



THE
LEARNING
FOUNDRY

Safeguarding Policy

Overview:	This document provides an overview of TLF commitment to safeguarding.
Approved by:	TLF Management Team/ Board
Date approved:	3rd April 2017
Next review date:	2nd April 2020
Champion:	Managing Director
Lead:	Learner Manager



1. Introduction/ policy statement

- 1.1 TLF is committed to ensuring that every Apprenticeship and Traineeship learner is happy, safe and secure. We want them to have the utmost confidence that our employees and associates are trustworthy, responsible and that their safety and wellbeing is a priority.
- 1.2 The Senior Management Team is aware of their obligations under Health, Safety and Welfare of all learners and are determined to prevent unsuitable individuals working with any Apprenticeship or Traineeship learners, especially vulnerable groups.
- 1.3 There are five main elements to our policy:
- Ensuring we operate safer recruitment practices in accordance with the legislative document Safer Recruitment and Safeguarding Children in Education (2007 – 2014 update)
 - Raising awareness of safeguarding throughout the organisation and ensuring that staff are equipped with the appropriate skills and knowledge to support Apprenticeship and Traineeship learners effectively and help keep them safe
 - Raising awareness of safeguarding to all of our Apprenticeship and Traineeship learners and ensuring that those individuals who are most vulnerable are equipped with the skills and knowledge needed to keep them safe
 - Developing and implementing procedures for identifying and reporting cases or suspected cases of abuse
 - Establishing safe environments in which vulnerable groups can learn and develop
- 1.4 We recognise that because of the day to day contact with Apprenticeship and Traineeship learners, our staff are well placed to observe the outward signs of abuse. TLF will therefore;
- Establish and maintain an environment where learners feel secure, are encouraged to talk and are listened to
 - Ensure Apprenticeship and Traineeship learners know that there are designated staff within TLF whom they can approach if they are concerned or worried
 - Include opportunities within our ongoing assessment process and classroom delivery for learners to develop the skills they need to recognise and stay safe from abuse
- 1.5 TLF recognises its responsibility with regard to the safeguarding of young and vulnerable Apprenticeship and Traineeship learners from abuse and from inappropriate and inadequate care, and is committed to responding in all cases where there is concern.

2. Scope and exemptions

2.1 This policy applies to all staff, Apprenticeship and Traineeship learners, contractors, visitors and volunteers working on behalf of or in conjunction with TLF.

2.2 This policy is written to encompass children, young people and vulnerable adults. Whilst the types of abuse maybe different the process is managed in the same way.

2.3 This policy is supported by The Regenda Group Safeguarding Policy.

3. Definitions

Think about plain English. Are there any key phrases or any terminology that may need a definition?

4. Policy detail

4.1. Policy

4.1 TLF believes:

- That all children, young people and vulnerable adults have the right to grow and develop in a safe and caring environment, which includes the right to protection from all types of abuse.
- Children and young people have the right to expect adults in positions of responsibility to do everything possible to protect these rights.

4.2 We believe, therefore, that regardless of whether or not we are in loco parentis we have a duty of care to:

- Learners (including Apprenticeship, Traineeship and school children) who take part in any activity organised by TLF.
- Staff, including volunteers, who are asked to take part in any of these activities.
- Parents/guardians and carers of the individuals that are placed in our care.

4.3 To ensure the Safeguarding of these individuals TLF will:

- Have suitably trained staff in place, all of whom have undergone an enhanced check by the Disclosures and Barring Service (DBS) to assess their suitability for working with children and young people.
- All staff have read and understand, at least part 1 of the government guidance on keeping children safe in education.
- Have mandatory safeguarding training (and refresher training) in place for all staff, along with a signposting list for easy access to expert advice and guidance.

- Ensure all staff, including volunteers, are aware of their responsibilities in respect of safeguarding.
- Ensure all employers, placements, activities and premises (including those on lease/loan) are adequately insured and provide a safe and healthy learning environment free of hazards.
- Require all staff to agree to abide by the company's Code of Conduct, Equality & Diversity, Harassment & Bullying and safeguarding policies at all times.
- Have a "zero tolerance" policy to all forms of abuse, intimidation and bullying (physical or emotional).
- Strictly forbid all staff, children and young people to consume alcohol or drugs whilst undertaking any activity regardless of age or consent.
- Information Sharing – whilst respecting privacy and data protection, TLF cannot promise confidentiality in all circumstances. If we discover anything that we believe parents/guardians/social services/carers should be informed of we will do so, believing it to be in the best interest of the individual.
- Ensure safer recruitment policies are in place to ensure the safety of staff and Apprenticeship and Traineeship learners.

