



skills for security
tomorrow's engineers *today*

Safeguarding Policy & Procedure

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David Scott	1	01/08/2019
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Introduction

Skills for Security recognises its responsibility to safeguard and promote the welfare of learners within the legal framework of the Children Acts 1989 and 2004, staff are also made aware of the following publication:

<https://www.gov.uk/government/publications/keeping-children-safe-in-education>

Under the terms of the Children Act 2004 anyone under the age of 18 is considered to be a child/young person. We are aware that many children and young people are the victims of different kinds of abuse and that they can be subjected to social factors that have an adverse impact upon their lives – including domestic violence, substance misuse, bullying, child prostitution and ritualistic abuse. We aim to create a safe environment within which all learners, irrespective of age, can thrive and adults can work with the security of clear guidance.

Skills for Security completes DBS checks of all staff who come into contact with learners. As they are in a position of trust they have been made aware that they have a duty of care for all learners.

These guidelines are for the use of all paid staff, contractors, volunteers and visitors. We will also make them available to the learners' employers. Through this policy we will endeavour to ensure that:

- Learners are listened to, valued and respected
- Staff are aware of the need to be alert to the signs of abuse and know what to do with their concerns
- All paid and unpaid staff are subject to rigorous recruitment procedures
- All paid and unpaid staff are given appropriate support and training

All safeguarding concerns should be acted upon immediately. If you are concerned that a learner might be at risk or is actually suffering abuse, you should tell the Designated Safeguarding Lead immediately.

These guidelines are divided into the following sections:

1. Recognising signs of abuse
2. What to do with your concerns
3. Allegations made against staff or another learner
4. Safe recruitment
5. Preventing radicalisation and extremism
6. Good practice
7. Safeguarding learners in Skills for Security
8. Checklist of welfare issues
9. General points affecting safeguarding of under-18s

1. RECOGNISING SIGNS OF ABUSE

It can often be difficult to recognize abuse. The signs listed in these guidelines are only indicators and many can have reasonable explanations. Learners may behave strangely or seem unhappy for many reasons, as they move through the stages of lives or their families experience changes. It is

nevertheless important to know what could indicate that abuse is taking place and to be alert to the need to consult further.

Someone can abuse a learner by actively inflicting harm or by failing to act to prevent harm. Abuse can take place within a family, in an institutional or community setting, by telephone or on the Internet. Abuse can be carried out by someone known to a learner or by a complete stranger.

If you are worried about a learner it is important that you keep a written record of any physical or behavioural signs and symptoms. In this way you can monitor whether or not a pattern emerges and provide evidence to any investigation if required.

Physical Abuse

Physical abuse can involve hitting, shaking, throwing, poisoning, burning, scalding, drowning, and suffocating. It can also result when a parent or carer deliberately causes the ill health of a learner in order to seek attention; this is called fabricated illness. Symptoms that indicate physical abuse include:

- Bruising in or around the mouth, on the back, buttocks or rectal area
- Finger mark bruising or grasp marks on the limbs or chest of a small child
- Bites
- Burn and scald marks; small round burns that could be caused by a cigarette
- Fractures to arms, legs or ribs in a small child
- Large numbers of scars of different sizes or ages

Emotional Abuse

Emotional abuse happens when a learner's need for love, security, praise and recognition is not met. It usually co-exists with other forms of abuse. Emotionally abusive behaviour occurs if a parent, carer or authority figure is consistently hostile, rejecting, threatening or undermining. It can also result when the learner is prevented from social contact with others, or if developmentally inappropriate expectations are imposed upon them. It may involve seeing or hearing the ill-treatment of someone else. Symptoms that indicate emotional abuse include:

- Excessively clingy or attention-seeking behaviour
- Very low self-esteem or excessive self-criticism
- Excessively withdrawn behaviour or fearfulness; a 'frozen watchfulness'
- Despondency
- Lack of appropriate boundaries with strangers; too eager to please
- Eating disorders

Neglect

Neglect is the persistent failure to meet a person's basic physical and/or psychological needs, causing damage to their health and development. It may involve a parent or carer failing to provide adequate food, shelter or clothing, failing to protect a child/person from harm or danger, or failing to access appropriate medical care and treatment when necessary. It can exist in isolation or in combination with other forms of abuse. Symptoms of physical and emotional neglect can include:

- Inadequate supervision; being left alone for long periods of time
- Lack of stimulation, social contact or education
- Inadequate nutrition, leading to ill-health
- Constant hunger; stealing or gorging food
- Failure to seek or to follow medical advice such that a child's life or development is endangered

- Inappropriate clothing for conditions

Sexual Abuse

Sexual abuse involves forcing or enticing a person to take part in sexual activities, whether or not the person is aware of what is happening. This may include physical contact, both penetrative and non-penetrative, or involve no contact, such as watching sexual activities or looking at pornographic material. Encouraging people to act in sexually inappropriate ways is also abusive. Under the Sexual Offences Act 2003, any sexual activity – contact or non-contact – with a child under the age of 13, is a crime. Symptoms of sexual abuse include:

- Allegations or disclosure
- Genital soreness, injuries or discomfort
- Sexually transmitted diseases; urinary infections
- Excessive preoccupation with sexual matters; inappropriately sexualized play, words or drawing
- A child/young person who is sexually provocative or seductive with adults
- Repeated sleep disturbances through nightmares and/or wetting

Older children and young people may additionally exhibit:

- Depression
- Drug and/or alcohol abuse
- Eating disorders; obsessive behaviours
- Self- mutilation; suicide attempts
- School/peer/relationship problems

Some members of our communities hold beliefs that may be common within particular cultures but which are against the law in England. Skills for Security does not condone practices that are illegal or harmful to children/young people. Examples of particular practices are:

- Forced Marriages

No faith supports the idea of forcing someone to marry without their consent. This should not be confused with arranged marriages between consenting adults.

- Under-age Marriages

In England, a young person cannot legally marry or have a sexual relationship until they are 16 years old or more

- Female Circumcision

This is against the law yet we know that for some in our communities it is considered a religious act and a cultural requirement. It is also illegal for someone to arrange for a child to go abroad with the intention of having her circumcised.

- Ritualistic Abuse

Some faiths believe that spirits and demons can possess people (including children). What should never be condoned is the use of any physical violence to get rid of the possessing spirit. This is physical and emotional abuse and people can be prosecuted even if it was their intention to help the child.

2. WHAT TO DO WITH YOUR CONCERNS

In the event that a learner makes an allegation or disclosure of abuse against an adult or another learner, it is important that you:

- Listen to them and/or closely observe their presentation and behaviour;
- Let them know that you take what they are saying seriously;
- Do not attempt to question or interview them yourself;
- Let them know that you will need to tell someone else in order to help them. Do not promise to keep what they tell you secret;
- Inform your Designated Safeguarding Lead as soon as possible;
- Make a written record of the incident or events.

Sometimes you may just feel concerned about a learner, but do not know whether to share your concerns or not. In this situation you should always raise your concerns with your Designated Safeguarding Lead, who will help you to decide what to do.

3. ALLEGATIONS MADE AGAINST STAFF, VOLUNTEERS OR ANOTHER LEARNER

Organisations that work or come into contact with learners need to be aware of the possibility that allegations of abuse will be made against members of their staff or another learner. Allegations will usually be that some kind of abuse has taken place. They can be made by learners and they can be made by other concerned adults. Allegations can be made for a variety of reasons. Some of the most common are:

- Abuse has actually taken place;
- Something happens to a learner that reminds them of an event that happened in the past – the learner is unable to recognize that the situation and the people are different;
- Learners can misinterpret your language or your actions because they are reminded of something else;
- Some learners know how powerful an allegation can be; if they are angry with you about something they can make an allegation as a way of hitting out;
- An allegation can be a way of seeking attention.

All allegations should be brought to the notice of the Designated Safeguarding Lead immediately. In cases where the allegation is made against this person, the complainant should approach a more senior official or take the following action him or herself:

- Make sure that the learner in question is safe and away from the alleged abuser;
- Contact an alternative DSL;
- Irrespective of any investigation by social workers or the police, you should follow the appropriate disciplinary procedure; common practice is for the alleged abuser to be suspended from work until the outcome of any investigation is clear;
- Consider whether the person has access to learners anywhere else and whether those organisations or groups need to be informed;
- Act upon the decisions made in any strategy meeting.

All incidents should be investigated internally after any external investigation has finished, reviewing organisational practice and putting in place any additional measures to prevent a similar thing happening again.

Well-functioning organisations encourage an environment where people feel safe to express their concerns about the practice of others. The term 'whistleblowing' is often used negatively; if a staff

member, volunteer or visitor has concerns, they should not be victimized in any way for expressing them.

