

HEATHERCROFT TRAINING ACADEMY

SAFEGUARDING POLICY FOR CHILDREN, YOUNG PEOPLE AND ADULTS AT RISK

Statement of Policy

The government's aim is for every child, young person and vulnerable adult, regardless of their background and/or circumstances, has the support they need to:

- be healthy
- stay safe
- enjoy and achieve
- make a positive contribution
- achieve economic wealth and well being

Safeguarding is the term used to denote the duties that those providing a health, social or education service have to carry out/perform in order to protect individuals from harm. It aims to prevent problems in a wide variety of areas and ensure any issues are recognised promptly, and that those individuals involved respond and refer cases appropriately and make accurate and comprehensive records of all incidents.

As a Workbased Learning Provider Heathercroft Training Academy (HTA) has a responsibility to promote the welfare of all learners by protecting them from physical, sexual or emotional harm and radicalisation. It has a particular responsibility in respect of learners under the age of 18 years or those defined legally as "adults at risk".

HTA believe that all learners have the right to study and work in an environment which is safe and free from abuse and are fully committed to creating a safer learning environment that promotes well being and security for all learners and staff.

HTA has an inclusive and integrated approach to safeguarding. This is reflected in the values and culture of the organisation and in the robust policies, procedures and systems in place to protect learners. Staff are required to work proactively to protect all learners from harm and to prevent harm. Any accidents affecting learners and any concerns involving suspected or actual harm will be taken extremely seriously.

HTA accept that it is their responsibility to ensure that staff who will come into contact with children and young people or adults at risk on our premises, are aware of the individual's rights and needs.

To ensure this strategy is met:

- All staff in Regulated Activity will be required to undergo the vetting procedure(s) required by law at the time of their appointment/ change of role. Currently this entails an Enhanced DBS check for adults working with adults at risk and for those working with children, including Employed Apprentices.
- Staff working in non-regulated activities will not require a DBS check.
- All potential staff will receive a full an online search prior to selection for interview/employment.
- A comprehensive staff training programme is in place, commencing at induction, which covers health and safety, safeguarding of children, young persons and adults at risk and the Prevent Agenda, as well as related aspects of child protection. Staff are expected to comply with the Staff Code of Conduct
- All learners have comprehensive training in respect of safeguarding and are familiarised with HTA's safeguarding policies and procedures plus the procedures for reporting concerns during their induction period. Children and vulnerable learners receive a Learner Code of Conduct and contact card.
- All employers and partners are expected to comply with our policy and procedures for safeguarding learners.
- All learners over the age of 18 will be asked for signed permission to refer and share information with other agencies. This is the legal requirement once they reach 18 years consent must be gained before a referral is made

Health and Safety and Safeguarding procedures are widely promoted - on notice boards, on the internal network and through safeguarding leaflets and posters. All staff and learners are expected to comply with health and safety legislation.

A statement highlighting our commitment to safeguarding is displayed on the company website as well as on all advertisements for new staff and other recruitment material.

<p>2. Scope</p>	<p>This policy applies to all staff employed by the organisation, organisational partners, employers used for work-based placements, contractors, visitors and the learners themselves</p> <p>It covers aspects of health and safety, to prevent accidental injury or harm, as well as the key areas relating to protection and radicalisation and online safety. Issues relating to safe use of online safety, internet digital technology, and social media and cyberbullying are contained within the E Safety and IT policies.</p>
<p>3. Aims</p>	<p>The overall aim of this policy is to ensure that any child, young person or adult associated with HTA is protected in accordance with the requirements of the following acts and guidance documents; <i>The Children Act 2004 The Police Act 1997, The Criminal Justice and Court Services Act 2000, The Care Standards Act 2000, The UN convention on the Rights of The Child, , The Human Rights Act 1998 , The Sexual Offences Act 2000., Every Child Matters 2004, Safeguarding Vulnerable Groups Act 2006, working together to Safeguard Children 2013, the Equality Act 2010, the Protection of Freedom Act 2012, The Sexual Offences Act 2003 and the Data Protection Act 1998 (GDPR 2018), Keeping children safe in Education 2023, East Sussex Safeguarding Adults board annual report 2021-2022</i></p> <p>The Policy also aims to ensure that the measures outlined in the Prevent Duty Guidance for England and Wales reflects the requirements of the Counter Terrorism and Security Act 2015 (updated April 2021)</p> <p>It is our intention that: all staff will know and understand their role and responsibilities in relation to</p> <ul style="list-style-type: none"> • promoting the health and wellbeing of learners. • safeguarding learners and preventing and minimising harm • the actions required if inappropriate behaviour is witnessed or suspected. • understand how to safeguard themselves from allegations of abuse. • recognising and preventing extremist ideas. <p><u>All learners will</u></p> <ul style="list-style-type: none"> • feel confident that we are concerned about their welfare. • be aware of their rights. • understand their role and responsibilities in relation to safeguarding themselves and other learners. • know who to approach if they need support or guidance or wish to report any concerns. • be aware of the risks of their vulnerability to extremist ideas
<p>4. Why is the safeguarding policy important?</p>	<p>HTA believes that it is always unacceptable for any learner to suffer harm or experience abuse of any kind and recognises its responsibility to safeguard the welfare of all learners by commitment to the practice that protects them. It is also important to protect learners from radicalisation and the public at large from the terrorist risks arising out of this. It is the duty of all staff to comply with this policy.</p>
<p>5. Who are we safeguarding?</p>	<p>Who are we safeguarding?</p> <p>1) all learners but particularly those:</p> <ul style="list-style-type: none"> • aged under 18 years: (legally still defined as a child) • over 18 years of age, regardless of gender, ethnicity, disability, sexuality or religion. Since 2013 the term vulnerable is no longer used in the act as it is recognised that anyone may find themselves in a vulnerable position however the elderly, people suffering mental or other disability, age, illness; are at particular risk of harm or exploitation. <p>2) all staff working with learners.</p> <p>3) clients and the public at large.</p>

