



Safeguarding Policy & Procedures

POLICY LEAD (SMT Member)	Mrs Julie Ritson
REVISION STATUS (Annual)	2 nd August 2021
VERSION STATUS (V)	<i>We reserve the right to update this policy if any changes in legislation or ESFA update deems it necessary, a numbered 'Version' would be used to ensure the up to date copy is issued.</i>
REVIEW DATE	1 st August 2022
APPROVED BY COMPANY DIRECTORS	Mrs Julie Ritson and Mrs Gail Dalton-Ayres 

CONTENT

The Policy Statement

The Purpose of the Policy and Procedures

Categories of abuse

What is abuse and neglect?

Physical Abuse

Sexual Abuse

Emotional Abuse

Neglect

The Role of the Designated Safeguarding Staff

The roles and responsibilities of all staff

Dealing with Disclosure of Abuse and Procedure for Reporting Concerns

All members of staff must follow these procedures

Duty of Care/Confidentiality

Disclosure of Abuse

Act Immediately!

Action by the Designated Manager

Investigation of a Case

Making Written Notes

Written Records

Record Keeping

Contact with the Family

Sharing Information and requests for assistance by other agencies

Any report shall remain confidential for the purposes of any safeguarding investigation.

Allegations or concern about a staff member, volunteer, or a student

Recruitment and Selection Procedures

How the policy and procedures will be reviewed and evaluated?

Contact Details for External Agencies

The Policy Statement

At BL Training, the safety and welfare of our students is of the utmost importance.

This safeguarding policy aims to provide clear direction to staff and others about expected codes of behaviour in dealing with safeguarding issues. The policy also aims to make explicit the commitment to the development of good practice and sound procedures. The purpose of the policy is, therefore, to ensure that safeguarding concerns and referrals are handled sensitively, professionally and in ways that support the needs of the student's well-being.

We recognise that all staff members who work with our students need to have basic safeguarding training that equips them to recognise and respond to welfare concerns. All staff will receive training adequate to familiarise them with safeguarding issues and undertake refresher training at least once a year

The Safeguarding policy is promoted regularly to staff at BL Training through staff CPD training days. The ethos and detail of the policy forms part of the training delivered including training on how to implement the policy to all learners and internally. We take feedback from staff and this helps our annual review of this policy.

Signed

A handwritten signature in black ink, appearing to read 'Julie Ritson', with a stylized flourish at the end.

Julie Ritson
Company Director/Safeguarding Director

Introduction

BL Training fully recognises the contribution it can make to safeguard and support its students.

These are the main elements of this policy.

- Prevention (positive atmosphere, careful and vigilant working, support to all students)
- Protection (following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to safeguarding concerns) Safeguarding Director is the only member of staff authorised to speak to the media if the subject is related to safeguarding.
- Support (to students who have suffered abused)

Other Policies & Procedures to be considered alongside this policy

COMP 009 BL Equality and Diversity (FULL)

HS 001 Health & Safety Policy

COMP 051 Harassment and Bullying Policy

COMP 043 Whistle Blowing Policy

COMP 137 Safeguarding in a Digital World Policy

COMP 087 Sexual Orientation & Gender Identity

Terms & Conditions of Employment

This policy has been informed by the following:

- The Protection of Children's Act
- Safeguarding Vulnerable Groups Act 2006
- Keeping Children Safe in Education 2020
- The Children's Act 2004
- The Education Act 2002
- The Sexual Offences Act 2003
- The Counterterrorism and Security 2019
- The Protection of Freedoms Act 2012
- Working together to safeguard children (2018)

The Purpose of the Policy and Procedures

The purposes of this policy and the related procedures are:

- To confirm BL's commitment and obligations in respect of safeguarding the welfare of young people
- To ensure BL complies with the local Safeguarding Procedures and other relevant Government guidance

- To provide clear guidance to staff about how to respond when a case of possible harm, abuse or neglect is identified or suspected
- To ensure staff are aware of their responsibilities in dealing with students
- To ensure a prompt and effective response is taken when it appears a student may be at risk of abuse or neglect
- To ensure all staff and learners are aware of prevent and their responsibilities linked to this.
- To ensure staff are adequately briefed and trained in the implementation of BL's Safeguarding Policy and Procedures
- To ensure the roles and responsibilities of the designated key staff for safeguarding are known and understood by staff

Implementation of Policies & Procedures

- This policy and all associated policies are included in the staff induction process — all staff members sign to confirm that they understand and will uphold these policies.
- Mandatory initial Safeguarding/E-Safety training as well as ongoing/as required training is given to staff members and recorded on the company staff development plan.
- All staff members and learners agree and sign a new staff information & declaration form, which sets out E-Safety Guidelines, which includes on-line safety guidelines.
- Safeguarding and Every Child Matters protocols/company policies are introduced at the learner Taster Day and Induction Procedures.
- Safeguarding/Prevent/ British Values protocol is embedded throughout the Scheme of Work and Lessons Plans to raise learners' awareness and understanding of these important topics
- Staff observations/audits ensure quality teaching, and learning includes safeguarding protocols.
- Staff attend at least annual updates and training on Safeguarding which includes Prevent and British Values
- Support learners who we suspect are being radicalised or disclose they are being radicalised following company procedures for this

Categories of abuse

The duties placed on schools, colleges and training providers relating to safeguarding and promoting the welfare of children refer to any child or young person (i.e., under 18 years of age) who has suffered from or may be at risk of, physical abuse, neglect, emotional abuse, or sexual abuse. Staff should also be aware these may also relate to vulnerable adults.

What is meant by each of these terms is set out as follows:

What is abuse and neglect?

