

Hybrid Technical Services Safeguarding and Child Protection Policy

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Aim of this policy

- To set out Hybrid Technical Services commitment to keeping children and young people safe from harm and how, in broad terms, Hybrid Technical Services will meet this commitment.
- To give clear direction to staff, employers, visitors, learners and parents/guardians about expectations and our legal responsibility to safeguard and promote the welfare of all children and young people at college.
- To clarify the procedures for reporting suspected wrongdoing or bad practice in respect of the protection of children and young people at HTS.
- To support the development of safe environments for children and young people and vulnerable adults to learn, develop and thrive in their environment.
- To safeguard children, young people and vulnerable adults from extremism and radicalisation and to support the Government’s Prevent Strategy.

Who is this policy for?

All HTS staff, employers and volunteers have a duty of care to safeguard and promote the welfare of learners. This includes employers safeguarding apprentices within their place of work. Everyone working with children, vulnerable adults and their families should be familiar with this document and with their role in reporting any safeguarding concern to the relevant local authority and also within our internal recording procedure. This policy is also available to learners, parents/guardians and employers at the initial point of their engagement with HTS.

Policy Authorisation	Managing Director-Sophie Park
Date of Policy update	August 2022
Date of policy review	August 2023
Policy Author	Head of Student Experience (DSL) - Debbie Stewart

Background and definitions

This policy is in line the requirements of the following key documents:

- Keeping Children Safe in Education (2022).
- Sexual violence and sexual harassment between children in schools and colleges (2021).
- Prevent Duty Guidance 2021.
- Working Together to Safeguard Children (2018).
- Safeguarding response to children who go missing from education (2016).

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

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

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We have developed Safeguarding Policy and Procedures that aim to meet the following commitments:

- Protecting children and vulnerable adults from maltreatment.
- Preventing impairment of children's mental and physical health or development.
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
- Safe and effective care.
- Taking action to enable all children and vulnerable adults to have the best outcomes.

HTS 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. HTS strives towards providing a preventative curriculum and ethos which ensures children, young people and vulnerable adults develop a healthy awareness about keeping themselves safe.

Approach to safeguarding

Our organisational approach to safeguarding and child protection ensures that safeguarding is identified, measurable and effective throughout our organisation. HTS ensures all learners are inducted into their programme by a member of staff qualified in matters of safeguarding, this is to ensure contextualised safeguarding and early recognition of barriers to learning that can be supported from the onset of our safeguarding responsibilities.

HTS ensures that safeguarding procedures are fully embedded into our organisation using real-time information on issues, or potential issues arising. Our management and team meetings include a safeguarding section to record, action and sign off both, low level or serious causes for concern. This information will also form part of our evaluation of effectiveness.

HTS ensures reflection on, and learning from best practice in safeguarding through the Local Children's Safeguarding Board case reviews and ongoing training opportunities. All HTS Safeguarding policies are in alignment, and in accordance with LSCP arrangements and procedures linking to other relevant policies within our delivery settings to ensure awareness of specific safeguarding issues and how to respond across all education and community settings, including; staff, parents/guardians, learners, apprentices and employers.

HTS approach to safeguarding all of our workforce is founded on the nature of our relationships. We prioritise assessing and managing the needs of our learners, employers and staff, and have a dynamic approach to the identification, assessment and response to risk. We have a commitment to ensuring that all of our recruitment processes contain reference to health and safety, safeguarding, prevent and child protection procedures.

We also ensure that initial assessment, induction, curriculum delivery, work-based learning and training ensures identification of the progression/regression of any learner. We have all the above

procedures embedded to ensure the early detection or continued support for any additional needs or specific interventions required to support our learners, particularly 16–18-year-olds.

We also ensure the DSL has additional training on mental health first aid, adverse childhood experiences (ACE's), domestic violence, suicide awareness, FGM & harmful practices, child criminal and sexual exploitation, including cohesive behaviours and online safety training.

In order to promote our commitment to keeping apprentices safe we ensure that staff training is both face to face with our local safeguarding board, and through quality and online learning.

Our organisational structure and approach places emphasis on collaborative relationships with the learners, employers and our employers within our delivery. This means our response to need and risk is timely and effective. We ensure that we work together to learn the lessons from our practice and use them to inform our safeguarding procedures.

This policy outlines our organisational standards in safeguarding children and young people. HTS outlines a range of behaviours that we encourage staff to embed in their approach to safeguarding that in turn, we believe, supports effective safeguarding practice and the prevention of harm. This policy references key legislation and statutory guidance and outlines how we approach safeguarding at a local delivery level.

An overview of organisational safeguarding structure

The Board of Directors and DSL hold ultimate accountability for ensuring safeguarding arrangements for both learners/apprentices, staff and associates. The Deputy Safeguard Officer will deputise in the absence of the DSL.

The nominated Designated Safeguarding Lead ensures that safeguarding matters are central to the strategic management of HTS, the DSL is an experienced and qualified practitioner.

The role of the DSL is key in ensuring that operational safeguarding in the service-specific contexts is effective. The DSL will also ensure that local delivery staff develop close working relationships with other agencies involved in safeguarding arrangements in order that they effectively monitor the safety of the children and young people that HTS staff works with.

Every member of staff or volunteers has the responsibility for ensuring that apprentices are safeguarded while they are using our services. Our organisational safeguarding standards recognise that we safeguard in a wide range of contexts with a diverse group of apprentices. Therefore, managing the risk to apprentices in these contexts can require different sets of knowledge and skills, and different responses, some of which are driven by statute and legislation. Our safeguarding standards and behaviours seek to underpin safeguarding in all of our practice and are derived from section 11 of the Children Act (2004) as well as best practice guidance such as Guidance for Further Education Providers on 'Work based Learners and the Prevent Strategy'

(2021). 'Working Together to Safeguarding Children' (2018) and the most recently 'Keeping Children Safe in Education' (2022)

Responsibilities

Senior Management Team-Directors:

- Promote a culture that promotes a safe and inclusive environment. That is centred around the learners' needs to enable everyone to thrive and aspire to achieve their goals.
- Always act in the best interests of children, young people and vulnerable adults to protect them online and offline, including when they are receiving remote education.
- Identify children and learners who may need early help, and who are at risk of harm or have been harmed. This can include, but is not limited to, neglect, abuse (including by their peers), grooming or exploitation.
- Secure the help that children, young people and vulnerable adults need and, if required, refer concerns in a timely way to those who have the expertise to help.
- Ensure safe recruitment and manage ongoing compliance and allegations about adults who may be a risk to children, young people and vulnerable adults.
- Provide relevant resources for safeguarding and child protection training to all staff to ensure a high level of delivery and positive outcomes.

