



SAFEGUARDING ADULTS & CHILD PROTECTION POLICY (including PREVENT).

Get SET Academy (GSA) is committed to providing an organisation and learning environment free from harassment, abuse, violence, bullying or any other form of anti-social behaviour for both Children (16 to 18) and Adults.

In order to support this policy all staff have to undertake mandatory safeguarding training including Prevent on an annual basis. All staff through regular training sessions are made aware of implementing and following the policy guidelines. Safeguarding is promoted throughout the year to all staff during training sessions.

GSA recognises that through its provision of post 16 training programmes that its staff and partner organisations will need to be mindful of 'safeguarding' those who may be Children or vulnerable adults undertaking any programme including apprenticeships.

For this policy children/young people are classed as those between the age of 16 to 18. For adults, GSA uses the official government definition of 'vulnerable adult' to set out parameters of this policy.

CHILD PROTECTION STATEMENT & SAFEGUARDING

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all young people. We endeavour to provide a safe and welcoming environment where young people are respected and valued. We are alert to the signs of abuse, neglect and people being drawn into terrorism and follow our procedures to ensure that young people receive effective support, protection, and justice. Where it is believed that a young person is at risk of or is suffering significant harm, GSA will follow the procedures set out in the Local Safeguarding Procedures. These procedures and statutory guidance apply to children and young people below the age of eighteen. But GSA recognises its' responsibility to all its' learners and will consider this guidance, if there are concerns regarding any young person or vulnerable adult.

POLICY PRINCIPLES

- Welfare of the child/young person is paramount.
- All young people, regardless of age, gender, ability, culture, race, language, religion, or sexual identity, have equal rights to protection.
- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm, or at risk of becoming radicalised (our Prevent duty).
- Young people and staff involved in child protection issues will receive appropriate support.

Prevention: GSA is committed to early help and identification of unmet needs and vulnerabilities. GSA works in partnership with other agencies to promote the welfare of young people and keep young people safe.

Protection: All staff are trained to recognise and respond to abuse and neglect. All staff are expected to be vigilant and must act quickly when they suspect a young person is suffering, or is likely to suffer, harm. (In line with the Local Safeguarding Children's Board procedures).

Support: GSA acknowledges the sensitivity and complex nature of safeguarding and child protection and therefore ensures that young people, staff, and families are supported appropriately.

At GSA we recognise that effective safeguarding systems are those which:

- Put the young person's needs first.
- Provide young people with a voice.
- Promote identification of early help.
- Encourage multi-agency working and sharing of information.

POLICY AIMS

- To provide all staff with the necessary information to enable them to meet their child protection responsibilities.
- To ensure consistent good practice.
- To demonstrate GSA's commitment regarding child protection, safeguarding and preventing radicalisation.
- To contribute to GSA's safeguarding procedures.

STATUTORY GUIDANCE

- Education Act 2002: Section 175 of the Education Act 2002 requires local education authorities and the governors of maintained schools and further education (FE) colleges to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.
- Working Together to Safeguard Children 2018: statutory guidance which sets out key roles for individual organisations and agencies to deliver effective arrangements for safeguarding.
- Children and Young Persons Act 2008: section 11.
- Keeping children safe in education 2020 (updated 2021): Statutory guidance for schools and colleges. This contains information on what schools and colleges should do and sets out the legal duties with which schools must comply.
- What to do if you are worried a child is being abused.
- Guidance for Safer Working Practice.
- The Children Act 1989.
- The Children Act 2004: section 11.
- The Children and Families Act 2014.
- Counter-Terrorism and Security Act 2015 ("the CTSA 2015") updated 2018: section 26.

- Apprenticeships, Skills, Children and Learning Act 2009: Part 9.
- Sexual Offences Act 2003.
- The Modern Slavery Act 2015.

DEFINITIONS:

Safeguarding and promoting the welfare of children refers to the process of protecting young people from abuse or neglect, preventing the impairment of health or development, ensuring that young people grow up in circumstances consistent with the provision of safe and effective care and undertaking that role to enable those young people to have optimum life chances and to enter adulthood successfully. (Working Together to Safeguard Children 2018).

Child protection refers to the processes undertaken to protect young people who have been identified as suffering or being at risk of suffering significant harm. (Children's Act 2004).

Staff refers to all those working for or on behalf of GSA, full time or part time, in either a paid or voluntary capacity.

Child refers to all young people who have not yet reached their 18th birthday.

Vulnerable Adult (also referred to as an Adult at Risk) is a person who is 18 years or over and who is or may need, community care or health care services by reason of mental or other disability or illness; and who is or may be unable to take care of him or herself, or unable to protect him or herself against significant harm or exploitation.

Parent refers to birth parents and other adults who are in a parenting role, for example stepparents, foster carers and adoptive parents or legal guardian.

DSL refers to the nominated Designated Safeguarding Lead who acts as a source of support and expertise to the GSA community for safeguarding and Prevent matters.

DSO refers to the appropriately trained Designated Safeguarding Officer and, in the absence of the designated person, carries out those functions necessary to ensure the ongoing safety and protection of young peoples.

LSCB refers to the Local Safeguarding Children's Board(s).

LSAB refers to the Local Safeguarding Adult's Board(s).

LADO refers to the Local Authority Designated Officer.

Prevent is a government strategy aimed at stopping people being drawn into terrorism. The Prevent duty is the duty in the Counter-Terrorism and Security Act 2015 on specified authorities, including Get SET Academy, to have due regard to the need to prevent people from being drawn into terrorism.

To make all members of staff aware of the issue and requirements for 'safeguarding' Get SET Academy senior management will:

- Identify responsibility and accountability for safeguarding arrangements clearly and at a senior level.
- Ensure that all staff receives training and information regarding the requirements for organisations who may be working with children / young people and vulnerable adults. This will result in a workforce that is confident and well equipped to promote safeguarding in a sensible and proportionate way.
- Where appropriate, include in our self-assessment procedures any potential for the requirement for 'safeguarding' measures and implement them based on a risk assessment of the potential requirement.
- Keep all staff abreast of changes to legal requirements and ensure that policies and procedures are revised accordingly.

GSA will collaborate with other agencies in order to effectively identify any learners that may be considered to be 'at risk' and put in place procedures, staff training and any legislative requirements to ensure that the learner is appropriately safeguarded.

The range of risks associated with using the internet has been recognised as a priority area.

GSA will use standard precautions such as having filtering and monitoring software in place. In addition, there will be a high level of vigilance by staff concerning learners' use of the internet in computer rooms and classrooms.

Any allegations (toward either GSA staff or other learners) of abuse or other behaviour considered to be within the national guidelines of 'safeguarding' will be acted upon immediately by senior management and the appropriate agencies contacted, and disciplinary procedures implemented.

CHILDREN WHO MAY BE PARTICULARLY VULNERABLE

Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur.

To ensure that all our learners receive equal protection, we will give special consideration to young people who are vulnerable to abuse because of their age, health, physical or mental abilities, race, ethnicity, religion or sexuality; those being bullied or those regularly absent from learning.

GSA is committed to keeping our children safe from specific forms of abuse. We therefore ensure that:

ALL staff understand that there are specific and emerging ways in which children can be abused, such as:

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism, there is no single way of identifying an individual who is likely to be susceptible to an extremist ideology.

- ALL staff will have 'due regard to the need to prevent people from being drawn into terrorism', known as the '**Prevent Duty**'.
- ALL staff will have a general understanding of how to identify a child who may be at risk of radicalisation.
- ALL staff will use professional judgement in identifying learners who might be at risk of radicalisation and act proportionately.
- Get SET Academy will ensure the safety of learners online by preventing their access to terrorist and extremist material when using the internet and that suitable filtering software is in place.
- DSL/ DSO understand when it is appropriate to make a referral to the Channel Panel.
- Schools and colleges which are required to have regard to Keeping Children Safe in Education are listed in the CTSA 2015 as partners required to cooperate with local Channel panels (this includes Get SET Academy).

The Department for Education has published advice for schools and additional guidance for FE on the Prevent duty.

- [Prevent-duty-departmental-advice-v6](#).
- [Prevent Duty Guidance FE](#).

SEXUAL VIOLENCE AND SEXUAL HARASSMENT BETWEEN CHILDREN (YOUNG PEOPLE)

Peer on Peer Abuse occurs when a young person is exploited, bullied and/or harmed by their peers who are the same or similar age; everyone directly involved in peer-on-peer abuse is under the age of 18.

- ALL staff understand that children can abuse other children.
- ALL staff will inform the DSL of suspected peer abuse.
- Peer on peer abuse will be taken as seriously as any other form of abuse.
- Physical abuse between peers will be managed under GSA's Behaviour Policy.
- Emotional abuse between peers will be managed under the GSA's Behaviour Policy.

- Harmful sexual behaviour will be identified and managed with support and guidance from the DSL and LCSB (if required).
- Sexting will be managed on a case-by-case basis using national and local guidance and advice from LCSB.
- In cases of suspected or actual peer on peer abuse a risk assessment will be undertaken and appropriate and proportionate control measures put in place to manage and reduce risk. Seek advice from LCC Schools Safeguarding Officer.
- Referrals to Children's Social Care, Police and/or other appropriate agencies will be made where necessary.

Advice has been provided by the Department for Education, see link below:

https://consult.education.gov.uk/safeguarding-in-schools-team/keeping-children-safe-in-education/supporting_documents/Sexual%20Harassment%20and%20Sexual%20Violence%20%20Advice.pdf

Children Missing from Education (CME) can be a potential sign of abuse or neglect including sexual exploitation, undergoing female genital mutilation, forced marriage, or travelling to conflict zones.