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or an institutional or community setting, by those known to them or, more rarely, by a stranger. They may be abused by an adult or adults, or another child or children.

Physical Abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, 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.

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (e.g., rape or oral sex) or non-penetrative acts such as masturbation, kissing rubbing and touching outside of clothing. They may include non-contact activities, such as involving children in looking at, or in the production of, online sexual images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways. Grooming a child in preparation for abuse, (including via the internet), sexual abuse is not solely perpetrated by adult males; women can also commit acts of sexual abuse, as can other children. This includes from update Sept 18 managing the reporting of a child-on-child sexual violence and sexual harassment

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child, such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express views, deliberately silencing them or 'making fun' of what they say or how they communicate.

It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.

It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying, (including Cyberbullying) 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 maltreatment of a child, though it may occur alone.

Neglect

Neglect is the persistent failure to meet a child's basic physical and psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy because of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing, and shelter (including exclusion from home or abandonment)
- protect a child from physical and emotional harm or danger
- ensure adequate supervision (including the use of inadequate caregivers)
- ensure access to appropriate medical care or treatment,

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

The notion of 'abuse' includes bullying and other intimidating behaviour and racial abuse or harassment. Such behaviour can also be an element of any of the above categories of abuse. Separate policies exist for dealing with allegations of intimidation, harassment, violence, and racial abuse against students (see below).

Specific safeguarding issues, definitions, and guidance

Homophobic/Biphobic/Transphobic Bullying

Homophobic, Biphobic and Transphobic incidents are motivated by the perpetrator's irrational fear, dislike or hatred of gay men, lesbians, and bisexual or transgender people.

Examples of such incidents include:

- Physical assault
- Verbal Abuse
- Hostility
- Isolation
- Malicious text messages
- Graffiti
- Offensive Jokes
- Innuendo
- Mockery
- Insulting and abusive behaviour and gestures
- A threat to property
- Refusal to co-operate because of a person's sexual orientation
- Deliberate exclusion from the conversation and professional and social activity
- HIV/Aids-related discrimination

It does not matter if the perpetrator targets someone who does not identify themselves as gay, lesbian, bisexual, or transgender it is also considered an offence.

Child Sexual Exploitation (CSE)

Exploitative situations, contexts, and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) because of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationships where sex is exchanged for affection or gifts, to serious

organised crime by gangs and groups. (From keeping children safe in education; statutory guidance for schools and colleges; April 2014)

What to do if you suspect a child is being sexually exploited, DfE, 2015

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/279511/step_by_step_guide.pdf

Safeguarding children and young people from sexual exploitation, DfE 2017

<https://www.gov.uk/government/publications/safeguarding-children-and-young-people-from-sexual-exploitation-supplementary-guidance>

Bullying Including Cyber-bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups. Many experts say that bullying involves an imbalance, or by physiological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence by isolating them either physically or online.

The rapid development of, and widespread access to, technology has proved a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

Preventing and tackling bullying; Advice for head teachers, staff, and governing bodies, DfE 2017

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/288444/preventing_and_tackling_bullying_march14.pdf

Domestic Violence

The cross-government definition of domestic violence and abuse is:

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence, or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender sexuality. The abuse can encompass, but is not limited to:

- Psychological
- Physical
- Sexual
- Financial
- Emotional

Domestic violence and abuse, home office, 2018

<https://www.gov.uk/domestic-violence-and-abuse>

Drugs

In this guidance document, where the document refers to drugs, this includes alcohol, tobacco, illegal drugs, medicines, new psychoactive substances (“legal highs”) and volatile substances, unless otherwise specified.

Drugs: advice for schools; DfE 2012

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/270169/drug_advice_for_schools.pdf

Fabricated or induced illness

There are three main ways of the carer fabricating or inducing illness in a child. These are not mutually exclusive and include:

- **Fabrication** of signs and symptoms. This may include fabrication of past medical history
- **Fabrication** of signs and symptoms and **falsification** of hospital charts and records, and specimens of bodily fluids. This may also include falsification of letters and documents
- **Induction** of illness by a variety of means

Faith Abuse

Relating to the guidance below: this plan aims to address certain kinds of child abuse linked to faith or belief. This includes:

- Belief in concepts of witchcraft and spirit possession
Demons or the devil acting through children or leading them astray (traditionally seen in some Christian beliefs)
- The evil eye or djinns (traditionally known in some Islamic faith contexts) and Dakini (in the Hindu context)
- Ritual or multi murders where the killing of children is believed to bring supernatural benefits, or the use of their body parts is believed to produce potential magical remedies
- The use of belief in magic or witchcraft to create fear in children to make them more compliant when they are being trafficked for domestic slavery or sexual exploitation.

Child abuse linked to faith or belief: national action plan, DfE 2012

<https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief>

Forced Marriages

A forced marriage is a marriage in which one or both spouses do not (or, in the case of some adults with learning or physical difficulties, cannot) consent to the marriage and duress is involved. Duress can include physical, psychological, financial, sexual, and emotional pressure.

Forced marriage is now a crime, Government news June 2014

<https://www.gov.uk/government/news/forced-marriage-now-a-crime>

Gangs and Youth Violence

'Street Gangs' for whom crime and violence are a core part of their identity, although 'delinquent peer groups' can also lead to increased antisocial behaviour and youth offending. Although some group gatherings can lead to increased antisocial behaviour and youth offending, these activities should not be confused with the serious violence of a gang.

- <https://www.gov.uk/government/publications/ending-gang-and-youth-violence-community-engagement>

Private Fostering

A private fostering arrangement is essentially one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or close relative with the intention that it should last for 28 days or more.

