious bullying (including cyber bullying), causing children frequently to 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.
- 3.4 **Sexual abuse:** Sexual abuse involves forcing or enticing a child, young person or adult at risk of harm to take part in sexual activities. It may not necessarily involve a high level of violence, whether or not the child or adult may not be aware of what is happening. 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 of clothing. They may also 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.

- 3.5 **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. 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 care-givers); or
 - ensure access to appropriate medical care or treatment;
 - It may also include neglect of, or unresponsiveness to a child’s basic emotional needs. This also applies to adults at risk of harm for whom neglect is an often under reported or challenged concern.
- 3.6 **Forced Marriage:** This involves a young person, or adult at risk of harm being forced into a marriage against their will.
- 3.7 **Child Sexual Exploitation:** Child Sexual Exploitation (CSE) is a form of sexual abuse that Involves the manipulation and/or coercion of young people under the age of 18 into sexual activity in exchange for things such as money, gifts, accommodation, affection or status it is a crime not a choice made by victims. The manipulation or ‘grooming’ process involves befriending children, gaining their trust, and often feeding them drugs and alcohol, sometimes over a long period of time, before the abuse begins. The abusive relationship between victim and perpetrator involves an imbalance of power which limits the victim’s options. It is a form of abuse which is often misunderstood by victims and outsiders as consensual. Although it is true that the victim can be tricked into believing they are in a loving relationship, no child under the age of 18 can ever consent to being abused or exploited. (Barnardo’s 2012).
- 3.8 **Children who run away or who are missing from home:** There are no exact figures for the number of children who go missing or run away, but estimates suggest that the figure is in the region of 100,000 per year. Children may run away from a problem, such as abuse or neglect at home, or to somewhere they want to be. They may have been coerced to run away by someone else. Whatever the reason, it is thought that approximately 25 per cent of children and young people that go missing are at risk of serious harm. There are particular concerns about the links between children running away and the risks of sexual exploitation. Missing children may also be vulnerable to other forms of exploitation, to violent crime, gang exploitation, or to drug and alcohol misuse.

Although looked after children are particularly vulnerable when they go missing, the majority of children who go missing are not looked after, and go missing from their family home. They can face the same risks as a child missing from local authority care.

3.9 **Domestic Violence:** The Home Office defines domestic violence as "Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 years old or over who are or have been intimate partners or family members regardless of gender or sexuality. This can encompass but is not limited to the following types of abuse:

- Psychological
- Physical
- Sexual
- Financial
- Emotional

Controlling behaviour is: a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour. Coercive behaviour is: an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim."

Children who live in households where domestic violence is taking place are seen to be highly vulnerable. There are other forms of abuse or behaviours that put children at risk, the links below provide useful information

3.10 **Female Genital Mutilation:** This comprises all procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons. Tutors must personally report to the police a disclosure that FGM has been carried out after informing the Designated Safeguarding Lead.

3.11 **Radicalisation:** Some young people and adults at risk of harm may be vulnerable to radicalisation for the purpose of violent extremism. Concerns regarding radicalisation will be referred to the Safeguarding Lead, who will liaise with the Multi Agency Safeguarding Hub (MASH) and/or the Counter Terrorist Unit (CTU) for advice. If appropriate, a referral will then be made to Channel which is a multi-agency panel who will offer guidance and support with the aim of preventing activity which could be deemed as criminal. The Counter Terrorism Unit (CTU) will be advised of any emerging themes or immediate concerns/ disclosures.

3.12 **Financial or Material Abuse:** This applies to largely adults at risk of harm and relates to circumstances where trust in relation to financial matters is abused. Includes theft, fraud, exploitation, pressure in connection with wills, property or inheritance or financial transactions, or the misuse or misappropriation of property, possessions or benefits.

