

POLICY DOCUMENT

• Safeguarding Policy

Name of Policy	Date Effective	Review Date	Signature
Safeguarding Policy	6 April 2021	6 April 2022	

1. Introduction

FW Solutions Ltd is committed to maintaining the highest possible standards to meet its social, moral and legal responsibilities to safeguard the welfare of every child/young person, vulnerable adult and other adults.

The practices and procedures within this policy are based on the principles contained within UK and international legislation and take the following into consideration:

The Children's Act 1989 and 2004
The Protection of Children Act 1999
The Human Rights Act 1998
The Data Protection Act 2018 and GDPR
Working Together to Safeguard Children 2018
The Safeguarding Vulnerable Groups Act 2006 (Amended by Protection of Freedom Act 2012)

The responsibilities set out in this policy apply (as appropriate) to all members of staff, governors and visitors/contractors working within the FW Solutions Ltd. It is fully incorporated into the whole FW Solutions Ltd ethos.

Link with other policies

The Safeguarding policy has obvious links with the wider Safeguarding agenda and staff and governors should always be aware of the impact this policy has on other related issues. For example, when agreeing or reviewing this policy, links should be made with a range of other guidelines and procedures:

This Policy should be read in conjunction with the following FW Solutions Ltd policies:

Health and Safety policy
Equality and Diversity policy
Disciplinary and Grievance policy
Social Media policy
Prevent policy
Mobile Workers Safety policy
Young Workers policy
Training policy
Data Protection policy
Cause for Concern policy
Drug & Alcohol Policy for Learners
Online Safety policy

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2. Purpose

This Policy has been developed to:

- ensure that all staff in contact with learners take all reasonable measures to assess and minimise the risk of harm to them, and;
- where there are concerns about the welfare of learners, to ensure appropriate action is taken to address these concerns;
- provide staff with guidance on procedures they should adopt in the event that they suspect a learner may be experiencing, or be at risk of, harm.
- Provide staff with guidance on the signs to look out for which may indicate that a person is being radicalised.

To achieve this, FW Solutions Ltd will:

- provide a safe environment for all learners, through thorough risk assessment, putting in place safe working practices and implementing a procedure for handling disclosures. To support this, FW Solutions Ltd will consider and act on the '5 Rs of Safeguarding' – Recognition, Response, Reporting, Recording and Referral (see separate Safeguarding Procedure);
- have our Managing Director, Sandra Hardy take ultimate responsibility for Safeguarding and Nicola Balmforth to act as our 'Designated Safeguarding Person' providing advice and support to other staff. In the event of the Designated Safeguarding Person's absence, the deputy DSL, Rebecca Warden, will assume responsibility.
- raise issues relating to the welfare of learners with staff;
- keep staff and managers up to date with legislation in relation to children, young people and vulnerable adults in respect of welfare and well-being;
- ensure all staff are given appropriate training in Child Protection and Safeguarding, safeguarding adults and Prevent Duty every 12 months. Additional training will be given as and when required
- take appropriate action to ensure that learners are kept safe and issues which are disclosed are reported appropriately;
- identify and act wherever it is found or suspected that learners are suffering, or likely to suffer, significant harm;
- establish procedures for reporting and dealing with allegations of abuse;

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- listen to learners, encourage them to respect and care for others and take action to stop any instances of bullying (including cyber-bullying)
- ensure learners and staff know how to keep themselves safe online (see online Safety Policy)
- recruit safely (staff), ensuring that appropriate questions and checks are undertaken at application, interview, pre-recruitment and throughout employment (including enhanced DBS and other checks as required by the Disclosure and Barring Service (DBS));
- ensure that all staff are checked appropriately (usually every three years) through the Disclosure and Barring Service via an enhanced disclosure and meet any other requirements as notified by the DBS.
- ensure the safe and responsible use of technology including restriction of FW Solutions Ltd to sites deemed to pose potential dangers to children and vulnerable adults;
- ensure appropriate legislation is checked for currency and update this Policy accordingly.
- Ensure employers of all learners have a Safeguarding Policy and appropriate procedures.
- Ensure all learner's DBS certificates are checked by FW Solutions staff at enrolment.
- Effectively implement the Prevent Strategy (see Prevent Policy)

