



SAFEGUARDING CHILDREN AND VULNERABLE ADULTS POLICY,
CHILD PROTECTION PROCEDURES & PREVENT DUTY

2018/19

Safeguarding Children and Vulnerable Adults Policy and Child Protection Procedures October 2018

Date of Policy: Oct 2018 Date of next Review: Sept 2020

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1. Introduction

In response to Keeping Children Safe in Education ALRA takes seriously its duty to safeguard and promote the welfare of all students. A child is a student who is under the age of 18 a vulnerable adult is a student who is aged 18 or over and who is, or may be, in need of community services due to age, illness or a mental or physical disability, who is, or may be, unable to take care of himself/herself, or unable to protect himself/herself against significant harm or exploitation. The school will take all reasonable measures to ensure that any risk of harm to students health is minimised and will take all possible action to address concerns about the welfare of any student or students, in full partnership with other local agencies.

This policy is based upon the following legislation and guidance:

Children Act 1989 Children Act 2004 Section 175 Education Act 2002 Keeping Children Safe in Education 2015 (DCSF) Every Child Matters Programme (Department of Children Schools and Families). Safeguarding Children and Safer Recruitment in Education 2010 (DCSF) No Secrets – Guidance DOH 2000 Safeguarding Vulnerable Groups Act 2006 Safer practice, safer learning: A whole organisation approach to safeguarding vulnerable adults for the learning and skills sector. NIACE for the Department for Education and Skills 2007 Handling Cases of Forced Marriage: Multiagency practice guidelines. HM Government 2009 Wigan & Wandsworth Safeguarding Children Boards Policy. Wigan & Wandsworth Safeguarding Adults Boards Policy Counter Terrorism and Security Act 2015.

2. School Environment

ALRA will try at all times to create a safe environment where students feel secure and are encouraged to talk and are listened to. It will embrace positively such topics as student health and safety, bullying, first aid provision and the provision of information on student welfare issues such as sexual health, drugs and substance misuse

3. Designated Safeguarding Officer and Safeguarding Coordinator

The Designated Safeguarding Officer is the Principal who will act as a source of advice, support and expertise. The Designated Safeguarding Officer will have the responsibility to negotiate a suitable resolution of any problem.

Their responsibilities are:

- Lead responsibility for ensuring that the School carries out its duties in relation to safeguarding children, young people and vulnerable adults.
- Undertake training in relation to Safeguarding.
- Include in the Trustees annual report relevant safeguarding and child, young person and vulnerable adult protection issues, setting out how the school has discharged its duties.
- Ensure that parents of students under 18 are aware of the School's Child, Young Person (and Vulnerable Adult) Protection Policy.

- Ensure that there is liaison with secondary schools/Colleges that send pupils to the school to ensure that appropriate arrangements are made for the pupils.
- Ensure that the School deals with allegations in accordance with these procedures.
- Resolve any inter-agency issues.

The Safeguarding Coordinator is responsible for delivering refresher training on ALRA safeguarding procedures and safeguarding good practice, and training to new and visiting staff members who will be alone with students.

Please see appendix 2 for details of the escalation process for requesting additional training if a need is identified.

4. Prevent Lead

This role is fulfilled by the Designated Safeguarding Officer, as ALRAs approach to Prevent is to embed disclosure procedures relating to Prevent within the general Safeguarding provision.

Responsible for final decision making around and Prevent Reporting procedures that take place.

5. The Role of Trustees

5.1

The governing body will ensure that ALRA has a Safeguarding Children and Vulnerable Adults Policy and Child Protection procedures in place, which safeguard and promote the welfare of all students.

5.2

The Board will receive an annual report from the designated member of staff responsible for child protection issues and will review the policy annually.

5.3

The Chair of Trustees will be responsible for liaising with appropriate agencies in the event of allegations being made against the Principal.

6 Vetting Staff

6.1

Before confirmation of appointment, all staff (teaching and support) who apply to work or volunteer at ALRA will be subject to a rigorous recruitment process to ensure as far as possible their suitability to work with students. References will be taken up and they will be required to give evidence of their qualifications and details of their previous experience and work history. Their identity will also be checked.

As part of this recruitment process all potential staff will be required to declare any criminal record. Enhanced DBS checks will be undertaken for all new staff. ALRA will inform the Disclosure and Barring Service (DBS) of any individuals they consider to have caused harm or posed a threat of harm to children or vulnerable adults.