[Children Act 1989: private fostering - GOV.UK \(www.gov.uk\)](http://www.gov.uk/government/publications/children-act-1989-private-fostering)

Female Genital Mutilation (FGM)

Female genital mutilation comprises all procedures involving the partial or total removal of the female external genitalia or other injuries to the female genital organs for non-medical reasons. There are four types of FGM, ranging from a symbolic prick to the vagina to the extensive removal and narrowing of the vagina opening. In the UK, all forms of FGM are prevalent. FGM is also sometimes known as 'female genital cutting' or 'female circumcision'. However, circumcision is not an appropriate term. Communities tend to use local names for referring to this practice including "Sunna".

Female Genital Mutilation (FGM) Government Equalities Office Factsheet

[Multi-agency statutory guidance on female genital mutilation - GOV.UK \(www.gov.uk\)](http://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation)

Gender-based violence/violence against women and girls (VAWG)

Refers to violence, physical, sexual, or otherwise, stalking and harassment and female genital mutilation

Ending violence against women and girls in the UK, Home office, 2014

<https://www.gov.uk/government/policies/ending-violence-against-women-and-girls-in-the-uk>

Radicalisation

Section 1 of the Terrorism Act 2000 defines terrorism as “the use or threat of action ...designed to influence the government or to intimidate the public or a section of the public for advancing a political, religious or ideological cause.”

- Radicalisation is defined in the Prevent Strategy as “the process by which a person comes to support terrorism and forms of extremism leading to terrorism.”
- Extremism is defined in the Prevent Strategy as “vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.”
- “Violent extremism” is considered by the Prevent Strategy to mean the endorsement of violence to achieve extreme ends.

(HM Government: Channel Duty Guidance: Protecting people vulnerable to being drawn into terrorism)

<https://www.gov.uk/government/publications/channel-guidance>

Sexting

‘Sexting’ is the exchange of self-generated sexually explicit images, through mobile picture messages or webcams over the internet.

Young people may also call it:

- Cybersex
- Sending a nude, picture, or selfie.

From NSPCC.org.uk [Sexting and sending nudes | NSPCC](#)

See also <http://ceop.police.uk/>

Teenage relationship abuse

Relationship abuse can include:

Emotional abuse

- Constant insults and name calling
- Isolation from your friends and family
- Controlling what you wear/where you go

- Checking up on you all the time (checking emails, texts, social networking sites etc.)
- Making you feel responsible for the abuse

Physical abuse

- Hitting, punching, pushing, biting, kicking, using weapons etc.

Sexual abuse

- Forcing you to have sex
- Unwanted kissing or touching
- Being made to watch pornography against your will
- Pressure not to use contraception

Financial abuse

- Taking/controlling your money
- Forcing you to buy them things
- Forcing you to work or not to work

(From **Abuse in Relationships Leaflet**, part of the This is Abuse Government Campaign, Home Office 2013)

<https://www.gov.uk/government/collections/this-is-abuse-campaign>

Child on Child sexual violence and sexual harassment

- Sexual violence we are referring to sexual offences under the Sexual Offences Act 20038, as described below:
- Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus, or mouth of another person (B) with his penis, B does not consent to the penetration, and A does not reasonably believe that B consents.
- Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration, and A does not reasonably believe that B consents.
- Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching, and A does not reasonably believe that B consents. 5

Sexual harassment

When referring to sexual harassment, we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of a child-on-child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and make them feel intimidated, degraded, or humiliated and create a hostile, offensive or sexualised environment. While not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance, and calling someone sexualised names.
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes, and considering when any of these crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos, or drawings of a sexual nature.
- Online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and sexual violence.

It may include:

- Non-Consensual sharing of sexual images and videos.
- Sexualised online bullying.
- unwanted sexual comments and messages, including, on social media; and
- sexual exploitation; coercion and threats.

It is important that we consider sexual harassment in broad terms. Sexual harassment (as set out above) creates an atmosphere that, if not challenged, can normalise inappropriate behaviours and provide an environment that may lead to sexual violence.

Harmful sexual behaviour

Children's sexual behaviour exists on a wide continuum, from normal and developmentally expected, to inappropriate, problematic, abusive, and violent. Problematic, abusive, and violent sexual behaviour is developmentally inappropriate and may cause developmental damage. A useful umbrella term is "harmful sexual behaviour". The term has been widely adopted in child protection. Harmful sexual behaviour can occur online and offline and can also occur simultaneously between the two. Harmful sexual behaviour should be considered in a child protection context.

When considering harmful sexual behaviour, ages, and the stages of development of the children are critical factors to consider. Sexual behaviour between children can be considered harmful if one of the children is much older, particularly if there is more than two years' difference or if one of the children is pre-pubescent and the other is not. However, a younger child can abuse an

older child, particularly if they have power over them, for example, if the older child is disabled²⁰ or smaller in stature.

Detailed advice on harmful sexual behaviour is available from the specialist sexual violence sector: contact Rape Crisis or the Survivors Trust for details of the nearest centre. NICE guidance for advice on, amongst other things: developing interventions; working with families and carers; and multi-agency working.

Harmful sexual behaviour can, in some cases, progress on a continuum. Addressing inappropriate behaviour can be an important intervention that helps prevent problematic, abusive, and violent behaviour in the future. Children displaying harmful sexual behaviour have often experienced abuse and trauma. It is important that support is offered.

BL Staff have received full training on managing and reporting child on child sexual violence and sexual harassment. Referring to the DFE document May 18

Trafficking

Article 3 of the *Palermo Protocol to Prevent, Suppress and Punish Trafficking in Persons, Especially Women and Children, Supplementing the United Nations Convention Against Transnational Organised Crime to the UN Convention (2000)* (ratified by the UK on 6 February 2006) defines trafficking as:

A “Trafficking of persons” shall mean the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for exploitation. Exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery, or practices like slavery, servitude, or the removal of organs.