3. Roles and Responsibilities

Responsibility for the implementation of the Safeguarding Policy rests with:

- | | |
|--------------------|--|
| • Sandra Hardy | Managing Director |
| • Nicola Balmforth | STLC (Designated Safeguarding Person) |
| • Rebecca Warden | Business Development Director/Deputy DSL |

Any concerns relating to the welfare of a learner should be directed to the **DSL Nicola Balmforth**, tel: 07841199172 or email: n.balmforth@fwsolutions.net

In Nicola's absence the Deputy DSL is Rebecca Warden, tel: 07713566229 or email r.warden@fwsolutions.net or the Managing Director is Sandra Hardy, tel: 07834531391 or email: s.hardy@fwsolutions.net

The duties of the **Managing Director and Designated Safeguarding Officer** are to ensure that:

- this Policy is communicated to staff and partner organisations where appropriate;
- this Policy and supporting procedures are fit for purpose and reviewed regularly;
- there are safe recruitment practices in place within the organisation;

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- cases of suspected abuse or allegations are referred appropriately to relevant organisations;
- he/she is available to provide advice and support to other colleagues on issues relating to protection from abuse;
- ensure that all staff who work with learners are provided with appropriate safeguarding training;
- he/she is available to listen to learners receiving FW Solutions Ltd services;
- records of all complaints or concerns are kept centrally and stored in line with the GDPR and The Data Protection Act (2018). These records will be reviewed at the Board of Governors meetings irrespective of whether they have led to a referral;
- he/she is subject to a DBS check every three years;
- he/she will meet any specific requirements as notified by the DBS

The **Designated Safeguarding Lead and deputy** must ensure that:

- he/she has received Designated Safeguarding Person Training
- he/she has received training to at least level 2, in child and vulnerable adult protection and safeguarding issues.
- he/she personally remains up to date with developments in child and vulnerable adult protection issues;

It is the duty of all employees of FW Solutions Ltd to follow this Policy. The protection and safety of learners is everyone's responsibility. All staff, partners and others have a responsibility to make the learning environment safe and secure for all. **Ignoring abuse is not an option.** All staff must recognise this and must report any concerns for the well-being of learners in accordance with this Policy (and associated Procedure).

4. Apprenticeship posts/Employment

When placing learners through our recruitment service, we will ensure that:

- employers are subject to suitability checks including their Safeguarding, Health & Safety and Prevent policies
- employers commit to their responsibilities with regards to ensuring the health, safety and well-being of the learner;
- employers are risk assessed as part of the is process;

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- learners are prepared and briefed generally about health and safety and understand how to identify hazards and the control measures that can be put in place to reduce the risk of injury or accident;
- learners are briefed on their rights to be free from abuse and the process to follow if they have any concerns regarding their treatment in the workplace.

5. Confidentiality Statement

Confidentiality is a key issue in the lives of learners. They may trust a Teaching and Learning Co-ordinator (TLC) with issues of a personal nature and wherever possible their confidences should be respected. However, staff must not make promises on confidentiality they may be unable to keep.

If a learner wishes to share information with FW Solutions staff members and if that staff member feels that what they are told puts the learner or any other person at risk of harm, they will have to pass it on to the designated safeguarding person who may have to take it further to keep everyone safe.

Learners may disclose information that is difficult for the member of staff to deal with without further advice/support. In this case the learner should be told that the situation will be discussed with the Managing Director/DSL on a 'need to know' basis.

6. Information Sharing

FW Solutions Ltd is committed to sharing information for the purposes of safeguarding and promoting the welfare of children and young people in line with Working Together (2018) and with respect for The Data Protection Act 2018 and GDPR. Any decision to break confidentiality should always be preceded by informing the learner of what is about to happen and the reason for the decision. There will be no breach of confidence if the person to whom a duty of confidence is owed consents to the disclosure. Staff should, in the first instance, seek the consent from the learner if considering sharing information with other agencies. It is therefore essential that members of staff understand what is meant by the above and for that reason do not promise absolute confidentiality to the learner.