<p>6 Safeguarding against accidents.</p>	<p>HTA has an established Health and Safety Policy which can be accessed by staff both on the “Peninsula Business Safe” portal and in hard copy form at the centre. This is reviewed regularly. All staff are asked to contribute to an assessment of their working areas as part of their annual review.</p> <p>HTA premises are monitored and inspected regularly in accordance with the health and safety policy, to ensure that the environment for both staff and any learners attending HTA is clean, safe, adequately heated, ventilated and lit and that the overall environment is conducive to learning and working.</p> <p>Learners are encouraged to participate in maintaining communal areas such as the kitchen, toilets and classrooms/offices in a manner that is safe and compliant with Health and Safety and COSHH regulations.</p> <p>All electrical equipment is subject to annual testing to ensure it is safe to use and compliant with regulations.</p> <p>Premises where learners are employed (or placed) are vetted prior to any learner commencing training in accordance with the good practice guidelines issued by the SFA.</p>
<p>7. What constitutes abuse?</p>	<p>Abuse is defined as a violation of an individual’s human and civil rights by any other person or persons. It can be a single act, or repeated acts; it also includes acts of neglect or omission to act. Abuse can take many different forms and abusive situations rarely fit neatly into defined categories, but the following are the main forms of abuse identified:</p> <ul style="list-style-type: none"> ✚ Physical abuse, including hitting, shaking, slapping, pushing, kicking, drowning, burning scalding, suffocating or inappropriate restraint. Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately causes ill health to a child or vulnerable adult who they are looking after. This is commonly described using terms such as 'fictitious illness by proxy 'or 'Munchausen’s syndrome by proxy' ✚ Domestic violence – an incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse by someone who is, or has been, an intimate partner or family member. ✚ Sexual abuse, including <ul style="list-style-type: none"> • rape and sexual assault or sexual acts to which the individual has not consented, or could not consent or was pressured into consenting to. • sexual harassment, online sexual abuse and sexual violence between children and learners. • child sexual exploitation (CSE) where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual activities , in order to gain advantages (financial or otherwise) for themselves. There may be links to trafficking and other forms of child exploitation. ✚ Psychological abuse, including emotional abuse, threats of harm or abandonment, deprivation, humiliation, blaming, controlling, intimidation, coercion, harassment, verbal abuse, isolation or withdrawal from services or supportive networks. ✚ Financial or material abuse, including theft, fraud, exploitation, or the misuse or misappropriation of property, possessions or benefits. ✚ Neglect and acts of omission, including ignoring medical needs, failure to provide appropriate access to educational services, the withholding of the necessities of life, such as inadequate meal breaks, heating etc. ✚ Discriminatory abuse including bullying, online bullying and prejudice based bullying racist, sexist, homophobic or transphobic remarks, comments based on a person’s disability, and other forms of harassment, slurs or similar treatment. ✚ Radicalisation and/or extremist behaviour. ✚ Human trafficking which can include forced labour, forced marriage, sexual exploitation, domestic servitude, drugs trade, benefit fraud and organ harvesting ✚ Child Criminal exploitation (CCE) is another form of abuse in which children (both male and female) are coerced into doing things, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. It can include children who have been moved (trafficked) for the purpose of exploitation. Children involved in “County Lines” activities are victims of exploitation.