Safeguarding children who may have been trafficked, DfE 2011

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/177033/DFE-00084-2011.pdf

Mental Health

Good or positive mental health is more than the absence of management of mental health problems; it is the foundation for wellbeing and effective functioning both for individuals and for their communities.

The mental health strategy for England, DoH 2011

<https://www.gov.uk/government/publications/the-mental-health-strategy-for-england>

Covid- 19

BL training have a comprehensive Covid-19 procedure to comply with government guidelines

<https://www.gov.uk/coronavirus>

Designated Safeguarding Staff

The designated Director who takes overall responsibility for safeguarding policy within BL is Julie Ritson. (In the absence of Julie Ritson Gail Dalton-Ayres (Director) will take responsibility)

The designated Safeguarding Manager is Judith Speed (Operational Manager)

Local Safeguarding Children Board:

The statutory body which, according to the Children Act 2004, aims to ensure that the local area has a coherent approach to safeguarding children based on contributions from all key agencies.

The Role of the Designated Safeguarding Staff

Designated Safeguarding Director

The designated Safeguarding Director Julie Ritson is responsible for the management of BL's overall policy and procedures that relate to safeguarding issues, with the support of Managing Director Gail Dalton -Ayres.

Designated Safeguarding Manager

The designated Safeguarding Manager is Judith Speed who has received training in safeguarding issues and inter-agency working, as required by the LSCB, and will receive refresher training at least every two years. The Designated Manager will keep up to date with developments in safeguarding issues.

More specifically, she has the responsibility to/for:

- Liaising with the Local Authority Children's Social Services, the Local Safeguarding Children's Board, the Police, the Local Adult Services (for cases relating to vulnerable adults) and other agencies to refer individual cases of suspected or identified abuse, neglect, or such allegations
- Acting as the key contact person within BL
- Being responsible for co-ordinating action within BL on safeguarding issues
- Where appropriate, liaising with staff to share information, but only on a "need to know basis", to protect the rights of young people to confidentiality
- Overseeing the planning of any curricular or other provision – e.g., ensuring an effective approach to dealing with bullying
- Representing BL at safeguarding meetings
- Raising awareness about safeguarding and ensure all staff are familiar with this Policy and Procedure and receive basic training in safeguarding issues,
- Ensuring that specific staff are trained in Safeguarding Procedures
- Providing advice and support to other staff on issues relating to safeguarding
- Maintaining a proper record of any safeguarding referral, complaint, or concern (even where that concern does not lead to a referral)
- Ensuring that parents of students within BL are aware of the safeguarding policy.
- Liaising with agencies as appropriate
- Where an inter-agency safeguarding plan is in place, ensuring that BL is involved in, if necessary, the preparation of the plan and ensuring BL's role is clearly defined.

- Ensuring that there are effective arrangements for liaising with employers that receive children or young people from BL on placements to ensure that appropriate safeguards are put in place.
- Ensuring that staff receive basic training in safeguarding issues and are aware of BL safeguarding procedures.
- Reporting annually to the Directors of BL on how BL has discharged its duties.
- Responsible for reporting deficiencies identified internally in a procedure to the Safeguarding Director at the earliest opportunity.
- Providing first-line advice to staff and students on safeguarding matters
- Knowing how to make an appropriate referral and then to liaising with safeguarding officers in local authorities to seek advice on how best to deal with a specific case
- Dealing with individual cases, including attending case conferences and review meetings as appropriate
- Advising on any improvements that should be introduced to improve the procedures relating to safeguarding
- Supporting the processes of briefing and training of staff on matters relating to safeguarding
- Undertaking training in safeguarding issues and inter-agency working, as required by the LSCB.

The roles and responsibilities of all staff

Everyone within BL must be aware that any young person or vulnerable adult may be the victim of abuse or may be at risk of, physical abuse, neglect, emotional abuse, or sexual abuse. All staff working with children and young people will receive training adequate to familiarise them with safeguarding issues and responsibilities and BL's policy and procedures, with refresher training at least every year. Consequently, all staff members must be familiar with these procedures. It is the responsibility of all members of staff to act immediately if they become aware of an actual case of abuse/neglect or become suspicious that there may be a risk of abuse/neglect.

Dealing with Disclosure of Abuse and Procedure for Reporting Concerns

These procedures must be followed by all members of staff

Duty of Care/Confidentiality

Wherever possible, consent should be obtained before sharing personal information with third parties. In some circumstances, consent may not be possible or desirable, but the safety and welfare of the child dictate that the information should be shared.

Clear boundaries of confidentiality will be communicated. Staff members have a professional responsibility to share relevant information about the safeguarding of children with other professionals.

If a child confides in a member of staff and requests the information is kept secret, it is important the member of staff tells the child in an appropriately sensitive way that he or she has a responsibility to refer cases of alleged abuse to the appropriate people in BL and the child should be assured the matter will be disclosed only to people who need to know.

All personal information regarding a child or young person will be kept confidential except when it is suspected that a child or young person may be subject to significant harm, ill-treatment,

neglect, or another form of abuse. Staff members then have no alternative but to follow BL Training's safeguarding procedures

The designated Safeguarding Manager will liaise with the student, if appropriate, in respect of disclosure to agencies.

The need to safeguard the interests of the child or young person will be an overriding consideration.

Disclosure of Abuse

If a child or young person or vulnerable adult discloses abuse, or if abuse is suspected, staff should:

Listen carefully and stay calm

The question normally and without pressure, to be sure that what the young person or child is saying is fully understood by the member of staff

Reassure the child throughout that by telling a member of staff they have done the right thing

Inform the young person or child that the information must be passed on but that only those who need to know about it will be told. Inform the young person or child to whom the matter will be reported

Make a detailed note of the date, time, place where the alleged abuse took place, what the child or young person said, did, and the questions asked by the member of staff. Include a description of any injuries observed, the member of staff's name and those of any other present as soon as possible after the discussion has taken place.

For students who have disabilities and difficulties in communicating, extra care should be taken to enable the child to express themselves to a member of staff with appropriate communication skills.

Staff should not:

Put words into the person's mouth or ask leading questions

Investigate concerns or allegations, BL has no investigative role but should report them immediately to the designated Safeguarding Manager

Promise confidentiality

Forget to record what you have been told

Fail to pass on the information to the correct person

Assume someone else will take the necessary action

Act Immediately!

Any member of staff who has any concern about a young person or vulnerable adult, must discuss the case with the designated Safeguarding Manager (see above for details) immediately (at least within the same working day) so that, if necessary, a referral can be made to the relevant agency/local authority without delay.

If the designated Safeguarding Manager cannot be contacted, the staff member should contact one of the Directors.

Action by the Designated Manager

The designated Safeguarding Manager will collate relevant information about the case and at the earliest opportunity (within the same day), will take a decision about whether the case should be referred to the relevant external agency/Local Authority. The Designated Manager may discuss the case with relevant people/officers in the relevant agency/ Local Authority to seek advice as to the appropriate action to be taken.

Contact with Children's Services

The designated Safeguarding Manager or a Director must report the matter by telephone within 24 hours to social workers in the Children's Social Care department for the local authority where the child lives. A referral form may be requested from the social worker; this will be required to be submitted within 48hours from the initial telephone call.

A written record of the date and time of the report should be made, and the report must include the name and position of the person to whom the matter is reported. The telephone report must be confirmed in writing, using the appropriate referral form.

Investigation of a Case

Individual members of staff must not investigate child abuse concerns. This will be carried out, if necessary, by the appropriate agency and usually by the Children's Social Care (names may differ from Local Authorities) and/or the Police.

Making Written Notes

A member of staff must make a written record of their concerns at the earliest opportunity – recording relevant facts accurately and clearly. Do not make any assumptions or confuse fact with opinion.

When recording discussions that took place regarding the case (e.g., with the young person), members of staff should try to record accurately what was said. Where possible, the actual words that were said should be recorded.

Any notes must be given to the designated Safeguarding Manager as soon as possible and will help to ensure accuracy in recalling events later. Such notes should be stored securely and confidentially.

Written Records

The designated Safeguarding Manager shall retain a copy of:

- the report
- any notes or correspondence dealing with the matter
- any other relevant material
- copies of reports, notes and all documents should be kept securely locked always, and access to records will be confined to designated staff

Record Keeping

All records relating to the welfare and/or safeguarding concerns for any student will be kept in

locked in a filing cabinet ("The Safeguarding File") which is maintained by the designated Safeguarding Director.

BL will adopt the standard documentation that is prescribed under the procedures developed for use within all local authorities and relevant partners.

For any student who has been the subject of a welfare matter, a note will be placed on their MIS record. The note will state that "This student has been the subject of a welfare concern. For further information, refer to the designated Safeguarding Director."

Records will be kept for any student who is subject to a Child Protection Plan or any local authority, and these records will be maintained within the Safeguarding File. The designated Manager will ensure that relevant training staff members are advised about the Child Protection record for any such student.

When the student leaves BL, any educational institution to which the student progresses will be advised in writing that the student's records, within BL, contain information about safeguarding concerns even where these are no longer current.

All Child Protection Files should be kept by BL for 75 years.

Contact with the Family

Contact with the family should first be discussed with the Safeguarding Manager, who will consult relevant staff within the appropriate external agency/local authority.

In cases where a minor physical injury causes concern, it is usual to discuss this with the parent or carer. If the explanation suggests a non-accidental cause for the injury (or a failure to protect the young person from harm) the parent or carer should be advised that the matter may be referred to an agency and most likely to the Children's Social Care of the relevant local authority.

In cases of possible neglect or emotional abuse, the concern is likely to have built up over a period. There may have been a discussion between BL staff and the family about sources of help (e.g., the Children and Family Service), but if concerns persist, the designated Safeguarding Manager will need to refer to Children's Social Care who will make any decisions regarding support and will normally advise the family of this.

In cases where there are suspicions of sexual abuse, where there is fabricated or induced illness or where to do so would place the young person in greater risk, the designated Safeguarding Manager will seek immediate advice from the Children and Family Service staff before discussing the matter with the family, to determine whether it is appropriate for the designated Safeguarding Manager to speak with the family or whether instead, an external agency may liaise with the family.

Sharing Information and requests for assistance by other agencies

BL has a legal duty to assist other agencies, including the appropriate department within a local authority or the police when they are making enquiries about the welfare of children or vulnerable adults.

It is therefore appropriate that information about a child or vulnerable adult is shared with other agencies, but such information must only be shared on a "need to know" basis with other agencies.

When telephone requests for information are received, the relevant member of staff should always contact the Safeguarding Manager who will deal with the request in a manner consistent as below.

Where a written request for information is received by a member of staff, the member of staff

should always advise the Safeguarding Manager, and they should handle the information request or expressly authorise that member of staff to deal with the enquiry. If the staff member does not receive this authorisation, they should not engage in detailed dialogue.

Requests for attendance at meetings about individual students should be notified to the Safeguarding Manager who will arrange the preparation of a report and attendance at the meeting.

Reports on students should contain information about the students:

- academic progress
- attendance
- behaviour
- relationships with young people and adults
- family
- any other relevant matter

Reports should be objective and distinguish between fact, observation, allegation, and opinion.

