Adult Training Network (ATN)

Safeguarding Policy & Procedures

(Incorporating the Prevent Policy of ATN)

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Designation: Managing Director

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Introduction

1.1 The term "safeguarding" is distinct from "child protection" in that:

Child Protection looks at recognising abuse or neglect and acting on it, so is a *reactive approach*.

Safeguarding looks at preventative action and covers the full range of measures in place to protect children and vulnerable adults from potential dangers, including the safer recruitment of staff, and is therefore a *proactive approach*.

1.2 The term "safeguarding" is defined by the Children Act 1989 and Joint Chief Inspectors Report on Arrangements to Safeguard Children (2002) as:

"Organisations working with children and young people take all reasonable measures to ensure that the risks of harm to the individual's welfare are minimised; where there are concerns about children and young people's welfare, all organisations take all appropriate actions to address those concerns, working to agreed local policies and procedures, working in partnership with other local agencies".

1.3 Key aspects of legislation have recently been extended to include similar standards of protection to "vulnerable adults".

1.4 The definition of both "child" and "vulnerable adults" is given in Section 6 of this document.

2 Policy Statement

2.1 The ATN has a statutory and moral duty to ensure the ATN functions with a view to safeguarding and promoting the welfare of children and vulnerable adults undertaking education and training at the ATN.

2.2 *"For those agencies whose job it is to protect children and vulnerable people, the harsh reality is that if a sufficiently devious person is determined to seek out opportunities to work their evil, no one can guarantee that they can be stopped.* ***Our task is to make it as difficult as possible for them to succeed …"***

Bichard Enquiry Report, 2004

3 Purpose and Scope of the Safeguarding Policy

3.1 This Policy applies to all Trustees, staff, volunteers and others who work with or come into direct contact with ATN learners.

3.2 The term "staff" when used throughout this report includes agency or other temporary staff and volunteers.

3.3 The purpose of this Policy is:

- To provide a framework for protecting children and vulnerable adults from abuse of any kind (defined in section 6 of this document)
- To provide a safe environment for children and vulnerable adults to learn in.
- To ensure staff recognise their responsibilities (through guidance, support and training), minimise risk and avoid situations where abuse or neglect might be alleged
- To ensure staff are clear that they are responsible for their own actions and behaviour and avoid any conduct which would lead any reasonable person to question their motivation and intentions

- To provide staff with guidance on procedures to adopt in the event that they suspect a child or vulnerable adult may be experiencing, or be at risk of, harm

3.4 ATN recognises that:

- the welfare of the child or vulnerable adult is paramount
- all children and vulnerable adults regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity have the right to equal protection from all types of harm or abuse
- working in partnership with children, vulnerable adults, their parents, carers and other agencies is essential in promoting young people's welfare.

3.5 ATN will endeavour to safeguard children and vulnerable adults by:

- valuing them, listening to and respecting them
- adopting child protection guidelines through procedures for staff
- recruiting staff safely ensuring all necessary checks are made
- sharing information about safeguarding and child protection and good practice with children, parents, vulnerable adults and staff
- sharing information about concerns with agencies who need to know, and involving parents, children and vulnerable adults appropriately
- providing effective management for staff through supervision, support and training.

4 Legal Framework

4.1 The Legal Framework for safeguarding is now very strong and supports staff to create a safer learning environment. Summarised below are the key pieces of legislation of particular relevance to safeguarding:

- **Rehabilitation of Offenders Act 1974 ((Exceptions) Order 1975 as amended):** Makes certain regulated activity (i.e. work with children) exempt from the ROA and therefore requires an individual to be subject to an Enhanced Disclosure and Barring Service Check.
- **Children Acts 1989 and 2004:** Places a duty on local authorities to make arrangements with relevant agencies to co-operate to improve the well-being of children; gives a range of organisations the duty to ensure that their functions are discharged with regard to the need to safeguard and promote the welfare of children.
- **Education Act 2002:** Places a duty on FE institutions to carry out their function with a view to safeguarding and promoting the welfare of children and young people.
- **Every Child Matters: Change for Children, 2004:** Sets out the national framework for change programmes to build services around the needs of children so that opportunity is maximised and risk minimised. It highlights 5 outcomes that are key to the wellbeing of children:
    - Staying safe
    - Being healthy
    - Enjoying and achieving
    - Making a positive contribution
    - Achieving economic well-being

- **Safeguarding Vulnerable Groups Act 2006:** Provides the legislative framework for the introduction of the new Vetting and Barring Scheme for those working with children and vulnerable adults (in response to the Bichard Enquiry 2004). The aim of the scheme is to bar individuals from

working in situations where evidence suggests that they present a risk of harm to children and vulnerable adults.

