

Protection of Children and Vulnerable adults safeguarding and Prevention policy

Dynamo Healthcare Training Ltd (DHCT) recognises that members of staff have a role to play in safeguarding the welfare of learners and preventing their abuse. The Company acknowledges that for the procedure to be effective, it is important that staff receive adequate training and supervision to ensure that the needs and welfare of learners are paramount. This document is designed to provide a basic procedure which should be followed in every case. All those working with or on behalf of DHCT must adhere to these policies and procedures, including:

- all members of DHCT workforce, Tutors, Assessors and office based staff
- DHCT contract staff, sub-contractors, partners and stakeholders
- Individuals, consultants and agencies contracted by DHCT

Our policy applies to all learners of whatever age, staff and volunteers working in the organisation. There are four main elements to our policy:

- Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with our learners. (please view the recruitment policy)
- Raising awareness of safeguarding issues and equipping our learners with the skills needed to keep them safe (see learner guidance document)
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse. (please view appendix 1 and 2)
- Establishing a safe environment in which our learners can learn and develop.
- Ensuring all staff and contractors are fully trained within the concepts of Safeguarding children and vulnerable adults and the Prevent strategy.
- Ensuring all learners understand the concepts of the Prevent Strategy

DHCT offer work based training and teaching and learning for young people and adults. DHCT has a policy and procedure for responding to concerns regarding the protection of vulnerable people when these are identified. While the legislative and policy base is different when responding to the safeguarding needs of vulnerable adults, most of the principles and procedures for staff are the same

Government guidance in relation to adults is contained in the document 'No Secrets' and the previous Protection of Vulnerable Adults (POVA) guidance (now Adult's List guidance). Good practice guidance is also available through the Association of Directors of Social Services (ADSS) publication – Safeguarding Adults: A national framework of standards for good practice and outcomes in adult protection work.

However, it is important to be aware that following amendments to the Safeguarding Vulnerable Groups Act 2006, by the Protection of Freedoms Act 2012, adults are no longer deemed vulnerable because of their personal attributes, characteristics or abilities. An adult is considered 'vulnerable' if they receive a health, personal or social care service from a professional. Personal services would include, for example, help with financial matters, feeding, washing or dressing.

The term 'vulnerable adults' is used for any persons over the age of 18 who meet the statutory definition, and whose education or welfare falls to be considered under one of the Ofsted's remits.

The definition of abuse

The definition of abuse is contained in 'No Secrets'. Abuse is a violation of an individual's human and civil rights by another person or persons. Abuse may consist of single or repeated acts. It may be physical, verbal or psychological, it may be an act of neglect or omission to act, or it may occur when a vulnerable person is persuaded to enter into a financial or sexual.

Definition of safeguarding

In relation to children and young people, safeguarding and promoting their welfare is defined in 'Working together to safeguard children' as:

- protecting children from maltreatment
- preventing impairment of children's health or development
- ensuring that children are growing up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes.

In relation to adults, there is a different legislative and policy base for responding to their safeguarding needs. However, most of the principles and procedures that apply are the same as those for safeguarding children and young people.

Safeguarding action may be needed to protect children and learners from:

- ☒ neglect
- ☒ physical abuse
- ☒ sexual abuse
- ☒ emotional abuse
- ☒ bullying, including online bullying and prejudice-based bullying
- ☒ racist, disability and homophobic or transphobic abuse
- ☒ gender-based violence/violence against women and girls
- ☒ radicalisation and/or extremist behaviour
- ☒ child sexual exploitation and trafficking
- ☒ the impact of new technologies on sexual behaviour, for example sexting
- ☒ Modern Slavery
- ☒ substance misuse
- ☒ issues that may be specific to a local area or population, for example gang activity and youth violence
- ☒ domestic violence

- ☒ female genital mutilation
- ☒ forced marriage
- ☒ fabricated or induced illness
- ☒ poor parenting, particularly in relation to babies and young children
- ☒ other issues not listed here but that pose a risk to children, young people and vulnerable

Safeguarding is not just about protecting children, learners and vulnerable adults from deliberate harm, neglect and failure to act. It relates to broader aspects of care and education, including:

- ☒ Children's and learners' health and safety and well-being
- ☒ the use of reasonable force
- ☒ meeting the needs of children and learners with medical conditions
- ☒ providing first aid
- ☒ educational visits
- ☒ intimate care and emotional well-being
- ☒ online safety and associated issues
- ☒ appropriate arrangements to ensure children's and learners' security, taking into account the local context.