Current staff with no break in employment will not be required to renew their DBS but must inform ALRA of any change of circumstance relevant to this section.

6.2

All appropriate child protection checks will be made for students on Work Experience and Work Shadowing Placements or involved in voluntary work (see Work Experience and Voluntary Work Procedures). ALRA does not require a new DBS where employment is continuous for full time or part time staff and we do not require freelancers to provide new checks where any break in employment on a freelance contract is less than a year.

6.3

Suspected Abuse From Staff

Staff are made aware in the staff handbook that under the Sexual Offences Act 2003 it is an offence for a person over 18 to have a sexual relationship with a child under 18 or a vulnerable adult where that person is in a position of trust in respect of that student, even if the relationship is consensual.

Any allegations made by students of abuse by staff will be listened to and dealt with according to the staff disciplinary procedures (see Staff Handbook, Disciplinary Procedure for all Staff).

7. Freelance Staff Safeguarding Procedures

All freelance staff are cleared by a DBS check which is approved by the Assistant Principal prior to entry onto the site.

No member of freelance staff can work alone with students until they have been signed off by the Prevent Coordinator (responsible for ensuring that appropriate levels of training are given to all staff) as having received appropriate training on our safeguarding policies and staff responsibilities, including prevent duties.

Speakers and visiting industry professionals must undertake shortened intensive Safeguarding training with our Prevent Coordinator if they are to be alone with students. This is part of their contract and the Assistant Principal will notify the Safeguarding Coordinator of any requirements.

8. Dealing with Disclosure

Any member of staff or volunteer who is approached by a student wanting to talk will listen positively and reassure the student. They will act in accordance with ALRA guidelines for reporting abuse and/or any safeguarding issue.

The way in which a member of staff talks to a student who discloses abuse could have an effect on the evidence that is put forward if there are subsequent proceedings. Staff are advised not to jump to conclusions, ask leading questions or put words into a student's mouth. All staff know that they cannot guarantee confidentiality but they will also respect a student's right to privacy in that information of a sensitive nature will only be passed on to staff concerned with the issue.

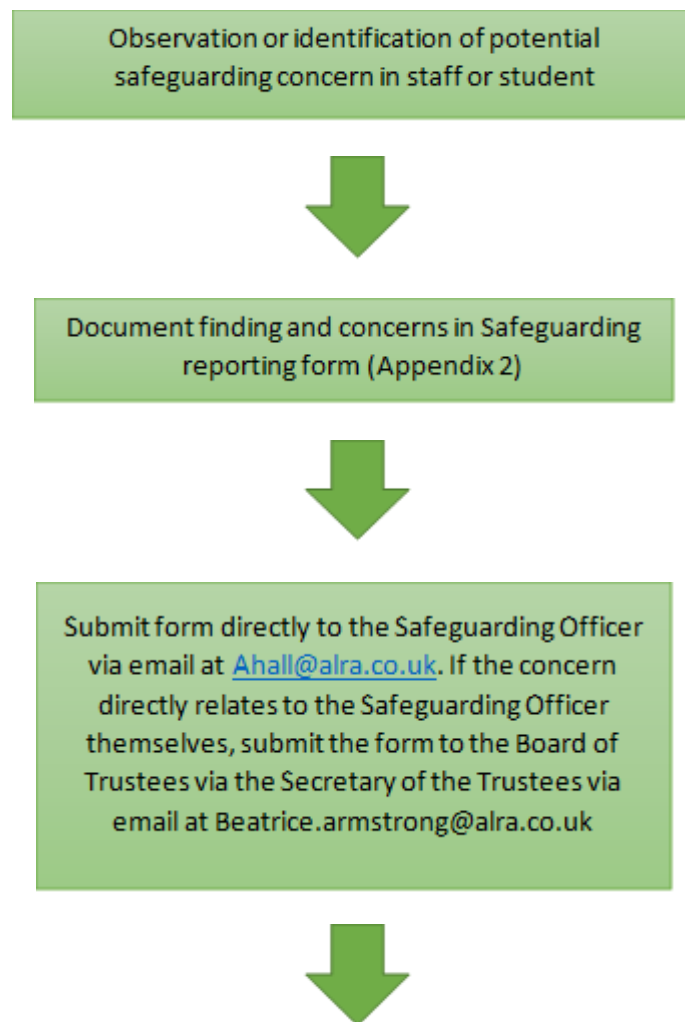
9. Training and INSET

All staff will receive Safeguarding Training on an annual basis, including a refresher of Prevent duty. This will be overseen by the Safeguarding Coordinator.

