

Safeguarding Policy

2019

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Introduction

The Safeguarding Policy for The TVS Education reflects the importance of our responsibility to safeguard and promote the welfare of all our apprentices and staff by protecting them from physical, sexual or emotional abuse, neglect and bullying. We are committed to providing a caring, friendly and safe environment for all our apprentices so that they can learn in a relaxed and secure atmosphere. We believe every apprentice should be able to participate in all learning and social activities in an enjoyable and safe environment and be protected from harm.

TVS Education have a statutory requirement under Sections 27 and 47 of the Children Act 1989 to assist the Local Authority Social Services Department acting on behalf of children in need. TVS Education will safeguard and promote the welfare of children in compliance with the DfE guidance *Keeping Children Safe in Education (July 2015) KCSIE (September 2016)* and associated guidance *Working Together to Safeguard Children (2015) WT*.

The main aims of this policy are to ensure that staff are fully engaged in being vigilant about raising awareness; that they overcome professional disbelief that such issues will not happen at TVS Education and ensure that we work alongside other professional bodies and agencies to ensure that our apprentices and staff are safe from harm.

TVS Education's curriculum promotes respect, tolerance, and diversity. Apprentices and staff are encouraged to share their views and recognise that they are entitled to have their own different beliefs which should not be used to influence others.

Apprentices and staff are briefed during induction about how to stay safe when using the Internet and are encouraged to recognise that people are not always who they say they are online. They are taught to seek help if they are upset or concerned about anything they read or see on the Internet.

TVS Education staff, contractors, associates and volunteers will undertake appropriate training to ensure that they are clear about their role and the parameters of their responsibilities including their statutory safeguarding duties.

Through various training opportunities within TVS Education, we will ensure that our staff are fully aware of the threats, risks and vulnerabilities that are linked to radicalisation; are aware of the process of radicalisation and how this might be identified early on.

Safeguarding

TVS Education are committed to safeguarding and promoting the welfare of all learners including young people and vulnerable adults.

Employers also have a responsibility to the learners they employ. We also recognise that we have a duty to help employers, staff and learners to recognise their responsibilities, through guidance, support and training. As the employer of a learner, it is important that you understand your responsibilities to the learner and what safeguarding means to you. The following information should provide answers to some of the questions you may have. If they are not answered here, please get in touch with us using the contact details provided.

The aims of this Policy are:

- To identify the expectations of staff in relation to safeguarding
- To ensure relevant and effective safeguarding practices are in place
- To ensure the right of every applicant and apprentice to learn within a safe environment
- To promote awareness to staff of the need to safeguard children and to recognise that safeguarding is everyone's responsibility
- To ensure that the fundamental rights and needs of our applicants and apprentices are observed
- To prevent abuse through the pastoral support offered to all applicants and apprentices
- To raise awareness of different types of abuse and children in need issues
- To provide guidelines for staff in handling matters relating to actual or suspected child abuse
- To ensure staff act professionally
- To deter potential, unsuitable individuals from applying to TVS Education by demonstrating our attentiveness and vigilance in relation to safeguarding through our website and job advertisements
- To reject at interview stage anyone where we have doubts about suitability
- To prevent the risk of abuse by ensuring procedures and standards are in place
- Academies to enable all staff to recognise the signs and report accordingly

What is Safeguarding?

Safeguarding regulations have been around for a while, across a wide range of legislation, but were brought together by the Safeguarding Vulnerable s Act 2006.

This legislation provides definitions of children and vulnerable adults, and sets out the legislative framework of measures to protect them from harm.

- Promotion of your health and development
- Ensuring your safety and care
- Ensuring you are offered the best life chances
- Protection from abuse and neglect
- Prevention of bullying and harassment

The term 'safeguarding' embraces both child and vulnerable adult protection and preventative approaches to keep our students, staff and employers safe. Safeguarding encompasses students' health and safety, welfare and well-being.

TVS Education is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and employers to share this commitment. We have developed a Safeguarding Policy and Procedure that aims to meet this commitment.

Definitions

Safeguard	Protect from harm or damage with an appropriate measure
Vulnerable	Exposed to the possibility of being attacked or harmed, either physically or emotionally
A vulnerable adult	Is in need of special care, support, or protection because of age, disability, or risk of abuse or neglect
Safeguarding	Is the process of protecting vulnerable people, whether from crime, other forms of abuse or from being drawn into terrorism-related activity
Vulnerability	Describes the condition of being capable of being injured; difficult to defend; open to moral or ideological attack. Within Prevent, the word describes factors and characteristics associated with being susceptible to radicalisation

Types of Abuse

<p>Physical abuse</p>	<p>Is defined as the use of physical force that may result in bodily injury, physical pain, or impairment. Physical abuse may include but is not limited to such acts of violence striking, hitting, beating, pushing, shoving, shaking, kicking, pinching and burning.</p>
<p>Emotional/psychological abuse</p>	<p>A person subjecting another to behaviour that may result in psychological trauma, including anxiety, chronic depression, or post-traumatic stress disorder.</p>
<p>Financial abuse</p>	<p>Tactic used by abusers to limit and restrict their victims access to their finances. For example, a young adult having their benefits taken away from them.</p>
<p>Neglect by others</p>	<p>Where a parent, carer or guardian will actively and knowingly fail to care for or attend to the basic needs of a child or vulnerable adult. For example, not feeding a child and/or leaving them in the same clothes and not helping them wash for days on end.</p>
<p>Self-neglect</p>	<p>Is any failure of an adult to take care of themselves? It could be a result of poor health, depression, cognitive problems or being physically unable to care for themselves. In this situation, family and carers would be expected to pick up on these signs and give or apply for appropriate care.</p>
<p>Discriminatory abuse</p>	<p>Is when you are picked out deliberately for unfair treatment because of a protected characteristic. For example, a vulnerable adult is picked on by an employer because of their disability.</p>
<p>Organisational abuse</p>	<p>Is where an institution fails to provide basic care for its residents. It is also related to gang culture where an individual is forced into committing crime for the financial gain of gang leaders.</p>

Why is safeguarding necessary for employed learners?

Providers of government funded training have a duty to safeguard their learners and to take such steps that try to ensure the safety of its learners (children under 18 or vulnerable adults) at all times. As part of that duty, we will talk to you about what you can do to ensure that learners are not exposed to threats or dangers.

What are the responsibilities of an Employer?

- To understand what is meant by safeguarding and promote the welfare of learners
- Be aware of your statutory duties towards the welfare of children and vulnerable adults
- Be familiar with our guidance, in particular, the reporting arrangements

It is the responsibility of the employer to ensure employees working alongside learners are free from convictions and of sound character and judgement and will not pose as any threat or danger to learners.

What do I do if my apprentice discloses information to me?

- Re-assure the learner that they have done the right thing
- Record what the learner said, using their words where possible. Sign and date the record
- Inform our Designated Person or deputy as soon as possible and pass on the written record
- Maintain confidentiality and do not discuss with others
- Listen without making judgements
- Stay calm
- Try not to ask questions, but if you must, make sure they are open-ended questions to clarify
- understanding and not to probe or investigate
- Don't give an opinion or offer advice
- Don't promise confidentiality - explain you may need to talk to a designated safeguarding officer

Employees working closely with children or vulnerable learners should be alert to the possibilities of harm and they should inform only—and not investigate or offer advice.

If any member of staff has a safeguarding issue brought to their attention, they must treat it as a matter of urgency and contact one of our Designated Safeguarding Team.

Any concern must be documented and emailed to the Designated Safeguarding Lead within 2 hours of the disclosure. Unless the child is in immediate harm, where the relevant authorities will be contacted immediately.

In this situation ensure that the child is accompanied and kept safe until the relevant authorities arrive.

If you have any concerns about an apprentice, then please do not hesitate to contact one of TVS Education's designated safeguarding team.

Designated Safeguarding Lead – Mekila Kelly

email: mkelly@trainwithpremier.com telephone: 07887940479

Deputy Designated Safeguarding Lead – Andy Heald

email: aheald@trainwithpremier.com telephone: 07920008421

Cyberbullying

What is cyberbullying?

- Cyberbullying involves the use of electronic communication devices to bully people. These include: mobile phones, tablets, iPods, laptops and PCs
- Social media platforms such as Facebook, Instagram, Twitter and WhatsApp are used by cyberbullies to put out their communications

Who is most at risk?

- Children using social media unsupervised
- Vulnerable adults are particularly at risk if they are using social media, as they may be more emotionally and mentally susceptible to the abuse

Definitions

Flaming	Online fights usually through emails, instant messaging or chat rooms where angry and rude comments are exchanged.
Denigration	Putting mean online messages through email, instant messaging, chat rooms, or websites set up to make fun of someone.
Exclusion	Intentionally leaving someone out of a such as instant messaging, friend sites, or other online activities.
Outing	Sharing secrets about someone online including private information, pictures, and videos.
Impersonation	Tricking someone into revealing personal information then sharing it with others.
Harassment	Repeatedly sending malicious messages to someone online.
Cyberstalking	Continuously harassing and denigration including threats of physical harm.

Grooming

What does the term grooming mean?

- Grooming is a word to describe people befriending children and vulnerable adults to take advantage of them for sexual preferences
- Grooming is also used by extremists to radicalise individuals in to supporting and potentially committing terrorist attacks
- You will probably associate grooming with children, and predominantly this is what you will hear and see in the media on the subject, but it does also affect vulnerable adults

What is sexual online grooming?

- Sexual online grooming is when people form relationships with children pretending to be their friend, using social media platforms to do so
- The person carrying out the online grooming will try to establish the likelihood of the child telling someone. They will also find out as much as they can on the child's family and social networks
- Online groomers will tend to use chatrooms, which are focussed on young people. There are countless teen chat rooms on the internet
- Those carrying out the grooming will pretend to be a child themselves, similar in age to the person they are grooming. They will even change their gender to make it easier to befriend the person they are grooming
- Grooming online is anonymous and children find it easier to trust an online 'friend' than someone they have met 'face to face'

Online Grooming

How do you know if a child is being groomed online?

- Wanting to spend more and more time on the internet
- Being secretive about who they are talking to online and what sites they visit
- Switching screens when you come near the computer
- Possessing items – electronic devices or phones – you haven't given them
- Using sexual language, you wouldn't expect them to know
- Becoming emotionally volatile

Grooming – In Person

- Groomers will hide their true intentions and may spend a long time gaining a child or vulnerable adults trust
- They may try to gain the trust of the whole family to allow them to be left alone with a child or vulnerable adult
- Groomers may deliberately try to work with children or vulnerable adults and gain the trust of their colleagues

To gain trust, groomers will

- Pretend to be someone they are not, for example saying they are the same age online
- Offer advice or understanding
- Buy gifts
- Give the child or vulnerable adult attention
- Use their professional position or reputation
- Take them on trips, outings or holidays

Children or vulnerable adults may not speak out about their situation because they

- Feel ashamed
- Feel guilty
- Are unaware that they are being abused
- Believe they are in a relationship with a 'boyfriend' or 'girlfriend'

Safer Recruitment

The TVS Education carries out a safe recruitment process and ensures that all appropriate checks are carried out on new staff that will work or come into contact with children and adults at risk in line with the Disclosure and Barring Service requirements. See resourcing policy for further detail on recruitment procedures.

Disclosure and Barring Service Checks

The Disclosure and Barring Service (DBS) is an executive agency of the Home Office and its primary purpose is to help employers make safer recruitment decisions and appointments. By conducting checks and providing details of criminal records and other relevant information, DBS helps to identify applicants who may be unsuitable for certain work and positions, especially those involving contact with children (those less than 18 years old) or adults at risk.

Depending on the type and regularity of contact with children or adults at risk involved in a particular role, employers are entitled to make appropriate types of enquiry about the applicant's criminal record and seek a disclosure through a DBS check.

TVS Education can undertake five types of criminal records checks depending on the role applied for:

1. Standard DBS check

This will be for positions that are included in the Rehabilitation of Offenders Act (ROA) 1974 (Exceptions) Order 1975. This type of check contains details of individual's convictions, cautions, reprimands or warnings recorded on police central records and includes both 'spent' and 'unspent' convictions that will be shown on a criminal records check.

2. Enhanced DBS check

This will be for positions included in both the ROA 1974 Exceptions Order and in the Police Act 1997 regulations. This type of check contains the same details as the standard check plus any information held locally by police forces that it is reasonably considered to be relevant to the post applied for.

3. Enhanced DBS & barred list check (child)

An enhanced check with information from the DBS's children's barred list is only available for those individuals engaged in regulated activity with children and a small number of posts as listed in the Police Act 1997 regulations.

4. Enhanced DBS & barred list check (adult)

An enhanced check with information from the DBS's adults barred list is only available for those individuals engaged in regulated activity with adults and a small number of posts as listed in the Police Act 1997 regulations.

5. Enhanced DBS & barred list check (child and adult)

An enhanced check with information from the DBS's children and adults barred list is only available for those individuals engaged in regulated activity with both vulnerable s including children and a small number of posts as listed in the Police Act regulations.

Reporting a Concern

If the learner has a concern over their own personal welfare and wellbeing, you are to listen to and record all information given, making no judgement or assumptions. Take any actions required to secure the immediate safety of the child or adult at risk if deemed appropriate, this may involve staying with them until a responsible adult can be located. This will only be recorded on the reporting form if learner agrees, and raised with the SDSO if learner agrees. You must report the issue to the designated officer, regardless of whether the learner agrees.