- **Working Together to Safeguard Children 2006:** States that 'all agencies and individuals should aim to proactively safeguard and promote the welfare of children so that the need for action to protect children from harm is reduced'.
- **Safeguarding Children and Safer Recruitment in Education 2007:** Covers recruitment and selection processes, recruitment and vetting checks and duties for safeguarding and promoting the welfare of children in education.
- **Independent Safeguarding Authority (ISA) Vetting & Barring Scheme 2009:** The scheme is one of the Government's key responses to the Soham murders which focused public attention on the way in which people working with children are vetted. The resulting Bichard Inquiry recommended a new scheme that would ensure that everyone working in regulated activity with children or vulnerable adults is checked and registered. The first phase of the scheme came into force in October 2009.

4.2 The ATN follows the detailed guidelines set out in these and related documents in providing a safe environment for children and vulnerable adults to learn in and for staff to work in.

4.3 The ATN will keep its policy and procedures on safeguarding under review to take account of any new Government legislation, regulations or best practice documents to ensure that staff are kept fully up-to-date with their responsibilities and duties with regard to the safety and well-being of children and vulnerable adults.

5 Links to other ATN policies/procedures

5.1 The following additional ATN policies and/or procedures support the ATN's approach to safeguarding and provide an effective overall framework for creating a safer learning environment.

- Equality Opportunities Policy
- Race Equality Policy
- Disability Statement
- IT Policy
- Anti-bullying and harassment policy
- Staff Code of Conduct
- Health & Safety Policy

6 Definitions

6.1 ***A child*** is legally defined as "a person who has not attained the age of 18 years" (Education Act 2002).

6.2 The broad definition of a ***vulnerable adult*** is "a person who is 18 years of age or over, and who is or may be in need of community care services by reason of mental or other disability, age or illness and who is or may be unable to take care of him/herself, or unable to protect him/herself against significant harm or serious exploitation" (Safeguarding Vulnerable Groups Act, 2006).

6.3 The main categories of people covered by this definition of vulnerable adult include people:

- who have a learning disability
- who have a physical or sensory impairment
- who have a mental illness including dementia
- who are old and frail
- detained in custody or under a probation order
- who are considered vulnerable and who may experience abuse due to problems with alcohol or drugs (or be vulnerable due to other circumstances such as being an asylum seeker)

6.4 Categories of Abuse – Children:

- **Physical Abuse:** This may involve hitting, shaking, throwing, 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.

- **Emotional Abuse:** This is the persistent emotional ill-treatment of a child such as to cause severe and persistent effects on the child's emotional development. It may involve conveying to children that they are worthless and unloved, inadequate, or valued only so far as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed in children. These may include interactions which are beyond the child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill treatment of another. It may involve 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 ill-treatment of a child, though it may occur alone.

- **Sexual Abuse:** This involves forcing or enticing a child to take part in sexual activities, including prostitution whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic materials or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

- **Neglect:** This is the persistent failure to meet the 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 and clothing, shelter including exclusion from home or abandonment, failure to protect a child from physical and emotional harm or danger, failure to ensure adequate supervision including the use of inadequate care-takers or failure

to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

- **Significant Harm:** Some young people may be in need because they are suffering or likely to suffer significant harm. The Children Act V Section 47 (1) introduced the concept of significant harm as the threshold that justifies compulsory intervention in family life in the best interest of the young person.

6.5 Categories of Abuse – Adults

- **Physical abuse:** This includes hitting, slapping, pushing, kicking, rough handling or unnecessary physical force either deliberate or unintentional, misuse of medication, restraint or inappropriate sanctions.

- **Sexual Abuse:** This includes rape and sexual assault or sexual acts to which the vulnerable adult has not consented, or could not consent to, or was pressured into consenting. Sexual abuse can occur between people of the same sex and it can also occur within a marriage or any long-term relationship. A relationship of trust should exist between a member of staff or a volunteer and the person for whom they are caring, it would be seen as a betrayal of that trust, and therefore abusive, for that member of staff or volunteer to have a sexual relationship with the person they are caring for.

- **Psychological Abuse:** This includes 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.

- **Financial or Material Abuse**: This includes theft, fraud, exploitation, pressure in connection with wills, property, enduring power of attorney, or inheritance or financial transactions, or the inappropriate use, misuse or misappropriation of property, possessions or benefits.

- **Neglect and Acts of Omission:** This includes ignoring or withholding medical or physical care needs, failure to provide access to appropriate health, social care or educational services, the withholding of the necessities of life, such as medication, adequate nutrition, clothing and heating.

- **Discriminatory Abuse:** This includes racist, sexist, or other forms that are based on a person's disability and other forms of harassment, or similar treatment.

6.6 ***Self Neglect:*** *This is not a direct form of abuse but staff need to be aware of it in the general context of risk assessment/risk management and to be aware that they may owe a duty of care to a vulnerable individual who places him/herself at risk in this way.*

7 Responsibilities

7.1 **Corporation:** The Trustees of ATN are responsible for ensuring that:

- ATN has effective policies, procedures and systems in place in accordance with guidance from government bodies and other agencies, including effective procedures for the safe recruitment of staff and dealing with allegations of abuse against members of staff
- ATN has Designated Safeguarding Officers
- they attend mandatory Safeguarding training as required

7.2 **Director of ATN:** The Director is responsible for ensuring that:

- ATN's safeguarding policies, procedures and systems are fully implemented and followed
- allocating sufficient resources and time to ensure Designated Safeguarding Officers are able to carry out their roles effectively
- all staff and volunteers feel able to raise concerns about the safety of children and vulnerable adults and know the names of the Designated Safeguarding Officers.
- such concerns are dealt with sensitively, effectively and in a timely manner

7.3 **Designated Safeguarding Team:** ATN has a Team of Designated Safeguarding Officers who have completed the Designated Person Safeguarding Training. The Safeguarding Team includes:

Designation	Name	Telephone	Email
Managing Director of ATN and Safeguarding Lead	Sarjeet Singh Gill	02085749588	sgill@adult-training.org.uk
Regional Manager West London, Deputy Safeguarding Lead for London and North Hertfordshire	Kamaljit Kaur	02085749588	kamaljit@adult-training.org.uk
Community Engagement Officer and Deputy Safeguarding Lead for North Hertfordshire	Agnieszka Michalska	07885674321	agnieszka@adult-training.org.uk
Deputy Safeguarding Lead for West London	Fatima Somji	02085613131	fatima@adult-training.org.uk

The Designated Safeguarding Team is responsible for ensuring that:

- arrangements are in place for inducting and training staff in safeguarding practices and procedures
- ensuring safeguarding resources are up-to-date and distributed in the ATN
- referring concerns relating to the protection of children and vulnerable adults to ATN's Safeguarding Team
- The Director will review the membership of the Safeguarding Team to reflect need as identified from time to time

7.4 **Individual members of staff (including volunteers, temporary and agency staff):** It is the responsibility of all staff to ensure that they:

- familiarise themselves with and become aware of the importance of ATN's Safeguarding and associated policies and procedures as outlined in Section 5 of this document
- adhere to ATN's Safeguarding policies, procedures and systems
- promote and safeguard the welfare of children and vulnerable adults

- attend mandatory Child Protection and Safeguarding training as required
- know who the designated Safeguarding Officers are for the ATN
- know what to do in the event that a vulnerable adult makes a disclosure to them
- be vigilant to potential signs and indicators of abuse and alert a member of ATN's Child Protection or Safeguarding Teams if they have concerns about a child or vulnerable adult
- help to create a listening culture and help to ensure that children and vulnerable adults know that they can come to them and be listened to
- The member of staff should ***never*** attempt to investigate the matter in any way. Only the Designated Child Protection Officer should mount an investigation, otherwise this might be construed as unjustified interference which could jeopardise an investigation and any possible subsequent court case.

A simple mnemonic for staff to remember their responsibilities is the **"Five R's":**

- **Recognise** behaviour that may indicate abuse, which may include direct disclosure
- **Respond** calmly and positively to the child or vulnerable adult. Reassure them that they have done the right thing in raising the issue with you and accept what they say without judgement, prompting or interruption - **Record** what has been said as accurately as possible. Make sure it is factual and does not include your own interpretation, although details of how they looked and behaved are useful, eg "He had a black eye and was crying".
- **Report** concerns to a member of the ATN's Designated Safeguarding Team without delay. Once you have reported the concern about abuse to a member of the Child Protection Team, the responsibility for taking any further decisions or actions resides with them.
- **Refer**. Only the Designated Child Protection Officers can make a decision to refer a complaint or allegation, having gathered and examined all relevant testimony and information.

8 Confidentiality Statement

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

8.2 Confidentiality and trust should be maintained as far as possible but staff must act on the basis that the safety and well-being of the child or vulnerable adult is paramount. The degree of confidentiality will be governed by the need to protect the child or vulnerable adult. The member of staff to whom the child or vulnerable adult is making the disclosure needs to be open and honest with them from the outset and not promise to keep information confidential.

8.3 When abuse is alleged or suspected, the member of staff has a duty to pass information on ***without delay*** to a member of the designated Safeguarding Teams. If a member of staff is in any doubt about whether to share information or keep confidential, they should seek guidance from the Lead or Deputy Lead Designated Safeguarding Officers (identified in Section 7 of this document).

8.4 The ATN complies with the requirements of the Data Protection Act 1998 but the DPA does not prevent staff from sharing information where this is necessary to protect the safety and well-being of the child or vulnerable adult.

9 Safer Recruitment of Staff

9.1 The ATN undertakes to ensure that its staff are fit to work in a ATN setting with children and vulnerable adults. It also reserve the right to refuse to employ staff whom it has a reasonable belief may pose a risk to its learners.

9.2 The ATN has systems in place to prevent unsuitable people from working with children or vulnerable adults and to promote safe practice. These systems apply to all new staff and require the following checks to be made pre-appointment or directly following appointment.

- a minimum of 2 satisfactory references, one of which should be from the current or most recent employer
- original documentary evidence checks of identify, nationality, residence and "right to work" status
- An Enhanced Disclosure Barring Service (DBS) for teaching staff and Disclosure Scotland for Non-Teaching Staff.
- a check under Section 142 of the Education Act 2002 (previously known as "List 99")
- completion of a health check to ensure s/he has the health and physical capacity for the job
- original documentary evidence of qualifications
- CVs are accepted as part of the application process
- teaching staff are asked to provide their DfES reference number and IfL Registration Number
- all teaching staff are expected to have recognised teaching or be working towards
- all candidates for jobs in the ATN are interviewed by a panel of appropriate managers, a centre manager or the Director.
- all offers of appointment are conditional upon receipt of 2 satisfactory references, satisfactory DBS clearance (enhanced for teaching staff and Disclosure Scotland for non teaching staff) , medical clearance, verification of qualifications, verification of identify
- satisfactory completion of the probationary period

9.3 The following statement is placed on all recruitment advertisements and relevant publicity materials for the ATN:

"ATN is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment".

9.4 All Job Descriptions include the following as a main task:

"To safeguard and promote the welfare of children, young people and vulnerable adults served by the ATN".

There is an additional statement in the Job Description under 'ATN Commitments' requiring all employees to *"Respond appropriately and supportively to any issues associated with safeguarding children and vulnerable adults in line with ATN policies and procedures".*

9.5 A single central record is kept in the Human Resources Department detailing the checks carried out on staff and Agency Staff, including DBS clearance.

9.6 Once appointed to the ATN all staff receive a pack of information, including:

- Induction Checklist which includes Health & Safety
- Equal Opportunities Policy
- Race Equality Policy
- Staff Code of Conduct
- Safeguarding Policy

9.6 In addition to a local induction programme to introduce staff to the particular area they will be working in, all staff complete a Corporate Induction programme, including:

- Child/Vulnerable Adults Protection
- Equal Opportunities
- Health & Safety, including fire awareness
- Appraisee/appraiser training
- Use of IT/ILT systems, including usage policies

9.7 Learning and teaching staff complete an additional induction session specifically relevant to learning and teaching practices, covering schemes of work, lesson planning, differentiation, classroom management, registers, etc.

9.8 The ATN has a general Staff Code of Conduct giving clear guidelines on expected behaviour by all staff.

9.9 All staff and Trustees receive appropriate training over a period of time, including a brief introduction at staff induction.

9.10 Members of the Designated Safeguarding Team have undertaken specific Designated Officer Safeguarding Training and all members have either completed or are booked to complete Safeguarding Facilitator Training.

