

## Safeguarding Policy 2021-22

### Table of Contents

<b>Safeguarding Policy 2021-22 .....</b>	<b>1</b>
<b>Designated Safeguarding Officer Details:.....</b>	<b>2</b>
<b>Policy Statement.....</b>	<b>2</b>
<b>Scope of the policy .....</b>	<b>2</b>
<b>Values and Principles.....</b>	<b>3</b>
<b>Legal and guidance framework .....</b>	<b>4</b>
<b>Promoting British Values.....</b>	<b>4</b>
Democracy .....	5
The Rule of Law .....	5
Individual Liberty .....	5
Mutual Respect .....	5
Tolerance of Those with Different Faiths and Beliefs .....	5
<b>Prevent.....</b>	<b>6</b>
What is prevent? .....	6
Why do we need to be aware of prevent and extremism? .....	6
Prevent and safeguarding.....	6
How to report a concern or get help.....	6
<b>Key Roles and Responsibilities .....</b>	<b>7</b>
<b>Criminal Records Checks and Self Disclosure of Criminal Records pre-employment – Policy and Procedures Policy .....</b>	<b>Error! Bookmark not defined.</b>
<b>Aim.....</b>	<b>Error! Bookmark not defined.</b>
<b>Scope.....</b>	<b>Error! Bookmark not defined.</b>
Criminal Records Bureau (CRB).....	<b>Error! Bookmark not defined.</b>
Disclosure and Barring Service (DBS) .....	<b>Error! Bookmark not defined.</b>
<b>Reasonable adjustments .....</b>	<b>Error! Bookmark not defined.</b>
<b>Key Principles.....</b>	<b>Error! Bookmark not defined.</b>
<b>Staff Barred from Working with Children and vulnerable adults..</b>	<b>Error! Bookmark not defined.</b>
Recording and Storing .....	<b>Error! Bookmark not defined.</b>
<b>Relationships with young people and positions of trust.....</b>	<b>Error! Bookmark not defined.</b>
<b>Recognition of Concerns .....</b>	<b>7</b>
<b>Forms of Abuse .....</b>	<b>8</b>
Physical Abuse .....	8
Emotional Abuse .....	8
Sexual Abuse .....	8
Neglect .....	9
Bullying .....	9
<b>Identified safeguarding issues .....</b>	<b>9</b>
Radicalisation.....	9
Forced Marriage .....	9
FGM (Female Genital Mutilation) .....	10
Grooming.....	10
Cyber Bullying/Sexting.....	10
<b>Safeguarding Officer:.....</b>	<b>10</b>

**Receiving information about potential concerns/abuse ..... 11**  
**Recording Information ..... 12**  
**Concerns about a designated safeguarding person ..... 13**  
**Retention and storage of safeguarding records ..... 13**

**Designated Safeguarding Officer Details:**

Emmelia Taylor  
Operations Director  
emmelia@northofenglandtraining.co.uk  
07964 607735

**Policy Statement**

North of England Training recognises its responsibility to develop awareness of safeguarding issues and is committed to practice which reflects our duty of care and protects children and vulnerable adults from harm. We recognise our duty is to support staff and learners (through guidance, support and training) to promote safe working practices to minimise risk to vulnerable individuals and minimise the risk of concerns arising relating to poor practice or allegations of abuse.

We will take all reasonable measures to:

- Ensure a safe and secure environment
- Take appropriate measures to identify and prevent anyone who is unsuitable to work with children and vulnerable adults from doing so
- Ensure that any young person or vulnerable adult who is suffering or has suffered harm is identified and responded to, appropriately and quickly
- Ensure that all concerns are taken seriously and responded to appropriately and quickly
- Work co-operatively with other agencies that provide safeguarding services for children and adults in need of safeguarding, and in partnership with parents and guardians where appropriate.
- Ensure that reasonably foreseeable harm does not occur as a result of careless acts or omissions of the company.

The safeguarding policy will be reviewed annually by the Designated Safeguarding Officer (DSO).