Any Report shall remain confidential for the purposes of any safeguarding investigation.

Allegations or concern about a staff member, volunteer, or a student

BL recognises that an allegation of child abuse made against a member of staff may be made for a variety of reasons and that the facts of the allegation may or may not be true. BL recognises that the Children Acts of 1989 and 2004 state that the welfare of the child is the paramount concern. It is also recognised that hasty or ill-informed decisions about a member of staff can irreparably damage an individual's reputation, confidence, and career. Therefore, allegations of abuse by a member of staff shall be handled with sensitivity.

It is essential that any allegation of abuse made against a member of staff is dealt with fairly, quickly, and consistently.

Where a concern has been raised regarding a member of staff/volunteer, the following procedure must be followed:

- The Safeguarding Manager must contact Local authority designated officer or team of officers for the management and oversight of allegations (Formerly LADO)
- A meeting with the individual will need to take place immediately to clearly inform them that they may be suspended without prejudice following the allegation. The individual must not be informed at this point the nature of the allegation.
- The individual will be asked to leave the premises and advised not to discuss any information regarding the allegation with anyone linked to BL Training
- The Child Protection Lead Officer and the individual must not discuss the allegation with any other persons both inside and outside of BL Training. This information must only be shared on a need-to-know basis.

- All information regarding the allegation/suspension must be thoroughly recorded and stored in a confidential and secure manner.

A strategy meeting made up of representatives from the Children's Social Care, Police, Health and Lead Child Protection Officer (where appropriate) This group of professionals will decide on the appropriate course of action and the individual will be informed.

It is the responsibility of the lead agencies above to maintain contact and update the Lead Child Protection Officer and the individual throughout the investigation.

If the strategy group decide that there will be no further action, the individual will be invited to return to BL Training with appropriate support. However, if the strategy group decisions based on evidence that there has been inappropriate behaviour, then BL Training will follow the Staff Disciplinary procedure under misconduct.

In the event an allegation against a student carrying out abuse to another then the matter should be discussed immediately with the designated Safeguarding Manager who will discuss the matter with the designated Safeguarding Director and determine what action(s) to take. The designated Safeguarding Manager must contact the Local authority designated officer or team of officers for the management and oversight of allegations (Formerly LADO). who has the responsibility to deal with allegations made in line with Working Together to Safeguard Children 2015.

Recruitment and Selection Procedures

BL has in place safer recruitment procedures which will ensure that every care is taken to ensure that all students are protected from unsuitable people.

The safer recruitment procedures will apply to all staff and volunteers within BL who may work with students. These will include the following:

- Identity check
- The post or role will be clearly defined.
- The key selection criteria for the post or role will be identified.
- The requirement to produce documentary evidence of academic/vocational qualifications.
- Obtaining professional and character references
- Verification of previous employment history
- Criminal Records Bureau/ Vetting and Barring Scheme (ISA) check whilst maintaining sensitive and confidential use of the applicant's disclosure
- Enhanced DBS check of all staff (every 3 years for teaching staff and Operational Manager/ Every 5 years for Admin and Senior Managers)
- Use of a variety of selection techniques within our Safer Recruitment Procedure (e.g., qualifications, previous experience, interview, reference checks).

How the policy and procedures will be reviewed and evaluated?

The designated Director will ensure that the policy and the procedures are reviewed and evaluated on an annual basis.

In reviewing and evaluating the policy and procedures, attention will be paid to ensuring that:

The requirements of relevant legal frameworks and guidance are being met

The processes and procedures are clearly described and are still relevant

The arrangements for briefing and training staff are being implemented and are effective

The cases relating to safeguarding have been effectively managed or that lessons have been learnt where they have not been effectively managed, and any necessary changes have been

implemented the designated Safeguarding Manager will keep the designated Safeguarding Director updated.

Safeguarding Young People and Child Protection –

A Quick Guide

All staff should be aware of BL's Policy and Procedures on Safeguarding Young People. These are available within your Quality Manual. If you suspect that a young person has suffered from, or may be at risk, of physical injury, neglect, emotional abuse, or sexual abuse, **do not delay. Never do nothing!** You may be the first person to identify a concern about that young person. Always act immediately (on the same day) that you become aware of the situation. The flow chart below sets out the course of action that should be taken.

RECOGNISE THE SIGNS OF ABUSE OR NEGLECT

There are many possible indications of abuse or neglect:

- ☐ Bruises or marks on the body of the young person
- ☐ Remarks made by the young person, another student, friend, parent, or adult
- ☐ Observations of the young person's behaviour or reactions, including self-harm
- ☐ Unexplained changes in the young person's behaviour or personality
- ☐ Evidence of disturbance through their behaviour or work of the young person
- ☐ Neglect, poor nutrition, continuing poor health, excessive fatigue, or exposure to unnecessary risks

WHO CAN I TALK TO?

Discuss the situation with the Safeguarding Manager or the Safeguarding Adviser as soon as you can and at least within the same working day

Safeguarding Director
Julie Ritson
Safeguarding Manager
Judith Speed

MAKE WRITTEN NOTES

At the earliest opportunity make a written record of your concern and record the details of any conversations

Give your notes to
the Safeguarding
Manager

FOR MORE

Visit our website at www.bl.ac.uk for more information on safeguarding young people and child protection. You can also contact the Safeguarding Manager or the Safeguarding Adviser for more information.