	<p>✚ So-called ‘honour’-based abuse (including Female Genital Mutilation and Forced Marriage)</p> <p>✚ Institutional abuse, neglect and poor professional practice also need to be taken into account. This type of abuse may take the form of isolated incidents of poor or unsatisfactory institutional practice, at one end of the spectrum, through to pervasive ill treatment or gross misconduct at the other. It is directly linked to poor leadership.</p> <p>✚ Misogynistic violence, hatred of, contempt for, or prejudice against women. It is a form of sexism that keeps women at a lower social status than men, thus maintaining the societal roles of patriarchy.</p> <p>✚ Forced marriage, forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some perpetrators use perceived cultural practices to coerce a person into marriage. The Forced Marriage Unit (FMU) has created: Multi-agency practice guidelines: handling cases of forced marriage and, multi-agency statutory guidance for dealing with forced marriage, which can both be found at The right to choose: government guidance on forced marriage - GOV.UK (www.gov.uk) School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmufcdo.gov.uk. In addition, since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, 154 Section 5B(6) of the Female Genital Mutilation Act 2003 states teachers need not report a case to the police if they have reason to believe that another teacher has already reported the case. 156 threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial ‘marriages’ as well as legal marriages.</p>
<p>8. How might abuse take place in a workplace supported by our organisation?</p>	<p>Abuse within our organisation could take any of the forms described above. It could occur within HTA or in placement settings and could take place within/outside of normal working hours. Learners travelling to and from work, especially at unsocial times of day, may also be vulnerable. Staff may be vulnerable if transporting individuals in their cars or providing tuition in closed rooms.</p> <p>Bullying and harassment are forms of abuse as is radicalisation.</p> <p>Cyber bullying (via internet or mobile phones) is becoming an increasing problem amongst young people and adults as are problems with “grooming behaviour” over the internet. This danger is reflected in HTA’s IT policy.</p>
<p>9. Who are we safeguarding against</p>	<p>Abuse may take place within the family or community as well as within organisations by employees including those employed to promote the welfare of the child or adult. Abuse can be perpetrated by anyone the child or adult trusts. This may include:</p> <ul style="list-style-type: none"> • parents and family members • care staff /foster care staff • teaching & support staff • other learners - (Peer on peer abuse encompasses a range of abusive activities e.g. bullying, online abuse , prejudice based and discriminatory abuse, abuse in intimate personal relationships between peers, physical abuse, sexual violence and sexual harassment.) • employers or placement providers • colleagues and other professionals.

10.	Preventing Abuse : Roles and Responsibilities
<p>10.1 The Board</p>	<p>Organisationally HTA is committed to developing and maintaining a culture in which learner health and safety is promoted and safeguarding is embedded.</p> <p>The Board is committed to ensuring that it:</p> <ul style="list-style-type: none"> • raises awareness of issues relating to safeguarding and promoting the welfare of children, young people and adults at risk amongst the staff team, the learners themselves, their friends and relatives and the learner’s employers. • provides a safe environment in which all individuals may learn • ensures staff receive appropriate training to enable them to identify children, young people and adults at risk who are suffering or at risk of suffering significant harm • has effective safeguarding policies, procedures and systems for minimising the risk of abuse and takes appropriate action to see that such individuals are kept safe. • communicates the safeguarding approach to staff and learners. • operates safer recruitment and selection procedures. • designates a member of staff with sufficient authority to take lead responsibility for child and adult protection. • Appoints a member of the Board of Governors with sufficient experience of safeguarding to monitor to review and manage overall processes. • remedies any deficiencies or weaknesses in respect of the protection of children, young people and adults at risk which are drawn to the Board’s attention. • approves and annually reviews the safeguarding policies and procedures. • ensures that referrals are made to the DBS when there are concerns that a person has caused harm, or poses a future risk of harm to vulnerable groups, including children. • Increase data protection by ensuring HTA meets the GDPR criteria
<p>10.2 The Designated Safeguarding Leads</p>	<p>The role of the Designated Safeguarding Leads (DSL’s) is primarily to support staff and to investigate, record and act on concerns raised by staff, learners or other individuals and to use their expertise to inform all discussions pertaining to the promotion of learner’s welfare and the prevention of abuse.</p> <p>HTA have identified a DSL to manage issues relating to safeguarding and radicalisation: Victoria Heron</p> <p>Safeguarding Governance: Paul Price –Hazlehurst</p>
<p>10.3 Governors</p>	<p>The Governors are accountable for ensuring that safeguarding, prevent and anti-radicalisation policies, procedures and systems are in place, which accurately reflect current legislation and guidance from government bodies and other organisations. They will ensure that safeguarding issues are reflected in all other related policies and procedures and will consult with staff and learners when developing or reviewing policies. Policies must be monitored and updated regularly.</p>
<p>10.4 Managers and Team leaders</p>	<p>Issues relating to e-safety must be referred to the programme managers Adrian Barratt and Safeguarding Governance: Paul Price –Hazlehurst</p> <p>Managers and Team Leaders are responsible for ensuring that:</p> <ul style="list-style-type: none"> • policies, procedures and systems are implemented and followed by the staff team and that all learners, their relatives where appropriate, and staff receive appropriate information about internal and external safeguarding policies and procedures, British values and warning signs of radicalisation and understand how to seek help. • learning partners, including employers and placements, placement agencies and schools are made aware of, and share our commitment to safeguarding learners. • the performance of each member of their staff/team, including their attitude and approach to safeguarding learners is properly monitored and reviewed through the formal processes of appraisal and supervision.