5. SAFE RECRUITMENT

The application of rigorous procedures for the recruitment of any staff who come into contact with learners, both directly and indirectly, can reduce the likelihood of allegations of abuse being made that are founded. As an absolute minimum, the following standards should be followed:

- All prospective workers (paid and unpaid) should submit a CV which shows details of their previous employment and for the names of two referees;
- All prospective workers (paid and unpaid) should be checked against the Barring list and have an enhanced Disclosure and Barring Service (DBS) disclosure before they start employment with you and anyone who refuses to do so should not be employed.
- All prospective workers (paid and unpaid) should be interviewed to establish previous experience of working in an environment where there is contact with learners and perceptions of acceptable behaviour
- Nobody should start work before references have been received. Referees should be reminded that references should not misrepresent the candidate or omit to say things that might be relevant to their employment;
- All appointments to work with learners should be subject to an agreed probationary period;
- New members of staff should be clear about their responsibilities and wherever possible, work to an agreed job description;
- These guidelines should be available to everyone and fully discussed as part of an induction process

A single record of all checks made during recruitment need to be kept in one place; usually this is one spreadsheet. It should record that the following have been done or are N/A

- Identity – name, address, DoB, evidence of check made and date
- Start date
- Role in organisation
- Qualifications – required, evidence of check made and date
- DBS certificate – Disclosure number, evidence of check and date
- Barred list check
- Overseas Police check – check required (Y/N), evidence of check and date
- Right to work in UK – evidence of check and date

All new staff should undergo on-line Level 1 Safeguarding training

5. PREVENTING RADICALISATION AND EXTREMISM

Skills for Security are subject to a duty under Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty. Whilst this is a standalone policy, it is integral to our safeguarding policy and should be applied as an extension to Skill’s current and established policies and procedures that cover this area.

If staff do become aware of or see signs of conflict, aggressive or extreme behaviour or opinions held by a learner or group of learners consult with the School Prevent lead and this is immediately referred to the Senior Management team to decide a course of action. Aim to talk to the learner (s) about acceptance and tolerance of a range of views, that people think differently and believe different things

- all of which is OK as long as it is reasonable and belief doesn't extend to hurting/denigrating those with different beliefs.

Skills for Security takes safeguarding very seriously, therefore to ensure that we adhere to and achieve the Prevent duty we will;

- Provide appropriate training for staff as soon as possible. Part of this training will enable staff to identify learners who may be at risk of radicalisation
- We will build learner's resilience to radicalisation by promoting fundamental British values and assist their personal, social and emotional development and understanding of the world
- We will ensure that our staff understand the risks so that they can respond in an appropriate and proportionate way
- We will be aware of the online risk of radicalisation through the use of social media and the internet
- As with managing other safeguarding risks, our staff will be alert to changes in learner's behaviour which could indicate that they may be in need of help or protection
- We will not carry out unnecessary intrusion into a learner's life but we will take action when we observe behaviour of concern.

6. GOOD PRACTICE

Every organisation working with learners should have a Designated Safeguarding Lead who must undergo safeguarding training and be aware of all relevant statutory guidance. It is the responsibility of this person to make themselves available for consultation by staff, volunteers, visitors and learners. All staff, contract workers and volunteers are responsible for learners while on the premises and if delegated to supervise an organised activity outside the centre. Anybody who has contact with learners under 18 should be given information at induction, and ongoing training and updates (including the above) when required, on their responsibilities, institutional policies, procedures and expectations of professional conduct and ethical behaviour relating to under 18s. This information should be updated and communicated as and when policies change.

- No member of staff should be left alone with a learner under 18 where they cannot be observed by others;
- Under no circumstances should visitors be allowed to wander around the premises unaccompanied when learners under 18 are present.

7. STAFF, VOLUNTEER AND CONTRACT STAFF MUST BE AWARE OF PROCEDURES FOR SAFEGUARDING UNDER-18s

Skills for Security is committed to safeguarding the welfare of learners under 18 and vulnerable adults who study with us.

We ensure that reasonable steps to promote and safeguard the welfare of young people and vulnerable adults are taken. In conjunction with the SMT, the Designated Safeguarding Lead is appointed the lead member of staff in relation to safeguarding issues and as the Under 18's point of contact.