Staff

Our staff are informed of the indicators of possible harm and vulnerabilities, in line with the local safeguard board recommendations. Staff know what to do, when possible, abuse or neglect is suspected or disclosed and understand the procedure follow and report such matters. Our goal is to protect and enable our learners to feel safe and thrive in their environment. This means that we focus on supporting them in finding their own solutions to challenges that pose a risk to their well-being, empowering them to seek support and to encourage positive, sustainable changes to their lives.

Staff Induction, training and development

The expectations of staff training as outlined in detail throughout Keeping Children Safe in Education (2022) have been summarised and shared within the policy and procedures, and made applicable to our delivery standards.

All staff undergo a thorough induction and are provide with the following policies and procedures:

- The safeguarding and child protection policy.
- Staff handbook, including disciplinary procedures and staff code of conduct.
- Keeping children safe in education (2022) Part One.
- Safeguarding response to children who go missing from education (2016).

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- The role of the designated safeguarding lead (including the identity of the designated safeguarding lead and deputies and early help team).

HTS staff must complete bi-annual appropriate safeguarding, online safety and Prevent/ACT training courses at foundation level one. The DSL and deputy must complete level 3 safeguarding, alongside regular updates from the Local Safeguarding Children Boards (LSCBs) as an absolute minimum.

HTS is committed to training all staff to work within the local safeguarding procedures and operational safeguarding arrangements where possible, as set out by Local Safeguarding Children Boards (LSCBs) and Working Together to Safeguard Children (2018) Our DSL works closely with Children and Young People's Services and the Youth Justice Board as a volunteer community panel member. This is invaluable to our organisation in the form of local intelligence and of areas of risk for child criminal and sexual exploitation issues.

HTS staff are fully trained in the internal reporting system used in making a referral and/or raising concerns in line with our local multi-agency early help directory and level of needs assessment. Keeping Children Safe in Education (2022) and Working Together to Safeguard Children (2018) this is implemented during staff induction and overseen by the DSL on-going.

Responsibilities-DSL

The DSL has responsibility for oversight and management of this policy alongside reviewing and monitoring safeguarding procedure and any incidents through our safeguarding performance framework and organisational lessons learned. This is supported by the HTS Board of Directors and the formal mechanism which disseminates safeguarding roles and responsibilities to staff as well as setting the strategic direction for safeguarding within its services. This procedure ensures effective communication between senior managers, staff and other stakeholders including employers who are supported with matters of safeguarding by:

- providing up to date knowledge on safeguarding and child protection.
- ensuring that staff have access to appropriate safeguarding training.
- providing suitable training to all staff to ensure they know how to identify and report a safeguarding concern.
- reviewing how the safeguarding policies are working in practice.

The DSL will ensure the implementation, monitoring and reviewing of safeguarding, child protection and Prevent changes in legislation are recorded and implemented into every day practice at HTS. To ensure the effective coordination and responses are adhered to by all staff.

The DSL has completed inter-agency training to ensure good practice and compliance to 'Working Together to Safeguard Children (2018) and LADO referral processes. This information is disseminated to all staff to ensure timely reporting, early intervention procedures, and consistent and effective support for our learners. We deliver in-house safeguard training and updates twice

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yearly to ensure good practice within our organisation.

Employer responsibilities

To understand what is meant by safeguarding, Prevent and the promotion of the welfare of learners. Employers are made aware of our policies and procedures through our website, through regular spotlight updates and commentary on eight weekly progress reviews. This is to ensure employers are aware of our statutory duties towards the welfare of children and vulnerable adults and to raise awareness of how to request support, if needed.

Employers will also be asked for a single point of contact (SPoC), usually someone who has the skills and knowledge to support the learner through their training as well as implementing safeguarding (particularly for 16-18 year olds) British values, prevent, and equality and diversity matters. Employers will be guided to familiarise themselves with these policies and procedures.

Safer recruitment Procedures

There are detailed requirements for safer recruitment outlined in KCSiE (2022). Working Together to Safeguard Children (2018). These include specific requirements for education settings including;

- When advertising a new post ensuring that anyone applying for the role understands that HTS has robust child protection and safeguarding procedures in place and these procedures will be implemented to ensure we are recruiting suitable staff to the post.
- This includes people already in a position of trust, as they may have behaved in a way that indicates they may not be suitable to work with children, for example where a person who works with children is involved in a domestic abuse incident at home and this may have implications for their suitability to work with children. HTS carry out due diligence (on line search) for prospective employees prior to an offer of employment.
- We have implemented a Single Central Record (single check register) for the staff recruited, and evidence of the required checks and risk assessment, if applicable.
- Identity checks, DBS Enhanced checks, barred list checks, further checks for anyone who has lived or worked outside the UK (checks for overseas applicants) and relevant references covering at least five years consistent employment, plus any explanations and evidence for gaps in employment and any allegations or disciplinarys' in previous employment.
- HTS have a clear commitment to ensure our Central Record is up to date in order to evidence gaps in vetting; references and DBS check with automatic annual renewal on the updating service. We communicate with all staff to make clear that learners are protected from unsupervised contact with people who have not been subject to the required checks prior to starting employment.

- We provide bespoke, specialist training to our recruitment staff. Our DSL and director have received recognised training on safer recruitment. This is to ensure staff are able to flag up any issues prior to offering a candidate employment.

Definitions and signs of abuse

What is 'risk'?

'Risk' is the future possibility that someone may be harmed due to a range of unwanted or neglectful behaviours. We work to reduce the likelihood of harm to our learners/apprentices and mitigate the impact of that harm in terms of the severity. 'Harm' is sometimes 'significant' to a child or young person (Children Act 2004). The definitions of emotional, physical and sexual abuse and neglect describe categories of 'harm' and can be found in the document Working Together to Safeguard Children (2018). And more recently keeping Children Safe in Education (2022). 'Harm' is described as the "ill-treatment or the impairment of health or development". 'Development' means physical, intellectual, emotional, social or behavioural development; 'health' means physical or mental health; and 'ill-treatment' includes sexual abuse, domestic abuse and forms of ill-treatment which are not physical. As a result of the Adoption and Children Act 2002, the definition of harm also includes "impairment suffered by hearing or seeing the ill-treatment of another". This is useful when considering harm arising from domestic abuse.

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. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. 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.

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 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 (also known as peer on peer abuse).

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.

Domestic abuse

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Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. Domestic abuse is not limited to physical acts of violence or threatening behaviour, and can include emotional, psychological, controlling or coercive behaviour, sexual and/or economic abuse. Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and adolescent to parent violence.

Anyone can be harmed through domestic abuse, regardless of gender, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home. Domestic abuse continues to be a prevalent risk factor identified through children social care assessments for children in need. Domestic abuse has a significant impact on children and young people. Children may experience domestic abuse directly or indirectly, if a child witnesses a person being harmed this is also considered abuse. [Domestic Abuse Act 2021: overarching factsheet - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/103211/overarching_factsheet_-_gov.uk.pdf)

Mental health and wellbeing

It is important that staff are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem; however, well trained staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that all staff are aware of how these children's experiences can impact on their mental health, behaviour and education. Our DSL has undergone training in Adverse Childhood Experiences ACE's and has attending further training in safeguarding first aid to enable HTS to support the health and mental wellbeing of our apprentices and staff.

Sexual harassment

HTS will take all allegations of harassment, sexual harassment and/or bullying seriously and address them promptly and confidentially, where possible. All staff members and learners will agree and sign to full compliance to this standard of behaviour in their code of conduct as part of the HTS induction process.

Sexual harassment includes a wide range of behaviour, such as:

- sexual comments or jokes.
- displaying sexually graphic pictures, posters or photos.
- suggestive looks, staring or leering.
- propositions and sexual advances.
- making promises in return for sexual favours.

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- sexual gestures.
- intrusive questions about a person's private or sex life, and discussing your own sex life;
- sexual posts or contact on social media.
- spreading sexual rumours about a person.
- sending sexually explicit emails or text messages.
- unwelcome touching, hugging, massaging or kissing.
- criminal behaviour, including sexual assault, stalking, indecent exposure and offensive communications.

Sexual violence and sexual harassment-Child on child abuse

All staff have appropriate knowledge of part 5 (Child on child sexual violence and sexual harassment) of the 'Keeping Children Safe in Education' statutory guidance.

Work to prevent sexual harassment, online sexual abuse and sexual violence operates through a culture-led, whole-organisational approach that includes an effective code of conduct policy, pastoral support and a carefully planned face to face and guest speaker facilitation through our personal development curriculum. Learners are supported to report concerns about harmful sexual behaviour and all concerns are taken seriously and dealt with swiftly and appropriately to ensure everyone is confident that this is the case. When dealing with reports of child on child sexual harassment, sexual violence and sexual abuse.

- All people harmed are reassured that they are being taken seriously and that they will be supported and kept safe.
- staff never promise confidentiality as it is extremely likely that a concern of sexual harassment or abuse will have to be shared further.
- all reports/concerns of peer-on-peer sexual harassment, sexual violence and sexual abuse are recorded through our cause for concern procedures.
- The DSL makes an immediate risk assessment and assessment of need to consider the person harmed, especially their protection and support, and takes any immediate actions that are appropriate to protect them.
- the wishes of the person making the allegation are always given high priority in terms of how they want to proceed and any support provided. The person harmed is given as much control as is reasonably possible over decisions. Although, ultimately, we have to balance their wishes against our duty to protect all the parties concerned.
- the alleged perpetrator is provided with support as appropriate and any appropriate disciplinary action taken .

- parents or guardians are normally informed (unless this would put the victim at greater risk).
- if the person harmed does not give consent to share information, staff may still lawfully share it to protect the child, if this is the case from harm and to promote the welfare of all other learners.
- where a report is going to be made to children's social care and/or the police, then, as a general rule, a member of the DSL will discuss next steps with the agency to agree how the alleged perpetrator will be informed of the allegations or concern.
- where a report of rape, assault by penetration or sexual assault is made, the starting point is referral to the police .
- all discussions, actions, decisions and reasons for decisions should be recorded.

Female genital mutilation

FGM is illegal in England and Wales under the FGM Act 2003 ("the 2003 Act"). It is a form of child abuse and violence against women. FGM comprises all procedures involving partial or total removal of the external female genitalia for non-medical reasons.

The FGM mandatory reporting duty is a legal duty provided for in the FGM Act 2003 (as amended by the Serious Crime Act 2015). The legislation requires regulated health and social care professionals and teachers in England and Wales to make a report to the police where, in the course of their professional duties, they either:

Informed by a girl under 18 that an act of FGM has been carried out on her

Observe physical signs which appear to show that an act of FGM has been carried out on a girl. Is under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth.

For the purposes of the duty, the relevant age is the girl's age at the time of the disclosure/identification of FGM (i.e., it does not apply where a woman aged 18 or over discloses, she had FGM when she was under (18).

Complying with the duty does not breach any confidentiality requirement or other restriction on disclosure which might otherwise apply. The duty is a personal duty which requires the individual professional who becomes aware of the case to make a report; the responsibility cannot be transferred. The only exception to this is if you know that another individual from your profession has already made a report; there is no requirement to make a second.

Reports under the duty should be made as soon as possible after a case is discovered, and best practice is for reports to be made by the close of the next working day, unless any of the factors described below are present. You should act with at least the same urgency as is required by your local safeguarding processes.

A longer timeframe than the next working day may be appropriate in exceptional cases where, for example, a professional has concerns that a report to the police is likely to result in an immediate

safeguarding risk to the child (or another child, e.g., a sibling) and considers that consultation with colleagues or other agencies is necessary prior to the report being made.

If you think you are dealing with such a case, you are strongly advised to consult colleagues, including your designated safeguarding lead, as soon as practicable, and to keep a record of any decisions made. It is important to remember that the safety of the girl is the priority.

FGM is child abuse, and employers and the professional regulators are expected to pay due regard to the seriousness of breaches of the duty.

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, this has become much more prevalent during 2020/21. The person carrying out the online grooming will try to establish the likelihood of the child, or vulnerable adult telling someone. They will also find out as much as they can on family and social networks.

Online groomers will tend to use chatrooms, which are focused on young people. There are countless teen chat rooms on the internet, those carrying out the grooming will pretend to be a 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 and vulnerable people find it easier to trust an online 'friend' than someone they have met 'face to face'

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

- Wanting to spend more and more time on the internet.
- Being secretive about or defensive when you speak to them.
- Switching screens when you come near the computer.
- Possessing items – electronic devices or phones, expensive new clothes.
- Using sexual or explicit language, that is unusual for the child
- Becoming emotionally volatile.

Grooming – In Person

Groomers will hide their true intentions and may spend a long time gaining a child or vulnerable adult's 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:

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- Pretend to be someone they are not.
- 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, or offer them money or drugs.

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

- Feel ashamed or feel guilty
- Are being coerced and threatened by the assailant
- Are unaware that they are being abused or exploited
- Believe they are in a relationship with a 'boyfriend' or 'girlfriend'

Assessment of risk outside the home, including teenage relationship abuse as a factor.

All staff, but especially the designated safeguarding lead (or deputy) should be considering the context within which such incidents and/or behaviours occur. This has been previously known as contextual safeguarding which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.

Assessment of risk outside of the home helps focus on the fact that young people experience harm beyond their families and recognises that the different relationships that young people form in their neighbourhoods, schools, colleges and online can feature violence and abuse, including teenage abuse and gang affiliation. Parents and carers have little influence over these contexts, and young people's experiences of extra-familial abuse can undermine parent-child relationships.

Supporting the threat of homelessness

Housing authorities have a duty to provide or secure the provision of advice and information about homelessness and the prevention of homelessness, free of charge. These services will form part of the offer to applicants who are also owed other duties under Part 7, for example the prevention and relief duties. **They must also be available to any other person in their district**, including people who are not eligible for further homelessness services as a result of their immigration status. The provision of up to date, comprehensive, tailored advice and information will play an important part in delivering the housing authority's strategy for preventing homelessness.

Under [section 179\(1\) of the 1996 Act](#), authorities must provide information and advice on:

1. (a) preventing homelessness.
2. (b) securing accommodation when homeless.

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3. (c) the rights of people who are homeless or threatened with homelessness, and the duties of the authority.
4. (d) any help that is available from the authority or anyone else for people in the authority's district who are homeless or may become homeless (whether or not they are threatened with homelessness); and,
5. (e) How to access that help.

Early applications for homelessness assistance maximise the time and opportunities available to prevent homelessness. Information provided through authorities' websites and other channels should therefore:

1. (a) help enable people to take action themselves where possible; and,
2. (b) Actively encourage them to seek assistance from the authority in good time if they need it.

[Section 179\(2\)](#) states that housing authorities must design advice and information services to meet the needs of people within their district including, in particular, the needs of the following groups

1. (a) people released from prison or youth detention accommodation.
2. (b) care leavers.
3. (c) former members of the regular armed forces.
4. (d) victims of domestic abuse.
5. (e) people leaving hospital.
6. (f) people suffering from a mental illness or impairment; and,
7. (g) Any other group that the authority identifies as being at particular risk of homelessness in their district.

Early Intervention for children, young people and vulnerable adults

Any child, young person or vulnerable adult may benefit from early help, and all staff should be alert to the potential need for support for all our learners, but specifically for someone who has additional needs, whether or not they have a statutory Education, Health and Care Plan. Also, if the learner is a young carer or has family issues outside of their employment or training. An early intervention procedure can be requested from the DSL, who will support the learner alongside other members of staff, external organisations and employers, if applicable.

Contacts

<p>Name and contact details of Designated Safeguarding and Prevent Lead</p>	<p>Debbie Stewart: Landline: 0151-524 2951 Mobile: 07887 492832</p>
<p>Name and contact details of Deputy Designated Safeguarding and Prevent Lead</p>	<p>Brian Keating: Landline: 0151 -524 2951</p>
<p>Local and Regional Authority contact information:</p> <p>For under 18 s (and those up to the age of 24 with an EHCP- education and health care plan)</p> <p>For over 18 s without an EHCP, identified as vulnerable – Social Care</p> <p>Local Authority Designated officer-LADO</p> <p>In emergencies</p> <p>Merseyside Police Prevent Team</p> <p>Regional Prevent Coordinator</p>	<p>Help in a crisis - Liverpool City Council</p> <p>Telephone number: Care-line Children’s Services– 0151-233-3700 (Available 24/7)</p> <p>Telephone number: Care-line Adult Service Services-0151-233-3800 (Available 24/7)</p> <p>Telephone number: Care-line Children’s Services– 0151-233-3700 (Available 24/7)</p> <p>Telephone number: Out of hours emergencies: 0151-934-3555</p> <p>Telephone number: 0151 777 4878</p> <p>Nigel Lund nigel.lund@education.gov.uk 07384 452146</p>

What to do in the event of a disclosure?

Responsibility to report concerns

It is not the responsibility of the Designated Safeguard Lead to decide whether or not abuse has taken place. It is the responsibility of staff / employers to act if there is cause for concern in order that the appropriate local authorities can investigate and take necessary action to protect the person at risk. HTS staff do not investigate but do make the judgement “if this incident or situation were true, is this cause for concern” staff will escalate the concern to the appropriate authorities.

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Responding to concerns

Telling somebody about abuse can be frightening and difficult for anyone. In doing so the person disclosing has put HTS staff in a position of trust, however, they must not keep this disclosure confidential. Staff need to be clear to the learner that they can't keep a secret that they will write down what they say and that they have done the right thing in telling them.

Staff must inform the learner that they will need to record it. HTS staff must not ask any questions that may be regarded as leading or closed.

Any person making a disclosure must trust HTS staff to help them but staff must make it clear that they cannot keep the disclosure 'a secret' if the disclosure is seen as harmful or endangers the person making the disclosure, staff should:

- Speak to the learner in a private and safe place to inform them of the concerns.
- Obtain the apprentice and parents views, if necessary, on what has happened and what they want to be done about it.
- Provide information about the safeguarding process and how it could help to make them safer.
- Ensure that they understand the parameters of confidentiality.
- Explain how they will be kept informed, particularly if they have communication needs.
- Consider how the abusive experience might impact on the ongoing delivery of services, particularly personal care arrangements and access arrangements.
- Assess their immediate protection needs.
- React calmly and in an encouraging manner.
- Advise them that they are right to tell.
- Emphasise that they are not to blame.
- Take what is being said seriously and communicate this to them.
- Keep questions to the minimum necessary for ensuring a clear and accurate picture of what is being said to you. Remember you are not to investigate.
- Be clear that there are certain people that you will have to tell in order to make sure that necessary action is taken. Stress it is part of your job to keep children, young people and adults safe.
- Make a full record of what is communicated as soon as possible using our internal paperwork. This should include exact words used, body charts of injury, behaviour and other forms of communication.
- Do not delay in passing the information on to the DSL.

Recording of concerns

Employees working closely with children, young people or vulnerable adults 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 the DSL and director.

Any concern must be documented and emailed securely to the DSL at safeguarding@hybridtec.co.uk. This could be dealt with through an initial 'level of needs exercise' to identify the cause of action, unless in immediate harm, where the relevant authorities will be contacted after the completion of a level of needs exercise. In this situation ensure that the learner is accompanied and kept safe until the relevant authorities arrive.

If staff have any concerns about a learner, then they are encouraged to contact the DSL for advice, even if they are not sure. If in doubt, check.

It is crucial that all concerns are properly recorded. The following information should be recorded on a cause for concern form available in the safeguarding file within the shared drive.

- Name and address .
- Age and date of birth.
- Ethnic origin.
- Religion, if any.
- Disability, if any.
- Preferred communication method and language.
- Name and address of adults involved in the incident/concern/allegation.
- Date and time of the alleged incident.
- Nature of injury, behaviour or concern.
- When the behaviour or injury was first noticed.
- The explanation in his/her own words as verbatim as possible.
- Date and time of the recording.
- Any questions that were asked.
- Signature of the person recording the concern.

Some of this information may not be available to staff. It is important that the person/s who discloses, does this freely and volunteers' whatever information they have.

When recording, staff must separate fact from opinion by setting out the facts first

Having an opinion is entirely valid and may be crucial but it must not be confused with factual information

All written records must be retained securely and confidentially and marked as sensitive and confidential, with relevant password codes within the relevant service recording system

Escalating concerns

The DSL and director, in consultation with the staff member, will decide as to whether a referral is necessary and needs to be escalated.

All reported disclosures regardless of outcome must also be reported internally through the completion of the 'Safeguarding concern form' in conjunction with the written referral to the appropriate local authority safeguarding team.

The form has 3 parts:

Part 1 outlines the basic details of the referral and

Part 2 the details of the incident being reported.

Both part 1 and 2 must be completed at the same time following the disclosure.

The form must then be anonymised by removing the person's personal details and password protected and sent by email to the DSL

Part 3 of the form must be completed within 7 days subsequent to the submission of Parts 1 and 2 once the outcome of the referral is known and resubmitted as detailed above. Data Protection (please also see Data Protection policy)

All details and actions taken are recorded on the personal file of the apprentice. There may be different recording requirements dependent on the context of their work, however, as a reminder here are the key principles:

- Be clear.
- Ensure you include the key details of the learner/apprentice and any required description about them in the account.
- Be accurate.
- Be concise.
- Record only relevant information to this report. Ensure that you are clear what is a fact and what is your opinion.
- You may need to offer some analysis – in this circumstance you need to be clear about why you are worried? What is the likelihood and possible impact should the risk occur?

What happens to the recording of the disclosure and other information gathered?

Apart from forming the basis for the referral, it may also be used in court reports (civil and criminal) and in statutory safeguarding processes such as investigation and assessments and child adult or vulnerable protection conferences. Internally and through the local safeguard board reporting process includes the requirement of an update on the Safeguarding Incident form (part 3) within 7 days of the disclosure

Responding to allegations against staff for misconduct or inappropriate behaviour

Responding to a suspicion or allegation of inappropriate behaviour or misconduct in the course of your role within HTS a child, young person or vulnerable adult may disclose information to you about an employee or a non-member of HTS that leads to a suspicion or allegation of inappropriate behaviour or misconduct. You must:

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- Listen to the child, young person or vulnerable adult as detailed.
- Acknowledge the information received.
- Pass to the Safeguarding Officer, who will, contact the Directors in the first instance.
- Make a full written record of the disclosure on the day you receive the disclosure.
- Sign and date the record. Establishing the basic facts. The Safeguarding Officer and the director must clarify the basic facts to establish whether there is reasonable cause to suspect or believe that misconduct has occurred.
- If the basic facts support a suspicion or allegation of misconduct by a member of staff, the matter will be dealt with in accordance with HTS Disciplinary Procedure and referred to LADO if deemed necessary.
- Following advice from Care line, if the decision is made that the member of staff against whom the allegation has been made is to be informed, the member should be told an allegation has been made which suggests abuse. It is essential to preserve evidence for any criminal proceedings while at the same time safeguarding the rights of the member. Suspension.
- Suspension is not a form of disciplinary action. The member may be suspended whilst an investigation is carried out.
- Suspension will be carried out by the Director of HTS in accordance with our Disciplinary Procedures.

At the suspension interview the member will be informed of the reason suspension is taking place and given the opportunity to give a statement should he/she wish. Notification of the suspension and the reasons will be conveyed in writing to the member in accordance with HTS Disciplinary Procedures.

Managing low level concerns/allegations that do not meet the harm threshold

The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child/young person, or vulnerable adults does not meet the expectations set out in the professional code of conduct. A low-level concern is any concern - no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the HTS may have acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO. Examples of such behaviour could include, but are not limited to:

- being over friendly with learners.
- showing favouritism .
- taking photographs of learners on their mobile phone.
- Contacting learners on a personal mobile phone or email.
- using inappropriate sexualised, intimidating or offensive language.

Any low-level concerns should be reported to either the DSL or Director. Staff are encouraged to self-refer if they have found themselves in a situation which might be misinterpreted or might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards. The Director and DSL will discuss whether or not the concern meets the threshold of harm. Concerns meeting the threshold of harm will be dealt with by following the disciplinary procedures. For low-level concerns, a member of the leadership team will have an initial conversation with the member of staff.

The purpose of the conversation is to establish a fair and balanced view of the facts relating to any concern before determining what further action may need to be taken. The DSL and Director will review the information and determine whether the behaviour is entirely consistent with the HTS code of conduct, constitutes a low-level concern or is serious enough to consider a referral to the LADO.

Where there is any doubt whatsoever, the DSL will seek advice from the LADO on a no-names basis which, depending on the advice provided, may result in a full investigation being undertaken by the DSL and Director. Any low-level concerns will be responded to in a sensitive and proportionate way - on the one hand maintaining confidence that such concerns when raised will be handled promptly and effectively whilst also protecting staff from any potential false allegations or misunderstandings. Any investigation of low-level concerns will be done discreetly and, on a need, -to-know basis. Most low-level concerns, by their very nature, are likely to be minor. Some will not give rise to any ongoing concern and, accordingly, will not require any further action.

Managing false or malicious allegations

Where after investigation, the allegation is found to be false or malicious the member will receive an account of the circumstances and/or investigation and a letter confirming the conclusion of the matter. The member of staff involved may wish to seek legal advice.

All records pertaining to the circumstances and investigation will be destroyed.

Where this involves a member staff of HTS, they will be advised of the appropriate counselling services available.

Managing allegations of historical abuse

Allegations of abuse may be made some time after the event e.g., an adult who was abused as a child by another child or adult who is still currently working with children, young people or vulnerable adults. Where such an allegation is made the procedures for managing allegations of abuse must be followed.

Keeping yourself safe

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

- Befriending learners on personal social media sites.
- Distributing personal telephone numbers.
- Visiting learners at home without prior permission.
- Do not use sarcasm, insults or belittling comments towards learners.
- Instigating personal relationships with learners.

You will naturally build a rapport with learners and they may see you as a confident and support, but be sure to maintain professional boundaries whenever carrying out work on behalf of HTS. Be respectful and appreciate you are in a position of trust

- 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. Always keep the door to the room open at all times.
- Be careful when giving learners advice – as this is based on your opinion, focus support around information (facts) and guidance (signposting).

If at any point, you feel unsafe in company of a learner inform your line manager and the DSL immediately.

Whistleblowing and complaints (please also see related policies)

“What do I do if you are worried that another member of staff is acting in a way that may be unsuitable in practice, or may be causing harm to another person or even committing a criminal offence against another person?”

Where an allegation is made against a staff member, either employed or associate, report the matter immediately to the DSL. If there is a risk arising to operational delivery, the director should then be informed. The DSL and director will then decide whether the incident is a potential safeguarding matter or should be dealt with under our complaints policy and disciplinary procedures. (See managing low level concerns)

If the allegation is of a safeguarding nature and constitutes:

- A concern which may mean the employee is not suitable to practice with children, young people or vulnerable adults.
- A concern which has led to the possible harm to a learner.
- A safeguarding concern which may be criminal in its nature or intent.

Then this should be reported as per local procedures, to the (Local Authority Designated Officer

County Lines

Child Criminal Exploitation' or CCE, it is increasingly being recognised as a major factor behind crime in communities across Merseyside and the UK, while also simultaneously victimising vulnerable young people and leaving them at risk of harm.

CCE often occurs without the victim being aware that they are being exploited and involves young people or vulnerable adults being encouraged, cajoled or threatened to carry out crime for the benefit of others. In return they are offered friendship or peer acceptance, but also cigarettes, drugs (especially cannabis), alcohol or even food and accommodation.

County lines is the police term for urban gangs supplying drugs to suburban areas and market and coastal towns using dedicated mobile phone lines or "deal lines". It involves child criminal exploitation (CCE) as gangs use children and vulnerable people to move drugs and money. Gangs establish a base in the market location, typically by taking over the homes of local vulnerable adults by force or coercion in a practice referred to as 'cuckooing'.

County lines is a major, cross-cutting issue involving drugs, violence, gangs, safeguarding, criminal and sexual exploitation, modern slavery, and missing persons; and the response to tackle it involves the police, the National Crime Agency, a wide range of Government departments, local government agencies and VCS (voluntary and community sector) organisations. County lines activity and the associated violence, drug dealing and exploitation has a devastating impact on young people, vulnerable adults and local communities. [Home Office County Lines Guidance Sept 2018](#)

Children missing in education

Children missing in education missing is a dangerous activity. A child, young person or vulnerable adult who goes missing just once faces the same immediate risks as those faced by a person who regularly goes missing. However, children who go missing when they are young, and/or more frequently are more likely to face longer-term problems. All staff must follow our absence reporting procedures on a daily basis.

- Learners are informed to call the following number before 9.00 am if they are late or absent on the first day of absence- 07887 492833. They must not report an absence to their tutor or a friend to pass a message on.
- If the learner does not call, our administration team will call them to ascertain the reason for absence and remind them of the absence procedure.
- For children under the age of 18 year old, a parent or guardian must also be notified.
- The admin team will then email the employer with a standard absence report to notify them of the absence. This should be carried out before 10.00 am each day.

In the case of an absence issue being escalated the following procedures will be carried out by the DSL and/or director.

The Pan Merseyside Missing Children Procedure has been created to provide a joined up multi agency response to children and young people who are missing or have gone missing from home and care.

PAN Merseyside Missing Children Procedure

Pan Merseyside Child Exploitation Protocol 2020

What to do if you're worried about a child?

HTS will refer to the Responding to Need Guidance in the matter of a CE concern and use the Screening Tool to help to identify immediate concerns CE Screening Tool.

We will, where necessary, share our concerns to CarelineHub using a Multi-Agency Referral Form multi-agency referral form MARF.

If you have concerns that one of our learners is already suffering significant harm or is at risk of significant harm, contact the DSL who will raise a concern with CarelineHUB on 0151 233 3700.

Safeguarding-Radicalisation

Those vulnerable to radicalisation must be safeguarded.

Whilst a single factor could be enough to cause someone to become radicalised or to support terrorism, being subjected to a combination of the recognised risk factors can often create the perfect conditions for radicalisation to occur.

There is no single profile of what an extremist might look like or what it is that might cause someone to become radicalised. Those involved in extremist activity can come from a range of backgrounds with different life experiences - the reasons for becoming radicalised will be unique to them and may take place over an extended period or happen within a very short time frame.

Exploiting vulnerability

The following factors might contribute to a vulnerable person becoming radicalised:

- The need for belonging.
- Bereavement.
- Looking for a cause or reward.
- Mental health.
- Isolation.
- A sense of injustice or grievance.

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- Access to extremist material online.
- A desire for power, respect or status.
- Bullying.
- Drug or alcohol misuse.

Changes in behaviour or appearance

Radicalisation may be accompanied by sudden or gradual changes to a person's behaviour or appearance. This may include some of the following:

- Changes in mood, patterns of behaviour or being secretive.
- Possession of violent extremist literature or use of inappropriate language or speech.
- Expression of extremist views or sympathy with extremist causes.
- Seeking to engage or recruit others to support extremist ideologies, extreme groups, social media groups or marches.
- Preaching or attempting to impose their views on others.
- Isolating themselves from family and friends.
- Outbursts of anger.
- Change in language or use of words.
- Fixation on a new subject or person.

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 extremist groups and organised gang members to exploit and/or radicalise individuals in to supporting and potentially committing criminal activities.
- Grooming can be used to gain someone's trust with the intent to exploit them.
- 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.

Prevent-Channel Programme

Click this link for referral form [Prevent - Liverpool City Council](#)

Prevent radicalisation-reporting procedure-

Are you concerned about someone who is at risk of radicalisation?

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If so, get in touch with the council's Prevent Safeguarding Team to discuss your concerns. We can support vulnerable people and prevent them from being drawn into extremism or terrorism as part of the [UK Government Counter Terrorism Strategy](#).

Contact the Prevent Safeguarding Team in confidence

You can also call the Merseyside Police Prevent Team on 0151 777 4878.

If you believe your situation is an emergency, call 999.

What happens next?

We will contact you to discuss your concerns within three days.

This might involve us completing a referral to enable us to share information with our partners and start the safeguarding process. This will ensure we provide the most appropriate help and support.

No support can be provided to anyone without first obtaining their informed consent.

Any support that we do provide is done so through the [Channel programme](#), an early intervention and multi-agency approach to protect vulnerable people by:

- identifying individuals at risk.
- assessing the nature and extent of that risk.
- developing the most appropriate support plan for the individuals concerned.

We may offer support in the following areas:

- support from a specialist mentor.
- social care support.
- specialist mental health support.
- help with accessing appropriate education support.
- housing support.

I.T. and Internet Safety

The internet is used in HTS to promote our service and to support the professional work of staff and to enhance the management functions. Technology is advancing rapidly and is now a huge

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part of everyday life, education and business. We want to equip our staff with all the necessary I.T skills that they will need in order to enable them to deliver an effective, efficient and safe service, both on site and away from the centres as has been necessary over the current challenging times. All staff and learners agree to our online safety policy and procedures. HTS have also implemented separate access details for learners and staff, with a firewall to protect sensitive and critical data, preventing a cyber security incident through an anti-virus programme.

Communication between HTS and our learners and employers may be through e-mail, WhatsApp messaging, online Zoom and Teams meetings and telephone messages. Also, online platforms such as, Forskills. This form of contact can often be considered to be more effective, reliable and economic in current times. Will may also inform learners of details relating to changes in delivery and deadlines for completion of work via letter.

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. HTS have a zero tolerance towards any form of bullying or harassment as outlined in our code of conduct, which is signed and adhered to by all staff and learners as part of their induction. Staff receive bi-annual training on the risk posed to learners and are aware of the potential risks. All delivery staff maintain vigilance whilst our learners are online in the centre. HTS also promote online safety to all learners as part of the curriculum. Mobile phones are only permitted for curriculum activities in the classrooms and workshops.

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.

Photographing, videoing and filming of children, young people and vulnerable adults

The following is required for HTS activities or events where children or vulnerable adults are participating:

- Where appropriate consent from the parent/guardian for photographing, videoing and/or filming of a child, young person or vulnerable adult must be obtained prior to the event or activity.
- Where possible anyone wishing to use photographic/film/video equipment at a venue must obtain the approval of the Safeguarding Officer this includes the use of mobile phones and any other similar equipment.