<p>10.5 Staff</p>	<p>Staff personal training and development plans must demonstrate staff safeguarding training and development needs and how needs are being met. Managers and Team leaders will ensure that all staff receive safeguarding, abuse and radicalisation training commensurate with their role.</p> <p>Managers and Team leaders will foster an open and inclusive management style that encourages people to voice any concerns and will ensure people know that their concerns, however minor, will be taken seriously and acted upon.</p> <p>All staff within the organisation must recognise their responsibility to ensure learner wellbeing, be aware of the risks to learners and the importance of educating others, including employers and the learners themselves, about behaviours and practices which promote learner well being and minimise the risk of abuse and/or radicalisation. Staff must also be watchful for any signs which might suggest problems. Individual staff have a duty to follow the safeguarding policies, procedures and, systems when reporting any concerns or suspicions to the DSL.</p> <p>As the learner’s main contact with the organisation, tutors play a pivotal role in communicating and implementing the safeguarding systems and must:</p> <ul style="list-style-type: none"> • make every effort to ensure their learners understand the organisation’s commitment to their health and safety as well as their welfare. • be willing to listen to any suggestions that learners make which might improve their safety or any concerns that the learner might express. • take responsibility for their own safety and wellbeing and report any concerns or issues promptly. <p>Staff must also ensure learners:</p> <ul style="list-style-type: none"> • understand the roles of the DSL and Mental Health and Well-Being Champion, who are also responsible for mental health champion/Pastoral Care lead, and know how to seek help/report concerns • are educated about appropriate/inappropriate behaviour, both their own and that of others, and when that behaviour might be becoming abusive.
<p>10.6 Learners</p>	<p>Both topics are addressed during the induction period, for apprentices during Sign up and Induction Interviews and Traineeship learners during their Induction week. Understanding is reinforced at each learner review. Information relating to this is included in the Learner Handbook.</p> <p>Learners will also be given information about how to make a complaint and have access to HTA’s Complaints Procedure. Where appropriate this information may also be given to parents and carers.</p> <p>Learners have a responsibility to:</p> <ul style="list-style-type: none"> • behave responsibly in respect of their own and others safety • behave respectfully to staff and other learners at all times • report concerns about themselves or others • make constructive suggestions about ways to increase learners’ safety.
<p>10.7 Partner Organisations and Employers</p>	<p>Employers, Subcontractors and Placement Providers have a responsibility to uphold the learner’s welfare at all times while the learner is in placement or while travelling to and from work. Subcontractors have a contractual responsibility to safeguard the learners (outlined in the SLA) and arrangements must be discussed and agreed with placement providers before learners are placed.</p> <p>Employees are safeguarded by Employment Legislation however, to ensure that all employers understand and share our commitment to the welfare of learners: -.</p> <ul style="list-style-type: none"> • staff conducting the initial placement check must satisfy themselves that Employers have suitable arrangements in place to safeguard learners and must ensure the organisation has a relevant Safeguarding Policy. Subcontractors must provide HTA with a copy of their Safeguarding and Prevent Policy documents and be supplied with a copy of HTA’s. • employers will be given written information in respect of HTA safeguarding policies and procedures and contact details of who to contact if they have any suspicions of inappropriate behaviour and will have the opportunity to discuss these with a tutor prior to the learner commencing their programme.

	<p>Additional checks are undertaken in all settings involving a young person. All traineeship learners have a named mentor in the workplace and have contact details for all tutors involved in the delivery of their programmes and/or supervising them in work placements. Mentors are given instruction, and written copies of the procedures and the name and contact details of who they should contact if they have concerns or queries.</p>
<p>11. Recognising abuse and radicalisation</p>	<p>Abuse and radicalisation can be difficult to recognise since the person concerned may be too frightened or ashamed to seek help and may try to deny that anything is wrong. The vulnerable individual may not always realise the perpetrators behaviour for what it is. Constant vigilance is therefore required to pick up behavioural clues, however minor, that might indicate abuse/radicalisation from either the learner or abuser. The Designated Safeguarding Leads will consult the Brighton and Hove Helping Children and Families Threshold Document for guidance in identifying which category of risk an individual is susceptible to. In work-based learning these may include:</p> <ul style="list-style-type: none"> • Changes in the learner’s normal behaviour e.g., the learner becoming fearful, withdrawn, isolated, erratic in relation to timekeeping/attendance, failure to meet deadlines, deteriorating quality of work. • Inappropriate behaviour to others e.g., grooming/radicalising behaviours - favouritism, excessive attention, presents, favours and secrecy. • Inappropriate conduct - e.g. conversations, lifts, meetings, phone calls, texts, e-mails • Boundary violations – e.g., inappropriate touching and language • Unexplained weight loss <p>Abusive behaviours may include:</p> <ul style="list-style-type: none"> • physical emotional or sexual abuse • bullying due to race, faith, gender, sexuality and/or disability • cyberbullying and internet grooming • sexting (sending unwanted, sexually explicit messages or pictures) • self-harm • grooming • Cuckooing and counting lines activities • unsafe activities (NB this list is not exhaustive) <p>Other forms of abuse include:</p> <p>Trafficking and Modern Slavery.</p> <p>Recognising victims of modern slavery can be very difficult it is often hidden. Victims may be any gender, any age including adults and children, any nationality. The true extent and nature of modern slavery in Sussex is not presently known as this crime remains largely invisible to the general public. Modern slavery includes exploitation in the sex industry, forced labour, domestic servitude in the home and forced criminal activity. Victims may:</p> <ul style="list-style-type: none"> • show signs of physical or psychological abuse, look malnourished or unkempt, or appear withdrawn • rarely be allowed to travel on their own, seem under the control or influence of others, rarely interact or appear unfamiliar with their neighborhood or where they work. • be living in dirty, cramped or overcrowded accommodation, and / or living and working at the same address. • have no identification documents, have few personal possessions and always wear the same clothes day-in day-out. What clothes they do wear may not be suitable for their work. • have little opportunity to move freely and may have had their travel documents retained, eg. passports. • be dropped off or collected for work on a regular basis either very early or late at night. • avoid eye contact, appear frightened or hesitant to talk to strangers and fear law enforcers for many reasons, such as not knowing who to trust or where to get help, fear of deportation, fear of violence to them or their family. <p>For further information see: www.gov.uk/government/collections/modern-slavery</p>

Criminal Exploitation.