- ALL staff must follow procedures when a child misses education particularly on repeat occasions to help identify the risk of abuse and neglect.
- **Learner Attendance and punctuality:** This monitored through registers and all concerns are discussed with the DSL.

For all specific safeguarding issues, the DSL will seek advice from the local safeguarding team and follow national guidance, as our head office is in Blackburn Lancashire below you will find pan Lancashire approach:

- Multi Agency Statutory Guidance on FGM http://panlancashirescb.proceduresonline.com/chapters/p_female_mutilation.html.
- Multi-agency Working.

New safeguarding partners and child death review partner arrangements came in to place from September 2019. This has comprised of the local authority, a clinical commissioning group and the chief officer for police equally sharing responsibilities for working together to safeguard and promote the welfare of local children within each area. Safeguarding partners are expected to ensure that GSA are fully engaged, involved, and included in the new safeguarding arrangements.

- Forced marriage
http://panlancashirescb.proceduresonline.com/chapters/p_forced_marriage.html
- What to do if you suspect a child is being sexually exploited
http://panlancashirescb.proceduresonline.com/chapters/p_child_sex_exp.html
- Sexting in schools and colleges: responding to incidents and safeguarding young people
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/609874/6_2939_SP_NCA_Sexting_In_Schools_FINAL_Update_Jan17.pdf

MODERN SLAVERY

The Modern Slavery Act 2015 places a new statutory duty on public authorities, including colleges, to notify the National Crime Agency (NCA) (section 52 of the Act) on observing signs or receiving intelligence relating to modern slavery.

- The public authority (including colleges) bears this obligation where it has ‘reasonable grounds to believe that a person may be a victim of slavery or human trafficking’.
- Staff must be aware of the above and contact the DSL should they suspect or receive information that learners (or their families) may be victims of modern slavery. The DSL should then contact the NCA.

UP-SKIRTING

Definition: included which describes up-skirting as “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”. Whilst this is not expected to be a significant issue at GSA staff will be trained on the matter, incidents will be dealt with appropriately and learners will be educated regarding the consequences of this criminal behaviour. **Up-skirting is now a criminal offence.**

SERIOUS CRIME:

“All GSA staff should be aware of indicators, which may signal that learners are at risk from, or are involved with serious violent crime. These could include increased absence from GSA, a change in relationships or friendships with older individuals or groups, significant decline in performance, signs of self-harm or a significant change in well-being, or signs of assault or unexplained injuries.

Unexplained gifts or new possessions could also indicate that learners 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 measure these – Link to county lines guidance:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/741194/HOCountyLinesGuidanceSept2018.pdf

ALLEGATIONS AGAINST STAFF

When an allegation is made against a member of staff, set procedures must be followed. It is rare for a young person to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen.

A young person may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. Even so, we must accept that some professionals do pose a serious risk to pupils and we must act on every allegation. Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly, and consistently and to be kept informed of its progress.

Where an allegation relates to an employer or sub-contractor the DSL must be notified immediately.

RECRUITMENT OF STAFF

It is the policy of GSA to recruit staff with integrity and that where staff may be in direct contact with learners that all regulatory checks are carried out prior to engaging them.

Where through our risk assessment procedure the requirement for DBS checks is required then everyone will be obliged to have and maintain the relevant level of compliance. DBS checks will be conducted on a 3year cycle, unless otherwise required.

Safer recruitment means that all applicants will:

- Complete an application form.
- Provide two referees, including at least one who can comment on the applicant's suitability to work with young people.
- Provide evidence of identity and qualifications.
- Be checked through the Disclosure and Barring Service (DBS) as appropriate to their role.
- Be interviewed.
- Be subject to on-going vetting through the DBS.
- All new members of staff will undergo an induction that includes familiarisation with Get SET Academy's child protection and safeguarding policies and identification of their safeguarding training needs.

STAFF TRAINING

It is important that all staff have appropriate training to enable them to recognise the possible signs of abuse and neglect and to know what to do if they have a concern. New staff will receive training

during their induction. All staff, including the MD will receive training that is updated annually, and the DSL will receive training in inter-agency procedures.

The DfE “Keeping Children Safe in Education: information for all school and college staff”, part 1 September 2019 (updated Jan 21) is given to every member of staff to assist with appropriate behaviour and minimise allegations of professional abuse; along with Guidance for Safer Working Practice.

The MD must be satisfied that every member of staff has received, read, and understood the guidance, all staff training is maintained in the single central register.

CONFIDENTIALITY AND INFORMATION SHARING

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the young person and staff involved but also to ensure that being released into the public domain does not compromise evidence.

Staff should only discuss concerns with the DSL & MD (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a ‘need-to-know’ basis.

Child protection information will be stored and handled in line with Data Protection Act 2018 and GDPR principles. Information is:

- Processed for limited purposes.
- Adequate, relevant, and not excessive.
- Accurate.
- Kept no longer than necessary.
- Processed in accordance with the data subject’s rights.
- Secure.

Child Protection Disclosure forms, Cause for Concern forms and other written information will be stored in a secure facility and any electronic information will be password protected and only made available to relevant individuals.

Every effort will be made to prevent unauthorised access, and sensitive information should not be stored on laptop computers, which, by the nature of their portability, could be lost or stolen. If it is necessary to store child protection information on portable media, such as a CD or flash drive, these items will be kept in locked storage.

Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. If any member of

staff receives a request from a pupil or parent to see child protection records, they will refer the request to the MD or DSL.

The Data Protection Act does not prevent staff from sharing information with relevant agencies, where that information may help to protect a child. GSA Data Protection policy includes information on confidentiality and information-sharing and is available to parents and young learners on request.

INFORMATION SHARING

It is necessary to show that a fair balance has been struck between the individual rights of the person and the relevant justification when information is shared.

Key questions to consider are:

- Is there a clear and legitimate purpose for sharing information?
- Do you have reasonable cause to suspect a child is suffering or likely to suffer significant harm?

Whilst it is good practice to share with families your intention to make a referral to Children's Services about their child's welfare, it is not a prerequisite.

Sharing confidential information without consent will normally be justified in the public interest:

- When there is evidence or reasonable cause to believe that a child or vulnerable adult is suffering or is at risk of suffering significant harm.
- To prevent significant harm to a child or serious harm to an adult, including through the prevention, detection, and prosecution of serious crime.

Staff must decide whether sharing information is a necessary and proportionate response to the need to protect the child in question. The decision-making process must weigh up what might happen if the information is shared against what might happen if it is not shared.

SECURITY OF PREMISES

GSA will endeavour to maintain a safe and secure environment for all its learners. Security of our training centres is a key element of our Health and Safety risk assessment strategy and is a continual process.

LEGISLATIVE GUIDANCE

All of our procedures and safeguards will take their lead from current government guidance as detailed in the Department of Health 'statement of government policy on adult safeguarding.

For Children: <https://www.gov.uk/topic/schools-colleges-childrens-services/safeguarding-children>

For Adults: <https://www.gov.uk/government/publications/adult-safeguarding-statement-of-government-policy>

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/954314/Keeping_children_safe_in_education_2020_-_Update_-_January_2021.pdf

INFORMING EMPLOYEES OF THEIR ROLES AND RESPONSIBILITY

GSA will ensure that all members of staff in the organisation receive and are trained in the contents of our Safeguarding Vulnerable Adults Policy.

SAFEGUARDING VULNERABLE ADULTS - POLICY

AIM

The purpose of this policy is to outline the duty and responsibility of staff working on behalf of the organisation in relation to Safeguarding Vulnerable Adults. All adults have the right to be safe from harm and must be able to live free from fear of abuse, neglect, and exploitation.

OBJECTIVES

To explain the responsibilities, the organisation and its staff, volunteers and trustees have in respect of vulnerable adult protection. To provide staff with an overview of vulnerable adult protection and to provide a clear procedure that will be implemented where vulnerable adult protection issues arise.

CONTEXT

For the purpose of this policy 'adult' means a person aged 18 years or over.

WHAT DO WE MEAN BY ABUSE?

Abuse of a vulnerable adult may consist of a single act or repeated acts. It may occur as a result of a failure to undertake action or appropriate care tasks. It may be an act of neglect or an omission to act, or it may occur where a vulnerable person is persuaded to enter into a financial or sexual transaction to which they have not, or cannot, consent. Abuse can occur in any relationship and may result in significant harm to, or exploitation of, the individual.

Concerns about abuse may be raised and reported to the social services agency as a result of a single incident or repeated incidents of abuse. However, for some clients the issues of abuse relate to neglect and poor standards of care. They are ongoing and if ignored may result in a severe deterioration in both physical and mental health and even death.

Anyone who has concerns about poor care standards and neglect in a care setting may raise these within the service, with the regulatory body and/or with the social services agency.

Where these concerns relate to a vulnerable adult living in their own home, with family or with informal carers they must be reported to the social services agency. These reports must be addressed through the adult protection process and a risk assessment must be undertaken to determine an appropriate response to reduce or remove the risk.

WHO IS INCLUDED UNDER THE HEADING 'VULNERABLE ADULT?'

An Adult (a person aged 18 or over) who 'is or may be in need of community care services by reason of mental or other disability, age or illness; and who is or may be unable to take care of him or herself, or unable to protect him or herself against significant harm or exploitation' (Definition from 'No Secrets' March 2000 Department of Health).

This could include people with learning disabilities, mental health problems, older people and people with a physical disability or impairment. It is important to include people whose condition and subsequent vulnerability fluctuates. It may include an individual who may be vulnerable because of their role as a carer in relation to any of the above.

It may also include victims of domestic abuse, hate crime and anti-social abuse behaviour. The person's need for additional support to protect themselves may be increased when complicated by additional factors, such as, physical frailty or chronic illness, sensory impairment, challenging behaviour, drug, or alcohol problems, social or emotional problems, poverty or homelessness.

Many vulnerable adults may not realise that they are being abused. For instance, an elderly person, accepting that they are dependent on their family, may feel that they must tolerate losing control of their finances or their physical environment. They may be reluctant to assert themselves for fear of upsetting their carers or making the situation worse.

It is important to consider the meaning of 'Significant Harm'. The Law Commission, in its consultation document 'Who Decides,' issued in Dec 1997 suggested that; 'harm' must be taken to include not only ill treatment (including sexual abuse and forms of ill treatment which are not physical), but also 'the impairment of, or an avoidable deterioration in, physical or mental health; and the impairment of physical, intellectual, emotional, social or behavioural development'.

LEGAL FRAMEWORK

- Human Rights Act 1998, the Mental Capacity Act 2005, and Public Interest Disclosure Act 1998.

- Data Protection Act 2018, Freedom of Information Act 2000, Safeguarding Vulnerable Groups Act 2006, Deprivation of Liberty Safeguards, Code of Practice 2008 .
- The Mental Capacity Act 2005, covering England and Wales, provides a statutory framework for people who lack capacity to make decisions for themselves, or who have capacity and want to make preparations for a time when they may lack capacity in the future. It sets out who can take decisions, in which situations, and how they must go about this.
- The Human Rights Act 1998 gives legal effect in the UK to the fundamental rights and freedoms contained in the European Convention on Human Rights (ECHR).
- The Public Interest Disclosure Act 1998 (PIDA) created a framework for whistle blowing across the private, public, and voluntary sectors. The Act provides almost every individual in the workplace with protection from victimisation where they raise genuine concerns about malpractice in accordance with the Act's provisions.

THE ROLE OF STAFF

All staff working on behalf of the organisation have a duty to promote the welfare and safety of vulnerable adults.

Staff may receive disclosures of abuse and observe vulnerable adults who are at risk. This policy will enable staff/volunteers to make informed and confident responses to specific adult protection issues.

TYPES OF ABUSE

Abuse may consist of a single act or repeated acts. It may be physical, verbal or psychological, it may be an act of neglect or an 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 it may result in significant harm to, or exploitation of, the person subjected to it.

The Department of Health in its 'No Secrets' 2000 report suggests the following as the main types of abuse:

- Physical abuse - including hitting, slapping, pushing, kicking, misuse of medication, restraint, or inappropriate sanctions.
- Sexual abuse - including rape and sexual assault or sexual acts to which the vulnerable adult has not consented or could not consent or was pressured into consenting.
- Psychological abuse - including emotional abuse, threats of harm or abandonment, deprivation of contact, humiliation, blaming, controlling, intimidation, coercion, harassment, verbal abuse, isolation or withdrawal from services or supportive networks.

- Financial or material abuse - including theft, fraud, exploitation, pressure in connection with wills, property or inheritance or financial transactions, or the misuse or misappropriation of property, possessions, or benefits.
- Neglect and acts of omission - including ignoring medical or physical care needs, failure to provide access to appropriate health, social care or educational services, the withholding of the necessities of life, such as medication, adequate nutrition, and heating.
- Discriminatory abuse - including race, sex, culture, religion, politics that is based on a person's disability, age or sexuality and other forms of harassment, slurs, or similar treatment, hate crime.
- Institutional abuse - Institutional abuse although not a separate category of abuse, requires specific mention simply to highlight that adults placed in any kind of care home or day care establishment are potentially vulnerable to abuse and exploitation. This can be especially so when care standards and practices fall below an acceptable level as detailed in the contract specification.
- Multiple forms of abuse - Multiple forms of abuse may occur in an ongoing relationship or an abusive service setting to one person, or to more than one person at a time, making it important to look beyond single incidents or breaches in standards, to underlying dynamics and patterns of harm. Any or all these types of abuse may be perpetrated as the result of deliberate intent and targeting of vulnerable people, negligence, or ignorance.
- Domestic abuse:
 - Home Office Definition 2004:
'Any incident of threatening behaviour, violence or abuse (psychological, physical, sexual, financial or emotional) between adults who are, or have been intimate partners or family members, regardless of gender or sexuality.'
 - Women's Aid Definition:
'Domestic violence is physical, sexual, psychological or financial violence that takes place within an intimate or family-type relationship and that forms a pattern of coercive and controlling behaviour. This can also include forced marriage and so-called "honour crimes". Domestic violence may include a range of abusive behaviours, not all of which are in themselves inherently "violent".
 - Most research suggests that domestic violence occurs in all sections of society irrespective of race, culture, nationality, religion, sexuality, disability, age, class or educational level.
 - Both definitions would therefore also include incidents where extended family members may condone or share in the pattern of abuse e.g. forced marriage, female genital mutilation and crimes rationalised as punishing women for bringing 'dishonour' to the family.