7. Safeguarding partners' advice

We work closely with our safeguarding partners, and we will ensure our policy is consistent with their advice. This includes expectations for supporting learners in schools, colleges and training providers and supporting learners with health and care (EHC) plans.

8. Online teaching sessions

This Policy has been updated to reflect the new landscape of online learning post COVID-19. It is likely that learners will be using the internet and engaging with social media far more during this time and in the future. Our staff are aware of the signs of cyberbullying and other online risks including trolling, extremist content and activity, coercive behaviour, fake news and disinformation, intimidation, violent content, advocacy of self-harm, promotion of female genital mutilation, incitement of violence, pornography, modern slavery, encouraging or assisting suicide, sale of illegal drugs and services such as drugs and weapons, sexual abuse and exploitation and sexting of indecent images by under eighteens.

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Our staff will follow the process for online safety. Staff will continue to look out for signs a learner may be at risk. If a staff member is concerned about a learner, that staff member will follow the approach set out in this policy and report that concern to the DSL or to a deputy DSL. All FW Solutions staff are trained in identifying, addressing, reviewing and monitoring the online safety of their learners. They are building safety online into learning and checking digital literacy to ensure learners can safely access learning online.

Learners are taught the associated risks of spending a lot of time online and are encouraged to switch off Geo tagging and location services, not to search for inappropriate content and to identify when their behaviour online becomes a risk to their own safety. Learners are encouraged to safeguard their personal information whilst online and how to conduct themselves safely when using social media.

FW Solutions Ltd has a clear procedure for actions to take if a learner shows inappropriate content during an online session.

There is a strict code of conduct during remote teaching:

- The room is kept locked
- We do not allow screen sharing by participants unless it is a necessary part of the teaching for that session;
- The session is stopped immediately, rescheduled and the learner responsible is barred from attending the new session

SAFEGUARDING POLICY ADDENDUM – COVID-19

We provide our learners with opportunities throughout their apprenticeship or learning programme to develop the skills they need to stay safe, healthy and recognise and respond to abuse and harmful behaviours

It is important for our learners and staff to ensure they are safe online and e-safety is paramount. Living our lives online comes with risks and we encourage our learners to recognise cyber bullying, grooming, radicalisation and trolling and how to increase their online security and reduce these risks to their safety. We are committed to ensuring overuse of social media and over exposure to the news around COVID-19 does not impact on mental health and wellbeing. More information can be found in FW Solutions' Wellbeing During COVID-19 Policy.

We provide support to learners in the form of ensuring they have a safe place to learn, advice and guidance on financial matters, signposting, maintaining open communication, pastoral support, regular social media posts and robust referral processes.

Definitions

Child - A child is a learner who is under the age of 18 years old.

Vulnerable Adult - A 'Vulnerable Adult' or an 'Adult at Risk' is someone who:

- is over 18 years old
- has needs for care and support
- is being abused or neglected, or is at risk of being abused or neglected, and because of these needs
- Can't protect themselves from being abused or neglected.

At FW Solutions Ltd we have some learners who will be considered to be 'Adults at Risk' and they will be in receipt of services and care packages overseen by Adult Social Care. This could be because they have a disability, complex health needs or a mental health illness.

Safeguarding Other Adult Learners

Even if the learner does not meet the above criteria for access to Adult Social Care, they may still present with a safeguarding concern. In such instances staff must still follow the FW Solutions Ltd Safeguarding policy.