Prior to studying the Operations Team ensure we receive the following completed documents for all under-18 learners:

- ✓ Medical and Authorisation for Emergency Medical Treatment Form for under 18's
- ✓ Under 18 Letter of Consent to Travel
- ✓ Under-18's Private Accommodation Information Request Form.

Attendance Policy

All learners are told at induction that they are expected to attend at least 90% of their course. They are advised that by attending all of their classes they will get maximum benefit from their time on course. If for any reason a learner misses a class we ask them to inform us by phone, email or letter. Our contact details are given to the learner at induction.

Should a learner under aged 18 be absent from school the Training and Quality Assistant will contact the learner directly to find out why they have not attended centre and ascertain whether they require any assistance. If contact cannot be made with the learner the Training and Quality Assistant will inform their employer and contact the parents. If the learner had not maintained contact with the parents the police would be contacted and the parents of the learner would be kept updated.

7 CHECKLIST OF WELFARE ISSUES – Expand issues?

Signs to look out for	Possible issue	Tutor input	Action to be taken
Learners looking depressed and not participating in class	Learner feeling a little lonely and homesick	Tutor to speak to learner and refer to Mental Health First Aider	Mental Health First Aider may suggest activities or/and introduce learner to other fellow learners of same age/location
Learner attendance suddenly drops	Learner may be depressed or staying out late too often	Learner to pass on concerns to Accommodation and Welfare Manager.	Accommodation and Welfare Manager to investigate via homestay host and learner. For homesickness and depression see above examples. Otherwise explain clearly to learner that poor attendance has severe consequences on final results and will bring down their overall marks.

Learners with special needs

We ask learners/employers to fill in a questionnaire in order to assess our ability to accept such learners and in order to be able to make any plans or adjustments as needed to accommodate the learner in all areas of college life. (Please see Skills for Security Apprentice Enrolment Pack)

8. GENERAL POINTS AFFECTING SAFEGUARDING OF LEARNERS

INTERNET SAFETY

The use of the internet has risen significantly increased within the last decade and with there being around a 200 million increase year on year in young adults using social media, this means there are unfortunately many opportunities for something to go wrong. Skills for Security takes responsibility for educating learners in how to stay safe online and to be aware of issues such as hacking and cyberbullying.

FIRST AID

Regular checks are carried out to ensure that the learners and staff are not interfering with any fire-fighting equipment (e.g. propping doors open with fire extinguishers) or with fire exits.

The Operations Manager is in charge of the first aid kits and is to ensure that these are adequate in number and that all staff know where they may be found (included in staff induction). Unless in use, all kits are to stay in their designated position so as to be always accessible. In case of an incident, the incident report form is completed in a timely manner.

UNDER 18'S IN ACCOMMODATION & EMERGENCY PHONE NUMBER

The Operations team will confirm with any learners under 18 their accommodation whilst visiting the training centre, The Operations team will then provide details of this to the Training team. There is an emergency phone used for learners to contact whilst visiting the centre. On the following Monday the person on duty is to inform the Training & Quality Manager of any incidents during the weekend in terms of emergencies.

Copy of hotel checklist -

https://thebsia.sharepoint.com/:w:/r/sites/SFSSafeguardingPrevent/_layouts/15/Doc.aspx?sourcedoc=%7B5C46C380-2F2C-49AC-9011-495C4843003F%7D&file=Skills%20for%20Security%20hotel%20checklist.docx&action=default&mobileredirect=true

MENTAL HEALTH & WELLBEING

Promoting and protecting mental health wellbeing is important for individuals' physical health, social wellbeing and productivity. Mental health wellbeing is not only relevant to learners but also to staff, and everyone can contribute to improved mental health wellbeing at work.

Skills is committed to the protection and promotion of the mental health and wellbeing of all staff.

Skills shall continuously strive to improve the mental health environment and culture of the organisation by identifying, eliminating, or minimising all harmful processes, procedures and behaviours that may cause psychological harm or illness to its employees and learners.

Skills shall continuously strive, as far as is reasonably practicable, to promote mental health throughout the organisation by establishing and maintaining processes that enhance mental health and wellbeing.

For more details see the Mental Health & Wellbeing Policy.

9. WHISTELBLOWING

Whistleblowing is an important aspect of a safeguarded institution whereby staff, contractors, volunteers are encouraged to share genuine concerns about a colleague's behaviour in confidence, with either the Designated Safeguarding Lead, line manager, SMT or HR as appropriate.