**Scope of the policy**

It is mandatory for all North of England Training staff to comply with this Safeguarding Policy and to promote the welfare of young and vulnerable Learners. Failure to follow this guidance and procedures would constitute a matter of concern for the company and may lead to disciplinary action. Anybody reporting a concern in good faith and in the genuine belief that there are concerns relating to safeguarding will be supported to do so, even in the event of that concern subsequently being found to be unsubstantiated. If staff, in the course of their work

at the company, become aware of or have a safeguarding issue brought to their notice, this must be treated as a priority over all other work considerations. This policy aims to ensure that all learners are safe and appropriately supported within our company by minimising the risk of harm from discrimination, bullying, accidents, injury and abuse in all its forms. Our aim is to protect all learners and others using our facilities from harm regardless of:

- Age
- Gender
- Race
- Nationality
- Ethnic or national origin
- Socio-economic background
- Disability
- Religious or political beliefs
- Trade union membership
- Family circumstances
- Sexual orientation
- Gender reassignment
- Marriage and civil partnership

## Values and Principles

North of England Training;

- Recognises that the child's welfare is paramount;
- Recognises that all learners, whatever their age, disability, faith, beliefs, gender, race or sexual orientation have the right to be protected from abuse;
- Believes that all learners should be listened to and heard;
- Believes that all learners should be valued and treated as individuals and respected for their individuality and identity;
- Believes that all learners should be encouraged and praised;
- Believes that all learners should be involved in decisions, whenever it is possible and appropriate;
- Recognises that abuse can have serious long-term effects in terms of development, health and well-being including to self-esteem and self-image;
- Will take all concerns and suspicions or allegations of abuse seriously and respond swiftly and appropriately;
- will share information about our safeguarding policy and good practice guidance with staff, Learners, volunteers, schools, partner organisations, parents and young people;
- Will share concerns about the welfare of any child, young person or vulnerable student with the relevant agencies, involving parents and young people appropriately;
- Will adopt and implement carefully the procedures for recruitment and selection of staff, Learners and volunteers who may be in contact with children or vulnerable people, including criminal record checks;

- Will implement appropriate procedures for responding to accidents, incidents, and alleged or suspected harm;
- Will provide effective management for staff and volunteers through training, support, appraisal processes and supervision;
- Will identify a Lead Safeguarding Person to oversee the framework for safeguarding and protecting children and adults
- Will ensure that those with designated safeguarding roles undertake appropriate safeguarding and child protection training on an on-going basis

## Legal and guidance framework

The company's approach to safeguarding is based on the principles recognised within UK and international legislation and government guidance. The following has been taken into consideration:

- Children Act 2004
- Children Act 1989
- Working Together to Safeguard Children (2018)
- Safeguarding Vulnerable Groups Act 2006
- Protection of Freedoms Act 2012 (particularly sections 5 & 6)
- Human Rights Act 1998
- Sexual Offences Act 2003
- Rehabilitation of Offenders Act 1974
- UN Convention on the Rights of the Child (came into force 1990)
- Data Protection Act 2018
- GDPR
- Police Act 1997
- Criminal Justice and Court Services Act 2015
- Care Standards Act 2000
- Prevent Strategy 2011

The company's safeguarding framework has been developed to address its statutory responsibilities in accordance with the government guidance set out in Chapter 2 of Working Together to Safeguard Children 2018.

## Promoting British Values

The Department for Education's five-part definition of British Values includes:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect and tolerance of those with different faiths and beliefs

North of England learners will encounter these principles throughout the duration of their course. Listed below are some examples of how we promote these values in our company:

## **Democracy**

Learners have a great amount of input into what and how they learn, which promotes independence, participation and a 'learner voice'. Learner questionnaires and interviews are also conducted throughout the year. We know that the active participation of our Learners will sow the seeds for a more sophisticated understanding of democracy in the future.

## **The Rule of Law**

Our Learners will encounter rules and laws throughout their lives. We want our Learners to understand that whether these laws govern the setting, the neighbourhood or the country, they are set for good reasons and must be adhered to. This understanding of the importance of rules will be consistently reinforced through the qualification. During their journey, learners study the laws that underpin our society and relate these to their own practice.