Here are some scenarios where we may be involved in safeguarding adult learners:

- Learners who may be experiencing a mental health crisis or those who have a long term mental health condition where this means they could pose an immediate or ongoing risk to themselves.
- Learners who are victims of domestic abuse
- Learners who disclose that they been victims of a crime (including historic offences) e.g. Female Genital Mutilation, sexual assault, physical assault, modern day slavery or human trafficking.
- Learners who are vulnerable due to their circumstances e.g. homelessness, or adults with substance or alcohol misuse issues.
- Where an adult experiencing abuse is a parent, (or where they have care of a child) we also have a duty of care to consider if that child is safe.

Increased vulnerability or risk

Negative experiences and distressing life events, such as the recent COVID-19 pandemic, can affect the mental health of staff and learners. Staff have all received mental health & well-being training. (Please refer to the Well-being policy for situations like the recent pandemic).

Attendance

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Where physical attendance at learning sessions is interrupted learners will continue learning via online study platforms. Learners do not need to attend physical 1:1 sessions or to have physical contact with teaching staff in order to continue their apprenticeship study. So those working from home or furloughed learners, for example, can continue with all skills, knowledge and behaviour aspects of their learning via our flexible learning delivery methods and using our virtual learning environment and e-portfolio.

If a learner is sick due to COVID-19 or Long COVID and/or is unable to do any learning for four consecutive weeks or longer, we can arrange for them to have a break in learning.

All learning that they take part in will be logged in their Off the Job Training log and will count towards their total time at the end of the apprenticeship. We will continue to review progress every 8 weeks.

All learners are expected to attend online learning sessions with their TLC at least once every four weeks and attendance will be logged attendance will be logged in the activity log of the e-portfolio (VQ Manager).