4.4 VULNERABLE ADULTS

Definition of a Vulnerable Adult:

- A person aged 18 years and over who is or maybe in need of community care services by reason of mental or other disability, age or illness.
And
- Who is or maybe unable to take care of his/herself, or unable to protect his/herself against significant harm or exploitation. This may include people with a learning disability, physical disability, mental ill health, profoundly deaf, visually impaired, deaf/blind, elderly and people with HIV/AIDS.

4.5 THE RIGHTS OF AN INDIVIDUAL

All individuals have a right to live free from abuse in accordance with the principles of respect, dignity, autonomy, privacy and equity. Any adult at risk of abuse or neglect should be able to access public organisations for appropriate interventions which enable them to live a life free from violence and abuse.

It follows that all citizens should have access to relevant services for addressing issues of abuse and neglect, including the civil and criminal justice system and victim support services.

4.6 TYPES OF ABUSE

It is important to understand the types of abuse that Apprenticeship and Traineeship learners could face:

- Physical abuse – hitting, kicking, punching, restraining, scalding, burning, shaking, poisoning, etc.
- Sexual abuse – involves forcing an individual to take part in sexual activities, including prostitution, physical contact, including penetrative or non-penetrative acts, involving individuals in looking at, or in the production of, sexual online images, watching sexual activities, or encouraging individuals to behave in sexually inappropriate ways.
- Child sexual exploitation – where children in exploitative situations and relationships receive something such as gifts, money or affection as a result of performing sexual activities or others performing sexual activities on them.
- Cyber abuse – involves the use of information and communication technologies to support deliberate, repeated and hostile behaviour by an individual or group that is intended to harm others (Belsey 2010).
- Emotional abuse – threats of harm or abandonment, deprivation of contact, humiliation, blaming, controlling, intimidation, coercion, harassment, verbal abuse, isolation or withdrawal from services or supportive networks (DH, 2000).
- Financial abuse – theft, fraud, exploitation, pressure in connection with wills, property or inheritance, other misuse or misappropriation of property, possessions or benefits.
- Neglect or acts of omission – persistent failure to meet a child’s basic physical and/or psychological needs, failing to: provide adequate food, clothing and shelter; protect a child from physical and emotional harm; ensure adequate supervision; ensure access to appropriate medical care or treatment; or unresponsiveness to a child’s basic emotional needs.
- Discriminatory abuse – bullying and harassment based on the individual’s age, sex, disability, religion, race or ethnicity or sexual orientation.
- Domestic violence and bullying are recognised as additional types of abuse as they can cause immense emotional harm. However, they are not currently included in the official definitions of abuse.
- Modern slavery – Slavery and forced compulsory labour and human trafficking.
- Female Genital Mutilation – also known as female genital cutting and female circumcision, is the ritual removal of some or all of the external female genitalia.

4.7 COMMON SIGNS OF ABUSE

Physical Abuse

- Unexplained recurrent injuries or burns
- Improbable excuses or refusal to explain injuries
- Wearing clothes to cover injuries, even in hot weather
- Bald patches
- Fear of medical help or examination
- Self-destructive tendencies
- Aggression towards others
- Fear of physical contact – shrinking back if touched
- Admitting that they are punished, but the punishment is excessive (such as a child or young person being beaten every night to 'make him/her study')
- Fear of suspected abuser being contacted

Sexual Abuse

- Being overly affectionate or knowledgeable in a sexual way inappropriate to the child or young person's age.
- Medical problems such as chronic itching, pain in the genitals, venereal diseases
- Other extreme reactions such as depression, self-mutilation, suicide attempts, running away, overdoses, anorexia.
- Personality changes such as becoming insecure or clinging
- Regressing to younger behaviour patterns such as thumb sucking or bringing out discarded cuddly toys
- Sudden loss of appetite or compulsive eating
- Being isolated or withdrawn
- Inability to concentrate
- Lack of trust or fear of someone they know well, such as not wanting to be alone with a relative or family friend