This too can be difficult to spot as once again victims may be any age or gender and may be too frightened to draw attention to themselves or fearful for their families if they attempt to leave the criminal/county lines network. It is important to be suspicious if children :

- go missing and are subsequently found in areas away from their home(particularly if this happens regularly)
- have been the victim or perpetrator of serious violence (e.g. knife crime);
- are found in accommodation that they have no connection with, often called a 'trap house or cuckooing' or hotel room where there is drug activity;

Further information on the signs of a child's involvement in county lines is available in guidance published by the Home Office.

Honour based abuse: It can also be difficult to spot children who are the victims of so-called 'honour'-based abuse, involving incidents or crimes which have been committed to protect or defend the honour of the family and/or the community. This type of cultural abuse may include female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving 'honour' often involves a wider network of family or community pressure and can include multiple perpetrators.

It is important to be aware of this dynamic when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals, individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of, or already having suffered, HBA. Concerns must be reported to the DSLs/

The DSL is responsible for reporting activating local safeguarding protocols for multi-agency liaison with police and children's social care

Misogynistic abuse: often operates through sexual harassment, coercion, and psychological techniques aimed at controlling women, and by legally or socially excluding women from full citizenship.

Teachers along with regulated health and social care professionals in England and Wales, have a mandatory duty to report FGM carried out on girls under 18, to the police. Those failing to report such cases may face disciplinary or criminal sanctions.

Forced marriage, forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example).

The Forced Marriage Unit (FMU) has created: Multi-agency practice guidelines: handling cases of forced marriage and, multi-agency statutory guidance for dealing with forced marriage, which can both be found at The right to choose: government guidance on forced marriage - GOV.UK (www.gov.uk) School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fm@fcdo.gov.uk.

Since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, 154 Section 5B(6) of the Female Genital Mutilation Act 2003 states teachers need not report a case to the police if they have reason to believe that another teacher has already reported the case. 156 threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages.

12.0	Procedure for responding to abuse/concerns re radicalisation.
12.1	<p>The aim of this section is to provide procedural guidance for HTA staff so that they know how to respond to suspected or actual incidents of abuse of learners.</p> <p>HTA’s primary concern is the protection of the children, young people and vulnerable learners of any age to whom we owe a duty of care. We must ensure that we discharge our legal and moral responsibilities equitably in the event of a suspected or actual incident of abuse.</p> <p>The Designated Safeguarding Lead is responsible for ensuring that any suspected or actual incident of abuse is dealt with immediately and is reported to the local authority safeguarding team when necessary.</p>
12.2	<p>Responding to disclosures of abuse – all staff</p> <p>Any allegation or suspicion of abuse, however minor, must be taken seriously and reported immediately to a Designated Safeguarding Lead or in their absence to a member of the management team. However difficult a situation may seem it must never be ignored.</p> <p>Staff working in schools</p> <p>Staff working in schools should in the first instance ensure all child protection incidents are reported to the School Safeguarding Officer in accordance with the schools safeguarding policies and procedures and should subsequently inform the HTA DSL. Responsibility for further actions rests with the school.</p> <p>Disclosures of abuse by learners</p> <p>Staff should listen quietly and non-judgementally to any concerns expressed or disclosures made by learners and make a written record, at the earliest opportunity, of what the learner says & does: this must be factual and objective. If the disclosure arose from a conversation detail of the context in which this took place should be included. The date and time of the disclosure should be noted, and the report should be signed by the author.</p> <p>No attempt should be made to investigate the complaint and care should be taken not to ask any direct questions.</p> <p>Staff must not promise confidentiality but should reassure the learner that only those individuals with a need to know will have access to the information disclosed.</p> <p>Staff should then explain what will happen next.</p> <p>The concerns must then be reported to a DSL or in their absence one of the General Managers. Once the concerns have been reported responsibility for any further action lies with the DSL. Permission to refer and share information must be obtained in writing if the learner is over 18 years of age.</p> <p>No further action must be taken by the person receiving the disclosure and no further conversation/discussion on the matter should take place with the learner as the evidence trail may become polluted.</p> <p>If the allegation is made against a member of staff the same procedure should be adopted as above but under no circumstances should the accused member of staff be informed about the allegation.</p>
12.3	<p>Staff witnessing or suspecting abuse:</p> <p>In situations where staff witness or suspect that abuse is taking place staff must ensure the immediate safety and welfare of the learner concerned and summon medical assistance if required. Paramedic staff and/or the examining doctor should be informed of the suspicion of abuse and informed that a written report may well be required.</p> <p>In cases of serious abuse where there is evidence to suggest criminal activity, physical or financial, the police should also be summoned. Any incident involving alleged sexual abuse or involving alleged physical abuse which has resulted in injury should be reported immediately to the police.</p> <p>Staff must also consider whether there is an immediate risk to other learners and take steps to secure their safety.</p>

<p>12.4</p>	<p>Where a serious incident has taken place it is essential that evidence that may be important to a police investigation is not disturbed.</p> <p>No attempt should be made to question the learner, but they should be allowed to give information if they wish or express distress or fears. Comfort and reassurance should be offered.</p> <p>If the alleged perpetrator is a child or other vulnerable adult, staff should ensure they too are safe and supported, by allocating another member of staff to be with them.</p> <p>At the earliest opportunity a record should be made containing as much detailed information as possible. This should be signed and dated by the member of staff making the record and the matter reported to a DSL or General Manager</p> <p>Immediate actions by the DSL.</p> <p>Any serious incident of abuse which is substantiated or witnessed should be referred to the appropriate local authority safeguarding team by the DSL at the first available opportunity and within 24 hours. If in doubt about whether an incident should be referred, the DSL should consult with the appropriate local authority safeguarding team and if requested complete the relevant form.</p> <p>If the police have not already been informed, the DSL should decide whether to do so or not. This will depend upon whether or not a crime appears to have been committed. If in doubt, the police should be consulted so they can determine whether or not their involvement is required. The DSL will need to follow instructions from the police to ensure that any police investigation is not hindered. Where the police are informed, the DSL must also refer the matter to the local authority safeguarding team.</p> <p>Unless instructed otherwise by the police, the DSL should immediately inform the family or next of kin about the incident. In serious situations, where the learner is injured or distressed, the DSL should communicate the information carefully and sensitively. The DSL should support family members to visit the learner.</p> <p>If a vulnerable person reports abuse happening at home or elsewhere the matter should be discussed with the police and/or the local authority safeguarding team before contacting any relatives or friends.</p> <p>If the alleged abuser is a child or vulnerable adult their family should be informed and supported in the same way.</p> <p>The local authority safeguarding team will decide whether there has been an incident of abuse that requires a safeguarding assessment and will advise the DSL what steps should be taken next. The DSL should provide as much information as possible to the local authority safeguarding team.</p>
<p>12.5</p>	<p>Additional Actions if the alleged abuser is:</p> <p><u>A member of staff</u></p> <p>If a serious allegation is made against a member of staff, the DSL must contact the Peninsula Business Advisory Service immediately so that appropriate action can be taken in line with the Disciplinary Policy and Procedure. This may involve the DSL suspending the member of staff from duty on full pay for a limited period whilst the matter is investigated. This is without prejudice to the outcome of any investigation and is based on the need to protect learners and the member of staff and to ensure an unhindered investigation into the allegation. Another Senior Manager will undertake this role if the allegation is made against the DSL.</p> <p>Where the allegation is against a member of staff, any safeguarding investigation undertaken by the company must dovetail with the disciplinary process and all employment legislation. Peninsula Business Services will be asked for advice throughout the process.</p> <p><u>Another Learner</u></p> <p>If the allegations are made against another learner, the DSL should take immediate steps to separate the perpetrator from the Learner who is the victim of the abuse.</p>

<p>12.6</p> <p>12.7</p> <p>12.8</p> <p>12.9</p>	<p><u>The place of work or placement</u></p> <p>The employer or placement supervisor will be informed of the allegation made by the learner, unless circumstances suggest this is inadvisable, and will be expected to initiate appropriate action in respect of the allegation. The Learner may need to be removed from the workplace pending an investigation.</p> <p>Investigations</p> <p>Where the local authority safeguarding team are involved, they will decide whether to deal with the matter in the context of the multi-agency safeguarding procedures. If it is so decided, a safeguarding strategy meeting/ discussion will be arranged by the local authority usually within five working days of the referral being made although timescales may vary. The safeguarding strategy meeting/discussion will determine who carries out the required investigations. If the police are involved, they will be part of any strategy meeting/discussion. HTA may or may not be invited to the initial meeting. HTA can offer their premises as a neutral venue for investigatory meetings, which some learners have found useful and can support learners to find an appropriate adult who can support them during meetings.</p> <p>HTA will need to carry out its own investigation, however the DSL must not embark on any investigations until advised by the safeguarding team to do so.</p> <p>In some cases, the local authority will give permission for this to proceed straight away. If so, the DSL, will co-ordinate the investigation process.</p> <p>Providing support</p> <p>All affected individuals should be reassured and sensitively supported throughout the investigation process as they are likely to experience a wide range of emotions. No individuals should be interviewed without express instruction from the local authority safeguarding team and from the DSL.</p> <p>Staff witnessing and/or reporting an incident of abuse may themselves need considerable support. Others may be affected when learners they know are victims of abuse and they may become distressed during and following a safeguarding investigation. The DSL may refer staff to external sources of support if required, in the first instance the confidential staff counselling service provided by Peninsula Business Services and/or their GP service.</p> <p>Dealing with outcomes</p> <p>Once investigations have been completed the local authority safeguarding team will usually prepare a safeguarding action plan ensuring that any risks are identified, managed and minimised. HTA will co-operate with any safeguarding action plan and will complete any actions required.</p> <p>Reviewing Actions</p> <p>The DSLs should ensure that the actions taken are reviewed as soon as possible after the event to see whether lessons can be learned and to ensure improvements are made wherever possible to prevent further or to deal more effectively with incidents of abuse.</p>
<p>13.</p>	<p>MULTI-AGENCY WORKING</p>
<p>13.1</p> <p>13.2</p> <p>13.3</p>	<p>Local authority social services departments are responsible for the development and co-ordination of local multi-agency codes of practice for safeguarding children and adults at risk.</p> <p>The arrangements for safeguarding children and adults at risk are complex. HTA will operate in accordance with the local multi-agency safeguarding policies, procedures and guidance, and will refer all incidents of abuse to the relevant local safeguarding team.</p> <p>HTA will work cooperatively with all relevant agencies where safeguarding issues arise. This includes the police as well as social services staff with responsibility for safeguarding issues.</p>

<p>13.4</p> <p>13.5</p>	<p>Learners with special educational needs, protected by an Educational Health Care Plan (EHCP) or a Learning Disability Assessment (LDA) will continue to be supported. Plans are revised annually or more frequently as required and also when learners progress. HTA may also request an assessment if a need is identified.</p> <p>HTA Managers must ensure that all relevant staff are required to comply with the local multi-agency code of practice, and know how to find, and the in house safeguarding policies and procedures that are in place.</p> <p>If an individual enrolling on a programme of study at HTA discloses that they are already under the supervision of the Children and Young Person or Adult Team, HTA will work in partnership with the relevant agency to ensure the individual's wellbeing is safeguarded.</p>
<p>14.</p>	<p>GOOD PRACTICE GUIDANCE</p>
<p>14.1</p> <p>14.2</p> <p>14.3</p>	<p>Confidentiality In principle, staff should respect confidentiality and should not divulge information given to them in confidence. However, where a member of staff suspects that a learner has been harmed, or is at risk of being harmed, they have a duty to pass on the information to the DSL. This means staff are not at liberty to keep concerns to themselves and must not promise to keep secrets.</p> <p>When an incident of actual or suspected abuse is reported, all staff involved have a duty to ensure that information is not shared with anyone unless they have a need to know. The DSL should pay particular attention to protecting the identities of alleged victims, perpetrators and witnesses from colleagues and others with whom they may have contact with.</p> <p>Any approach from the press or media must be referred to Paul Price-Hazlehurst</p> <p>Equality and Diversity This policy and the way it is implemented by staff should take into account the diversity and individuality of learners and should reflect HTA's Equality and Diversity policies.</p> <p>Staff should take account of individual communication needs and barriers, such as language, hearing or visual impairment, or cognitive dysfunction, and should find communication methods which enable individuals to express their views and give information.</p> <p>Staff should be sensitive to the fact that individuals may have different approaches and views about relationships and this may affect their understanding of what constitutes abuse. However, the principles and procedures within this policy should always prevail. Where a situation is considered to be abusive, but not necessarily considered so by the child/vulnerable person concerned, staff should seek advice from people who can support the vulnerable person through any investigation.</p> <p>Record keeping All information should be accurately and clearly recorded and should include as much detail as possible. It is good practice for staff or witnesses to write statements immediately whilst it is fresh in their minds, unless directed not to by the police or by the local authority safeguarding team. Staff should not confer with each other when doing so. There may be a requirement to take further statements from staff at a later date, to support any safeguarding, police or disciplinary investigations into the allegation. Records will be stored securely.</p> <p>As with all record keeping, staff must ensure that any records concerning actual or alleged incidents of abuse are sufficiently detailed, accurate, concise, up-to-date, legible, factual, dated and signed. Opinions should be kept to a minimum, recorded as such, and backed up by factual evidence.</p> <p>Records must be stored securely and separately in a manner that protects individual rights to privacy and security. Only people with a right to know will be allowed access to the records. Records concerning a Learner (not including third party information) are available to them on request and may also be used as evidence in civil or criminal proceedings, safeguarding investigations and proceedings, disciplinary proceedings or ISA referrals.</p>