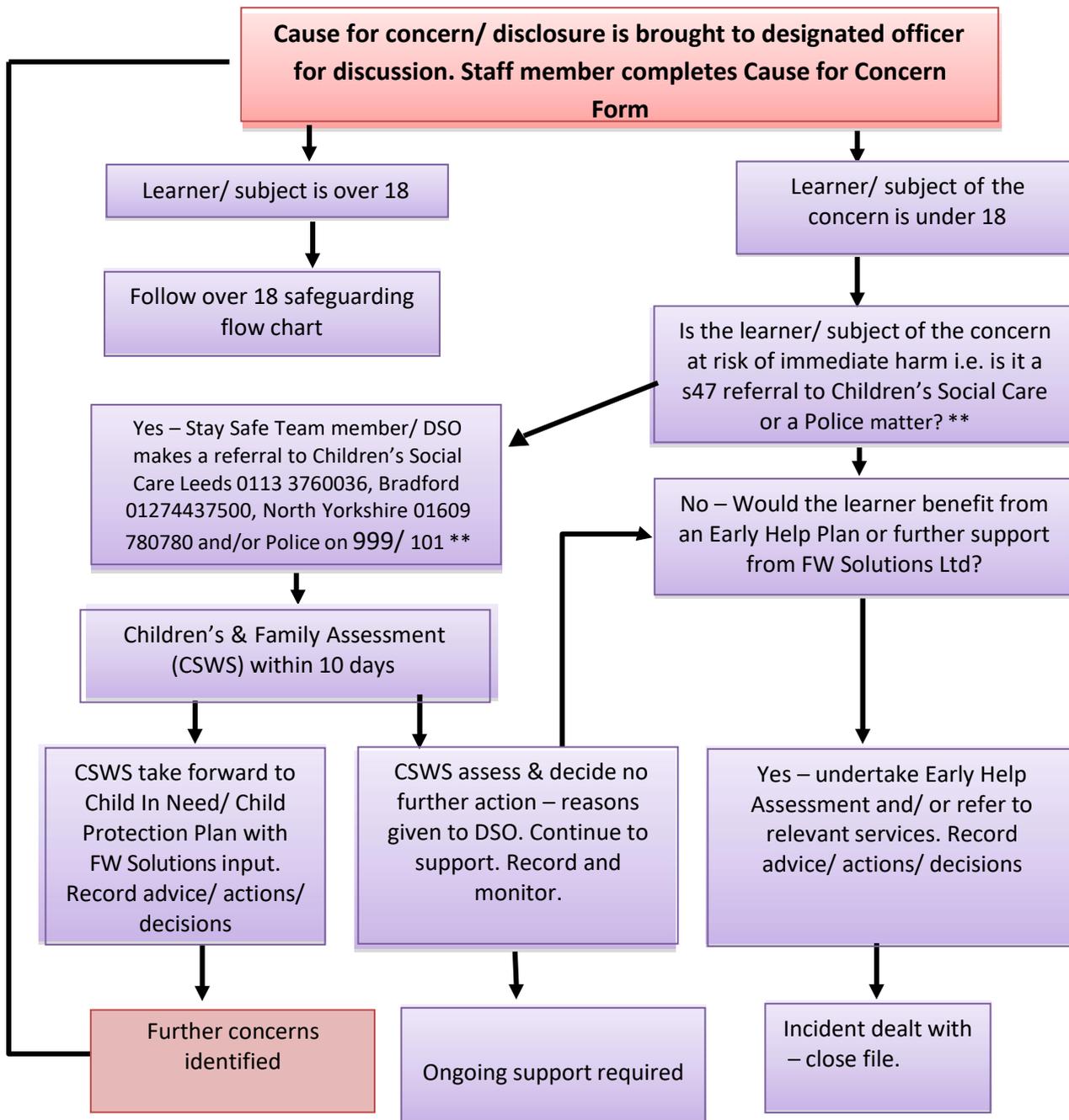
Review

This policy will be reviewed on an annual basis or to reflect new legislation, whichever is the earlier.

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