- It is important to recognise that Vulnerable Adults may be the victims of Domestic Abuse themselves or be affected by it occurring within their household. This is likely to have a serious effect on their physical and mental wellbeing.
- Where Vulnerable Adults are victims of Domestic Abuse, they may need extra support to plan their future. The violence or threat of violence may continue after a victim has separated from the abuser. It is important to ensure that all the vulnerable people in this situation have appropriate support to enable them to maintain their personal safety.
- A separate Domestic Abuse Protocol is in place between Police, Social Services and Health. Incidents reported by the police through the domestic abuse protocols will be addressed under the adult protection processes if it is considered that a vulnerable adult may be at risk of abuse. (See Joint Police, Social Services and Health protocol for dealing with cases of domestic abuse where vulnerable adults are involved).

PROCEDURE IN THE EVENT OF A DISCLOSURE

It is important that vulnerable adults are protected from abuse. All complaints, allegations or suspicions must be taken seriously.

This procedure must be followed whenever an allegation of abuse is made or when there is a suspicion that a vulnerable adult has been abused.

Promises of confidentiality must not be given as this may conflict with the need to ensure the safety and welfare of the individual.

A full record shall be made as soon as possible of the nature of the allegation and any other relevant information.

This must include information in relation to the date, the time, the place where the alleged abuse happened, your name and the names of others present, the name of the complainant and, where different, the name of the adult who has allegedly been abused, the nature of the alleged abuse, a description of any injuries observed, the account which has been given of the allegation.

RESPONDING TO AN ALLEGATION

Any suspicion, allegation or incident of abuse must be reported to the Designated Adult Protection Lead or Senior Manager on that working day where possible.

The nominated member of staff shall telephone and report the matter to the appropriate local adult social services duty social worker. A written record of the date and time of the report shall be made, and the report must include the name and position of the person to whom the matter is reported. The

telephone report must be confirmed in writing to the relevant local authority adult social services department within 24 hours.

RESPONDING APPROPRIATELY TO AN ALLEGATION OF ABUSE

In the event of an incident or disclosure:

DO

- Make sure the individual is safe.
- Assess whether emergency services are required and if needed call them.
- Listen.
- Offer support and reassurance.
- Ascertain and establish the basic facts.
- Make careful notes and obtain agreement on them.
- Ensure notation of dates, time and persons present are correct and agreed.
- Take all necessary precautions to preserve forensic evidence.
- Follow correct procedure.
- Explain areas of confidentiality; immediately speak to your manager for support and guidance.
- Explain the procedure to the individual making the allegation.
- Remember the need for ongoing support.

DON'T

- Confront the alleged abuser.
- Be judgmental or voice your own opinion.
- Be dismissive of the concern.
- Investigate or interview beyond that which is necessary to establish the basic facts.
- Disturb or destroy possible forensic evidence.
- Consult with persons not directly involved with the situation.
- Ask leading questions.
- Assume information.
- Make promises.
- Ignore the allegation.
- Elaborate in your notes.
- Panic.

It is important to remember that the person who first encounters a case of alleged abuse is not responsible for deciding whether abuse has occurred. This is a task for the professional adult protection agencies, following a referral from the designated Vulnerable Adult Protection Officer.

CONFIDENTIALITY

Vulnerable adult protection raises issues of confidentiality which must be clearly understood by all. Staff, volunteers, and trustees have a professional responsibility to share relevant information about the protection of vulnerable adults with other professionals, particularly investigative agencies and adult social services. Clear boundaries of confidentiality will be communicated to all.

All personal information regarding a vulnerable adult will be kept confidential. All written records will be kept in a secure area for a specific time as identified in data protection guidelines. Records will only record details required in the initial contact form.

If an adult confides in a member of staff and requests that the information is kept secret, it is important that the member of staff tells the adult sensitively that he or she has a responsibility to refer cases of alleged abuse to the appropriate agencies.

Within that context, the adult must, however, be assured that the matter will be disclosed only to people who need to know about it.

Where possible, consent must be obtained from the adult before sharing personal information with third parties. In some circumstances obtaining consent may be neither possible nor desirable as the safety and welfare of the vulnerable adult is the priority.

Where a disclosure has been made, staff must let the adult know the position regarding their role and what action they will have to take as a result.

Staff must assure the adult that they will keep them informed of any action to be taken and why. The adult's involvement in the process of sharing information must be fully considered and their wishes and feelings considered.

This policy needs to be read in conjunction with other policies for the organisation including:

- Confidentiality
- Data Protection

THE ROLE OF KEY INDIVIDUAL AGENCIES

Adult Social Services

The Department of Health's recent 'No secrets' guidance document requires that authorities develop a local framework within which all responsible agencies work together to ensure a coherent policy for the protection of vulnerable adults at risk of abuse.

All local authorities have a Safeguarding Adults Board, which oversees multi-agency work aimed at protecting and safeguarding vulnerable adults. It is normal practice for the board to comprise of people from partner organisations who can influence decision making and resource allocation within their organisation.

The Police

The Police play a vital role in Safeguarding Adults with cases involving alleged criminal acts. It becomes the responsibility of the police to investigate allegations of crime by preserving and gathering evidence.

Where a crime is identified, the police will be the lead agency and they will direct investigations in line with legal and other procedural protocols.

Role of Line Manager

The role of the line manager is to support the member of staff, trustee or volunteer involved with the incident and to ensure the correct procedures are followed.

The line manager could, if agreed with the staff member dealing with the incident, contact the designated Adult Protection Lead in the first instance.

The line manager must ensure that all staff within their team are familiar with the organisation's vulnerable adult protection procedures and ensure that all staff undertakes training, where appropriate.

Training

Training will be provided, as appropriate, to ensure that staff are aware of these procedures. Specialist training will be provided for the member of staff with vulnerable adult protection responsibilities.

Complaints procedure

The organisation has a complaints procedure available to all staff.

Whistle-Blowing Policy

The organisation has a Whistle-Blowing policy and staff can raise concerns following the guidance contained within.

Recruitment procedure

The organisation operates procedures that take account of the need to safeguard and promote the welfare of vulnerable adults, including arrangements for appropriate checks on new staff.

PREVENT STRATEGY

The Counter Terrorism and Security Act 2015 has introduced the Prevent Duty for various bodies including all FE colleges, adult education providers and independent learning providers with SFA funding or with over 250 students enrolled.

THE PREVENT DUTY

The duty to actively promote 'Fundamental British Values' has been live from 1st July 2015. This was first set out by the government in the 'Prevent' Strategy in 2011.

The Prevent Duty has "due regard to the need to prevent people from being drawn into terrorism" (Anti-Terrorism and Security Act 2015: Schedule 3, Section 21).

Prevent is a strand of the Government counter terrorism strategy. 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 we face 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 in the near future. 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 CONTEST strategy, which contains the Prevent Duty, was renewed in 2018 to meet the current risk and threat points and reflect on learning from the 2017 terrorist attacks.

The revised Prevent Duty has the following objectives:

- Tackle the causes of radicalisation and respond to the ideological challenge of terrorism.
- Safeguard and support individuals most at risk of radicalisation through early intervention, identifying them and offering support.
- Enable those who have already engaged in terrorism to disengage and rehabilitate.

WHAT IS OUR RESPONSIBILITY?

- Assess the risks of people being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology.
- All staff to actively promote British values.
- Raise awareness of the prevent duty and British values to all staff and learners.
- Establish a reporting procedure for all concerns relating to people being drawn into terrorism.

We have a part to play in fostering shared values and promoting cohesion. We 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 and do manifest themselves within other training settings. This strategy has five key objectives:

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

To achieve these objectives, we will ensure:

LEADERSHIP AND VALUES

To provide an ethos which upholds core values of shared responsibility and wellbeing for all students, 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 student understanding of the issues and confidence to deal with them.
- Deepening engagement with local communities.

- Actively working with local authorities, police, and other agencies.

TEACHING AND LEARNING

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

- Embedding equality, diversity and inclusion, wellbeing, and community cohesion.
- Promoting wider skill development such as social and emotional aspects of learning.
- A provision adapted to recognise local needs, challenge extremist narratives, and promote universal rights.
- Teaching and learning strategies which explore controversial issues in a way which promotes critical analysis and pro social values.
- Encouraging active citizenship and learner voice.

LEARNER SUPPORT

To ensure that staff are confident to take preventative and responsive steps working with partner professionals, families, and communities. This will be achieved through:

- Establishing strong and effective learner support services.
- Listening to what is happening in the community.
- Implementing anti-bullying strategies and challenging discriminatory behaviour.
- Helping learners and staff know how to access support.
- Supporting at risk learners through safeguarding and crime prevention processes.
- Focussing on narrowing the attainment gap for all learners.

MANAGING RISKS AND RESPONDING TO EVENTS

To ensure that we monitor risks and are ready to deal appropriately with issues which arise. We will do this through:

- Understanding the nature of the threat from violent extremism and how this may impact directly or indirectly on GSA.
- Responding appropriately to events in local, national, or international news that may impact on learners and communities.
- Conduct a risk assessment related to Prevent.
- Ensuring measures are in place to minimise the potential for acts of violent extremist.
- Ensuring plans are in place to respond appropriately to a threat or incident.
- Developing effective ICT security and responsible user policies.

PROCEDURES FOR REPORTING CONCERNS

Any identified concerns as the result of observed behaviour or reports of conversations to suggest that the person supports terrorism and / or extremism, must be reported to the named designated safeguarding officer immediately and no later than the end of the working day. (Same procedure as Safeguarding).