The designated officer will then decide the appropriate course of action, and if a referral outside the organisation is appropriate.

If a learner/ parent has a concern/ allegation about a member of TVS Education's staff:

- All learners are to be informed that if they have a concern over their own personal welfare and wellbeing that they do not feel comfortable talking to their tutor about, they are to contact 3aaa Apprenticeships Designated Officer.
- Contact details for the designated person are available in this policy and on TVS Education external website.
- If a parent contacts you to report a concern about their child. Ensure you listen, and record the details as per a learner reporting a concern to you.
- Ensure you have contact details for the parent. You must report the issue to the designated officer. The designated officer will then decide the appropriate course of action, and if a referral outside the organisation is appropriate, liaise with the parent as appropriate.
- Be mindful of confidentiality as all learners aged 16 and above and of employed status are deemed to be adults, and therefore no information should be passed to parents or carers without prior content to do so from the learner.
- If you observe a safeguarding issue taking place within the working practices of an employer's setting - example would be a practitioner hitting a child, or observing inappropriate restraint techniques. Take action to stop the activity immediately, and inform the individual of your concerns, ask them to remove themselves from the area and advise them you will inform their senior manager.
- Take any actions to secure the safety of the child or adult at risk, this may involve staying with them until a responsible adult can be located. Inform your designated safeguarding officer. Be mindful of differences between poor practice and a safeguarding issue and apply your action appropriately.
- If a learner reports unsafe practices or safeguarding issues to you within their working environment advise the learner to follow in house reporting or whistle blowing procedures. You may support the learner in speaking to the appropriate senior team members. Report the incident to your designated safeguarding officer who will offer additional guidance and signposting for the learner, and will monitor.
- It is important you do not pass any information to other parties, or try to investigate the concern yourself. All concerns should be reported to the designated safeguarding officer as soon as possible.

Keeping Yourself Safe

To maintain yours and the learner's safety, the following are strictly prohibited:

- Befriending learners on personal social media sites
- Distributing personal telephone numbers
- Visit learners at home or transporting learners to and from locations (this includes travelling in the car with a learner driving)
- Do not use sarcasm, insults or belittling comments towards learners
- Personal relationships with learners

It also important to be mindful of the following when conducting yourself:

- You will naturally build a rapport with learners through the apprenticeship contact, and the learners may see you as a confident and support, but be sure to maintain professional boundaries whenever carrying out work on TVS Education's behalf.
- Be respectful of all young and vulnerable people, and appreciate you are in a position of trust. We have the opportunity to listen to their concerns and support them.
- Uphold confidentiality within certain remits when required by the situation, but be careful not to promise to keep secrets or ask others to do so.
- Avoid spending time alone with learners in a closed environment. If this is unavoidable for example during a formal assessment/ examination ensure a member of the site staff is aware where you are and monitors this.
- Be careful when giving learner advice – as this is based on your opinion, focus support around information (facts) and guidance (signposting).
- If at any point, you feel unsafe in a learners company inform the site manager, your line manager, the designated safeguarding officer and leave the premises.

'Whistle Blowing'

It is acknowledged that there may be times where the staff 'witness' an incident, action or event that may give them cause for concern.

If any member of staff witnesses a potential safeguarding issue, they must treat it as a matter of urgency and contact one of our Designated Safeguarding Team.

Any concern must be documented and emailed to the Designated Safeguarding Lead within 2 hours of the disclosure. Unless the child is in immediate harm, where the relevant authorities will be contacted immediately.

In this situation ensure that the child is accompanied and kept safe until the relevant authorities arrive.

We are committed to the safety and security of all learners at all times whilst in our care equally, we are committed to the safety and security of all staff at all times whilst within TVS Education premises.

Therefore, we recognise the issues and concerns in regard to reporting concerns regarding the care and welfare of the learners within the business.

- All staff are required to share any concerns in regard to any staff practices that compromise the
- safety of the learners to a designated safeguarding officer.
- Failure to notify the designated safeguarding officer of any concerns regarding any incidents, events or practice by individual staff will result in referral to the safeguarding team, Ofsted and the police for investigation.
- Where external authorities are conducting their own enquiries, our own investigation will run in parallel without jeopardy to any official enquiries and the member of staff will be placed on suspension.
- Any staff member who discloses a concern will be given assurance of confidentiality as far as practically possible, without jeopardy to any investigations by external authorities or our own investigation
- Any staff member expressing a concern about their safety following a disclosure will be give all necessary support to enable them to continue in their role with security safely.