Young people and vulnerable adults are protected and feel safe. Those who are able to communicate know how to complain and understand the process for doing so. There is a strong, robust and proactive response from adults working with young people and vulnerable adults that reduces the risk of harm or actual harm to them. Adults working with them know and understand the indicators that may suggest that a child, young person or vulnerable adult is suffering or is at risk of suffering abuse, neglect or harm and they take the appropriate and necessary action in accordance with local procedures and statutory guidance.

DHCT Aims:

DHCT's aim is to ensure, that outcomes for children, young people and vulnerable adults are improved by the receipt of better care, services and education. Improved outcomes can only be achieved if children and young people are safe from harm. Therefore, safeguarding the welfare of children, young people and vulnerable adults is part of our core business.

DHCT is committed to working together with Cornwall Councils 'Our Safeguarding Children Partnership for Cornwall and the Isles of Scilly' and The Safeguarding Adults Board and to comply with their policies and procedures. We recognise that it has our responsibility towards learners attending or visiting the Company to safeguard and promote their welfare and to take appropriate decisions about how this can be achieved. It is not the Company's responsibility to investigate abuse. Nevertheless, we have a duty to act if there is a cause for concern and to notify the appropriate agencies so that they can investigate and take any necessary action. The nominated person with responsibility for child protection at DHCT will ensure all processes and practise are

followed in line with Local and National policy. **Training related to safeguarding adults and Children will be provided, to all members of staff to ensure that they are aware of these procedures and specialist training will be provided for the nominated member of staff with safeguarding responsibilities. Training for all staff related to the Prevent Strategy to safeguard vulnerable people from the risks of radicalisation and terrorist ideologies will also be a mandatory training exercise for staff.**

It will be the responsibility of Gail Irvine the Director to review and monitor the procedures and to seek the advice of the:

- Our Safeguarding Children Partnership for Cornwall and the Isles of Scilly (OSCP)- <https://ciossafeguarding.org.uk/scp>
- Safeguarding Adults Board - <https://ciossafeguarding.org.uk/sab>
- Safer Cornwall/Prevent lead <http://safercornwall.co.uk/preventing-crime/preventing-violent-extremism/>

Aims and objectives of the policy

DHCT as well as responding to immediate concerns will ensure that appropriate measures and practice to safeguard and promote the welfare of children, young people and vulnerable adults are in place and bring matters requiring attention to the relevant authorities.

All DHCT staff and subcontractors are required to complete the Local Authorities safeguarding training and assessment programme, supplemented by ongoing training. Also staff will also complete Prevent training, and be kept up to date with notifications relevant to this area from the local Prevention team. Staff are therefore expected to have a good understanding of safeguarding and prevention concerns, including potential abuse and neglect of children and young people, which may come to light in the workplace as well as in the provision. Staff who work in areas involving vulnerable adults are also expected to complete an online training and assessment module on this aspect of safeguarding. At whatever level we identify risks we will highlight them and seek to ensure that appropriate steps are taken to safeguard the children and young people concerned.

Staff and subcontractors are expected to have a good understanding of the **Prevent Strategy**:

- Respond to the ideological challenge of terrorism and the threat we face from those who would promote it.
- Prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support.
- Work with sectors and institutions where there are risks of radicalisation which we need to address.

We will ensure that all DHCT employees and those who undertake work on our behalf maintain a proper focus on safeguarding children, young people and vulnerable adults and that this is reflected both in sound individual practice and our internal policies and guidance. All permanent and contracted staff working learners must:

- Give highest priority to learners welfare and safety.
- Embed safeguarding training for staff as well as learners.
- Ensure all learners have a full understanding of the complaints procedure and feel comfortable to use it.
- Foster a culture of openness's and transparency.
- Recognise, identify and respond to signs of abuse, neglect and other safeguarding concerns relating to children and young people
- Respond appropriately to disclosure by a child, or young person, of abuse
- Respond appropriately to allegations against staff, other adults, and against themselves
- Be alert to the risks which abusers, or potential abusers, may pose.
- Identify, support and report those who may be at risk of radicalisation and extremism

We recognise that because of the day to day contact with our learners, DHCT staff are well placed to observe the outward signs of abuse, radicalisation and or extremism. DHCT will therefore:

- establish and maintain an environment where our learners feel secure, are encouraged to talk, and are listened to.
- ensure our learners know that there are adults in the organisation whom they can approach if they are worried.
- include opportunities in the curriculum for our learners to develop the skills they need to recognise and stay safe from abuse.

