Safeguarding Policy and Procedure

Safeguarding is about protecting children and vulnerable adults from the risk of harm. It includes preventing those who are deemed unsuitable to work with them from doing so and being alert to and acting upon situations where they may be caused harm. Peach Training Solutions has a zero tolerance approach to any forms of potentially harmful behaviour.

The purpose of this Policy is to minimise the risk of harm to children and vulnerable adults and to ensure that where staff or learners have concerns about the welfare of children or vulnerable adults, they know what to do about those concerns.

All incidents of alleged misconduct concerning safeguarding will be taken seriously by Peach Training Solutions and may lead to disciplinary action against those involved.

Peach Training Solutions is primarily a Further Education independent training provider and as such staff are not routinely directly involved with children (i.e. those under the age of eighteen) however, due to the specialism of our delivery in Supporting Teaching and Learning in Schools apprenticeships, there are a number of situations when staff and learners have direct contact with children, these may include:

- Teaching or supporting enrolled students who are under 18
- Acting as a personal tutor to students under 18
- During observations of practice

**Key Principles**

Peach Training Solutions is committed to the following principles in all aspects of its safeguarding work:

- **Empowerment** – Putting people first and helping those who lack mental capacity feel involved and informed
- **Prevention** – Responding quickly to suspected cases of abuse
- **Proportionality** – Making sure what we do is appropriate to the situation and for the individual
- **Partnership** – Sharing the right information in the right way
- **Accountability** – Making sure all agencies have a clear role

Peach Training Solutions will endeavour to:

- Ensure that all staff and learners are made aware of this Policy and the procedures and protocols for promoting and safeguarding the welfare of children and vulnerable adults
- Ensure all people will be treated with respect and with courtesy by staff and learners in an environment that is free from harassment or discrimination
- All training rooms, communal areas, facilities and equipment will comply with legislative Health and Safety standards
- Work with learners and other agencies to promote a safe and healthy culture
- Develop partnerships to proactively protect young people and vulnerable adults from risk of abuse or neglect with for example, Local Safeguarding Boards relevant to our delivery areas
• Appropriately train staff to ensure they have a clear understanding of personal safety and good safeguarding practices
• Work with Learners to promote their own personal health, well-being and safety including their safety on the internet
• Provide learners with confidential advice, guidance and support for a range of issues that they may face. They will be signposted to external agencies where specialist support is required

Relevant Legislation


Safeguarding is an all-encompassing term used to describe many aspects of life including:

• Learner health, safety and wellbeing
• Child protection
• Protection of adults at risk
• Bullying, harassment and discrimination including Racist Abuse
• Abuse and neglect
• Safety from sexual exploitation, female genital mutilation and forced marriage
• The use of physical intervention
• Meeting the needs of learners with medical conditions
• First aid
• Alcohol, Drug and substance misuse
• Educational visits and external events
• Intimate care
• Internet safety
• The security and safety of the place of learning

Key Definitions

Children - Children includes everyone under the age of 18

Vulnerable Adult – The current NHS definition of a Vulnerable Adult is:

A vulnerable adult is aged 18 or over, receives or may need community care services because of a disability, age or illness, and who is or may be unable to take care of themselves or protect themselves against significant harm or exploitation.

From September 2012, a vulnerable adult is defined by the Protection of Freedoms Act 2012 as a person aged 18 or over who is in receipt of regulated activity. This definition informs the level of DBS check required of people who provide support for adults.

Regulated Activity (applies to children and vulnerable adults)

The term Regulated Activity is a statutory term used to describe working or volunteering with children or vulnerable adults. Regulated activity covers anyone working closely with children
or vulnerable adults, paid or unpaid, not part of a family or personal arrangement, on a frequent, intensive or overnight basis. Frequent means once a week or more (except in health or personal care services where frequent means once a month or more); intensive means four times in a month or overnight.

**Types of Abuse and Neglect of Children (taken from Keeping Children Safe in Education 2019)**

**Abuse:** a form 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 in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

**Physical abuse:** a form of abuse which 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.

**Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child’s emotional development. It may involve conveying to a child 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 their 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 a child’s developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve 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, although it may occur alone.

**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 or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.

**Neglect:** the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development. Neglect may occur during pregnancy, for example, as a result 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 care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.

**Bullying**: Bullying is the oppression or persecution of a weaker person by a stronger person. It is sometimes included as a type of child abuse. The difference is that bullying is often inflicted by a peer rather than by an adult. However, adults and older children are capable of bullying behaviour and it is frequently an element of all types of child abuse.

**Cyberbullying**: Cyberbullying is the use of Information Communications Technology (ICT), particularly mobile phones and the internet, deliberately to upset someone. It is different from other forms of bullying because: it can take place at any time and can intrude into spaces that have previously been regarded as safe or personal; the audience can be very large and reached rapidly. Cyberbullying can take place between peers and across generations and some instances of cyberbullying are known to be unintentional.

**Sexting**: Sexting is when someone sends or receives a sexually explicit text, image or video on their mobile phone, usually in a text message.

**Grooming**: This term is used to describe how an adult gets to know a child gradually and in quite natural ways, with the intention of sexually abusing and/or exploiting them. With increased internet usage more children are being targeted for this form of abuse.

