



Safeguarding and Prevent Policy

Lead Responsibility	Centre Manager	Approved by	Director
Version	V6	Reviewed	
Policy applicable to	All Stakeholders	Date of next review	



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Policy Statement

Global Skills Training Ltd is committed to safeguarding and promoting the wellbeing of its learners. We fully recognise that it is the responsibility of all staff to ensure that all learners are safe and feel safe in the centre environment.

This policy brings together all of the relevant procedures for safeguarding and has particular reference to: safe recruitment; reporting safeguarding issues; establishing a safe environment; promoting safeguarding in the curriculum.

All employees are required to show high standards in their management of risk and in the active protection of children and vulnerable adults from discrimination and avoidable harm by fulfilling their duties for learners under 18 in accordance with:

- [Keeping Children Safe in Education - September 2021](#)
- [Working Together to Safeguard Children 2018](#)
- [Children & Social Work Act 2017 – safeguarding reforms](#)
- [Care Act 2014](#)
- [‘Safeguarding Children and Safer Recruitment in Education’ \(Dept. for Children, Schools and Families 2011\).](#)
- [Working together to safeguard children: A guide to inter-agency working to safeguard and promote the welfare of children’ \(Dept. for Children, Schools and Families 2010\).](#)
- [Prevent Duty Guidance for England issued under section 29 of the Counter terrorism and security Act 2015.](#)



Ethos

Global Skills recognises the importance of learner feeling safe, and feel they are in an environment to disclose abuse. Global Skills will endeavour to support learners by:

Ensuring the content of the curriculum, particularly tutorials include relevant information and content.

Providing a positive secure environment where learners feel valued and supported. Implementing a code of conduct to which learners sign up.

All complaints, allegations or suspicions of abuse will be dealt with due regard to our Safeguarding of Children and Vulnerable Adults Policy.

In order to be able to safeguard children and vulnerable adults/individuals at risk, awareness of signs of possible abuse must be known:

Definition of Abuse

1. Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning or otherwise causing physical harm. Physical injury may occur as a result of injury inflicted by a family member, including a brother or sister, or by another person, or an injury sustained accidentally but as a result of neglect. Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately causes ill health to a child whom they are looking after.
2. This situation is commonly described using terms such as fabricated or induced illness by proxy, or Munchausen syndrome by proxy.
3. Psychological/Emotional abuse is the persistent emotional ill-treatment of a person such as to cause severe and persistent adverse effects on him or her emotional development. It may involve conveying to that child or person that they are worthless or unloved, inadequate or valued only in so far as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on the child or person concerned. It may involve causing that child or person to feel frightened or in danger, or exploitation or corruption. Emotional and other forms of abuse may occur as a result of domestic violence. Some level of emotional abuse is involved in all types of ill-treatment or abuse, though it may occur alone.



4. Discriminatory abuse is defined as any form of abuse based on discrimination because of a person's race, culture, belief, gender, age, disability, sexual orientation, etc.
5. Peer on peer abuse (child on child) includes but is not limited to physical and emotional abuse. Bullying which is a form of physical and emotional abuse plays a major role in peer-on-peer abuse. Bullying needs to be dealt with locally by personal tutors with the assistance of Student Services, with cases reported as per the Anti Bullying Policy. Bullying includes cyberbullying, prejudice-based and discriminatory bullying.
6. Sexual abuse includes sexual violence such as rape, sexual assaults and sexual harassment (including online sexual harassment) to which the vulnerable adult or child/vulnerable adult has not consented, or could not consent, or was pressurised into. Signs can include changes in behaviour, using sexual language or physical discomfort. It may also include encouraging children and vulnerable adults to behave in sexually inappropriate ways.
7. Neglect is the persistent failure to meet a child or vulnerable adult's basic physical and/or psychological need, likely to result in the serious impairment of his or her health or development. It may involve a parent or carer failing to provide adequate food, shelter and clothing, or the failure to ensure access to appropriate medical care or treatment. It may also involve the neglect of basic emotional needs.
8. Institutional Abuse: this is poor professional practice in an institution designed to safeguard both children and adults, including neglect, and can take the form of isolated incidents right through to ill treatment or gross misconduct.
9. Financial or Material Abuse: this is when a child/vulnerable adult is exploited for financial gain. It includes theft, fraud, exploitation, misuse or misappropriation of property/finance etc.
10. Safeguarding issues may also be recognised in the specific circumstances identified below:
 - Child pornography and the Internet.
 - Forced marriage of a child.
 - Female Genital Mutilation including practices such as breast ironing/breast flattening.
 - Looked after children and children living away from home.



- Pregnancy of a child.
- Self-harming and suicidal behaviour.
- Radicalisation and extremism.

Safeguarding Changes From September 2019

1. **Upskirting is now a form of abuse and a criminal offence** (listed in paragraph 145 specifically on page 38 of Keeping Children Safe in Education)
 - a. **Definition:** upskirting is typically when a photograph is taken under a person's clothing without them knowing, for sexual gratification or to cause the victim humiliation, distress or alarm.
2. **New information on serious violent crime (page 16 to 17)**
 - a. All staff need to know the indicators that may signal that children are at risk from, or are involved with, serious violent crime. Including:
 - a. Unexplained gifts/new possessions – these can indicate children have been approached by/involved with individuals associated with criminal networks/gangs
 - b. Increased absence from school
 - c. Change in friendship/relationships with others/groups
 - d. Significant decline in performance
 - e. Signs of self-harm/significant change in wellbeing
 - f. Signs of assault/unexplained injuries
 - b. Staff should also be aware of the associated risks and understand the measures in place to manage them.

Prevent

Prevent is 1 of the 4 elements of **CONTEST**, the government's counter-terrorism strategy. It aims to stop people becoming terrorists or supporting terrorism.

The Prevent Strategy:

1. Responds to the ideological challenge we face from terrorism and aspects of extremism, and the threat we face from those who promote these views.
2. Provides practical help to prevent people from being drawn into terrorism and ensure they are given appropriate advice and support.



3. Works with a wide range of sectors (including education, criminal justice, faith, charities, online and health) where there are risks of radicalisation that we need to deal with.
4. The strategy covers all forms of terrorism, including far right extremism and some aspects of non-violent extremism.
5. The Home Office works with local authorities, a wide range of government departments, and community organisations to deliver the Prevent strategy. The police also play a significant role in Prevent, in much the same way as they do when taking a preventative approach to other crimes.
 - a. We use a range of measures to challenge extremism in the UK, including:
 - where necessary, apologists for terrorism and extremism were prevented from travelling to this country
 - giving guidance to local authorities and institutions to understand the threat from extremism and the statutory powers available to them to challenge extremist speakers
 - funding a specialist police unit which works to remove online content that breaches terrorist legislation
 - supporting community-based campaigns and activity which can effectively rebut terrorist and extremist propaganda and offer alternative views to our most vulnerable target audiences - in this context we work with a range of civil society organisations
 - supporting people who are at risk of being drawn into terrorist activity through the Channel process, which involves several agencies working together to give individuals access to services such as health and education, specialist mentoring and diversionary activities

Possible signs of radicalisation:

- 1) The individual's views become increasingly extreme regarding another section of society or government policy
- 2) They are observed downloading, viewing or sharing extremist propaganda from the web
- 3) They become withdrawn and focused on one ideology



- 4) The individual becomes increasingly intolerant of more moderate views
- 5) The individual may change their appearance, their health may suffer (including mental health) and they may become isolated from family, friends, peers or social groups
- 6) The individual expresses a desire/intent to take part in or support extremist activity

Promoting British Values

- 1) Global Skills recognise the important role it can play in helping to prevent people being drawn into terrorism and in providing appropriate advice and support.
- 2) Global Skills has a vital role in ensuring that groups or individuals within the centre are not subjected to intimidation or radicalisation by those wishing to unduly, or illegally, influence them.
- 3) It follows equal opportunity guidance which guarantees that there will be no discrimination against any individual or group, regardless of faith, ethnicity, gender, sexuality, political or financial status or any protected characteristic.
- 4) Global Skills uphold the acceptance of fundamental British values which it is its responsibility to promote. In doing so its learners will be able to grow as individuals and citizens in the community in which they live.
- 5) The British values are:
 - Democracy
 - The rule of law
 - Individual liberty
 - Mutual respect and tolerance of those with different faiths and beliefs
- 6) Global Skills, seek to create an environment that enables learners to become rounded members of society who treat others with respect and tolerance

E-Safety

- 1) The internet is an important education tool, but also carries risks associated with unwanted contact and bullying, inappropriate content, commercial exploitation and radicalisation toward extremism and terrorism.



- 2) The safeguarding responsibilities extend to the online world so that we can maximise the opportunities of digital technology and help young people and vulnerable adults to use the internet safely and responsibly.
- 3) At Global Skills there is a focus on raising awareness and understanding of e-Safety issues amongst learners via the safeguarding and the assessor/subcontracting team. This will include the availability of e-safety resources for learners.

Roles and Responsibilities

1. The Designated Safeguarding Officers

A. The Safeguarding Officers are:

Magda Stasicka and Stacey Wallace
Safeguarding@global-skills.com
02088962889
07931732827

B. The Safeguarding Officers will:

- 1) Ensure there is a clearly identifiable, easily accessed, referral process.
- 2) Ensure all members of staff know the names of the Safeguarding Officers.
- 3) Ensure all members of staff understand their responsibilities in referring any concerns to the Safeguarding officers
- 4) Ensure all staff receive to the required level which is updated as required.
- 5) Records of safeguarding training to be kept centrally by the operations manager
- 6) Ensure all relevant Safeguarding procedures are kept up-to-date in line with legislation.