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- An activity or event, specific identification badge/sticker must be provided to and clearly displayed at all times by accredited photographers, film and video operators on the day of the activity or event.
- No unsupervised access or one-to-one sessions is to be permitted unless this has been approved in advance, and appropriate vetting has occurred.
- HTS reserves the right at all times to prohibit the use of photography, film or video at any event or activity with which it is associated.
- The requirements above are publicly promoted to ensure all people present at the event or activity understand the procedure and are aware of whom to contact if concerned.

Concerns about Photographers, Video or Film Operators Any concerns with photographers or video or film operators are to be reported to HTS Safeguarding Officer and where relevant Care line and Local Authority Designated Officer.

Children or Vulnerable Adults in Publications and on the Internet

The internet and internal publications provide excellent opportunities to broadcast achievements of individuals to the world and to provide a showcase for the activities of HTS. In some cases, however, displaying certain information about children, young people and vulnerable adults could place them at risk. The following procedure must be followed to ensure HTS publications and HTS information on the Internet do not place children, young people and vulnerable adults at risk. HTS publications and HTS information on the Internet must adhere to the following:

- Publications or information on an Internet must never include personal information that could identify a child or vulnerable adult e.g., home address, e-mail address, telephone number of a child or vulnerable adult. Any contact information must be directed to either the Safeguarding Officer.
- Before publishing any information about a child, young person or vulnerable adult, written consent must be obtained from the child, young person or vulnerable adult's parent/guardian if appropriate. If the material is changed from the time of consent, the parents/guardians must be informed and consent provided for the changes.
- For photographs or videos of groups or teams of children or vulnerable adults ensure that only the group or team is referred to, not individual members. Credit for achievements by a child or vulnerable adult are to be restricted to first names e.g., Tracey was Player of the Year 2002.
- All published events involving children or vulnerable adults must be reviewed to ensure the information will not put children or vulnerable adults at risk. Any publications of specific meetings or child, young person or vulnerable adult events e.g., team coaching sessions, must not be distributed to any individuals other than to those directly concerned.

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- Particular care must be taken in publishing photographs, film or videos of children or vulnerable adults who are considered particularly vulnerable e.g., the subject of a child or vulnerable adult protection issue or a custody dispute.
- Particular care is to be taken in publishing photographs, films or videos of children, young person or vulnerable adults with physical, learning and/or communication or language disabilities, as they could be particularly vulnerable to abuse. Important Note: Any concerns or enquiries about publications or Internet information should be reported to the DSL.

Procedures for Guest Speaker

All staff will complete a guest speaker authorisation form one week prior to the attendance of guest speakers' arrival. The form must be provided to their Line Manager, or safeguard Lead in their absence. If the speaker is to be left in the classroom unaccompanied a DBS disclosure must be provided before authorisation can be confirmed. In exceptional circumstances, HTS will apply for the disclosure on their behalf. (This may mean that a longer time period is required before the speaker can attend).

HTS will also carry out due diligence on the guest speaker through evidence of business ownership through companies' house, if applicable and complete a check of media and social media platforms to ensure there is no evidence of extremist views or risky behaviours that could infiltrate our learners.

Under no circumstances can a speaker spend time alone in the classroom with the learners if a disclosure has not been provided. In this case, a tutor must remain in the classroom at all times whilst the speaker is in contact with learners. Failure to comply with this procedure will result in disciplinary action and possible dismissal under gross misconduct.

It is a requirement of contract to report all safeguarding concerns- please ensure contract compliance at all times

Related policies and Procedures

There are other specific HTS policies that have our approach to safeguarding embedded within them, these include:

- Prevent Policy and Procedures.
- Whistle Blowing Policy and Procedures.
- Complaints Policy.
- Disciplinary and Code of Conduct.
- Safer Recruitment Policy and Procedures.
- Absence and lateness procedures.
- Staff Handbook.
- Employer Handbook.

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- Learner Handbook

Key National guidance and legislation

There are numerous publications and evidence around best practice in safeguarding in education. The following guidance has been used and applied to ensure our compliance and legal obligation to protect children and vulnerable adults accessing our services for harm and abuse:

- KCSiE 2022
[Keeping children safe in education 2022 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)
- Prevent Strategy 2021
[Revised Prevent duty guidance: for England and Wales - GOV.UK \(www.gov.uk\)](https://www.gov.uk)
- The Data Protection Act 2018 [Data protection for education providers - GOV.UK \(www.gov.uk\)](https://www.gov.uk)
- Working Together to Safeguard Children 2018
<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>
- Departmental advice What to do if you are Worried a Child is Being Abused - Advice for Practitioners [Stat guidance template \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)
- Departmental advice Sexual Violence and Sexual Harassment Between Children in Schools and Colleges Unless otherwise specified [Sexual violence and sexual harassment between children in schools and colleges \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)
- [Sharing nudes and semi-nudes: how to respond to an incident \(overview\) - GOV.UK \(www.gov.uk\)](https://www.gov.uk)
- The Children's Act 2004 [Children Act 2004 \(legislation.gov.uk\)](https://legislation.gov.uk)
- Work based Guidance [Guidance for further education providers on work-based learners and the Prevent statutory duty - GOV.UK \(www.gov.uk\)](https://www.gov.uk)
- Level of Needs [Liverpool Safeguarding Children Partnership \(LSCP\) - \(liverpoolscp.org.uk\)](https://liverpoolscp.org.uk)
- Liverpool Safeguarding online Procedures [Contents \(proceduresonline.com\)](https://proceduresonline.com)
- Online Referral Form [Prevent - Liverpool City Council](https://www.liverpool.gov.uk)
- Information and Sharing Advice-for Practitioners-
<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>
- Supporting Homelessness' [Overview of the homelessness legislation - Homelessness code of guidance for local authorities - Guidance - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

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- Council for Internet Safety

<https://www.gov.uk/government/organisations/uk-council-for-internet-safety>

Sexual Violence and Sexual Harassment between Children in Schools

<https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>

- Child Exploitation and Online Protection Command
[CEOP Safety Centre](#)

-

Directors Signature:

A handwritten signature in black ink that reads "J Childmore". The signature is written in a cursive style with a large initial "J" and a stylized "C".