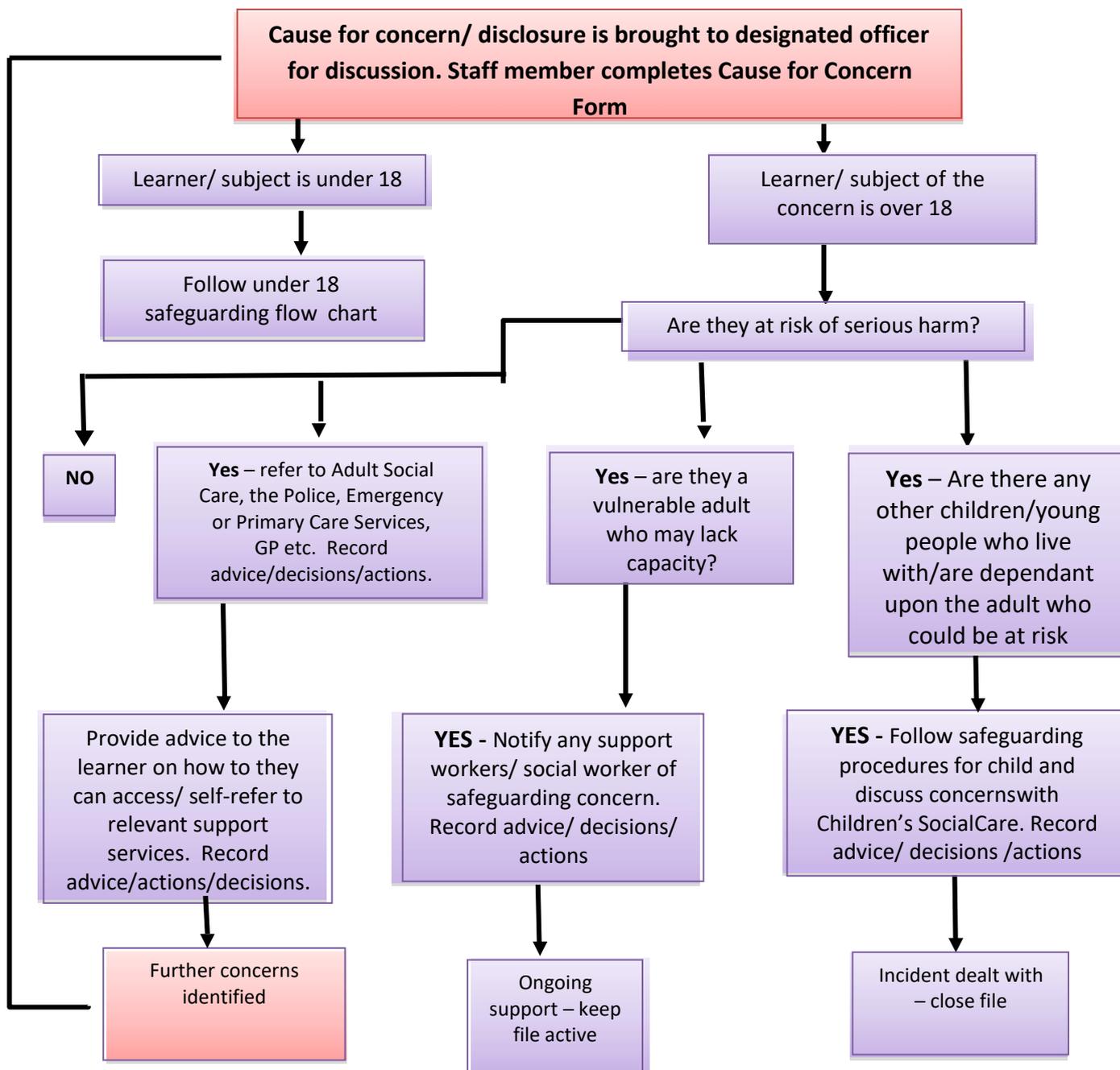
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Summary of the procedure to follow where there are concerns about a child (under 18)