C. The Designated Safeguarding Officers will be responsible for:



- 1) Gathering statements and information regarding child and vulnerable adult safeguarding issues and ensure that records are kept safely and securely.
- 2) Making decisions, in consultation with the Directors, regarding appropriate action.
- 3) Sharing information and making referrals with Children's Social Care or the Safeguarding Vulnerable Adult Coordinator at Social Services, where appropriate, to support child protection enquiries and children in need assessments as well as safeguarding vulnerable adult learner enquiries.
- 4) Monitoring learners after a referral is made and ensuring that the Centre is adhering to any work agreed with Social Services or other agencies.
- 5) Liaising with the Local Safeguarding Children Boards.
- 6) Ensuring that everyone with substantial access to children and vulnerable adults will have training on indicators of abuse, good practice, practices never to be sanctioned and any changes in legislation.
- 7) Undertaking annual training on Safeguarding.
- 8) Develop effective links with relevant agencies and cooperate as required with requests.
- 9) Attend Safeguarding meetings and Case Conferences.
- 10) Keep written records of reported Safeguarding issues.
- 11) Ensure all records are kept securely.

2. The Managing Director

A. The Managing Director (MD) will:

- 1) On receipt of a completed Form alleging abuse of a child, or vulnerable adult by persons known or unknown, the MD will inform the appointed Safeguarding member of staff and ensure that they receive a copy of the completed Form within 24 hours.
- 2) On receipt of a completed Appendix A Form accusing a member of staff of abusing a child or vulnerable adult, the MD will take action in accordance with the staff Disciplinary codes and procedures of the Centre.



- 3) Ensure that everyone with substantial access to children and vulnerable adults will have training on indicators of abuse, good practice, practices never to be sanctioned and any changes in legislation.
- 4) Providing professional advice, support and guidance to staff regarding any suspicion of abuse, if a young person or vulnerable adult makes a disclosure or in relation to the possible abuse of trust.
- 5) Provide professional advice, support and guidance to staff regarding causes for concern other than abuse with regards to children and vulnerable adults.

Safeguarding Procedures

1) Recruitment

- Safeguarding Children and Safer Recruitment in Education came into force on 1 January 2007. All staff employed in the Personnel department undertake training. To ensure current best practice is implemented this training is regularly updated. Global Skills has adopted all of the recommendations for safer recruitment, selection, induction and on-going professional updating and development.

1) Safe Working Practices

Global Skills has developed procedures for Codes of Practice for staff to understand and agree in relation to professional conduct with students.

- All staff have access, via OneFile, to "Safe Working Practice for Adults who work with Children and Young People" and a copy is included in the staff handbook.
- Health and Safety and risk assessments are carried out in lessons and indicated on lesson plans, along with all aspects of Every Child Matters.
- Global Skills has fully operational Health and Safety Policy and Procedures.

2) Record Keeping

- All safeguarding records are kept centrally and securely by the Safeguarding Officer. Staff are aware that they must report all safeguarding issues to the Safeguarding and learner Coordinator.

3) Allegations against Members of Staff



- Global Skills recognises that when allegations are made regarding behaviour by staff which may harm a learner, clear procedure must be followed – referral to MD.

4) Working with other Agencies

- Global Skills recognises the importance of multi-agency working. Whilst the Global Skills is not, legally, an investigating agency it is essential that safeguarding issues are adhered through agreed procedures.

1. Local Authority Safeguarding contact details:

Contact name is Iris Radulian

Email address is safeguradingadult@ealing.gov.uk

Telephone number is 02088259401.

2) National and Government Bodies:

- Association of Directors of Children Services (ADCS) is the national leadership association in England for statutory directors of children's services and other children's services professionals in leadership roles.
- Department for Education (DfE) is responsible for education and children's services in England.
- Department of Health (DH) leads, shapes and funds health and care in England, making sure people have the support, care and treatment they need, with the compassion, respect and dignity they deserve.
- Home Office leads on immigration and passports, drugs policy, crime policy and counter-terrorism and works to ensure visible, responsive and accountable policing in the UK.
- Ofsted is the Office for Standards in Education, Children's Services and Skills who inspect and regulate services that care for children and young people, and services providing education and skills for learners of all ages. Ofsted is a non-ministerial department.
- Social Care Institute of Excellence (SCIE)

5) Other Legislation

Some of the other legislation that safeguards children, young people and adults in the UK:

- Adoption and Children Act 2002



- Adoption and Children Act 2006
- Children Act 1989
- Children Act 2004
- Data Protection Act
- Education Act 2002
- Freedom of Information Act
- Human Rights Act
- Protection of Children Act
- Sexual Offences Act 2003
- Safeguarding Vulnerable Groups Act 2006



Appendix form A
Safeguarding

Initial cause for concern form

Date

Time

Name of individual cause for concern is about

D.O.B/ age (if known)

Address (if known)

.....

.....

Describe your concern and action taken

Observations to support cause for concern

Signature of person completing the form:

Witness:

Date:



Review of Policy

This policy was last reviewed in September 2021. The next review date is September 2022, and this will be completed by the Centre Manager. The policy will then be approved and signed off by the Director.

Policy Approval

Director's Name:

Director's Signature

Date: _____