We will follow the procedures set out by the local authority:

- ensure we have a designated senior person for safeguarding and Prevent who has received appropriate training and support for this role.
- ensure every member of staff (including temporary staff and volunteers) knows the name of the designated senior person responsible for safeguarding and their role.
- ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated senior person responsible for safeguarding. Notify social services if there is an unexplained absence of more than two days of a child/young person who is on the child protection register.
- develop effective links with relevant agencies and co-operate as required with their enquiries regarding safeguarding matters including attendance at case conferences.
- keep written records of concerns about our learners, even where there is no need to refer the matter immediately.

It is important that learners are protected from abuse. All complaints, allegations or suspicions must be taken seriously. This procedure must be followed whenever an allegation is made that a learner has been abused or when there is a suspicion that a learner has been abused.

Promises of confidentiality cannot be given as situations of child prosecution will need to be shared. The matter may develop in such a way that these cannot be honoured. If you suspect that a learner is going to discuss abuse, either towards themselves or another establish ground rules concerning confidentiality. This information may have to be shared with a team leader or nominated person for safeguarding.

DHCT responsibilities

DHCT will investigate all Safeguarding cases or referrals. All staff need to follow the procedures to ensure that all allegations or suspicions of abuse or significant harm to any child are reported to the Designated Person.

DHCT will ensure that it fulfils its responsibilities to work jointly with others to safeguard and promote the welfare of all learners and, where necessary, to help bring to justice the perpetrators of crimes against others.

DHCT will also fulfil its own responsibilities and take whatever enforcement action is deemed necessary to protect children, young people and vulnerable adults.

DHCT has a designated Safeguarding officer responsible for Safeguarding and Prevent who reports to the Directorate who:

- coordinates the implementation of the policy and procedures and associated staff training/briefings
- conducts investigations in accordance with safeguarding policy and procedure
- records incidents of safeguarding concern
- monitors compliance with the policy annually.
- ensures that procedures, advice and guidance work effectively and are revised as needed
- ensure the designated officer is fully trained to deal with safeguarding and Prevent concerns.
- reports to the Director on matters relating to Safeguarding and Prevent.

Principles on forming company policy

- To foster an atmosphere in which learners can feel heard and be taken seriously (**through embedding the Learner Guidance Staying Safe, Staying Well, Staying Happy**)
- To encourage choice and self-direction, provided they or others are not at risk of harm, bearing in mind that these young people may not have had a choice about what happened to them or their situation.
- Ensure all records are kept securely, and in locked locations (**see Data Protection and Confidentiality policy**)
- Develop and then follow procedures where an allegation is made against a member of staff or volunteer. (**view the Safeguarding procedure Appendix 1, disciplinary and grievance procedure**)
- Ensure safe recruitment practices are always followed (**See recruitment Policy**)

We recognize that children/young people/adults who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. DHCT may be the only stable, secure and predictable element in the lives of those at risk. When at DHCT premises, their behaviour may be challenging and defiant or they may be withdrawn. DHCT will endeavour to support the learner through:

- The content of the curriculum.
- The organisation's ethos which promotes a positive, supportive and secure environment and gives people a sense of being valued.

- Liaise with other agencies that support the child/young person such as social services, Child and Adult Mental Health Service, education welfare service and educational psychological service.

The definition of abuse of adults

Abuse is a violation of an individual's human and civil rights by other person or persons. Abuse may consist of single or repeated acts. It may be physical, verbal or psychological, it may be an act of neglect or omission to act, or it may occur when a vulnerable person is persuaded to enter into a financial or sexual transaction to which he or she has not consented, or cannot consent. Abuse can occur in any relationship and may result in significant harm to, or exploitation of, the person subjected to it. A vulnerable adult is defined by the Safeguarding Vulnerable Groups Act 2006 as a person who is aged 18 years or over and who:

- is living in residential accommodation, such as a care home or a residential special school
- is living in sheltered housing
- is receiving domiciliary care in their own home
- is receiving any form of healthcare
- is detained in lawful custody (in a prison, remand centre, young offender institution, secure training centre or attendance centre, or under the powers of the Immigration and Asylum Act 1999)
- is under the supervision of the probation services
- is receiving a welfare service defined as the provision of support, assistance or advice by any person, the purpose of which is to develop an individual's capacity to live independently in accommodation or support their capacity to do so
- is receiving a service or participating in an activity for people who have particular needs because of their age or who have any form of disability
- is an expectant or nursing mother living in residential care, or
- is receiving direct payments from a local authority or health and social care trust in lieu of social care services.