10 Allegations of abuse against members of ATN staff

10.1 All allegations of abuse, or concerns raised against members of ATN staff are always treated seriously. In some cases, depending on the seriousness of the concern, the member of staff may be suspended pending investigation. A suspension does not mean that the ATN has a duty to report the individual to the Independent Safeguarding Authority (ISA) as the suspension is on the basis of an allegation and therefore a neutral act without prejudice.

10.2 All staff, Trustee and others who come into direct contact with children and vulnerable adults must undertake training on the subject of Child Protection and Safeguarding. The ATN's Safeguarding Policy, procedure and accompanying guidance will be available to all staff via soft copy and hard copy form and will be issued to all new staff as part of their induction.

11 Reporting cases to the Independent Safeguarding Authority (ISA)

11.1 All of the statements in emboldened italics in this section of the document are defined in Appendix 1.

11.2 The ATN has a statutory duty to make reports and provide relevant information to the Independent Safeguarding Authority (ISA) where there are grounds for believing, following an investigation, that the person has engaged in ***relevant conduct***, satisfied the ***harm test*** or received a caution or conviction for a ***relevant offence***. At this point prescribed

information **must** be referred to the ISA.

11.3 In the event of a member of staff who has been suspended by the ATN from ***regulated*** or ***controlled activity***, this does not mean they are permanently removed. For example, if the allegation against the suspended member of staff were found to be true and the ATN decides the best way to handle the situation is a formal warning and to return the member of staff to *regulated activity* with additional training, this **must** still be referred to the ISA.

11.4 Where an individual leaves the ATN before any final disciplinary decision was taken due to harm or risk of harm to a child or vulnerable adult, this information **must** also be referred to the ISA.

11.5 The responsibility for reporting cases to the ISA lies with the Director of ATN.

12 Whistleblowing (Public Interest Disclosure)

12.1 The ATN has a comprehensive Public Interest Disclosure policy (also known as whistleblowing) which has been approved by the Trustees.

13 Equality of Opportunity

13.1 All children and vulnerable adults, as part of the ATN community, have the right
to be safeguarded from harm and exploitation whatever their race, religion, gender, sexuality, age or disability.

13.2 It is important that the safety and well-being of the learner remains paramount and takes precedence over culture, race, religion or other such factors.

13.3 Two quotes from the Victoria Climbie Enquiry make clear the danger of making assumptions about culture and race:

"There is some evidence to suggest that one of the consequences of an exclusive focus on "culture" in work with black children and families is that it leaves black and minority ethnic children in potentially dangerous situations because the assessment has failed to address a child's fundamental care and protection needs."

Ratna Dutt, Director, Race Equality Unit (2003)

"Assumption based on race can be just as corrosive in its effect as blatant racism … racism can affect the way people conduct themselves in other ways. Fear of being accused of racism can stop people acting when otherwise they would. Assumptions that people of the same colour, but from different backgrounds, behave in similar ways can distort judgements."

The "Victoria Climbie Inquiry" (2003)

14 Prevent policy of the Adult Training Network

14.1 Prevent is one of four work strands which make up the government's counter-terrorism strategy – CONTEST. The aim of CONTEST is to reduce the risk to the UK and its interests overseas from terrorism. Prevent operates in the 'pre-criminal space'. It is about supporting individuals who are at risk of radicalisation away from becoming terrorists, or supporting terrorism.

14.2 Pursue – focuses on detecting, investigating and disrupting terrorist threats to the UK and our interests overseas.

14.3 Protect – aims to reduce the vulnerability of the UK and UK interests overseas to terrorist attack. This includes aviation security for both cargo and passengers.

14.4 Prepare – aims to minimise the impact of any attack, manage any incidence of an ongoing attack and recover quickly and effectively

14.5 Prevent – aims to stop people becoming terrorists or supporting terrorism As the preventative strand of CONTEST, ATN will support Prevent to:-

14.6 Respond to the ideological challenge of terrorism and the threat faced by the UK from those who promote it

14.7 Prevent learners, users and staff from being drawn into terrorism and ensure they are given appropriate advice and support as appropriate.

14.8 Work with a wide range of sectors (including education, criminal justice, faith, charities, the internet and health) where there are risks of radicalisation which need to be addressed

14.9 Ensure that there is an effective framework for managing speaker requests.

14.10 Ensure that this policy is well communicated to staff/students and complied with

14.11 Ensure that Is there a policy/framework for managing on site events i.e. charity events.

14.12 Ensure that any off site events which are supported, endorsed, funded or organised through the institution are subject to the same policy/framework.