- 3.13 **Peer on Peer Abuse:** Children are capable of abusing their peers and this is known as peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting. Research indicates that girls and young women are more frequently identified as those who are abused by their peers, whereas boys and young men are more likely to be identified as abusers. However, boys and young men report high levels of victimisation in gang-affected neighbourhoods. While young men and young women experience peer-on-peer abuse they do so in gendered ways.
- 3.14 **Bullying:** risual has a separate policy and procedure for bullying and harassment. Bullying someone because of their age, race, gender, sexual orientation, disability and/or transgender will not be tolerated as risual operates a zero tolerance approach. Bullying of this nature is also against the law. Bullying can take many forms and includes:
- Emotional: Being excluded, tormented (e.g. hiding things, threatening gestures).
 - Physical: Pushing, kicking, punching or any use of aggression and intimidation.
 - Racial: Racial taunts, use of racial symbols, graffiti, gestures.
 - Sexual: Unwanted physical contact, sexually abusive comments including homophobic comments and graffiti.
 - Verbal: Name calling, spreading rumours, teasing.
 - Cyber: All areas on internet, such as email and internet, chat room misuse. Mobile threats by text message and calls. Misuse of associated technology i.e. camera and video facilities, sexting – please see “Sexting in Schools and Colleges – Responding to Incidents and Safeguarding Young People” for further information.
- 3.15 **Private Fostering:** Is when a child under 16 is being looked after for more than 28 days other than by their parent/legal guardian and is not in the care of the Local Authority. To keep children safe, the Local Authority must be notified of any children living under such arrangements. Whilst being privately fostered this does not mean the child is unsafe, the Local Authority have a duty to know who is privately fostered, to monitor that’s arrangement and offer support. If you are aware of any student who you feel maybe being privately fostered, please follow the safeguarding procedure for reporting to the safeguarding team.
- 3.16 **Students with Special Educational Needs (SEND):** Students with special educational needs and disabilities can face additional safeguarding challenges. Hate crime against disabled people is said to be on the rise, including so-called "mate crime", where people pretend to befriend a vulnerable person, while secretly stealing from or abusing them. Students within this cohort can be disproportionately impacted by things like bullying without showing any signs. All employees should be vigilant to ensure that they are mindful of signs of abuse which could include changes in behaviour, mood and/or injury.
- 3.17 **So-Called Honour Based Violence (HBV):** So called “honour based violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community including Female Genital Mutilation (FGM), forced marriage and practices, such as, breast ironing. All forms of so called HBV are abuse and employees should refer any concerns to the Safeguarding Team. There are a range of potential indicators that a child may be at risk of HBV. Guidance on the warning signs that FGM or forced marriage may be about to take place, or may

have already taken place, can be found on pages 38-41 of the Multi Agency Statutory guidance on FGM (pages 59-61 focus on the role of schools and colleges) and pages 13-14 of the Multi-agency guidelines: Handling case of forced marriage.

3.18 Below are lists of links that will provide further, expert and up to date information from professional organisations.

- [Child Sexual Exploitation \(CSE\)](#)
- [Bullying including cyberbullying](#)
- [Child missing from Education](#)
- [Child missing from home or care](#)
- [Domestic violence](#)
- [Drugs](#)
- [Fabricated or induced illness](#)
- [Faith abuse](#)
- [Female Genital Mutilation \(FGM\)](#)
- [Forced marriage](#)
- [Gangs and youth violence](#)
- [Gender-based violence/violence against women and girls \(VAWG\)](#)
- [Hate](#)
- [Mental Health](#)
- [Modern Slavery](#)
- [Missing Children and Adults Strategy](#)
- [Private fostering](#)
- [Preventing radicalisation](#)
- [Relationship abuse](#)
- [Sexting](#)
- [Trafficking](#)

4 Designated Employees with Responsibility for Protection from Abuse

4.1 Designated Employees

The designated employee with responsibility for child and adult protection issues is the Operations Director.

The role of a designated employee is to:

- Report to the senior employee with lead responsibility as appropriate.
- Make appropriate referrals.
- Liaise with other agencies in our partnership around children and vulnerable adults
- Provide advice and support to other employees on issues relating to protection from abuse.
- Have particular responsibility to be available to listen to children, young people and adults at risk of harm studying in the workplace.

- Deal with individual cases, including attending case conferences and review meetings as appropriate.
- Undergo appropriate training as required and receive refresher training at least every two years.
- Deal with allegations against employees.