There will be different levels of training applicable to visiting industry professionals and ALRA will ensure that no external speaker or visiting industry professional will be left alone with students without receiving appropriate training.

Please see appendix 6 for details of Safeguarding training requirements for various members of staff.

Appendix 1: Escalation procedure for student & staff safeguarding issues.



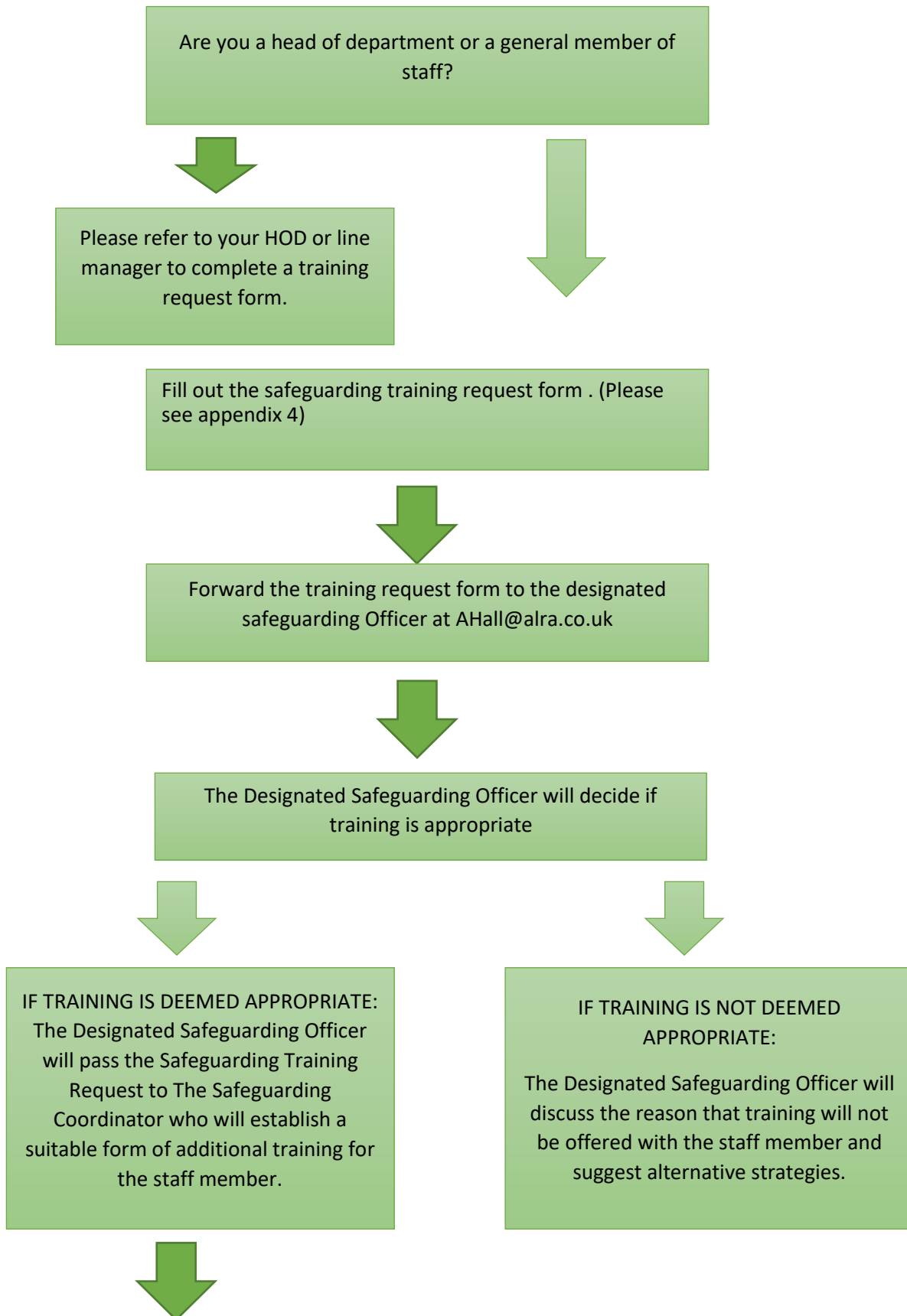
Appendix 1: Escalation procedure for student & staff safeguarding issues. (Continued)

Report considered by The Safeguarding Officer or the Board of Trustees if relating to the Safeguarding officer, and final decision made about any subsequent action. In the context of a prevent related concern, external advice will be sought from the Simon Cornwall; SCornwall@wandsworth.gov.uk for students based at ALRA's London campus and X for the students based in Wandsworth, who will advise on the appropriate post code related external liaison contact. Advice can also be sought from HEFCE and the HE/FE Regional prevent Coordinator erin.macgalloway@camden.gov.uk and via <http://www.safecampuscommunities.ac.uk/>



Report decision and any subsequent action reported to the Board of Trustees by the Safeguarding Officer.

Appendix 2: Escalation process for requesting additional safeguarding training



Escalation process for requesting additional safeguarding training continued.

The Safeguarding Co-ordinator will complete the relevant sections of the form and return it to the Designated Safeguarding Officer for approval.



Once approved, the Safeguarding Coordinator will arrange the schedule of training with the relevant staff member and HOD/Line manager.

Appendix 3: Safeguarding concern report form

ALRA SAFEGUARDING REFERRAL FORM	
If you have any concerns about any student, please make a referral so that the concern can be investigated further. Once completed, Please forward your form to prevent@alra.co.uk , where it will be considered by the Safe Guarding Officer.	
Student ID number	
Year group	
Name of staff member making a referral	
Date	
Details of concern and source of concern	
Actions taken. <i>To be completed by the Safeguarding Officer.</i>	

Appendix 4: Safeguarding training request form

Staff member in need of additional training	
HOD/Line Manager and Department	
Details of identified training need	
Date agreed by the Safeguarding Officer / details of reason training was declined and alternative method of management	
Training recommendation by the Safeguarding Coordinator	
Date agreed by the Safeguarding Officer	
Agreed timeline for training	
Date agreed by HOD/Line Manager	
Date agreed by Staff member	

Appendix 5: Guidelines for Reporting Abuse

1) All staff are asked to be aware that students can be harmed in a number of ways.

Abuse can be physical, sexual and emotional or it can take the form of neglect. Staff might also have concerns about a student's safety because of the way he or she behaves. We strive, therefore, to create an atmosphere in which students feel able and safe to talk about their worries and fears.

The following categories of abuse are used in children's legislation and adult guidance:

2.1) Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, FGM, or otherwise causing physical harm. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

2.2) Emotional abuse may involve conveying to young people that they are worthless, unloved or inadequate. It may involve serious bullying (including cyberbullying), causing young people frequently to feel frightened or in danger, or the exploitation or corruption of children or vulnerable adults. Some level of emotional abuse is involved in all types of abuse though it may occur alone.

2.3) Sexual abuse involves forcing or enticing a young or vulnerable person to take part in sexual activities, not necessarily involving a high level of violence. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as looking at, or in the production of, sexual images or watching sexual activities, or grooming a child or vulnerable person in preparation for abuse and exploitation (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children and young people.

2.4) Neglect is the persistent failure to meet a child's or vulnerable adult's basic physical and/or psychological needs, likely to result in the serious impairment of their health or development.

2.5) Discriminatory abuse includes behaviour towards a student that is racist, sexist, based on a person's disability and other forms of harassment.

2.6) Financial or material abuse is stealing possessions or money from a child or vulnerable adult or bullying to force them to hand over money or possessions.

2.7) Institutional abuse/poor practice is inappropriate or disrespectful or insufficient care.

All staff have a duty to listen carefully to students. If a member of staff thinks that a student is about to reveal abuse, they must gently point out that they are willing to listen but will have to inform someone else. Staff must not ask leading questions, for example an open question would be "How did you get that black eye?" and a leading question would be "Did your boyfriend give you that black eye?". Staff must not promise to keep the matter confidential and they must not attempt to investigate a situation themselves.

Whether suspicions arise because of disclosures students make or as a result of observations, where appropriate, the member of staff concerned must make a written note, signed, dated and timed of what was said or seen. See Appendix 6 - Child Protection Record of Concern. Staff should be aware of the possibility that their records might have to be used as evidence in court and must, therefore, be aware of the need to distinguish fact from opinion. Staff must refer the matter on immediately to the designated senior person.