	<p><u>our organisational partners are aware of</u></p> <ul style="list-style-type: none"> • our commitment to the health, safety and welfare of our learners and share our values • our policies and procedures for safeguarding learners in work placements in particular <ul style="list-style-type: none"> - whilst travelling to and from placements - whilst in the placement our procedures for reporting suspected or actual abuse occurring in placement settings • our Prevent Policy <p>HTA will continue to maintain a single central record showing the recruitment and vetting checks undertaken in relation to staff identity, qualifications and criminal records.</p> <p>This policy should be read alongside the document entitled Sussex Safeguarding Adults Policy and Procedure 2019 (http://pansussexscb.proceduresonline.com/chapters/contents.htm) The Policy sets out the safeguarding adult procedures that all staff must follow.</p>
16	CURRENT SAFEGUARDING LEGISLATION
	<p>The Safeguarding Vulnerable Groups Act 2006 remains the key piece of legislation for both children and adults and the following stipulations still apply.</p> <ul style="list-style-type: none"> • Any person who is barred from working with children or adults at risk will be breaking the law if they work or volunteer, or try to work or volunteer with those groups. • Any organisation which knowingly employs someone who is barred to work with those groups will also be breaking the law. • Any organisation working with children or adults at risk which dismisses a member of staff or a volunteer because they have harmed a child or vulnerable adult, or believe they would have done so if they had not left, must inform the DBS of their suspicions. <p>Keeping children safe in education 2023 Statutory guidance for schools and colleges September 2023</p> <p>This is statutory guidance from the Department for Education ('the Department') issued under Section 175 of the Education Act 2002, the Education (Independent School Standards) Regulations 2014, the Non-Maintained Special Schools (England) Regulations 2015, and the Education and Training (Welfare of Children) Act 2021. Schools and colleges in England must have regard to it when carrying out their duties to safeguard and promote the welfare of children. For the purposes of this guidance children includes everyone under the age of 18.</p> <p>This guidance replaces Keeping children safe in education 2022 updated September 2023.</p> <p>The provisions of the Safeguarding Act have been modified by The Protection of Freedom Act 2012, designed to bring a more common-sense approach to safeguarding, and the Working together to Safeguard Children Guidance Document 2013 which led to the formation of the Disclosure and Barring service to:</p> <ol style="list-style-type: none"> a) process requests for criminal records checks at either basic, standard or enhanced level (which also includes children's and/or adult's barred list check(s) Only staff with close and unsupervised contact with children and adults at risk, i.e. those in regulated activity, need an Enhanced Check. b) investigate and make judgements in respect of individuals suspected of abusive behaviour referred to them c) place or remove people from the DBS children's barred list and adults' barred list for England, Wales and Northern Ireland d) provide an online update service for employers <p>Staff DBS checks must be repeated every five years unless the individual has subscribed to the online updating service</p>

	<p>Care Act 2014 The Care Act 2014 and the Care Act guidance sets out the statutory requirement for local authority social services, health, police and other agencies to both develop and assess the effectiveness of their local safeguarding arrangements. This is founded on the six key principles:</p> <ul style="list-style-type: none"> • Empowerment People being supported and encouraged to make their own decisions and give informed consent. • Prevention It is better to take action before harm occurs. • Proportionality The least intrusive response appropriate to the risk presented. • Protection Support and representation for those in greatest need. • Partnership Local solutions through services working with their communities. Communities have a part to play in preventing, detecting and reporting neglect and abuse. • Accountability Accountability and transparency in delivering safeguarding. <p>The Mental Capacity Act 2005 sets out in law each person’s rights regarding making their own decisions and protects their rights regarding this in law. Where a person is unable to make a specific decision for themselves, the Act sets out a clear process that must be followed before a decision can be made on their behalf.</p> <p>Keeping children safe in Education 2013 This is statutory guidance from the Department for Education (‘the Department’) issued under Section 175 of the Education Act 2002 (as amended), the Education (Independent School Standards) Regulations 2014, the Non-Maintained Special Schools (England) Regulations 2015 and the Apprenticeships, Skills, Children and Learning Act 2009 (as amended). Schools and colleges in England must have regard to it when carrying out their duties to safeguard and promote the welfare of children. For the purposes of this guidance children includes everyone under the age of 18. The guidance should be read alongside:</p> <ul style="list-style-type: none"> • Statutory guidance Working Together to Safeguard Children.
<p>General Statement</p>	<p>Everyone referred to within the scope of this policy are required to adhere to its terms and conditions.</p> <p>Employees must understand that this policy is also incorporated into their contract of Employment and that they must undertake training on safeguarding children and adults at risk, which includes understanding, recognising and dealing with abuse.</p> <p>Queries about the application or interpretation of this policy should be discussed with the DSL/Team Leaders or General Managers.</p>
<p>Insurance</p>	<p>Adequate and relevant insurance is in place.</p>
<p>Cross reference</p>	<p>The Safer Recruitment and Selection Policy Complaints Policy Confidentiality Policy Health and Safety Policy Equality and Diversity Policy Whistle Blowing Policy Training and Development Policy Induction Policy (Staff and Learners) Codes of Conduct (Staff and Learners) Anti-bullying, harassment and discrimination Policy Risk Management Policy</p>

	<p>Safe Travel and Transport Policy IT Policy Prevent Policy Freedom of interest policy The British Values Policy Every Child Matters Doc Sussex Safeguarding Adults Policy and Procedure June 2018 Brighton and Hove Threshold Guidance documents</p>
Monitoring and Review	<p>This policy will be audited every three years or sooner if there are changes in Law. Every effort will be made to involve learners and staff in the review process.</p>

Reviewed: September 2023	Date of Issue Oct 2018	Next Review Date: Aug 2024	Issue No: 12
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