5 How to deal with suspicions/concerns of abuse or neglect

5.1 Key things to remember if a child, young person or adult at risk of harm tells you about possible abuse:

- Never promise confidentiality – you will have to break it, and with it the person's trust in you.
- Listen carefully and stay calm – you need to listen without making assumptions or judgements.
- Do not interview a child, young person or adult at risk of harm. Question normally and without pressure and only to be sure that you understand what you have heard. Never ask leading questions or act as an investigator. Do not put words into their mouth.
- Reassure them that by telling you, they have done the right thing.
- Inform them that you must pass the information on, but that only those that need to know about it will be told. Inform them of to whom you will report the matter.
- Find out what the child or adult at risk of harm would like to happen, but make them aware that you may have to act against their wishes (e.g. they may ask you not to disclose to anyone else).
- Note the main points carefully.
- Gather key information and as a record of your discussion.
- Do not investigate concerns or allegations yourself, but report them immediately to a member of the Safeguarding Lead.
- Adult students have the right to make their own choices where they are capable to do so.

5.2 Apprentices

5.2.1 Workplace providers will receive a copy of the Safeguarding Procedure and information relating to their responsibility for safeguarding.

5.2.2 Placement Officers/Assessors will carry out all risk assessments and include safeguarding discussion as part of workplace reviews with students.

5.2.3 Apprentices will receive information relating to safe practice in the workplace and safeguarding contact details.

5.2.4 Organisations seeking subcontracted work have to submit their policies and procedures as part of the PQQ process.

6 Reporting and Dealing with Allegations of Abuse Against Employees

6.1 The procedures apply to all employees. Allegations of abuse against an employee can be defined as when a person has:

- Behaved in a way that has harmed or may have harmed a child, young person or adult at risk of harm.
- Possibly committed a criminal offence against or related to a child, young person or adult at risk of harm.
- Behaved towards a child, young person, or adult at risk of harm in a way that indicates she/he is unsuitable to work with children, young people or adults at risk of harm.

6.2 risual recognises that the Children Act 1989 states that the welfare of the child is the paramount concern.

6.3 Staff of education institutions have been found responsible for child abuse. Because of their frequent contact with children and young people, employees may have allegations of child abuse made against them. Under the Mental Capacity Act 2005 (MCA) Section 44, it is an offence to harm or neglect an adult at risk of harm. risual recognises that an allegation of child abuse or abuse of adults at risk of harm made against an employee may be made for a variety of reasons and that the facts of the allegation may or may not be true. It is imperative that those dealing with an allegation maintain an open mind and those investigations are thorough and not subject to delay.

6.4 risual recognises that the Children Act 1989 states that the welfare of the child is the paramount concern. However, hasty or ill-informed decisions in connection with an employee can irreparably damage an individual's reputation, confidence and career; therefore, those dealing with such allegations will do so with sensitivity and will act in a careful, measured way, and with appropriate external support.

6.5 All employees are advised that they must report worries or concerns about other employees through the Whistleblowing Policy or direct to the Designated Safeguarding Lead they prefer.

6.6 Employees should also feel able to raise concerns about poor or unsafe practice and potential failures in risual's safeguarding procedure and that such concerns will be taken seriously by the Senior Leadership Team. They can do this by contacting the Designated Safeguarding Lead or by activating risual's Whistleblowing Policy. The NSPCC whistleblowing helpline is available for employees who do not feel able to raise concerns regarding child protection failures internally. Employees can call: 0800 028 0285 – line is available from 8:00 a.m. to 8:00 p.m. Monday to Friday and Email: help@nspcc.org.uk.

6.7 Receiving an Allegation from a Child or Adult at risk of harm about an employee

6.7.1 An employee who receives an allegation about another employee from a child or adult at risk of harm will follow the guidelines in Section 5 for dealing with disclosure. This will ensure the child/adult needs are met. On some occasions the concern may not arise from a direct disclosure. If observations of an employee's behaviour give rise for concern of inappropriateness these must be shared directly with Designated Safeguarding Lead or the Human Resources Department.

6.7.2 The allegation about the employee will be reported immediately to either the Designated Safeguarding Lead or the Human Resources Department. In their absence, the report will go to the Board of Directors who will follow the steps below.

6.7.3 They will contact the Local Authority Designated Officer (LADO) for children under 18 or the Adult Safeguarding Unit for adults at risk of harm to discuss referral and action. The LADO will be

contacted within 1 working day of receiving the allegation. Appropriate internal action will be taken to safeguard the child/vulnerable adult.

6.8 Initial Assessment by the Designated Person

6.8.1 The Designated Person will make an initial assessment of the allegation, consulting with the LADO and Senior Employee with Lead Responsibility as appropriate. Where the allegation is considered to be either a potential criminal act or indicates that the student has suffered, is suffering or is likely to suffer significant harm, the matter will be dealt with under the Safeguarding Procedure.

6.8.2 It is important that the Designated Person does not investigate the allegation. The initial assessment will be on the basis of the information received and is a decision whether or not the allegation warrants further investigation.

6.8.3 Other potential outcomes are:

- The allegation represents inappropriate behaviour or poor practice by the employee and is neither potentially a crime nor a cause of significant harm to the child or adult at risk of harm. The matter will be addressed through professional development and mentoring, or in some cases where appropriate, risual's Disciplinary Policy and Procedure.
- The allegation can be shown to be false because the facts alleged could not possibly be true, in which case the person concerned will be reassured and supported as appropriate.

6.9 Enquiries and Investigations

6.9.1 Child/Adult protection enquiries by Children's Social Care, Adult Services or the Police are not to be confused with internal, disciplinary enquiries by risual. risual may be able to use the outcome of external agency enquiries as part of its own procedures. Neither the Child Protection Agencies nor the Police have power to direct risual to act in a particular way; however, risual will always assist the agencies with their enquiries.

6.9.2 risual will hold in abeyance its internal enquiries while the formal Police or Children's Social Care or ASU investigations proceed; to do otherwise may prejudice the investigation. Any internal enquiries will conform to the existing disciplinary procedures.

6.9.3 If there is an investigation by an external agency, for example the Police, the Designated Person will normally be involved in, and contribute to, the inter-agency strategy discussions. The Designated Person is responsible for ensuring that risual gives every assistance with the agency's enquiries. They will ensure that appropriate confidentiality is maintained in connection with the enquiries, in the interests of the employee about whom the allegation is made. The Designated Person shall advise the employee that he/she may consult with a recognised Trade Union representative or work companion.

6.9.4 Following discussion with the LADO, the Safeguarding Lead, the Police or other investigating agency, the Designated Person shall:

- Ensure that the parents/carers of the child or vulnerable adult making the allegation have been informed that the allegation has been made and what the likely process will involve.
- Inform the employee against whom the allegation was made of the fact that the allegation was made. Where investigation is taking place they will be informed of what the likely process will involve and what support may be available.

6.9.5 Written records of the action taken in connection with the allegation will be kept (please see Section 7 below).

6.10 Disciplinary Investigations and Suspension of Employees

Please refer to HR011 – Disciplinary Procedure

6.11 Allegations without Foundation

6.11.1 False allegations may be indicative of problems of abuse elsewhere. A record will be kept in accordance to with the Safeguarding Procedures and consideration given to a referral to Children's Services, Social Care in order that other agencies may act upon the information.

6.11.2 In consultation with the Designated Senior Employee, the Company shall:

- Inform the employee against whom the allegation is made orally and in writing that no further disciplinary or child protection action will be taken. Reassure them of risual's understanding of the personal impact that false allegations may have and the support risual will continue to offer.
- Inform the parents/carers of the alleged victim that the allegation has been made and of the outcome.
- Where the allegation was made by a child/adult at risk of harm other than the alleged victim, consideration to be given to informing the parents/carers of that child/adult at risk of harm.
- Prepare a report outlining the allegation and giving reasons for the conclusion that it had no foundation and confirming that the above action had been taken.
- Remove allegations from the employee's personal file.

7 Records

7.1 Documents relating to an investigation will be retained in a secure place, together with a written record of the outcome and, if disciplinary action is taken, details will be retained on the employee's personal and confidential file.

7.2 If an employee is dismissed or resigns before the disciplinary process is completed, he/she will be informed about risual's statutory duty to inform the DBS.

8 Monitoring Effectiveness

- 8.1 Where an allegation has been made against an employee, the Human Resources Department, together with the Senior Designated Employee with Lead Responsibility will, at the conclusion of the investigation and any disciplinary procedures, consider whether there are any matters arising from it that could lead to the improvement of risual's procedures and/or policies. Consideration will also be given to the training needs of employees. Any recommendations following a review will be reported to the Board of Directors.

9 Recruitment and Selection

- 9.1 risual aims to recruit and develop skilled and motivated employees who will deliver an outstanding service to our business. An effective recruitment and selection process is a major contributor to this aim. risual is committed to safeguarding and promoting the welfare of children and adults at risk of harm, and expects its employees to share this commitment.
- 9.2 The Disclosure and Barring Service (DBS), was introduced on 1 December 2012, through the Safeguarding Vulnerable Groups Act 2006 and Protection of Freedom Act 2012. Its purpose is to reduce the risk of harm to children and vulnerable adults. The DBS scheme defines the type of work – regulated activity.
- 9.3 The barred list checks are an additional safeguarding check and part of a wider framework of safer recruitment practices. It enables the increased monitoring and review of criminal record related information and intelligence. It does not remove the need for DBS Disclosures, nor does it remove the need to develop and apply robust recruitment procedures, including checking identity, qualifications and references, and enquiring into career history.
- 9.4 The Safeguarding Children and Safer Recruitment in Education guidance which came into force on 1st January 2007, recommends that in addition to the various employee records which are kept as part of normal business, training providers (risual Education) must also keep and maintain a single central record of recruitment and vetting checks.
- 9.5 risual employees are also offered employment subject to satisfactory NPPV3 and Security Clearance checks.

10 Reporting and Dealing with Allegations against Non-Members of Staff

10.1 The allegation will be reported immediately to either the Designated Safeguarding Lead or the Human Resources Department following the Safeguarding Procedure. In their absence, the report will go to the Board of Directors who will follow the steps below.

10.2 They will contact the Local Authority Designated Officer (LADO) for children under 18 or the Adult Safeguarding Unit for adults at risk of harm to discuss referral and action. The LADO will be contacted within 1 working day of receiving the allegation. Appropriate internal action will be taken to safeguard the child/vulnerable adult.

11 Safeguarding Code of Behaviour for risual Employees

11.1 risual recognises that it is not practical to provide definitive instructions that would apply to all situations at all times whereby employees come into contact with children and vulnerable adults and to guarantee the safeguarding and protection of children and vulnerable adults and employees.

11.2 However, below are the standards of behaviour required of employees in order to fulfil their roles and duty of care within the organisation. This code should assist in the safeguarding and promotion of the welfare of children and vulnerable adults and in the protection of both children and vulnerable adults and employees.

11.3 These guidelines also apply to volunteers who work in an unpaid capacity in risual premises.

11.4 **Employees must:** Implement the Safeguarding Procedure at all times, including acting to promote children and vulnerable adults welfare, prevent abuse and report any abuse discovered or suspected.

11.5 **Employees must never:**

- engage in rough, physical games including horseplay with children and vulnerable adults/students.
- allow or engage in inappropriate touching of any kind. The main principles of touch are:
 - touch should always be in response to the child or vulnerable adult's need
 - touch should always be appropriate to the age and stage of development of the child or vulnerable adults.
 - touch should always be with a child or vulnerable adult's permission
- do things of a personal nature for children or vulnerable adult that they can do for themselves or that their parent can do for them.
- physically restrain a child or vulnerable adult unless the restraint is to prevent physical injury of the child and vulnerable adults/other children/visitors or employees/yourself. In all circumstances physical restraint must be appropriate and reasonable; otherwise the action can be defined as assault.
- make sexually suggestive comments to or within earshot of a child or vulnerable adult.
- have children or vulnerable adults on their own in a vehicle. Where circumstances require the transportation of children or vulnerable adults in their vehicle, another employee/volunteer should travel in the vehicle. Also it is essential that there is adequate insurance for the vehicle to cover transporting children or vulnerable adults as part of the business of your work. In extreme

emergencies (for medical purposes) where it is required to transport a child or vulnerable adult on their own, it is essential that another leader and the parent is notified immediately.