- **Make notes of what is said immediately afterwards.** Keep the notes taken without amendment, omission, or ad
- **Do not promise confidentiality** or agree to “keep it a secret.” Action must be taken if you believe that person is suffering or is likely to suffer, significant harm. Try to be clear to the person about what you think will happen next. You can assure them, or anyone else giving you information, that you will only tell those **Action to take if, as a member of BL staff, you receive an allegation of, or you yourself suspect, abuse of a child, young person, or vulnerable adult**
- **Stop and listen to what you are being told.** Responding to an allegation or suspicion of abuse of a child, young person or vulnerable adult immediately takes priority. You can and should express support for them, or the person giving you the information in getting the matter sorted out.
- **Avoid asking leading questions** like “Did he/she do X to you?” but open questions like “Can you tell me what happened?” Ask only what you need to know to ascertain whether abuse may have taken place. You do not need full details. Avoid expressing opinions beyond the facts. Leading questions and anything likely to suggest ideas or interpretations could damage subsequent investigations or criminal proceedings.
- **Consider whether a young person now needs immediate protection** – consider both the person who has told you of concerns and any other child, young person, or vulnerable adult in the light of what you have been told or suspect. If you feel they need immediate protection, initiate, or take the necessary temporary protective action – e.g., by staying with them on site until satisfactory arrangements are made. You can ask and consider the person’s wishes about any immediate protection. You should aim to transfer protection of any young person into the normally expected arrangements in the setting concerned, as soon as you are satisfied that these are safe.
- **Consider whether the allegation or suspicion indicates that a child, young person, or vulnerable adult is suffering, or is likely to suffer, significant harm** (the trigger for children’s social care services, child protection and/or subsequent police enquiries). Consider whether:

- ◆ the allegation or suspicion appears to you to be seriously meant.
- ◆ if true, it would constitute, serious risk, them suffering or being likely to suffer significant harm (whether you personally believe it to be true – that assessment is for children’s social care services enquiries and or police investigations).
- ◆ the actual or likely harm is of a sexual, physical, emotional or neglect nature, sufficient to affect the young person's normal physical, sexual, emotional, educational, or social development.

Remember, even if you have any doubts and whether you personally believe it - the benefit of the doubt must always be in favour of making the report.

- **Do not tell the person who is the subject of an allegation or suspicion** what you have been told or what you suspect – that may put a young person at further risk and/or damage any subsequent children’s social care service or criminal investigation.

Do not investigate the case yourself. Discuss the allegation or suspicion immediately with the Designated Manager.

- **If you receive a fax, email or letter** reporting actual or suspected abuse, inform the Safeguarding Manager immediately, including forwarding the documentation to them as soon as possible. Take no further action.

Action to take if, as a member of BL staff, you observe abuse whilst it is taking place in the Centre

You must do all you can to stop the abuse immediately without putting yourself or the person being physically, sexually, or emotionally abused at further risk. Inform the perpetrator of your concerns. Advise them to stop the action immediately. Ask them to remove themselves from the area and to one without contact with children and young people. Advise them that you will immediately be informing the Safeguarding Manager.

If they fail to desist – ring the police.

If they do desist, accompany the victim to a place of safety away from the perpetrator and leave them in the care of a responsible adult.

Preventing extremism and radicalisation

Objectives

- Ensure all children, young people and vulnerable adults who are involved in activities, training; workshops conducted by external partner's events and work experience organised by BL Training are properly safeguarded in the duty of Counterterrorism and Security Act 2015.
- To ensure all BL Training employees, volunteers, employers, and work experience providers are aware of and are undertaking correct safeguarding procedures, inclusive of the identification, recording and reporting of suspected cases of abuse, extremism, and radicalisation.
- Ensure BL Training remain up to date with legislation and practice relating to PREVENT strategy.
- To promote awareness and actively promote the principles of PREVENT strategy and the various forms of radicalization.
- To work in partnership with children, young people, vulnerable adults, their parents, carers and other agencies and key stakeholders.
- To ensure that all staff, volunteers, employers, work experience providers, consultants and students are equipped to recognize extremism and are skilled and confident enough to challenge it

BL Training will actively promote British Values as set out by the Department for Education, the five key British Values being:

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

Recognising Extremism and Radicalisation

- There is no place for extremist views of any kind at BL Training, we recognise that extremism and

exposure to extremist views can be damaging to the health and wellbeing of children, young people, and vulnerable adults who we have a duty of care to

- BL Training will educate and prepare young people with the knowledge skills and critical thinking skills to enable them to challenge and debate in discussions
- Influences that can make an individual vulnerable to engagement with an extremist group, cause or ideology include.
 - feelings of grievance or injustice
 - feeling under threat
 - a need for identity or belonging
 - desire for status
 - a desire for excitement or adventure
 - a need to dominate or control others
 - a desire for political or moral change
 - opportunistic involvement
 - family or friends involved in extremism
 - a transitional point in life
 - influenced or controlled by a group
 - relevant mental health issues

Indicators an individual is engaged with an extremist group, cause or ideology could include.

- changing style of dress or personal appearance to accord with the group
- change in attitude or views
- spending time in the company of other suspected extremists
- spreading messages
- non-attendance at college
- loss of interest in other friends and activities not associated with the extremist ideology, group, or cause
- possession of materials or symbols associated with an extremist cause e.g. The swastika for far-right groups
- communication with others that suggest identification with a group/cause/ideology
- asking questions around certain topics
- spreading messages to others
- overt new religious practices

Wider safeguarding responsibilities of staff

Any prejudice, discrimination, or extremist views, including derogatory language displayed by employees or students, will always be challenged and where appropriate dealt with

As part of wider safeguarding responsibilities BL Training employees and volunteers will be alert to.

