

Safer Learning

Your Rights and Responsibilities

You have the right to feel safe where you learn. Other people should not hurt or abuse you.

Your responsibilities are:

- to respect other people's rights to safety; not to hurt or abuse others
- not to threaten to hurt or abuse others

What should you do if you think you are being hurt or abused? If you think you have been hurt or abused by another learner, member of staff or visitor, you should report this as soon as possible using the Expression of Concern form (annexe A) Contact one of our Designated Safeguarding Lead team and tell them what is happening:

Cheryl Head: Programme Lead and Lead Designated Safeguarding Lead

Mobile: 07881 320475

Email: Cheryl.head@portsmouthcc.gov.uk

Sue Parkes: Programme Lead and Safeguarding Officer

Mobile: 07534 980726

Email: Sue.parkes@portsmouthcc.gov.uk

If TLP management is unavailable or a member of staff has concerns about the immediate welfare of an individual, then direct referral to the agencies detailed below should be made as appropriate.

Safeguarding concerns:

- if the person is seriously hurt phone an ambulance on 999
- if you think a crime has been committed phone the police on 0845 045 4545
- if you or the person who has been harmed has a social worker or health worker you can trust you can contact them directly
- for adults living in Portsmouth, call the adult social care helpdesk on 023 9268 0810
- for people living outside of Portsmouth, call Hampshire County Council's adult services on 023 9247 1644.
- For further, less urgent information, you can email the Safeguarding Adults Team at safeguardingadults@portsmouthcc.gov.uk
- If you are worried about a child or young adult:
During Office hours, phone Portsmouth City Council's children's social care on 023 9283 9111, or Portsmouth's Multi Agency Safeguarding Hub (MASH) on 023 9268 8793.

Radicalisation concerns:

If you are worried that someone may be at risk of radicalisation and/or extremism, please contact the Portsmouth's Multi Agency Safeguarding Hub (MASH) on 023 9268 8793 or Hampshire Constabulary on 101 or 999 in an emergency.

If you consider anything to be suspicious or connected with terrorism. Call the Anti-terrorism hotline on 0800 789 321.

For more information about Portsmouth's Prevent Strategy, email charlie.pericleous@portsmouthcc.gov.uk

Safeguarding Policy

Policy Statement

The Learning Place 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 The Learning Place.

Objectives

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

Scope

This policy covers safeguarding of children, young people and adults at risk

This policy also aligns our compliance with the Government Prevent strategy

The Learning Place will have a culture of safeguarding

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

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.
- 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 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 The Learning Place 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.
- Have due regard to the need to prevent people being drawn into terrorism

- We recognise and adhere to the statutory requirements within the following 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)

Management Organisation and Arrangements

To support our commitment to the safeguarding and well-being of all our learners about current legislation we will:

- Ensure that we have Designated Safeguarding Leads who have received appropriate training and support.
- Ensure staff have current DBS in line with role requirements.
- Ensure staff and learners are aware of the Designated Safeguarding Leads who are discussed in induction, via the learner handbook and via posters located throughout the centre and website.
- Ensure all staff receive regular training, understand their safeguarding responsibilities and are alert to the signs and indicators of abuse and refer concerns directly to the Designated Safeguarding Leads.
- Ensure effective safeguarding procedures are developed, implemented, and monitored to ensure effectiveness using the 5R's approach of **R**ecognition, **R**esponse, **R**ecord, **R**eport, and **R**efer.
- Ensure the development of effective links with relevant external agencies, PCC Safeguarding Team, local safeguarding boards and co-operate with any safeguarding referral matters.
- Ensure written records are kept of safeguarding concerns, even when no referral is made.
- Ensure all records are stored securely and in accordance with the Data Protection

- Establish or use existing mechanisms for understanding the risk of radicalisation and ensure staff understand the risk
- Communicate and promote the importance of duty of care

Due to the nature of work, CLS is in frontline of work with children, young learners, vulnerable learners, and vulnerable adults. Staff may be the first to know that a person is being or has been abused and may have concerns regarding a person's well-being.

Everyone has responsibility to ensure that the individual needs and welfare of the person are put first and to safeguard any person. This responsibility not only rests with Senior Management and Designated

Safeguarding Leads but extends to all staff and volunteers within the organisation whilst at work, at an employer's premises or at home.

CLS offers an apprenticeship recruitment service, placing potential apprentices into employment. It is recognised this creates a greater duty of care; to ensure that employers are suitable for apprentices, a service level agreement is undertaken to clarify expectations with regard to health and safety and employment requirements.

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.