- take a child or vulnerable adult to the toilet unless another adult is present or has been made aware (this may include a parent, risual leader). Where there is shared use toilet facilities all male apprenticeship employees should use the cubicles rather than urinals.
- spend time alone with a child or vulnerable adult on his/her own, outside of the normal tutorial/classroom situation. If you find you are in a situation where you are alone with a child or vulnerable adult, make sure that you can be clearly observed by others.
- engage in a personal relationship with a child or vulnerable adult/student, or a child or vulnerable adult who becomes a student, beyond that appropriate for a normal teacher/ student relationship.
- give their personal contact details (personal mobile telephone number/home telephone number or personal email address) to a child or vulnerable adult.

12 Social Networking

- 12.1 Interaction with learners through a social networking site should be avoided unless this has been agreed by the Board of Directors as part of a marketing role or for managing collaborative learning.
- 12.2 Collaborative learning must be done by setting up an 'invitation only' business/professional group discussion group for the course with appropriate privacy settings where the content can be monitored.
- 12.3 Employees should only contact learners and parents using the risual's mail, SMS, telephone and email/intranet systems.
- 12.4 It is unacceptable for employees to:
- allow learners to access their personal social networking spaces; privacy settings should be set to ensure that access is restricted to friends only.
 - add learners as 'friends' to their personal social networking space.
 - access as a 'friend' the individual social networking sites of learners.
 - post comments critical of any other employees or learner on any forum, website, social networking site, blog or similar
 - Post comments that run counter to the risual's Diversity Policy.
 - Post comments that recommend, or appear to endorse, law-breaking of any kind.
 - Post comments that exhibit grossly irresponsible behaviour, or appear to endorse irresponsible behaviour, that could be argued to encourage "copycat" behaviour by learners. This would include, for example, dangerous driving or alcohol abuse.

Appendix 1 Glossary of terms

Child: a young person under the age of 18 years

Child Protection Enquiry: A Child Protection Enquiry (usually referred to as a Section 47 Enquiry) is required if there are reasonable grounds to suspect that a child is suffering or is likely to suffer significant harm.

Early Help Assessment: Providing early help is more effective in promoting the welfare of children than reacting later. Early help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years.

LADO – Local Authority Designated Officer: The Local Authority must appoint a Designated Officer (LADO) whose responsibility it is to be involved in the management and oversight of individual cases which fall within this procedure, providing advice and guidance to employers and voluntary organisations, liaising with the Police and other agencies, and monitoring the progress of cases to ensure that they are dealt with as quickly as possible, consistently, and with a thorough and fair process.

Designated Safeguarding Lead: each partner should have a Designated Safeguarding Lead (or, for health provider organisations, named professionals) for safeguarding. Their role is to support other professionals in their agencies to recognise the needs of children, including rescue from possible abuse or neglect. Designated safeguarding roles should always be explicitly defined in job descriptions. Professionals should be given sufficient time, funding, supervision and support to fulfil their child welfare and safeguarding responsibilities effectively.

Significant Harm: The Children Act 1989 introduced Significant Harm as the threshold that justifies compulsory intervention in family life in the best interests of children. Significant Harm is any Physical, Sexual, or Emotional Abuse, Neglect, accident or injury that is sufficiently serious to adversely affect progress and enjoyment of life. Harm is defined as the ill treatment or impairment of health and development. This definition was clarified in Section 120 of the Adoption and Children Act. Suspicions or allegations that a child is suffering or likely to suffer Significant Harm may result in a Core Assessment incorporating a Section 47 Enquiry. There are no absolute criteria on which to rely when judging what constitutes significant harm. Sometimes a single violent episode may constitute significant harm but more often it is an accumulation of significant events, both acute and longstanding, which interrupt, damage or change the child's development.