In addition to the categories of abuse listed, the revised guidance has identified the following as specific safeguarding issues:

- Child sexual exploitation
- Domestic violence
- Forced marriage
- Bullying (including cyber-bullying)
- FGM
- Drugs
- Fabricated or induced illnesses
- Faith abuse
- Teenage relationship abuse
- Gangs and youth violence
- Gender based violence/ violence against women and girls
- Mental health
- Private fostering
- Radicalisation
- Trafficking

**Child sexual exploitation** is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting
them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss education or do not take part in education.

**Honour based Violence**

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so-called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the designated safeguarding lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

**FGM**

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for assessors to see visual evidence, and they should not examine learners, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at Mandatory Reporting of Female Genital Mutilation procedural information, available at: https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information.

Staff must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the staff member has a good reason not to, they should also still consider and discuss any such case with the designated safeguarding lead and involve children’s social care as appropriate.
**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 communities use religion and culture as a way to coerce a person into marriage.

**Abuse of position of trust**

Under the Sexual Offences Act 2003 it is an offence for a person over 18 e.g. teacher, to have a sexual relationship with a young person under 18 where that person is in a ‘position of trust’ in respect of the young person, even if the relationship is consensual.

**Vulnerable Adults – descriptions and categories of abuse**

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

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

**Psychological Abuse**: This includes emotional abuse, threats of abandonment or harm, deprivation of contact, humiliation, blaming, controlling, intimidation, coercion, harassment, verbal abuse, isolation or withdrawal from services or supportive networks.

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

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

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

**Institutional Abuse**: This is the mistreatment of a vulnerable adult by a regime or individuals in an institution. It can be through repeated acts of poor or inadequate care and neglect, or poor professional practice.

**Domestic Violence**: When violence occurs between current or former partners within an intimate relationship, or between family members, regardless of gender or sexuality and where the victim is a vulnerable adult.
**Bullying:** Bullying is the oppression or persecution of a weaker person by a stronger person and is often inflicted by a peer rather than by an adult.

**Entitlement**

To promote a healthy and a safe environment, learners are entitled to the following:

- Learn how to recognise their responsibilities with regard to their own good practice and the reporting of suspected poor practice/ concerns of possible abuse
- The right to make a disclosure to any member of staff and know that the disclosure will be dealt with quickly, sensitively and appropriately
- To learn in an environment free from bullying or harassment
- To be made aware of some of the basic principles of safer learning and safeguarding relevant to the programme that the Learner is completing
- To be made aware of how to access support on personal health and safety issues either within Peach Training Solutions or from outside agencies
- To be provided with up to date information around personal safety issues
- The opportunity to comment and feedback on the extent to which Peach Training Solutions and our courses promote and maintain well-being and personal safety
- Learn about interpersonal and communication skills that promote and establish a welcoming, safe and respectful environment

Peach Training Solutions recognises that all of its staff and learners have a duty to support and uphold the principles contained in its Safeguarding Policy and supporting policies.

**The Designated Safeguarding Officer (DSO)**

Peach Training Solutions is committed to ensuring the organisation meets its obligations within this area.

The Designated Safeguarding Officer is responsible for ensuring our processes and procedures for the protection of young people and vulnerable adults are robust and consistently applied and that Peach Training Solutions fulfils its legal duties as enshrined within appropriate legislation.

The Designated Safeguarding Officer (DSO) acts as a point of contact with local safeguarding board, local children’s social care services departments, Police and the Disclosure and Barring Service (DBS) for the purposes of safe recruitment.

**Reporting Concerns**

Any allegation or disclosure involving a child, young person or adult at risk should be reported immediately to the Designated Safeguarding Officer. The full reporting procedure can be found in Annex 1 of this policy.

Your Designated Safeguarding Officer is:

**Sarah Brooks – Director**

Email: safeguarding@peachtrainingsolutions.com

Telephone: 01226 246583
Recruitment

Peach Training Solutions will take all appropriate steps to ensure unsuitable people are prevented from working with children or vulnerable adults. Peach Training Solutions will undertake appropriate checks with the DBS, in respect of members of staff who will be engaging in “regulated activity relating to children” or “regulated activity relating to vulnerable adults”.

For positions that involve “regulated activity relating to children” or “regulated activity relating to vulnerable adults”, the following procedures will be completed:

- References will be sought from all staff applicants
- If the applicant has not previously been required to work with children or vulnerable adults in their position has no experience of working with children or vulnerable adults, Peach Training Solutions will agree specific training requirements with them on commencement of their employment
- Peach Training Solutions is registered with the DBS and will ensure that any members of staff who will engage in “regulated activity relating to children” or “regulated activity relating to vulnerable adults” are checked for relevant criminal convictions. Peach Training Solutions will request an Enhanced Disclosure with a check of the DBS barred lists in respect of all applicants who will engage in such activity. Any such disclosures will be stored securely and confidentially and only used for the purposes of the applicant’s application and otherwise in accordance with the Policy and Guidance Notes on the use of the Disclose and Barring Service (DBS) and Employment Contract, Peach Training Solutions ’s Data Protection Policy and the Data Protection Act 1998.

Annex 1

Safeguarding Reporting Procedure

Inform your Designated Safeguarding Officer (DSO) on the same working day

DSO considers the report/concern and investigates appropriately. Investigations into reports/concerns are acted upon immediately, sensitively and with strict confidence however, it may be appropriate in some circumstances to inform external bodies dependant on the severity of the report/concern

The DSO will decide on the most appropriate course of action
Decisions and actions recorded appropriately

Advice, actions and outcomes are recorded appropriately

Address through disciplinary procedures and/or supervision and/or training

DSO seeks advice from Local Safeguarding Board and/or police

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