Working with learners places staff and volunteers in positions of power. In order to retain this trust it is essential that all reasonable steps are taken to ensure this power is exercised responsibly.

There may be situations whereby staff or volunteers have genuine concerns about the conduct of a colleague towards a learner. All members of Skills for Security have the right and the responsibility to raise concerns, without prejudice to their own position, about the behaviour of staff, managers, volunteers, learners or others, which may be harmful to those in their care and will receive appropriate support when doing so.

In accordance with the Public Interest Disclosure Act 1988 Skills for Security will support and protect those staff and learners who, in good faith and without malicious intent, report suspicions of abuse or concerns about colleagues and their actions.

Whistleblowing should be part of transparent work practices and is not intended to set up mistrust or suspicion among staff and volunteers.

Principles

- Skills for Security makes clear that no staff member will be subject to victimisation or other detriment by reporting concerns which they believe to be true.
- Any issue reported will be taken seriously and investigated. This may involve interviews or an investigation to establish the facts.
- Skills for Security prefers matters to be raised where suspicion first arises rather than waiting for or searching for proof.
- Concerns raised will be treated in a confidential manner and feedback will be given on any action taken.
- Employees should put their names to any allegation wherever possible.
- A complainant will need to demonstrate that there are reasonable grounds for the concern, and will be expected to co-operate with any investigation that takes place. If any meeting or interview is arranged, there is a right to be accompanied by workplace colleague.
- This procedure will be supported by management culture.

What does the Policy cover?

This policy covers whistleblowing relating to alleged:

- Miscarriages of justice in the conduct of statutory or other processes
- Failure to comply with a statutory or legal obligation
- Potential maladministration, misconduct or malpractice
- Health and safety issues including risks to the public as well as risks to learners and members of staff
- Abuse of authority
- Unauthorised use of public or other funds
- Fraud or corruption
- Breaches of financial regulations or policies
- Mistreatment of any person
- Action that has caused or is likely to cause physical danger to and person or risk serious damage to school property
- Sexual, physical or emotional abuse of members of staff or learners
- Unfair discrimination or favouritism
- Racist incidents or acts, or racial harassment

Confidentiality

Skills for Security will try and protect the identity of employees who raise a serious concern and do not want their identity to be disclosed. However, it should be recognised that in some instances, it may not be able to resolve the concern without revealing identity (for instance because a statement from an employee may be required as supporting evidence). In these circumstances the employee will be advised on how the investigation will proceed.

Checklist

What to do if you wish to raise a concern:

PLEASE DO:	PLEASE DO NOT
Raise the matter as soon as possible if you feel your concerns are warranted	Do nothing. Skills would prefer you to raise your concerns so that we can carry out a full and fair investigation

Report your concerns or suspicions who has the appropriate authority to deal with them	Be afraid of raising your concerns. Skills has safeguards in place to protect staff that raise a concern.
Be assured that we will take seriously concerns raised based on honest and reasonable suspicions	Try to investigate the matter yourself. This may complicate any later enquiries, particularly if a criminal investigation becomes necessary.
Familiarise yourself with the whistleblowing procedure	Approach or accuse any individuals directly.
Consider writing down the key points and details as to why you are concerned.	Tell your suspicions or concerns to anyone other than those with the proper authority.

What to do if receive a concern:

PLEASE DO:	PLEASE DO NOT
Be fully responsive to staff concerns and seek appropriate guidance	Ignore the concerns raised
Respect principles of confidentiality when dealing with staff	Approach or accuse any individuals directly
Take detailed notes of the information; including all details in relation to the matter of concern.	Tell your suspicions or concerns to anyone other than those with the proper authority
Evaluate the allegation objectively.	Try and investigate the matter yourself.
Report this to the Skills for Security SMT.	Do nothing- staff should feel able to communicate their concerns freely and in confidence
Deal with the matter promptly and as a matter of priority	Delay the speed of response

Related Policies

[Prevent, Extremism & Radicalisation Policy & Procedures](#)

[Mental Health & Wellbeing Policy](#)

[Safe Recruitment Policy & Procedures](#)

[Whistleblowing Policy](#)

[Internet Safety Desk Aid leaflet](#)

Review

This policy will be reviewed annually by the Managing Director.

Signed:

David Scott

Date:

01/08/2021

Name:

David Scott

Position:

Managing Director