14.13 Ensure that ATN employs filtering/firewall systems to prevent staff/students/visitors from accessing extremist websites and material including restrictions on the use of using their own devices via Wi-Fi.

14.14 Ensure that all staff have sufficient knowledge and confidence to exemplify British Values in their management, teaching and through general behaviours in the institution and understand the factors that make people vulnerable to being drawn into terrorism and to challenge extremist ideas which are used by terrorist groups and can purport to legitimise terrorism

14.15 Ensure that all staff have sufficient training to be able to recognise this vulnerability and be aware of what action to take in response

14.16 Ensure that there are adequate arrangements and resources in place to provide pastoral care and support as required

14.17 Ensure that there are adequate monitoring arrangements to ensure that this support is effective and reflects the ATN's safeguarding and equality policies

14.18 **Designated Prevent Team:** ATN has a Team of Designated Prevent Officers who have completed the Designated Person Prevent Training. The Prevent Team includes:

Designation	**Name**	**Telephone**	**Email**
Managing Director of ATN and Prevent Lead	Sarjeet Singh Gill	02085749588	sgill@adult-training.org.uk
Regional Manager West London, Deputy Prevent Lead for London and North Hertfordshire	Kamaljit Kaur	02085749588	kamaljit@adult-training.org.uk
Community Engagement Officer and Deputy Prevent Lead for North Hertfordshire	Agnieszka Michalska	07885674321	agnieszka@adult-training.org.uk
Deputy Safeguarding Lead for West London	Fatima Somji	02085613131	fatima@adult-training.org.uk

15 Cyber Bullying

15 1 ATN educates its learners both in the proper use of telecommunications and about the serious consequences of cyber-bullying and will, in lessons, continue to inform and educate its learners in these fast changing areas

15.2 ATN trains its staff to respond effectively to reports of cyber-bullying or harassment and has systems in place to respond to it. ATN endeavours to block access to inappropriate web sites, using firewalls, antivirus protection and filtering systems and no pupil is allowed to work on the internet in the Computer Room, or any other location within the ATN which may from time to time be used for such work, without a member of staff present. Where appropriate and responsible, ATN audits ICT communications and regularly reviews the security arrangements in place.

15.3 Whilst education and guidance remain at the heart of what we do, ATN reserves the right to take action against those who take part in cyber-bullying.

- All bullying is damaging but cyber-bullying and harassment can be invasive of privacy at all times. These acts may also be criminal acts.
- ATN supports victims and, when necessary, will work with the Police to detect those involved in criminal acts.
- ATN will use, as appropriate, the full range of sanctions to correct, punish or remove learners who bully fellow learners or harass staff in this way, both in or out of ATN.
- ATN will use its power of confiscation where necessary to prevent learners from committing crimes or misusing equipment.
- All members of the ATN community are aware they have a duty to bring to the attention of Senior staff and Managers any example of cyber-bullying or harassment that they know about or suspect.

16 Review of arrangements for monitoring the Policy

16.1 This Policy was prepared with regard to the statutory framework, arrangements in place in similar organisations and in consultation with a range of staff. Arrangements are being made for wider consultation.

16.2 The policy will be reviewed at least annually following consultation with the staff and students on any updates to the Policy.

Appendix 1

Definitions relevant to reporting to the ISA

Relevant conduct

Relevant conduct is set out in the Safeguarding Vulnerable Groups Act 2006, Schedule 3 sections 4(1) and 10(1) and state that *relevant conduct* is any conduct:

- that endangers a child or vulnerable adult or is likely to endanger a child or vulnerable adult
- if repeated against or in relation to a child or vulnerable adult, would endanger them or would be likely to endanger them
- that involves sexual material relating to children (including possession of such material)
- that involves sexually explicit images depicting violence against human beings (including possession of such images), if it appears to the ISA that the conduct is inappropriate or
- of a sexual nature involving a child or vulnerable adult, if it appears to the ISA that the conduct is inappropriate

Harm Test

The *harm test* is defined in the Safeguarding Vulnerable Groups Act 2006, Schedule 3 section 5 and 11 and is satisfied if the relevant person believes that an individual may:

- harm a child or vulnerable adult
- cause a child or vulnerable adult to be harmed
- put a child or vulnerable adult at risk of harm
- attempt to harm a child or vulnerable adult
- incite another to harm a child or vulnerable adult

Relevant offence

A *relevant offence* for the purposes of referrals to ISA is an automatic inclusion offence as set out in the Safeguarding Vulnerable Groups Act 2006 (Prescribed Criteria and Miscellaneous Provisions) Regulations 2009

A copy of these regulations can be found at www.opsi.gov.uk or ww.statutelaw.gov.uk

Regulated Activity

Regulated activity is defined in Schedule 4 of the Safeguarding Vulnerable Groups Act 2006. There are four ways you may be involved in regulated activity. In general terms, an individual is involved in *regulated activity* if they:

Undertake an activity of a specified nature (ie, teaching, training, instruction, care, supervision, advice, guidance, treatment, therapy or transport) that involves contact with children or vulnerable adults on a *frequent*, *intensive* or *overnight* basis.

Frequent = once a month or more
Intensive = three or more days in any period of 30 days or
Overnight = between 2 am and 6 am

Example: A sports coach who provides swimming lessons to children under sixteen once a week, will be teaching and training on a frequent or intensive basis and therefore is undertaking regulated activity.

or

Undertake any activity in a specified place (ie, schools, childcare premises including nurseries, residential homes for children, children's hospitals, children's detention centres, adult care homes or residential care or nursing homes) that provides the opportunity for contact with children or vulnerable adults on a *frequent*, *intensive* or *overnight* basis.

This is providing that activity is a form of work (paid or voluntary) and is carried out for or in connection with the purposes of the establishment.

Frequent = once a month or more
Intensive = three or more days in any period of 30 days or
Overnight = between 2am and 6am

Example: A school receptionist is not employed to teach, train, supervise or care for the children in the school but because they work in a specified place and have the opportunity for contact with children they are undertaking regulated activity.

or

Undertake fostering and/or childcare

or

Occupy a specified position of responsibility as set out in the Safeguarding Vulnerable Groups Act 2006 and as follows:

- Member of the governing body of an educational establishment
- Member of a relevant local government body
- Member of an HSS body
- Director of children's services of a local authority
- Director of adult social services of a local authority
- Director of social services of a Health and Social Services Board
- Director of a Health and Social Services trust responsible for the delivery of personal social services
- Member of an education and library board
- Chief education officer of an education and library board
- Charity trustee of a children's charity
- Charity trustee of vulnerable adults' charity
- Member of the Youth Justice Board for England and Wales;
- Children's Commissioner or deputy Children's Commissioner appointed under Part 1 of the Children's Act 2004
- Operator of a database established in pursuance of section 12(1)(a) or (b) or 29(1)(a) or (b) of the Children Act 2004 (e.g. ContactPoint)
- Member of a Local Safeguarding Children Board established under section 13 or 31 of the Children's Act 2004
- Member or chief executive of the Children and Family Court Advisory and Support Service
- A deputy appointed in respect of a child under section 16(2)(b) of the Mental Capacity Act 2005 (c. 9);
- Member, chief executive or member of staff of the ISA

Controlled Activity

Controlled Activity is set out in sections 21–23 of the Safeguarding Vulnerable Groups Act 2006. In general terms, an individual is involved in *controlled activity* if they are ancillary support workers in Further Education, or healthcare settings (eg, cleaner, caretaker, catering staff, receptionist) which is done *frequently* or *intensively* and gives the opportunity for contact with children or vulnerable adults.

Frequent = once a month or more
Intensive = three or more days in any period of 30 days

Example: A member of catering staff at a hospital who on a frequent or intensive basis provides a food service to patients on the wards.

or

Working for or on behalf of specified organisations (eg, Local Authorities in the exercise of its education or social services functions) *frequently* or *intensively* in roles which give them the opportunity for access to sensitive records about children or vulnerable adults.

Frequent = once a month or more
Intensive = three or more days in any period of 30 days

Example: An administrative officer in a local authority or Health and Social Care Body who has responsibility for managing files on children in care, where those files contain personal information. Barred people can sometimes be employed in *controlled activity*, depending on the nature of the role and providing tough safeguards are in place such as stringent supervision.

Safeguarding Concern Records

Learner's reference number (not learner ID on LearnerTrack):		
Learner's details		
Name:	DOB/Age:	HAFLS ID Number
Contact number direct to learner:	Home contact number:	
Course title:	Tutor:	
Site/provider/partner on which course is based:		

Designated Safeguarding Officer:	
Date and time referral received:	Initial referral to Safeguarding Officer (Name):
Referral received from::	
Method of referral (e.g. phone, email, face to face):	

Other services involved if applicable:				
	Name:	Dpt/section/district	Tel:	Email:
Social services				
Mental Health Services				
Safeguarding team				
Other				

Incident/report Date:	**Safeguarding Officer**
Summary of concerns:	
Action(s) taken:	

Incident/report Date:	**Safeguarding Officer**
Summary of concerns:	
Action(s) taken:	

Incident/report Date:	Safeguarding Officer
Summary of concerns:	
Action(s) taken:	

Incident/report Date:	Safeguarding Officer
Summary of concerns:	
Action(s) taken:	

External Referral
If case is Referred to Social Services Family and Children Unit or any other service:
Contact name:
Area/dpt/section of external Services:
Method of providing details to external Services:
Date of external referral:
External referral made by:

Safeguarding Adults and Children

SAFEGUARDING / INCIDENT REPORT (Please complete this form each time you meet with the learner or take action related to this concern /incident and forward to Chantal.lommel@hertfordshire.gov.uk and tracey.mortimore@hertfordshire.gov.uk)

Name of learner	
Provider or HAFLS team (e.g. Herts Mind Network or HAFLS Health & wellbeing)	
Learner ID number if known	
Learner's DoB / age	
Learner's Address	
Tutor	
Parent/ Carer Name (if known/applicable)	
Parent/ Carer Contact Number (if applicable)	

Summary of Concern/Incident

Please state facts only

Who is/ has been involved?

When did it take place?

What happened?

Where did it take place?

How often/ How long ago?

Facts and any other relevant information

Please offer your opinion about what you have heard/ seen/ been told/ previous concerns

Any action taken by you:

Reported by (Name & Job title): Signature (electronic if possible):

Contact Number: x

Report Date:

Personal Risk Assessment
Evacuation Plan

Title of Course Name of learner Learner's needs (disability/learning difficulty/language need)	Tutor
Venue	Date of Risk Assessment

• How will you ensure that the learner can move around the room safely, and exit the room and building in case of a fire or other emergency? • State the evacuation procedure for the venue	

Tutor/Office Signature: _____
Date: _____

Learner Signature:_____
Date:_____

Health & Safety Checklist

Venue		**Date**	
Room		**Tutor**	

All learning environments need to be checked – if children are taught in a separate location this also needs to be checked. If anything changes during the course, please inform the contact at the venue and also inform Hertford County Hall on 01992 588819. Any concerns should be reported to your line manager immediately.

Classroom	**Classroom Safe? (Y/N)**	**Action Taken**
Escape routes identified		
Fire doors unobstructed		
Fire fighting equipment identified		
Classrooms clean and tidy		
Adequate lighting		
Floor clean and properly maintained		
Temp. adequate Min 16c in Offices)		
Trip Hazards		
Sufficient space		
Equipment		
No trailing cables/leads		
Access to sink/hot water if required		
Furniture		
Adequately maintained		
Sufficient quantity		
Safely positioned		
Adult size furniture		
Learner Support (Personal Emergency Evacuation Plan)		
Is a PEEP form required for any learners with additional needs		
Additional Risks (please list)		
Health & Safety Incidents – have there been any health & safety incidents? Please report them below		
Is room suitable?	**Signed**	
Yes/No		**If no, action taken:**

Education & Skills Funding Agency

matrix quality standard for information advice and guidance services approved by the matrix Accreditation Body

Risk Assessment for External Speakers for HAFLS and Sub-Contracted Providers

It is the responsibility of the Lead Subcontractor /Centre Link to ensure that a safe learning environment is provided for students by implementation of the following

Name of Tutor		Line Manager		Partner/ provider				
Course			Session Title					
Aim of the session			Date of Session					
Guest Speaker – name/title/profession			Will one member of staff be present at all time when guest speaker are with students			Y/N – staff name		
Name and Address of guest's organisation			Name and Address of Organisation Confirmed	Yes	No	Location of information		
Resources to be used			Resources received in advance of event	Date:		Contents checked and suitable	Yes	No
If no actions taken:								
Approval of speaker to be signed off by Line Manager: (Manager's name and date)								
Feedback of tutor present during session after the guest's visit								

At Risk Register

Learner's Name	Provider/partner	ID No	DoB	Concern raised on (date)	HARLS DSP Lead	provider's DSP lead	Location	Type	Notes	Social Worker (or other support)	Date updated	Outcome	Status	Red (high risk), Amber (refer & but monitor ing), Green (monitoring)		