Any child or vulnerable adult may be at risk if they:

- are disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan);
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home;
- is at risk of modern slavery, trafficking or exploitation;
- is at risk of being radicalised or exploited;
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse

Within this context abuse can take the form of:

- physical abuse – including hitting, pushing, kicking, misuse of restraint or inappropriate sanctions

- sexual abuse – including sexual assault or acts to which the adult did not, or could not consent
- psychological abuse – including emotional abuse, threats, deprivation of contact, humiliation, intimidation, coercion, verbal abuse, isolation or withdrawal from services
- financial or material abuse – including exploitation and pressure in connection to wills, property, inheritance or financial transactions, neglect or acts of omission – including ignoring medical or physical care needs, withholding of medication or adequate nutrition and failure to provide access to appropriate health, social care or educational services
- discriminatory abuse – including racist, sexist and other forms of harassment.
- Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) - both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online. More information include definitions and indicators are included in.
- Peer on peer abuse - All staff should be aware that children can abuse other children (often referred to as peer on peer abuse). This is most likely to include, but may not be limited to:
 - bullying (including cyberbullying);
 - physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
 - sexual violence - such as rape, assault by penetration and sexual assault;
 - sexual harassment - such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
 - upskirting - which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
 - sexting (also known as youth produced sexual imagery);
 - initiation/hazing type violence and rituals.
 - Serious violence - All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs. All staff should be aware of the associated risks and understand the measures in place to manage these.
 - Female Genital Mutilation - Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have

been carried out on a girl under the age of 18, the teacher must report this to the police.

- Mental Health - All staff should also be 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. Staff however, 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.
- Cyber bullying - Cyber-bullying is an aggressive, intentional act carried out by a group or individual using electronic forms of contact repeatedly over time against a victim who cannot easily defend himself/herself.
- Bullying by texts or messages or calls on mobile phones
- The use of mobile phone cameras to cause distress, fear or humiliation
- Posting threatening, abusive, defamatory or humiliating material on websites, to include blogs, personal websites, social networking sites
- Using e-mail to message others
- Hijacking/cloning e-mail accounts
- Making threatening, abusive, defamatory or humiliating remarks in chat rooms, to include Facebook, Youtube and Ratelyteacher.
- With all emerging technologies there is the potential for misuse. Risks associated with user interactive services include: cyberbullying, grooming and abuse by online predators, identity theft and exposure to inappropriate content including self-harm, racist, hate and adult pornography.

Homelessness Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

- Domestic abuse - The cross-government definition of domestic violence and abuse is: any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological; physical; sexual; financial; and emotional. All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.
 - NSPCC- UK domestic-abuse Signs Symptoms Effects - <https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/domestic-abuse/>
 - Refuge what is domestic violence/effects of domestic violence on children - <http://www.refuge.org.uk/get-help-now/support-for-women/what-about-my-children/>

- Safelives: young people and domestic abuse - <https://safelives.org.uk/knowledge-hub/spotlights/spotlight-3-young-people-and-domestic-abuse>

County lines - County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of “deal line”. Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money.

Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children’s homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection.

Children and vulnerable adults can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network. One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation. Further information on the signs of a child’s involvement in county lines is available in guidance published by the Home Office.

FGM - FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. FGM mandatory reporting duty for teachers Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases may face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils or students, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at: Mandatory reporting of female genital mutilation procedural information Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out.

Unless the teacher has good reason not to, they should still consider and discuss any such case with the school’s or college’s designated safeguarding lead (or deputy) and involve children’s social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over.

In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/496415/6_1639_HO_SP_FGM_mandatory_reporting_Fact_sheet_Web.pdf

Preventing radicalisation

Children and vulnerable adults are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools' or colleges' safeguarding approach.

- Extremism - is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.
- Radicalisation - refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- Terrorism - is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause. There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology.

Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home). However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised.

As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral.

DHCT's designated safeguarding lead (and any deputies) should be aware of local procedures for making a Prevent referral. The Prevent duty All schools and colleges are subject to a duty under section 26 of the CounterTerrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism".

This duty is known as the Prevent duty.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf

The Prevent duty should be seen as part of schools' and colleges' wider safeguarding obligations. Designated safeguarding leads and other senior leaders should familiarise themselves with the revised Prevent duty guidance: for England and Wales, , which are specifically concerned with schools (and also covers childcare). The guidance is set out in terms of four general themes: risk assessment, working in partnership, staff training, and IT policies. There is additional guidance: Prevent duty guidance: for further education institutions in England and Wales that applies to

colleges. Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism.

Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from 109 According to the Prevent duty guidance 'having due regard' means that the authorities should place an appropriate amount of weight on the need to prevent people being drawn into terrorism when they consider all the other factors relevant to how they carry out their usual functions.

"Terrorism" for these purposes has the same meaning as for the Terrorism Act 2000 (section 1(1) to (4) of that Act). The school or college may be asked to attend the Channel panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages. Guidance on Channel is available at: Channel guidance.

Additional support the department has published further advice for schools on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts to other sources of advice and support.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf

The Home Office has developed three e-learning modules:

- Prevent awareness e-learning offers an introduction to the Prevent duty.
<https://www.elearning.prevent.homeoffice.gov.uk/edu/screen1.html>
- Prevent referrals e-learning supports staff to make Prevent referrals that are robust, informed and with good intention.
https://www.elearning.prevent.homeoffice.gov.uk/prevent_referrals/01-welcome.html
- Channel awareness e-learning is aimed at staff who may be asked to contribute to or sit on a multi-agency Channel panel.

Educate Against Hate, <https://educateagainsthate.com/> is a government website designed to support school teachers and leaders to help them safeguard their students from radicalisation and extremism. The platform provides free information and resources to help school staff identify and address the risks, as well as build resilience to radicalisation.

Principles of Safeguarding for staff and volunteers

1. Always remember that while you are at work, you are in a position of trust and your responsibilities to the learners and the organisation must be uppermost in your mind at all times.
2. Go through the DHCT Learner Guidance 'Staying, Safe, Staying Well, Staying Happy'. Review the content on a monthly basis and ensure the learner understands the principles and how to keep safe and well.
3. Never use any kind of physical punishment or chastisement such as smacking or hitting.
4. Do not smoke in front of any child or young person.

5. Do not use unprescribed drugs or be under the influence of alcohol.
6. Never behave in a way that frightens or demeans anyone.
7. Do not use any racist, sexist, discriminatory or offensive language.
8. Do not give learners presents or personal items. If a gift were to be given, it should come from the organisation and be agreed with the named person for safeguarding and if appropriate, the learner's parent/guardian. Similarly do not accept gifts yourself other than small tokens for appropriate celebrations, which you should mention to the Director.
9. You should not invite a learner to your home or arrange to see them outside the set activity times.
10. You should not engage in any sexual activity (this would include using sexualised language) with a learner you meet through your duties or start a personal relationship with them, this would be an abuse of trust.
11. Exercise caution about being alone with a learner. In situations where this may be needed (for example where a learner wants to speak in private) think about ways of making this seem less secret for example by telling another worker or volunteer what you are doing and where you are, leaving a door ajar, being in earshot of others and lastly note the conversation in the log.
12. Physical contact should be discouraged.
13. Do ensure learners views are listened to, concerns are recorded and reported
14. Do ensure all learners needs are recorded confidentially and support provided where necessary, and any dietary, medical needs are stored securely and safely.
15. Consent will be secured for any views, comments, pictures or videos are used on any marketing, teaching or web based materials. For learners who are aged 16 or below parents or carers consent will be sought.
16. Do talk explicitly to learners about their right to be kept safe from harm.
17. Do listen to learners and take every opportunity to raise their self-esteem.
18. Do work as a team with your co-workers/volunteers. Agree with them what behaviour you expect from learners and be consistent in enforcing it.
19. If you have to speak to a learner about their behaviour remember you are challenging 'what they did' not 'who they are'.
20. Do make sure you have read and understand the safeguarding procedure and that you feel confident that you know how to recognise when a learner may be suffering harm, how to handle any disclosure and how to report any concerns.
21. Do seek advice and support from your colleagues or supervisors and your designated person for safeguarding.
22. Do be clear with anyone disclosing any matter that could concern the safety and well being of a learner that you cannot guarantee to keep this information to yourself.
23. Do seek opportunities for training such as that available through the Local Safeguarding Children Board.

Safeguarding Process

1. Dynamo Healthcare Training (DHCT) is committed to safeguarding the welfare of its learners and expects all staff and volunteers to share this commitment.
2. We believe every learner should be valued, safe and happy. We want to make sure that learners we have contact with know this and are empowered to tell us if they are suffering harm.
3. We want learners who use or have contact with this organisation to enjoy what we have to offer in safety.
4. We will achieve this by having an effective safeguarding procedure following National and Local guidance.
5. Health and Safety Induction and risk assessment for work placement will be completed on learner inductions to ensure safe working practices.
6. Safeguarding, Prevention and Staying Safe and Well will be discussed on a monthly basis with learners to ensure they are empowered to keep themselves safe and well and know who to contact if they need support.
7. All staff promote safe internet use practices. Supporting children and young people to understand the potential risks on line and encouraging safe and responsible use of the internet.
8. Safeguarding, Prevention from radicalisation and health and safety will be discussed once a month during learner teaching/assessment review meetings to confirm learner knowledge and awareness.
9. All staff will take effective action to prevent and tackle discriminatory and derogatory language.
10. All staff will ensure their learners are able to understand, respond to and calculate risk effectively to themselves and others.
11. DHCT recognises that with all emerging technologies there is the potential for misuse. Risks associated with user interactive services include: cyberbullying, grooming and abuse by online predators, identity theft and exposure to inappropriate content including self-harm, racist, hate and adult pornography. DHCT staff will raise awareness in these areas with children and young people.
12. If we discover or suspect a learner is suffering harm we will notify social services or the police in order that they can be protected if necessary.
13. The safeguarding policy and procedures apply to all staff, volunteers and users of DHCT and anyone carrying out any work for us or using our premises.
14. All staff will foster a positive culture and ethos where safeguarding is an important part of everyday life.
15. All staff will be fully trained within safeguarding for Children and Young people.
16. All staff will be fully trained in the Prevent Strategy and aware of the risks to children and vulnerable people with regard to radicalisation and extremism.
17. We will review our safeguarding policy and procedures at least every 2 years to make sure they are still relevant and effective.
18. **A Designated Safeguarding Officer Carol Harker will be informed of any suspicions or concerns relating to safeguarding or prevention 07907574244 or Gail Irvine Director on 01736 753933 may be contacted. If Gail or Carol Harker are not available please contact Tanya Swanson 01736 753933 DHCT officer.**

19. The Designated Safeguarding Officer will report all concerns to the 01872 326433 (Adult Safeguarding Triage Team)
20. If Concerns arise regarding the Designated officer/Director the DHCT staff member will report directly to the Local Authority. 01872 326433.

DHCT will seek to ensure that children and young people, parents and carers, members of the public and service providers and our employees have ready access to us if they have concerns about the conduct of our staff or those undertaking work on our behalf.

We have rigorous procedures in place to ensure that the individuals who are recruited into DHCT posts are fit and suitable for those posts and we have robust policies which enable us to follow up quickly any allegations about the conduct of our own staff. **(please see the recruitment and selection policy)**

The DHCT designated safeguarding person will work closely with the LADO (Local Authority Designated Officer) Service and the MARU (Multi Agency Referral Unit) to ensure that any safeguarding concern relating to a DHCT employees is dealt with quickly and appropriately. **(please see the safeguarding procedures)**

Safeguarding Children and Vulnerable Adults Quick Staff Guide

It is important that children, young people and vulnerable adults are protected from abuse, neglect or significant harm. It is the responsibility of all DHCT's workforce and they include; tutors, assessors, office based staff, contract staff, sub-contractors, partners, stakeholders, individuals, consultants and agencies contracted by DHCT to safeguard and promote the welfare of children, young people and vulnerable adults participating on training programmes and activities. Employees should report any allegations or concerns regarding the welfare of these groups using the following guidelines

- **physical** abuse including hitting, slapping, punching, kicking, misuse of medication, restraint or inappropriate sanctions
- **sexual** abuse including rape, sexual assault, or sexual acts to which the victim has not consented, could not consent to or was pressurised into consenting to
- **psychological** abuse including emotional abuse, threats of harm or abandonment, deprivation of contact, humiliation, verbal abuse, isolation, or withdrawal of services or supportive networks
- **discriminatory** abuse including racist, sexist, religious abuse or abuse that is based on a person's disability
- **financial** abuse including fraud, exploitation, pressure in connection with wills, property, inheritance or financial transactions or the misuse or misappropriation of property, possessions or benefits
- **neglect** including ignoring physical or medical care needs, failure to provide access to appropriate services or the withholding of necessities of life

What to do if.....

A person discloses abuse to you

Take the disclosure seriously and never dismiss the allegation of abuse. Provide a quiet and supportive environment to help the person feel at ease. Remember that an allegation of abuse or neglect may lead to a criminal investigation and asking leading questions or attempting to investigate the allegations yourself may cause problems for any subsequent court proceedings.

Do not make promises regarding confidentiality. Explain to the person **at the outset** that you will need to report the disclosure and share the information with the Safeguarding Officer and Designated Person. The Designated Person will, where possible respect the wishes of the individual; however, information will be shared with external agencies where it is judged that a person is at risk of suffering significant harm.

Report the disclosure immediately by telephoning the **The Designated Person in charge of DHCT Safeguarding is Carol Harker 07907574244 or the Safeguarding Officer Gail Irvine 07710343223** and Safeguarding Children and Vulnerable Adults Record of Concern Form forward to the Designated Person within 24 hours or **Gail Irvine Safeguarding Officer**. The Designated Person will identify the appropriate next steps and keep in contact with you to ensure that our Duty of Care is fulfilled.

What to do if.....

You are concerned a young person or vulnerable adult may be at risk

- Contact the Safeguarding Officer or Designated Person for advice and guidance
- Make and keep a record of your concerns and forward to the Designated Person within 24 hours
- Discuss your concerns with the young person if appropriate

What to do if.....

A young person or vulnerable adult accuses you or another member of staff of abuse

- Contact the Safeguarding Officer or Designated Person for advice and guidance
- Make and keep a record of the accusation and actions taken and forward to the Designated Person within 24 hours

For further information, see the **DHCT Safeguarding Policy and Procedure**

Designated Safeguarding Officer DHCT – Carol Harker

01736 753933 /07907574244– c.harker@dynamohealthcaretraining.co.uk

Safeguarding Officer Gail Irvine 01736 753933 & 07710343223.

g.irvine@dynamohealthcaretraining.co.uk

Tanya Swanson Office Manager on 01736 753933

Cornwall Council Safeguarding Adult Access Team

0300 1234 131 Option 3

01872 326433 (Adult Safeguarding Triage Team)



Please use this form to record incidents or concerns of abuse or neglect of children and vulnerable adults. Also if you are concerned over a child or young persons welfare. It is important that we maintain local and national records to pass to local safeguarding agencies such as Social Services and the Police if needed. These records will also be used to produce an annual report on Safeguarding.

Name of child or vulnerable adult. Full contact details if possible.
Concern or incident
Date, time and location
Action taken
Follow up from Designated Safeguarder/Deputy

Name (print):

Signature:

Date:

Please forward to the Designated Safeguarding Person: c.harker@dynamohealthcaretraining.co.uk
Safeguarding support officer: g.irvine@dynamohealthcaretraining.co.uk

Name of person completing the form:	
Date completed:	
In relation to whom (state name)	
Describe issue:	
Actions undertaken:	
Any further action required (state details if yes) See policy and process	
Review date if needed:	
Signed:	

Learner Wellbeing Review

Learner Name:	Date:
Assessor Name:	Organisation

Use this grade to answer the below questions.

(very poor) 1 poor) 2 (satisfactory)3 (good) 4 (excellent) 5

Question	Grade	Comments
How motivated are you to complete the course?		
How confident are you to complete the course?		
How safe do you feel at work?		
How is the tutor support?		
How is the workplace support?		
How is the management support?		
Health and Safety Practices in work?		
Safeguarding Practices in work?		
How could the course be improved?	Comment:	
How could the service/work place be improved?	Comment:	
Do you have any concerns you wish to raise or discuss?	Comment:	

Learner signature: _____

Tutor Signature: _____