- Becoming worried about clothing being removed
- Suddenly drawing sexually explicit pictures
- Trying to be 'ultra good' or perfect; overreacting to criticism

Emotional Abuse

- Physical, mental and emotional development lags
- Sudden speech disorders
- Continual self-deprecation (I'm stupid, ugly, worthless, etc.)
- Overreaction to mistakes
- Extreme fear of any new situation
- Inappropriate response to pain (I deserve this)
- Neurotic behaviour (rocking, hair twisting, hair/blanket sucking, self-mutilation)
- Extremes of passivity or aggression

Neglect

- Constant hunger / Emaciation
- Poor personal hygiene
- Constant tiredness
- Poor state of clothing
- Untreated medical problems
- No social relationships
- Compulsive scavenging
- Destructive tendencies

4.8 Sexting in Schools and Colleges

TLF are aware of and aim to respond to safeguarding issues surrounding sexting within our educational setting.

Any concerns around sexting or the sharing of youth produced sexual imagery should be recorded and reported to the designated person.

4.9 LEARNER ENTITLEMENTS

In order to promote a healthy and a safe environment, our Apprenticeship and Traineeship learners will be entitled to the following:

- The right to make a disclosure to any member of staff and know that the disclosure will be dealt with quickly and sensitively.
- To learn in an environment free from bullying or harassment.
- To be made aware of some of the basic principles of safer learning and safeguarding relevant to the programme that the learner is completing.
- To be made aware of how to access support on personal health and safety issues either within TLF or from outside agencies.
- To be provided with up to date information around personal safety issues.
- The opportunity to comment and feedback on the extent to which TLF and their courses promote and maintain well-being and personal safety.
- Learn about interpersonal and communication skills that promote and establish a welcoming, safe and respectful environment.

4.10 SAFER RECRUITMENT

Safer recruitment is central to the safeguarding of children, and vulnerable adults in our communities. All organisations employing staff or volunteers to work with children or vulnerable adults in regulated activity have a duty to safeguard and promote their welfare by ensuring that they adopt safe recruitment and selection procedures which prevent unsuitable persons from gaining access to children and vulnerable adults.

TLF will ensure that all colleagues working within a regulated activity environment will have an enhanced DBS check undertaken. The organisation will comply with best practice in the recruitment and training of its staff. All staff will undergo the appropriate vetting and barring checks for their role and we will ensure that all staff have undertaken mandatory safeguarding training appropriate for their job role.

TLF will ensure that any contractor, visitor and external speakers will have had the appropriate DBS check (Their employer may provide this information) to enable them to work frequently within the regulated activity environment and where this cannot be evidenced, these individuals will be unable to work unsupervised.

Staff will understand the principles of safe working practices and will not put themselves in situations that compromise themselves or Apprenticeship and Traineeship learners. For

example; when using mobile phones to gather evidence for assessment, ensuring images, videos etc., are deleted after use. All electronic devices should be password protected in line with the ICT policy.

4.11 TRAINING

TLF has a duty to promote safeguarding issues and measures to staff and partners and ensure they:

- Recognise their responsibilities and report any concerns about suspicious poor practice of possible abuse.
- Undertake annual training on safeguarding appropriate to their responsibilities to raise awareness of current issues and legislation.

4.12 SAFEGUARDING AGAINST EXTREMISM & RADICALISATION

TLF recognises the accepted governmental definition of extremism 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; and/or calls for the death of members of our armed forces, whether in this country or overseas'.

TLF does not tolerate extremist views of any kind, whether from internal sources such as learners, staff or board members, or external sources such as employers, external agencies or individuals. (Prevent Duty 2015). Any prejudice, discrimination or extremist views, including derogatory language, displayed by learners, staff or partner organisations will always be challenged and where appropriate dealt with in line with this policy.

As part of wider safeguarding responsibilities TLF staff will be alert to:

- Disclosures by Apprenticeship and Traineeship learners of their exposure to the extremist actions, views or materials of others
- Apprenticeship and Traineeship learners voicing opinions drawn from extremist ideologies and narratives
- Attempts to impose extremist views or practices on others
- Apprenticeship and Traineeship learners accessing extremist material online, including through social networking sites
- Disclosures from partner agencies and employers of any learner's exposure to the extremist actions, views or materials of others

TLF will closely follow any locally agreed procedure as set out by the Local Authority and / or agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation.

4.13 CONFIDENTIALITY

All employees have a statutory obligation to safeguard confidentiality of personal information in line with the Data Protection Act 1998.

Access to personal information should be on strict need-to-know basis when you are sharing information.

Children and vulnerable adults of all ages have equal rights to confidentiality. Although, promises of confidentiality should not be given as the matter may develop in such a way that these cannot be honoured.

5. Associated documents

5.1. Associated legislation, regulation and guidance

Processes for safeguarding and promoting the welfare of children and adults at risk are now met through the 2014 Care Act.

This act legislates that each local authority must have its own Safeguarding Adult's Board (SAB) and Safeguarding Children's Board (SCB) within which strategic stakeholders are brought together to agree policy direction and intervention.

- The Police Act 1997
- Children's Act 2004
- Public Disclosure Act 1998 (Whistle Blowing)
- Protection of Vulnerable Adults Regulations 2002
- Sexual Offences 2003
- Equality Act 2010
- Mental Capacity Act 2005
- Domestic Violence, Crime and Victims Act 2012
- Counter Terrorism and Security Act 2015

The **Human Rights Act 1998** placed a positive duty upon public bodies to act compatibly with the 1950 European Convention on Human Rights. This includes a duty to intervene proportionately to protect the rights of citizens. Article 2 "The right to life", Article 3 "freedom from torture" (including humiliating and degrading treatment); Article 8 "Right to family life" (one that sustains the individual).

5.2. Associated TLF/Group documents/ guidance/ PIs

- TLF Safeguarding procedures
- Safeguarding Alert Form
- TLF E-Safety and Social Media Policy
- Regenda Group Safeguarding Policy
- Regenda Group ICT Policy

6. Development and implementation

6.1 This policy has been developed in accordance with relevant legislative and good practice guidelines.

6.2 All TLF staff will receive training on the policy and procedures at Induction, for new starters, and ongoing refresher training for existing staff.

6.3 Safeguarding will form a standard agenda item at all staff 1:1 meetings and team meetings.

6.4 This policy and procedure will form part of the Apprenticeship and Traineeship learner induction, handbook and will be fully integrated into all curriculum delivery in accordance with the awarding body specification.

6.5 Designated Safeguarding officers' names, photos and contact details will be publicised and on display in classroom environments and in learner documentation.

7. Equality, diversity and human rights

7.1 TLF (as part of The Regenda Group) is committed to ensuring that no person or group of persons will be treated less favourably than another person or group of persons and will carry out our duty with positive regard for the following protected characteristics: age, disability, gender reassignment, marriage and civil partnerships, pregnancy and maternity, race, religion, sex, sexual orientation. We also recognise that some people experience disadvantage due to their socioeconomic circumstances, employment status, class, appearance, responsibility for dependants, unrelated criminal activities, being HIV positive or with AIDS, or any other matter which causes a person to be treated with injustice. TLF (Regenda) will also ensure that all services and actions are delivered within the context of current Human Rights legislation.

8. Monitoring and reporting

8.1 The TLF Management Team consisting of senior colleague across the Regenda Group has overall responsibility for ensuring that the organisation meets its obligations within this area. They will be responsible for the approval of relevant safeguarding policy and procedure.

8.2 All Safeguarding Incidents will be recorded and reported into Alder Management team (every 2 months) and Alder SMT (monthly).

8.3 The TLF Managing Director and Regenda Group People Services – will be responsible for ensuring that safer recruitment practice is embedded and implemented across the organisation and that all staff have received appropriate training and development.

8.4 The Alder Designated Safeguarding Lead Officer will be responsible for ensuring our Policy and procedures for the protection of Apprenticeship and Traineeship learners are robust and consistently applied and that the organisation fulfils its legal duties in compliance with the appropriate legislation.

8.5 All TLF employees will have a responsibility for completing their training, familiarising themselves with the appropriate safeguarding policies and procedures and for ensuring they understand their own role in the promotion of safeguarding and the appropriate actions should they receive a disclosure.

Designated Safeguarding Lead – Quality and Performance Manager

Safeguarding Officer – Learner Manager

Safeguarding Officer – Employability Team Leader

9. Risk Management

9.1 This Policy has been developed to mitigate the following risks:

- Failure to comply with regulatory obligations
- Changes in legislation/apprenticeships reforms
- Inadequate Policies and Processes