** If unhappy with the outcome of the referral to Children’s Social Work Services; please refer to: Leeds LSCB Local Protocol: Concerns Resolution 0113 3760336. The Bradford Partnership 01274 434361. NYSCP Resolution Centre 01609 780780

Summary of the procedure to follow where there are concerns about an adult (over 18)



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Appendix 1: Definitions and indicators of abuse

Neglect of a child 16 – 18 only: Neglect is 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 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 and access to appropriate medical care or treatment

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.

Examples which may indicate physical abuse (it is not designed to be used as a checklist):

- Patterns of bruising; inconsistent account of how bruising or injuries occurred
- Finger, hand or nail marks, black eyes
- Bite marks
- Round burn marks, burns and scalds
- Lacerations, wealds
- Fractures
- Bald patches
- Symptoms of drug or alcohol intoxication or poisoning
- Unaccountable covering of limbs, even in hot weather
- Fear of going home or parents being contacted
- Fear of medical help
- Fear of changing for PE
- Inexplicable fear of adults or over-compliance
- Violence or aggression towards others including bullying
- Isolation from peers

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 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 (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

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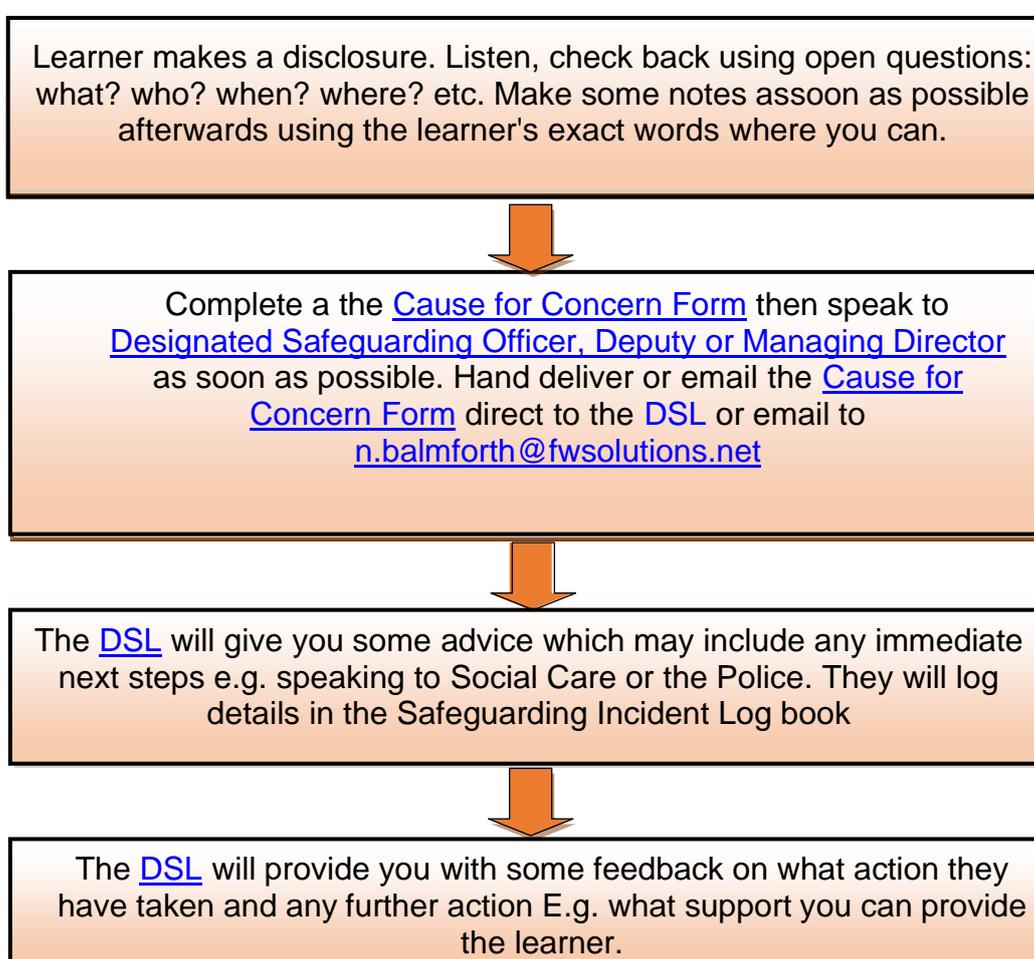
Examples which may indicate sexual abuse (it is not designed to be used as a checklist):

- Sexually explicit play or behaviour or age-inappropriate knowledge
- Anal or vaginal discharge, soreness or scratching
- Reluctance to go home
- Inability to concentrate, tiredness
- Refusal to communicate
- Thrush, Persistent complaints of stomach disorders or pains
- Eating disorders, for example anorexia nervosa and bulimia
- Attention seeking behaviour, self-mutilation, substance abuse
- Aggressive behaviour including sexual harassment or molestation
- Unusually compliant
- Regressive behaviour, Enuresis, soiling
- Frequent or open masturbation, touching others inappropriately
- Depression, withdrawal, isolation from peer group
- Reluctance to undress for PE or swimming
- Bruises, scratches in genital area

Emotional abuse of a child 16 – 18 only: 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 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 the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child in participating in normal social interaction. It may also involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), 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.

Child Sexual Exploitation: Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Appendix 2 Responding to learners who report abuse



Advice when dealing with a disclosure

When a learner tells me about abuse s/he has suffered, things to remember?

- Stay calm
- Do not transmit shock, anger or embarrassment.
- Reassure the learner. Tell her/him you are pleased that s/he is speaking to you.
- Never enter into a pact of secrecy with the learner. Assure her/him that you will try to help but let them know that you will have to tell other people in order to do this. State who this will be and why.
- Tell her/him that you believe them. Children very rarely lie about abuse;but s/he may have tried to tell others and not been heard or believed.
- Tell the learner that it is not her/his fault.
- Encourage the learner to talk but do not ask "leading questions" or press for information.

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- Listen and remember.
- Check that you have understood correctly what the learner is trying to tell you.
- Praise the learner for telling you. Communicate that s/he has a right to be safe and protected.
- Do not tell the learner that what s/he experienced is dirty, naughty or bad.
- Do not take photographs or make videos of any injuries reported by a child.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the learner may retract what s/he has told you. It is essential to record all you have heard.
- At the end of the conversation, tell the learner again who you are going to tell and why that person or those people need to know.
- As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations.