

# Safeguarding Policy

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## Policy Statement

Dynamic Training UK Ltd is committed to the safeguarding and well-being of all our learners and fully recognises its responsibilities for protecting vulnerable groups. Our policy applies to all staff, learners, contractors and visitors working on behalf of or in conjunction with Dynamic Training UK Ltd.

The main elements to our policy:

## Objectives

The aim of the policy is to ensure understanding and responsibilities, and to identify signs that there might be a safeguarding concern.

## Scope

This policy covers safeguarding of children and adults at risk, learners and those learners of sub-contracted employer provider & supporting provider provision. This policy also aligns our compliance with the Government Prevent strategy.

Dynamic will have a culture of safeguarding. This means:

- always act in the best interests of learners to protect them online and offline, including when they are receiving remote education or self-isolating due to COVID-19
- identify 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, sexual harassment and exploitation.
- secure the help that learners 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 and vulnerable adults.

An adult at risk (previously vulnerable adult) is defined as any person over aged 18 or over and at risk of abuse or neglect because of their need for support or personal circumstance.

- Ensuring we operate safer recruitment practices in accordance with the legislative document Keeping children safe in education (Sept 2021)
- Raising awareness of safeguarding throughout the organisation and ensuring that staff are equipped with the appropriate skills and knowledge to support learners effectively and help keep them safe.
- Raising awareness of safeguarding to all of our learners and ensuring that the learners who are most vulnerable are equipped with the skills and knowledge needed to keep them safe.
- Developing and implementing procedures for identifying and reporting cases or suspected cases of abuse.
- Establishing safe environments in which vulnerable groups can learn and develop.
- Establish and maintain an environment where learners feel secure, are encouraged to talk, and are listened to.
- Ensure learners know that there is designated staff within Dynamic Training UK Ltd whom they can approach if they are concerned or worried.
- Include opportunities within our ongoing assessment process and classroom delivery for learners to develop the skills they need to recognise and stay safe.
- We recognise and adhere to the statutory requirements within the following important and relevant pieces of safeguarding legislation:
  - ◇ The Education and Training (Welfare of Children) Act 2021
  - ◇ Working Together to Safeguard Children (2010)
  - ◇ Children and Families Act (2014)
  - ◇ Keeping Children Safe In Education (September 2021)
  - ◇ Safeguarding Vulnerable Groups Act SVGA (Paragraph 7 amended 2020)
  - ◇ Protection of Freedoms Act (2012)
  - ◇ Disclosure and Barring Service Code of Practice (updated 2015)
  - ◇ Sexual Offences Act (2003)
  - ◇ Every Child Matters (2004)
  - ◇ Equality Act (2010).
  - ◇ The Counter Terrorism and Security Act 2015 (Prevent)
- Have due regard to the need to prevent people being drawn into terrorism

### **Management Organisation and Arrangements**

To support our commitment to the safeguarding and well-being of all of our learners and with regard to the above legislation we will;

- Ensure that we have Designated Safeguarding Leads who have received appropriate training and support for this role.
- Ensure that all staff and learners are aware of our Designated Safeguarding Leads. Designated Safeguarding Leads discussed in induction, via the learner handbook and via posters located throughout the training centres and website.
- Ensure that all staff are aware and understand their responsibilities in relation to safeguarding and in being alert to the signs and indicators of abuse and for referring any concerns directly to the Designated Safeguarding Leads.
- Ensure that effective safeguarding procedures are developed, implemented and monitored to ensure their effectiveness. These procedures are based on the 5R's approach of Recognition, Response, Record, Report, and Refer.
- Ensure that we develop effective links with relevant external agencies, local safeguarding boards and co-operate with any requirements with any safeguarding referral matters.
- Ensure that we keep written records of safeguarding concerns, even when there is no need to refer the matter to the relevant agencies.
- Ensure all records are stored securely and in accordance with the Data Protection
- Establish or use existing mechanisms for understanding the risk of radicalisation
- Ensure that staff understand the risk
- Communicate and promote the importance of duty of care
- Ensure staff implement safeguarding and are trained sufficiently
- All staff have current DBS to the enhanced level even if it is not required in the job description as there could be the opportunity for staff to come into contact with learners of all ages.

Due to the nature of our work Dynamic Training UK Ltd may be in the frontline of work with some children, young learners, vulnerable learners and vulnerable adults. This may mean that we are the first to know that a child, young or vulnerable learner or adult is being or has been abused or that we are concerned about a person's well-being.

Everyone has an equal responsibility to ensure that the individual needs and welfare of the person are put first and to safeguard any person with whom we may come into contact. This responsibility not only rests with the Directors, Senior Management and Designated Safeguarding Leads but also with every

individual member of staff employed or volunteering within our organisation whilst at work, at an employer's premises or at home.

Dynamic Training UK Ltd offers an apprenticeship recruitment service, which places potential apprenticeship learners into employment. It is recognised that this creates a greater duty of care, and to ensure that employers are suitable to receive an apprentice, a service level agreement is undertaken prior to apprentice commencing employment in order to clarify expectation in relation to basic health and safety and employment requirements for the learner.

### **Definition of terms**

The safeguarding policy describes the support and protection procedures for all learners under the age of 18, or vulnerable learners over this age, who may be "at risk" of abuse.

### **Sexual abuse**

Contact, including penetrative (e.g. rape) or non-penetrative acts. They may include non-contact activities, such as involving children or vulnerable adults looking at, or in the production of, pornographic materials or watching sexual activities, or encouraging children or vulnerable adults to behave in sexually inappropriate ways.

### **Neglect and acts of omission**

Is the persistent failure to meet the child's or vulnerable adult's basic physical and/or psychological needs, likely to result in the serious impairment of the child or vulnerable adults health or development. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failure to protect a child or vulnerable adult from physical harm or danger, or failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child or vulnerable adults' basic emotional needs.

### **Financial abuse**

Some children and vulnerable adults may be abused or exploited financially including fraud and extortion. This can include material possessions as well as financial aspects.

### **Domestic violence**

Can include psychological, physical, sexual, financial, emotional abuse; so called 'honour' based violence; Female Genital Mutilation; forced marriage.

**Modern slavery**

Encompasses slavery, human trafficking, forced labour and domestic servitude. Traffickers and slave masters use whatever means they have at their disposal to coerce, deceive and force individuals into a life of abuse, servitude and inhumane treatment

**Discriminatory abuse**

Including forms of harassment, slurs or similar treatment; because of race, gender and gender identity, age, disability, sexual orientation or religion.

**Organisational abuse**

Including neglect and poor care practice within an institution or specific care setting such as a hospital or care home, for example, or in relation to care provided in one's own home. This may range from one off incidents to on-going ill-treatment. It can be through neglect or poor professional practice as a result of the structure, policies, processes and practices within an organisation

**Self-neglect**

This covers a wide range of behaviour neglecting to care for one's personal hygiene, health or surroundings and includes behaviour such as hoarding. This may also be supported by mental health teams.

**Significant harm**

Some children or vulnerable adults may be in need because they are suffering or likely to suffer significant harm. The Children Act V section 47 (1) introduced the concept of significant harm as the threshold that justifies compulsory intervention in family life in the best interest of the children.

**Internet grooming**

Grooming is the process of getting to know and befriending a child with the intention of sexually abusing them. Children are continually made aware they shouldn't talk to or go anywhere with strangers so paedophiles often take time to build up a trusting relationship with a child. Grooming isn't restricted to online, but the internet can provide paedophiles anonymity to act more freely, and access to children who are not under direct parental supervision.

**Radicalisation and extremism**

Some children and adults maybe exposed to extreme religious and social beliefs which could damage their own family relationships and risk their safety in society and not be recognised as British Values. Exposure could

be accessed through social/religious and political groups, media and the internet. It is having vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

### **Allegations against staff**

The primary concern of the organisation is to ensure the safety of the child and vulnerable adult. It is essential in all cases of suspected abuse by a member of staff that action is taken quickly and professionally whatever the validity. There are occasions where a child or vulnerable adult will accuse a member of staff of physically or sexually abusing them. In some cases this may be false or unfounded. However, in some cases the allegations may be true. Any instance of a child or vulnerable adult being abused by a member of staff is particularly serious. On the other hand for an innocent person to be accused of such an act is a serious ordeal which can result in long-term damage to their health and career.

In the event that any member of staff suspects any other member of staff of abusing a student, it is their responsibility to bring these concerns to the Quality and Operations Director or Managing Director (following process chart).

On being notified of any such matter the Quality and Operations Director and/or Managing Director shall;

- Take such steps as she/he considers necessary to ensure the safety of the child or vulnerable adult in question and any other child or vulnerable adult who might be at risk
- Report the matter to the local social services department
- Ensure that a report of the matter is completed by the person who reported the original concern.

If the concern is related to the Prevent Agenda the Designated Safeguarding Lead shall complete the following step/s:

- Assess the nature and extent of the risk
- Develop the most appropriate support for the individual
- Refer to multi agency panel/ Channel

### **Staff Code of Conduct**

Dynamic Training UK Ltd recognises that it is not practical to provide definitive

instructions that would apply to all situations at all times whereby staff come into contact with children and vulnerable adults and to guarantee the safeguarding and protection of children and vulnerable adults and staff. Staff however should have sufficient training to recognise vulnerable learners and be aware of what action to take. This will include making referrals to the Channel Programme and where to get additional advice and support.

However, below are the standards of behaviour required of staff in order to fulfil their roles and duty of care. This code should assist in the safeguarding and promotion of the welfare of children and vulnerable adults and members of staff. These guidelines also apply to volunteers who work in an unpaid capacity in company premises.

**Staff must:**

Implement the Safeguarding Policy and Procedures at all times, including acting to promote children and vulnerable adult's welfare, follow the Prevent Agenda and challenge unsuitable behaviour and beliefs. Management, delivery and support staff are to exemplify Fundamental British Values and all are to treat other people with respect to the protected characteristics of the Equality Act 2010. Staff must understand the factors that make people vulnerable to being drawn into terrorism and to challenge extremist ideas.

**Staff must never:**

- Engage in rough, physical games including horseplay with children and vulnerable adults/students.
- Allow or engage in inappropriate touching of any kind.
- Touch should always be in response to the child or vulnerable adult's need.
- Touch should always be appropriate to the age and stage of development of the child or vulnerable adult.
- Touch should always be with a child or vulnerable adult's permission.
- Do things of a personal nature for children or vulnerable adult they can do for themselves or that their parent can do for them.
- Force is usually used to either control or restrain this can range from guiding a child or vulnerable adult to safety by the arm through to more extreme circumstances such as breaking up a fight or where the individual needs to be restrained to prevent violence or injury.
- In all circumstances, physical restraint must be appropriate and reasonable; otherwise the action can be defined as assault.
- Make sexually suggestive comments to or within earshot of a child or vulnerable adult.

- Have children or vulnerable adults on their own in a vehicle. Where circumstances require the transportation of children or vulnerable adults in their vehicle, another member of staff/volunteer must travel in the vehicle. It is also essential that there is adequate insurance for the vehicle to cover transporting children or vulnerable adults as part of the business of your work. In extreme emergencies (for medical purposes) where it is required to transport a child or vulnerable adult on their own, it is essential to take another leader and the parent is notified immediately.
- Take a child or vulnerable adult to the toilet unless another adult is present or has been made aware (this may include a parent, group leader).
- Spend time alone with a child or vulnerable adult on his/her own, outside of the normal tutorial/classroom situation. If you find you are in a situation where you are alone with a child or vulnerable adult, make sure that you can be clearly observed by others.
- Engage in a personal relationship with a child or vulnerable adult/student or a vulnerable adult who becomes student, beyond that appropriate for a normal teacher/student relationship.
- Communicate with learners through social networking sites such as Facebook or Twitter.
- Give learners their personal mobile telephone number or use their personal mobile to communicate with learners. This includes the sending and receiving of texts from a personal mobile.

### **NSPCC helpline Report Abuse In Education**

A helpline has been created by the NSPCC to report current or non-recent abuse in education.

The helpline is there to help:

- children and young people who want to share current and non-recent experiences of sexual abuse and harassment
- children and young people who want to talk about being involved in or witnessing any incidents
- anyone who works or volunteers in a school setting and needs support and guidance
- adults who have experienced non-recent abuse
- parents and carers who are concerned about their own child or other children.

Young people and adults can contact Report Abuse in Education on 0800 136 663 or email [help@nspcc.org.uk](mailto:help@nspcc.org.uk)