- Disclosures by students of their exposure to the extremist actions, views, or materials of others outside of BL Training, such as home environment and community
- Graffiti symbols, writing or artwork promoting extremist messages or images
- Students accessing extremist material online, including through social networking sites
- Parental reports of changes in behaviour, friendships or actions and requests for our assistance

- Students voicing opinions drawn from extremist ideologies and narratives
- Use of extremist or hate terms to exclude others or incite violence
- Intolerance of difference whether secular or religious or, in line with our equality and diversity policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture
- Attempts to impose extremist views or practices on others
- Anti-Western, Anti-British, or Anti-Islamic views

Any identified concerns because of the observed behaviour or report of conversations to suggest that a student supports terrorism and/or extremism must be reported to the Safeguarding Officer immediately in line with BL Training reporting concerns procedure

Use of External Agencies and Speakers

We encourage the use of external agencies, visits, or speakers to enrich the experiences of our learners. We will assess the suitability and effectiveness of input from external agencies and individuals to ensure that:

- Messages communicated to employees, employers and students are consistent with the ethos of the organisation and do not marginalise any communities' groups or individuals
- Messages do not seek to glorify criminal activity or violent extremism or seek to radicalise students through extreme or narrow views of faith, religion, culture, or other ideologies
- Activities are matched to the needs of students
- Activities are carefully evaluated to ensure they are effective and engaging

We recognise it is within our culture to encourage students to understand opposing views and ideologies and can actively engage with them in informed debate, and we may use external agencies or speakers to facilitate and support this.

By delivering a broad and balanced curriculum, augmented using external sources where appropriate will ensure our students can recognise risk and build resilience to manage any such risk themselves whilst also encouraging students to develop critical thinking skills needed to engage in informed debate.

Students' awareness of Safeguarding and Extremist Views

- All students are issued with induction materials which include contact details for reporting safeguarding and equality and diversity concerns
- BL Training promotes the values of democracy, the rule of law, individual liberty, mutual respect, and tolerance for those with different faith or beliefs
- BL Training will collaborate with local partners, stakeholders, and communities in our efforts to guarantee to understand and embrace our local context and values in challenging extremist views
- We will support students who may be vulnerable to such influences as part of our wider safeguarding duties
- BL Training will always seek support when needed from LCSB and LA partnerships working to prevent extremism
- All students are made aware of methods to report concerns to ensure opportunities are not missed

Whistle Blowing

Where there are concerns of extremism or radicalisation students and employees will be encouraged to raise any issue in confidence by fully utilising BL Training whistleblowing policy and procedures.

Training

- Designated safeguarding officers will receive annual external safeguarding training including training on extremism and radicalisation and it is safeguarding implications
- All staff will receive at least annual safeguarding training including training on extremism and radicalisation to include the responsibilities of PREVENT DUTY
- Safeguarding training is mandatory for ALL staff and volunteers, refusal to undertake safeguarding training will be a matter of gross misconduct and may lead to dismissal
- All staff will ensure their students are given adequate training in safeguarding/radicalisation and the promotion of British Values

Monitoring and Evaluation

The effectiveness of this policy will be reviewed annually, or at any time seen fit following an incident which required additional intervention from outside agencies.

Contact Details for External Agencies

Local Contacts

Children's Social Care / Local Safeguarding enquiries	
Middlesbrough	Tel 01642 726004
Hartlepool	Tel 01429 284284
Redcar & Cleveland	Tel 01642 130700
Stockton on Tees	Tel 01429 284284
Out of hours for the above	Tel 01642 542552
South Tyneside	Tel 0191 4246512
North Tyneside	Tel 0345 2000109
Northumberland	Tel 0345 600 6400
Newcastle	Tel 0191 2773658
Sunderland	Tel 0191 5205560 (5205552)
Darlington	Tel 01325 406452
Durham	Tel 0191 3835752

NSPCC

NSPCC Helpline
NSPCC Childline

Tel 0808 800 5000
Tel 0800 1111

Police Area Commands

In an emergency call 999
Non-emergencies call 101

DASH

DASH (Durham Action on Single Housing) is an independent charity that provides accommodation with support to people who are homeless or are about to become homeless. **Tel No 0191 3845155**
Mobile 07954989832 Web www.dashorg.co.uk

Channel

Channel is a key element of the PREVENT strategy.

Force Prevent Team – 0191 375 2234

For all suspicious behaviour which requires an immediate response, please contact Durham Constabulary on **101 or 999** in an emergency.

Police Prevent Engagement Team

Prevent Terrorism. If you Suspect it, report it – 0800 789 321

Local Authority Prevent

Newcastle City Council

Community Health and Social Care Direct (8am - 5pm) - **0191 2788377**

Outside of these hours call - **0191 278 7878** In an emergency always dial **999**

Specific safeguarding issues

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example, NSPCC offers information for schools and colleges on the TES website and on its own website www.nspcc.org.uk. Schools and colleges can also access broad government guidance on the issues listed below via the GOV.UK website:

- [Child sexual exploitation \(CSE\)](#) – see also below
- [Bullying including cyberbullying](#)
- [Domestic violence](#)
- [Drugs](#)

- [Fabricated or induced illness](#)
- [Faith abuse](#)
- [Female genital mutilation \(FGM\) – see also below](#)
- [Forced marriages](#)
- [Gender-based violence/violence against women and girls \(VAWG\)](#)
- [Mental health](#)
- [Private fostering](#)
- [Radicalisation](#)
- [Sexting](#)
- [Teenage relationship abuse](#)
- [Trafficking](#)
- [Child on child sexual violence & harassment](#)
- <https://www.cps.gov.uk/publication/honour-based-violence-and-forced-marriage>
- <https://www.gov.uk/government/news/upskirting-know-your-rights>
- <https://www.gov.uk/government/publications/ending-gang-and-youth-violence-community-engagement>