GSA Prevent Lead: Shabir Siddiq

Tel: 07970347899/01254 679998

Email: shabirsiddiq@getsetacademy.co.uk.

LANCASHIRE PREVENT CONTACTS:

If you have concerns about someone and would like more advice you can contact the following:

- Local Authority Prevent team: 01254 585 260 / email: Prevent.Team@blackburn.gov.uk
- Police Prevent Team: 01772 413398
- If you think a threat is imminent call the police on 999
- Alternatively contact the police confidentially on the Anti-terrorist hotline 0800 789 321.
- Report your concerns to: concern@lancashire.pnn.police.uk

REPORTING 'SAFEGUARDING' CONCERNS

Initial cause for concern form which must be discussed with Line Manager / Safeguarding Lead or Member of the Senior Management Team within 24 – 48 hours.

Date:	
Time:	
Name of individual cause for concern is about:	
Age (if known):	
Address (if known):	
Describe your concern and action taken:	
Observations to support cause for concern:	
Description and location of any visible marks, bruising, etc.:	
Name of alleged abuser, relationship with learner (if known):	
Name of person completing form:	
Signature:	Date:
Name of Line Manager:	
Signature:	Date:

GSA Designated Safeguarding Lead/Officer (DSO/L) and Prevent Lead: Shabir Siddiq

Tel: 07970347899

Email: shabir@getsetacademy.co.uk

LADO contact details for Geographical areas:

LADO/Designated Officer Referrals:

Blackburn with Darwen Safeguarding Unit,
Ground Floor, 10 Duke Street,
Blackburn,
BB2 1DH
Tel: 01254 585184

Blackpool Safeguarding Children

LADO/Designated Officer Referrals

LADO,
PO Box 4.
Blackpool.
FY1 1NA
Tel: 01253 477541
Email: [lodo@blackpool.gov.uk](mailto:lado@blackpool.gov.uk)

Lancashire Local Contacts

Lancashire Safeguarding Children

Room CH3:37/ CH3:40,
County Hall,
Preston,
PR1 0LD
Tel: 01772 536 954
Email: children.cypsafeguarding@lancashire.gov.uk
Website: Lancashire Safeguarding Children

Local Authority Designated Officer

Tel: 01772 536 694

Greater Manchester

Local Authority Designated Officers (LADOs)

Bolton

Paula Williams

Telephone: 01204 337 474.

E-mail: boltonsafeguardingchildren@bolton.gov.uk

Bury

Mark Gay

Telephone: 0161 253 5342.

E-mail: m.gay@bury.gov.uk

Manchester

Majella O'Hagan

Telephone: 0161 234 1214.

E-mail: quality.assurance@manchester.gov.uk

Oldham

Colette Morris

Telephone: 0161 770 8870.

E-mail: colette.morris@oldham.gov.uk

Rochdale

Louise Hurst

Telephone: 0300 3030 350.

E-mail: lado@rochdale.gov.uk

Salford

Steve Westhead / Liz Peppiatt

Telephone: 0161 603 4350.

E-mail: stephen.westhead@salford.gov.uk / elizabeth.peppiatt@salford.gov.uk

Stockport

Gill Moore

Safeguarding Children Unit

1st Floor Sanderling Building, Birdhall Lane, Cheadle Heath, Stockport. SK3 0RF

Telephone: 0161 474 5657.

Mobile: 07866999683.

E-mail: gill.moore@stockport.gov.uk

Tameside

Tania Brown

Telephone: 0161 342 4398.

E-mail: tania.brown@tameside.gov.uk

Trafford

Anita Hopkins

Telephone: 0161 912 5024.

E-mail: anita.hopkins@trafford.gov.uk

Wigan

Diane Kitcher

Telephone: 01942 486 034.

E-mail: lado@wigan.gov.uk

West Yorkshire

Bradford Contact Information

LADO	Dawn Holt and Alison Brooksbank Margaret McMillan Tower Princes Way Bradford BD1 1NN	Tel: 01274 435600 Email: lado@bradford.gov.uk
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Calderdale Contact Information

Local Authority Designated Officer (LADO)	2nd Floor Princess Buildings Halifax HX1 1TS	Tel: 01422 394 086 Email: ladoadmin@calderdale.gov.uk
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Kirklees Contact Information

LADO Officer		Tel: 01484 226 748
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Leeds Contact Information

Local Authority Children's Social Care		
Local Authority Designated Officer (LADO)	Leeds City Council Merrion House 110 Merrion Centre Leeds LS2 8BB	Tel: 0113 378 9649



Education & Skills
Funding Agency

Wakefield Contact Information

Wakefield District Safeguarding Children Partnership		
Designated Officer in the Local Authority / LADO	Marie Pettman	Referrals to Lado.Referrals@wakefield.gov.uk Call for advice on: 01977 727 032

Signed by Managing Director

01/06/2021