## **Individual Liberty**

We invest a great deal of time in creating a positive culture in our company, so that Learners are in a safe environment where choice and freedom are encouraged. In tutorials, Learners often have a choice of learning tasks. We encourage Learners to choose a task which will challenge them, giving them more freedom to determine their own learning. Through our Safeguarding, Equality and Diversity and Personal/Professional Development sessions, we educate learners on their rights and personal freedoms as well as supporting them in recognising how to exercise these freedoms safely. At North of England Training we believe that valuing choice and freedom in daily life will foster values of individual liberty as the Learners embark upon their working lives.

## **Mutual Respect and tolerance of Those with Different Faiths and Beliefs**

Mutual respect is at the core of our company. Learners and staff learn to treat each other, colleagues and children with respect. This is evident during all training sessions, tutorials and in the office environment.

At North of England Training we offer culturally rich and diverse qualifications to suit the individual needs of the learners. We strongly believe that tolerance is gained through knowledge and understanding. Through both our qualifications and the routines of our daily practice we strive to demonstrate tolerance, helping Learners to become knowledgeable and understanding citizens who can build a better society for the future.

## Prevent

### What is prevent?

Prevent is a government strategy about safeguarding people and communities from the threat of all types of extremism and radicalisation, including terrorism. It is also about the promotion of British Values.

Section 26 of the Counter Terrorism and Security Act 2015 places a duty on the college/training provider to have "due regard to the need to prevent people from being drawn into terrorism". Extremism and radicalisation might include violent Islamist groups, the extreme right wing and other causes.

### Why do we need to be aware of prevent and extremism?

Prevent is not just about extremism. It is about promoting and teaching values such as tolerance and mutual respect and ensuring that learners and staff are safe. The Prevent duty requires the college/training provider to exemplify British Values in their practice and to use opportunities to explore British Values and to challenge extremism.

North of England Training will make sure any discussions with learners are safe, appropriate and suitable and that we take steps to ensure that learners are well informed about the vulnerabilities, threats and risks relating to extremism and radicalisation. This will be done through tutorial session and other activities as part of the learner's programme of study. We work with our partners including Channel so that learners are supported as part of our wider Safeguarding work.

### Prevent and safeguarding

At the heart of Prevent is safeguarding children, young people and adults and providing early intervention to protect and divert people away from being drawn into terrorist activity. Our staff are trained to identify any risks and to provide help, advise and support to any learners who may be at risk or vulnerable.

**This section links to the Prevent Risk Assessment found in the policies and procedures section in OneDrive.**

### How to report a concern or get help

#### NOET Safeguarding Officer:

Emmelia Taylor

Email: [Emmelia@northofenglandtraining.co.uk](mailto:Emmelia@northofenglandtraining.co.uk)

Mobile: 07964 607735

#### Lancashire Police Prevent Officer:

Telephone: 01282 472329/ 01282 472324

Email: [concern@lancashire.police.uk](mailto:concern@lancashire.police.uk)

Or call anonymously on [0800 789 321](tel:0800789321)

## Regional Prevent Lead – Northwest

Contact: Nigel Lund

Email: [nigel.lund@education.gov.uk](mailto:nigel.lund@education.gov.uk)

Telephone: 07384 452 146

## Key Roles and Responsibilities

All staff and Learners of the company are required to take shared responsibility for the safeguarding and safety of any children and vulnerable adults. They must be aware of and abide by the company's code of conduct/practice

All company's staff are in a position of trust, in particular those staff who teach, support, and guide or in any way interacts with Learners, children and adults in need of safeguarding. All staff should be aware of this and act accordingly at all times.

The Designated Safeguarding Officer (DSO) have operational responsibility for safeguarding vulnerable groups within the company and carry out a leadership and co-ordination role.

## Recognition of Concerns

All concerns relating to a child's welfare, an individual's behaviour or allegations of abuse will be taken seriously and responded to proportionately and appropriately in the interests of all parties. The impact of becoming aware of concerns and responding to them is inevitably distressing for all concerned. It is important that all allegations are handled correctly and proper records are kept.

North of England Training's employees may not be familiar with working with children and may not be in a position to recognise abuse. If any member of staff is not confident about working with Learners under 18 or more vulnerable Learners they should discuss this with their line manager in order to access appropriate safeguarding training, learning and support opportunities provided by North of England Training. North of England Training seeks to raise safeguarding awareness and promote best practice in working with children and vulnerable Learners. It is also essential for staff to have awareness and understanding of diversity issues and how these may impact on the vulnerability of many Learners accessing North of England Training's activities.

It is not the responsibility of anyone working for North of England Training, in a paid or voluntary capacity, to decide whether or not abuse is taking place. This is the remit of external agencies. However, there is a duty, and in the case of children a legal responsibility, to act on concerns to protect children and vulnerable Learners in order that North of England Training's and/or appropriate agencies can make inquiries and take any necessary action to protect the child or adult in need of safeguarding.

Child abuse can occur within any setting and abusers may seek to use education, community and voluntary organisations to gain access to children and young people. Some indicators of abuse include:

- unexplained or suspicious injuries, particularly if such an injury is unlikely to have occurred accidentally;
- an injury for which there may be an inconsistent explanation either from an adult or child;
- the child or young person describes an abusive act or situation;
- unexplained changes in behaviour;
- inappropriate sexually explicit behaviour or sexual awareness
- a distrust of adults; and/or
- the child or young person is withdrawn or not allowed to be involved in any social activities.

## Forms of Abuse

The Children Act 1989/2004 defines four types of abuse: physical, emotional, and sexual and neglect, however for completeness we have included bullying.

### Physical Abuse

Physical abuse may take many forms e.g. hitting, shaking, throwing, poisoning, burning or scalding, drowning or suffocating. It may also be caused when a parent or carer feigns the symptoms of, or deliberately causes, ill health to a child or vulnerable adult. This unusual and potentially dangerous form of abuse is now described as fabricated or induced illness.

### Emotional Abuse

Emotional abuse is persistent emotional ill treatment causing severe and persistent effects on the child or vulnerable adult's emotional development and may involve:

- Conveying the message that they are worthless or unloved, inadequate, or valued only in so far as they meet the needs of another person;
- Imposing developmentally inappropriate expectations;
- Causing the child or vulnerable adult to feel frightened or in danger – e.g. witnessing domestic violence;
- Exploitation or corruption of children or vulnerable adults.

Some level of emotional abuse is involved in most types of ill treatment, although emotional abuse may occur alone.

### Sexual Abuse

Sexual abuse involves forcing or enticing a child or vulnerable adult to take part in sexual activities, whether or not they are aware of what is happening and includes penetrative and non penetrative acts.

It may also include non-contact activities, such as looking at, or being involved in the production of pornographic materials, watching sexual activities or

encouraging children or vulnerable adults to behave in sexually inappropriate ways.

## **Neglect**

Neglect involves the persistent failure to meet basic physical and/or psychological needs, likely to result in serious impairment of the child or vulnerable adult's health and development. This may involve failure to provide adequate food, shelter or clothing, failure to protect from physical harm or danger or failure to ensure access to appropriate medical care or treatment. It may also include neglect of basic emotional needs.

## **Bullying**

Bullying involves deliberate hostility and aggression towards a person, physical pushing kicking, hitting pinching, verbal name calling sarcasm, spreading rumours, teasing, ridicule, humiliation and ignoring individuals, racial taunts, graffiti and gestures, sexual and abusive comments and unwanted physical contact. North of England Training should identify and deter any form of bullying behaviour. Bullying can escalate rapidly and can damage children or vulnerable adults significantly.

## **Identified safeguarding issues**

North of England Training protects all learners from abuse or violence. All staff will be trained to recognise the sign and indicators of all safeguarding issues, enabling confidence in dealing with, recording and reporting all incidents.

## **Radicalisation**

We recognise that young people and vulnerable groups are particularly targeted by groups who may promote violent extremist activity. Our team of Designated People and Safeguarding Group will provide training and information aimed to reduce the risk of radicalisation and support those who may be at risk.

North of England Training promotes an open culture to raise awareness of the signs radicalisation and to the give them confidence to report their concerns via the safeguarding reporting procedures and will provide appropriate support through its own staff or by referral to external agencies, to any learner in danger of radicalisation.

## **Forced Marriage**

A forced marriage is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used. It is an appalling and indefensible practice and is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights.

The pressure put on people to marry against their will can be physical (including threats, actual physical violence and sexual violence) or emotional and psychological (for example, when someone is made to feel like they're bringing shame on their family). Financial abuse (taking your wages or not giving you any money) can also be a factor.

## FGM (Female Genital Mutilation)

Female genital mutilation (FGM) includes procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons.

FGM affects girls, particularly from North African countries including Egypt, Sudan and Somalia.

## Grooming

Grooming is when someone builds an emotional connection with a child to gain their trust for the purposes of sexual abuse or exploitation.

Children and young people can be groomed online or in the real world, by a stranger or by someone they know - for example a family member, friend or professional. Groomers may be male or female. They could be any age.

## Cyber Bullying/Sexting

Cyber bullying (also called 'online bullying') is when a person or a group of people uses the internet, email, online games or any other kind of digital technology to threaten, tease, upset or humiliate someone else.

Sexting is when someone sends or receives a sexually explicit text, image or video on their mobile phone, usually in a text message. Find out how you can stay in control and what to do if a photo has fallen into the wrong hands.

## Safeguarding Officer:

Any incidents which cause concern in respect of a child are required to be reported immediately to a Designated Safeguarding Person.

Below are examples of incidents which are required to be reported. When:

- A child or young person is accidentally hurt;
- There is a concern that a relationship is developing which may be an abuse of trust;
- You are worried that a child or young person is becoming attracted to you;
- You are worried that a child or young person is becoming attracted to a colleague who has regular contact with them;
- You think a child or young person has misunderstood or misinterpreted something you have done;
- You have been required to physically restrain a child or young person to prevent them from harming themselves or another or from causing significant damage to property;
- you receive a report from a child or young person alleging abuse regarding a staff member, volunteer or a member of an external organisation using the University's facilities;
- You see any suspicious marks on a child or young person;
- You observe behaviour which is concerning or which breaches North of England Training's Code of Behaviour;
- A child or young person shares concerns with you that might indicate that they are being groomed, harmed or are at risk of harm;
- The work being produced by a child or young person indicates that they may be being groomed, harmed or are at risk of harm;

- You hear of any disclosures or allegations made by a child or young person of events inside or outside North of England Training (this may include through posts on social media).

## Receiving information about potential concerns/abuse

It is vital to recognise that North of England Training can have a robust policy and procedural framework, including rigorous recruitment and selection processes but if the culture of our staff makes it impossible for people to talk about concerns and/or abuse, or for children or vulnerable adults to share concerns, then this will have limited value. If staff, in the course of their work at North of England Training, have a safeguarding issue brought to their notice, this must be treated as a priority over all other work. Information from research shows that on average it takes a child seven attempts to disclose and be heard. If a young person says or indicates that he or she is being abused, or information is obtained which gives concern that a child is being abused, the person receiving this information should:

- React in a calm and considered way so as not to frighten or deter the child
- Believe what the child is telling them and show concern
- Tell the child he/she is not to blame for what has happened and that he/she was right to share this information
- Ensure the immediate safety of the child
- If the child needs immediate medical treatment, telephone 999 for an ambulance, inform doctors of the concerns and make sure that they know that this is a safeguarding issue
- Take what the child says seriously, recognising the difficulties inherent in interpreting what is said by a child who has speech disability and/or differences in language
- Keep any questions to the minimum required to clarify the concern and ensure a clear and accurate understanding of what has been said
- Not ask leading questions or make suggestions about what may have happened
- Listen without interrupting if the child is recounting significant events
- Reassure the child that the problem can be dealt with
- The person receiving the information should NOT:
  - Panic
  - Allow any shock or distaste to show
  - Make promises of confidentiality but explain that they will need to pass on this information to those who need to know
  - Show disbelief or fail to take the allegations seriously
  - Ask questions other than to clarify that they have enough information to act
  - Speculate or make assumptions
  - Make negative comments about the alleged abuser
  - Approach the alleged abuser
  - Make promises or agree to keep secrets
  - Take sole responsibility
- Fail to take responsibility for reporting the concern Allegations are not, however, the only form of disclosure. It may be the case that concerns arise when someone reports something said by a third party, a suspicious occurrence, or something they have overheard. Such information needs to be reported and handled appropriately by the relevant Designated

Safeguarding Person, who will have received formal training in handling allegations and other disclosure information

## Recording Information

Immediate verbal referral and discussions of any concerns with the appropriate Safeguarding Person should be supported by recording any relevant information as quickly as possible<sup>1</sup>. An oral, and then written report<sup>2</sup> should be provided to the appropriate Designated Safeguarding Person who will keep a confidential record of any such incidents<sup>3</sup>. Information needs to be clearly recorded by the Designated Safeguarding Person and may need to be referred on to the Local Authority Designated Officer (LADO), Social Services or the Police.

- Accurate recording is essential, as there may be legal proceedings at a later date. Ideally, where a child has made a disclosure, a verbatim record of their account of what occurred in their own words should be recorded
- The record should include details of the nature of the allegation or concern and a description of any injury (you must not remove a child or vulnerable adult's clothing to inspect any injuries)
- Times, dates, places and any other detail should be included
- Referrals to Social Services or Police should be confirmed in writing within 24 hours – if not, then at the earliest opportunity.
- Keep a record of the name and designation of the member of staff at Social Services or Police Officer to whom concerns were passed and record the time and date of the call in case any follow-up is needed. For children this will be Children's Social care and for vulnerable adults it will be Adult Social Care services.
- Ensure that all information is maintained safely in accordance with Data Protection legislation.
- Information should only be shared on a strictly "need to know" basis in the interests of protecting a child, young person or vulnerable adult.

## Monitoring IT usage:

### Colleagues:

NOET staff should only use NOET devices for any communication with apprentice/learners, potential apprentice/learners, colleagues, external agencies, employers. Personal devices must not be used for any business purposes. All IT equipment is monitored and managed by the IT department.

All staff must read and sign the Acceptable Use Policy (internal policy) and comply with all requirements listed in this policy.

### Apprentices/learners:

Apprentices/learners do not use NOET devices to access their e-portfolio systems or internet use. As part of the Apprenticeship, all learners are required to complete

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<sup>1</sup> Digital safeguarding forms can be found in the 'Referral form' folder in the Safeguarding Section in OneDrive

<sup>2</sup> Digital safeguarding form

<sup>3</sup> All forms are stored in OneDrive in a secure location

online safety training, this ensures learners are equipped to deal with online issues and understand reporting and recording procedures.

If using devices in the employment setting, monitoring and usage will be the responsibility of the employer.

Tutors are expected to remain vigilant and alert in relation to use of technology, and as with all safeguarding concerns recognise, respond, record, and report any concerns at the earliest possible opportunity.

### Concerns about a designated safeguarding person

If the concerns raised by the child relate to a Designated Safeguarding Person then the concern must be referred directly to the Lead Safeguarding Person. If it is the Lead Person about whom concerns have arisen, then contact should be made with the Director of the company (Ruth Quaglieri) and/or directly with the Local Authority Designated Officer (LADO). Where appropriate (because of concerns about reporting internally for example) seek advice from the Local Authority Designated Person who provide support and initiate any necessary action. Expert advice can also be provided by the NSPCC Helpline on 0808 800 5000.

### Retention and storage of safeguarding records

Records will be kept of all safeguarding concerns and incidents and their outcomes. Confidentiality will be respected, and any relevant information will be shared only on a need to know basis in the interests of protecting children and vulnerable people. Records will be held by the Lead Safeguarding Person in accordance with the Data Protection Act and other relevant legislation.

Policy Name:	Safeguarding Policy
Policy Ref:	V4 July 2021
Who it applies to:	All Staff of NOET, employers and learners
Date of Issue:	July 2017
Last Revision Date:	July 2021
Review Date:	July 2022
Version:	4
Policy Owner:	Mrs E Taylor – Operations Director
Available to:	All staff, our employers and learners
How this policy is communicated:	Policy and Procedure file in OneDrive Staff handbook Staff meeting Company website