If Personal Tutors receive information that leads them to suspect abuse of any student they can discuss this with their Line Manager. All staff are reminded that they should respect a student's right to privacy, in that information of a sensitive nature should only be passed on to staff concerned with the issue. If after a period of reflection the Manager feels the situation is not easily resolved, they should discuss the case with the Designated Safeguarding Officer.

The Designated Safeguarding Officer is the Principal and has the responsibility to negotiate a suitable resolution of the problem with the manager, personal tutor and student involved. Where appropriate this could include referring the case to Social Services or other external agencies either for advice or help. Wherever possible and where there is no risk to life, the student will be kept informed of the process and likewise, where practicable and safe, ALRA will inform parents/guardians of any referral before it is made or at least as soon as possible afterwards if contact cannot be made with them quickly. Written records of the case will be securely stored by the designated Safeguarding Officer.

Any information disclosed will only be passed on in with the agreement of the student or without the agreement of the student in a case where there is a serious risk to life. The Designated Safeguarding Officer will take responsibility for coordination of a case conference and where appropriate liaison with external agencies.

Any allegations of abuse of a student by a member of staff made to another member of staff must be reported to the Principal as soon as possible. If it is not possible to contact the Principal, the Assistant Principal must be informed. If a complaint is made about the Principal, the Chair of the Board of Trustees must be informed, who will then take appropriate action. Again, staff are reminded to make a written record of what was said.

Appendix 6: PREVENT DUTY

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:

- Responds to the ideological challenge we face from terrorism and aspects of extremism, and the threat we face from those who promote these views.
- Provides practical help to prevent people from being drawn into terrorism and ensure they are given appropriate advice and support.
- 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.
- Covers all forms of terrorism, including far right extremism and some aspects of non-violent extremism.

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.

The Home Office uses a range of measures to challenge extremism in the UK, including:

- Where necessary, preventing apologists for terrorism and extremism 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 they 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.

ALRA is committed to supporting vulnerable students through its safeguarding agenda in order to prevent potential radicalisation. The school will engage positively with the 'Workshop to Raise Awareness of Prevent' (WRAP) to ensure key staff have the skills and knowledge to refer any concerns appropriately.

Appendix 7: Training schedule for Safeguarding Responsibilities.

The Designated Safeguarding Officer:

- Will undertake annual prevent specific refresher training modules via safecampuscommunities.ac.uk
- Will undertake yearly, CPD-accredited Safeguarding training
- Has completed the Education and Training Foundation online prevent certificate

The Safeguarding Coordinator:

- Will complete annual prevent training modules via safecampuscommunities.ac.uk
- Will undertake yearly, CPD-accredited Safeguarding training
- Will undertake train-the-trainer modules via the HE/FE Regional Prevent Coordinator in order to deliver appropriate refresher training to staff members on an annual basis and full training to any new members of staff

Trustees:

- Have completed the Education and Training Foundation online prevent certificate
- Will receive annual refresher training via the Safeguarding Coordinator

New full-time staff members:

- Will receive training via the Prevent and Safeguarding Coordinator about safeguarding issues, prevent responsibilities and ALRA's disclosure procedure. This should take place prior to the staff members beginning to work with the cohort.

Existing staff members:

- All members of the senior management team must complete online, prevent-specific training via the Education and Training foundation.
- All office staff will complete a 1 hour and 90 minute Prevent training session with Erin MacGalloway, HE/FE Regional Prevent Coordinator, entitled Workshop to Raise Awareness of Prevent. This will take place at both campuses and will be completed for all full-time staff.
- Refresher training will take place on a yearly basis, provided by the Safeguarding Officer.

Freelance staff:

- Heads of Department will roll out a reduced safeguarding and prevent training package to any freelance tutors who will be alone with students. This will include Directors and members of the Technical Theatre team.
- This training will be based on the training materials delivered by the HE/FE Regional Prevent Coordinator, distilled into a document with a questionnaire to ensure that the staff members have fully engaged with their responsibilities and the safeguarding procedures that ALRA has in place.
- This training will be refreshed on an annual basis via the Heads of Department.

Visiting industry professionals and speakers:

- One off visitors and speakers are never left alone with students; there will always be a member of staff with safeguarding training present
- If a situation arose where an external visitor would be left alone with students, they would need to complete the same safeguarding training rolled out to freelance staff prior to working with the students.