Definition of terms

Sexual abuse - Contact, including penetrative 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 adult's 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 ongoing ill-treatment. It can be through neglect or poor professional practice because of the structure, policies, processes, and practices within an organisation

Self-neglect - This covers a 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.

Internet Safety Rules and What Not to Do Online

- Keep Personal Information Professional and Limited
- Keep Your Privacy Settings On
- Practice Safe Browsing
- Make Sure Your Internet Connection is Secure
- Be Careful What You Download
- Choose Strong Passwords
- Make Online Purchases from Secure Sites
- Be Careful What You Post

Radicalisation and extremism

Some children and adults may be exposed to extreme religious and social beliefs which could damage family relationships and risk 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. Included in the definition of extremism are 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.

If a member of staff suspects any other member of staff of abusing a learner, it is their responsibility to bring these concerns to the Service Manager

On being notified of any such matter the Service Manager shall:

- Take such steps considered necessary to ensure the safety of the individual in question and any other individual who might be at risk
- Report the matter to the local social services department, the PCC Safeguarding Team and HR
- 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 the Prevent Co-Ordinator

Staff Code of Conduct

CLS recognises it is not practical to provide definitive instructions that apply to all situations whereby staff meet children and vulnerable adults and to guarantee the safeguarding and protection of children and vulnerable adults and staff. However, staff 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.

For staff (and volunteers) to fulfil obligations of role and duty of care, the following standards of behaviour are required to assist in the safeguarding and promotion of the welfare of children and vulnerable adults and members of staff.

Staff must always:

implement the Safeguarding Policy and Procedures, 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 any individual.
- 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/learner or a vulnerable adult who becomes a learner, beyond that appropriate for a normal teacher/learner 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 help@nspcc.org.uk

Prevent Strategy

Prevent is a strand of the Government counter terrorism strategy – CONTEST.

The UK faces a range of terrorist threats. All the terrorist groups who pose a threat to us seek to radicalise and recruit people to their cause. The Prevent strategy seeks to:

- Respond to the ideological challenge of terrorism and aspects of extremism, and the threat faced from those who promote these views
- Provide practical help to prevent people from being drawn into terrorism and ensure they are given appropriate advice and support
- Work with a wide range of sectors where there are risks of radicalisation which needs to be addressed, including education, criminal justice, faith, charities, the internet, and health

A system of threat level has been created which represents the likelihood of an attack soon.

The five levels are:

- Critical- an attack is expected imminently
- Severe – an attack is highly likely
- Substantial – an attack is a strong possibility
- Moderate – an attack is possible but not likely
- Low – an attack is unlikely

The current threat level from international terrorism in the UK is severe which means that a terrorist attack is highly likely.

Education providers have a part to play in fostering shared values and promoting cohesion and should focus on the risks of violent extremism, which represents the greatest threat at national level, while recognising that other forms of violence and extremism can manifest themselves within education settings.

The strategy has five key objectives:

1. To promote and reinforce shared values; to create space for free and open debate and to listen and support the learner voice.
2. To break down segregation among different learner communities including by supporting inter-faith and inter-cultural dialogue and understanding, and to engage all learners in playing a full and active role in wider engagement in society
3. To ensure learner safety and that provision is free from bullying, harassment and discrimination
4. To provide support for learners who may be at risk and appropriate sources of advice and guidance
5. To ensure that learners and staff are aware of their roles and responsibilities in preventing violent extremism.

In order to achieve these objectives, CLS will concentrate on four areas:

Leadership and Values

To provide an ethos which upholds core values of shared responsibility and wellbeing for all learners, staff and visitors and promotes respect, equality and diversity and understanding. This will be achieved through:

- Promoting core values of respect, equality and diversity, democratic society, learner voice and participation
- Building staff and learner understanding of the issues and confidence to deal with them
- Encouraging the challenging of discriminatory behaviour
- Actively working with local schools, local authorities, police and other agencies and signposting staff and learners as appropriate

Teaching and Learning

To provide a curriculum which promotes knowledge, skills and understanding to build the resilience of learners, by undermining extremist ideology and supporting the learner voice. This will be achieved through:

- Embedding equality, diversity and inclusion, wellbeing and community cohesion and promoting British Values
- Promoting wider skill development such as social and emotional aspects of learning, including problem solving, resilience and healthy relationships
- Encouraging active citizenship and learner voice

Managing Risks and Responding to Events

Risks are monitored through:

- Understanding the current local risk level and considering how this may impact provision
- Understanding and managing potential risks within the provision and from external influences
- Responding appropriately to events in local, national, or international news that may impact on learners and communities
- Ensuring measures are in place to minimise the potential for acts of violent extremist within provision
- Regular liaison with PCC's Prevent Co-ordinator
- Developing effective ICT security and responsible user policies