

POLICIES & PROCEDURES

TITLE	SAFEGUARDING INCLUDING PREVENT
AUTHOR	REDBRIDGE INSTITUTE
RESPONSIBLE OFFICER	PRINCIPAL
APPROVED BY GOVERNING BODY OR INTERNAL PROCEDURE APPROVED BY SMT	GOVERNING BODY
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Equality Impact Assessment

Completed by Redbridge Institute		Not applicable – no significant changes	✓
Completed by London Borough of Redbridge		Outstanding	

REDBRIDGE INSTITUTE OF ADULT EDUCATION SAFEGUARDING POLICY INCLUDING PREVENT

1.0 Introduction

- 1.1 This policy has been developed in accordance with the principles established by the Children Act 1989 and 2004, the Children & Young Person 2008 and the Safeguarding Vulnerable Groups Act 2006 (SVGA, and the Learning Together to be Safe (2008) as amended through the Protection of Freedoms Act 2012. The policy seeks to promote effective multi-agency working in the light of the Working Together to Safeguard Children (DfE 2013) with the introduction of the Care Act 2014 adult safeguarding has been put on a statutory footing for the first time, embracing the principle that the 'person knows best'.
- 1.2 The Governing Body takes seriously its responsibility under the Education Act 2002 and 2011 to safeguard and promote the welfare of children and young people and in line with the Information Sharing Guidance 2008 to work together with other agencies to ensure adequate arrangements within the Institute to identify, assess, and support those children and young people who are suffering harm. It also acknowledges its responsibility under the Counter-Terrorism and Security Act (2015) to protect young people and vulnerable adults who could be drawn into violent extremist activity. The governing body understands its duty in regards to the reporting procedures concerning The Female Genital Mutilation (FGM) Act 2003 as amended by the Serious Crime Act 2015.
- 1.3 Safeguarding is defined as 'protecting an adult's right to live in safety, free from abuse and neglect.' (Care and Support statutory guidance, chapter 14ii). Adult safeguarding is about preventing and responding to concerns of abuse, harm or neglect of adults. We recognise that all staff and Governors have a full and active part to play in protecting our learners from harm and that their welfare is our paramount concern.
- 1.4 This policy covers the children participating in Family Learning programmes and those and in any regulated activity at the Institute.
- 1.5 All staff believe that the Institute should provide a safe, caring, positive and stimulating environment that promotes the learning environment of the individual learners. We will empower learners to create communities that are more resilient to extremism and protect the well-being of particular learners or groups who may be vulnerable, promoting and reinforcing shared British values whilst creating space for open debate.
- 1.6 Aim
- 1.6.1 . Provide information and support in accessible ways to help adults understand the different types of abuse, how to stay safe and what to do to raise a concern about the safety or well-being of an adult;
- 1.6.2 To provide an environment in which all learners feel safe, secure, valued and respected, feel confident and know how to access help if they are in difficulties.

- 1.6.3 To raise the awareness of all teaching and other staff of the need to safeguard children and learners and of their responsibilities in identifying and reporting possible cases of abuse, radicalisation and extremism.
- 1.6.4 Raise public awareness so that communities as a whole, alongside professionals, play their part in preventing, identifying and responding to abuse including FGM, neglect, general intolerance, radicalisation and extremism.
- 1.6.5 To provide a systematic means of monitoring learners known or thought to be at risk of harm, and ensure the Institute contributes to assessments of need and support plans for these learners
- 1.6.6 To acknowledge the need for effective and appropriate communication between all members of staff in relation to safeguarding children, learners and clients.
- 1.6.7 To develop a structured procedure within the Institute, which will be followed by all members of the service in cases of suspected abuse, radicalisation and extremism.
- 1.6.8 To develop effective working relationships with all other agencies involved in safeguarding children, young people, adults with learning difficulties and others
- 1.6.9 To ensure that all adults within or service who have access to children and young people have been checked as to their suitability. This includes other community users of our facilities.

2.0 Procedures

- 2.1 Our service procedures for safeguarding children and learners will be in line with Redbridge Local Safeguarding Children Board (LSCB), the All London Child Protection Procedures 2011, and Working Together to Safeguard Children 2014, and The Redbridge Health and Adult Social Care Service (HASS)
We will ensure that:
 - 2.1.1 The Governing Body understands and fulfils its safeguarding responsibilities.
 - 2.1.2 The Principal will be the designated senior member of the leadership team for Safeguarding including prevent.
 - 2.1.3 We have a member of staff who will act in the Designated Senior Person's absence who has also received multi agency training and who will have been briefed in this role.
 - 2.1.4 All new members of staff, volunteers and Governors will complete essential Safeguarding training which includes Prevent as part of their induction programme. Refresher safeguarding training will be completed by all staff and Governors every three years.
 - 2.1.5 All members of staff, volunteers and Governors know how to respond to a, learner or client who discloses abuse or a safeguarding concern and the procedure to be followed in appropriately sharing this information.

- 2.1.6 All parents/carers are made aware of the Institute's responsibilities in regard to child and young person's protection procedures through publication of the Institute's Safeguarding Policy and inclusion in the learner induction programme.
- 2.1.7 We have clear and visible policies in place covering, staff, learners, use of premises which identify where students or staff may be at risk of being drawn into terrorism.
- 2.1.8 Our lettings policy will seek to ensure the suitability of adults working with children and young people at any time.
- 2.1.9 Pre-employment checks to determine staff suitability will be undertaken for all staff recruited to work for Redbridge Institute and appointment will not be confirmed unless satisfactory checks have been completed. These checks will include references and eligibility checks.
Barred List and Enhanced Disclosure & Barring Service Checks (formerly Criminal Records Bureau Checks)
 A Barred List check and an Enhanced Disclosure & Barring Service check will be undertaken for any person recruited to work in a regulated activity. Regulated activity at Redbridge Institute will include:
- Tutors on Family Learning programmes where provision will be outside our main Gearies Centre and where it is likely that tutors will be in contact with children in an unsupervised capacity and on a regular basis or within a school setting
 - Tutors on programmes expected to recruit a majority of 16-18 year olds
 - Tutors on any other programmes which fall within the definition of regulated activity
- Barred List and Enhanced Disclosure & Barring Service checks will not be undertaken for Tutors teaching in school based venues unless the provision is considered to be regulated activity (as above).
- 2.1.10 The name of any member of staff considered not suitable to work with children will be notified to the DfE Teachers' Misconduct Team with the advice and support of Human Resources and in accordance with the NEOST guidance and related regulations
- 2.1.11 Our procedures will be reviewed and updated every 3 years or sooner in response to new guidance.
- 2.1.12 The name of the Designated Senior Person will be clearly shown in the Institute with a statement explaining the Institute's role in referring and monitoring cases of suspected above.
- 2.1.13 All adults (including temporary tutors and volunteers) new to the Institute will be made aware by their line manager of the service policy and procedures, the name and contact details of the Designated Person and be given a copy of the staff Health & Safety information leaflet on Safeguarding to reinforce this.

3.0 Responsibilities

3.1

The institute recognises that it is an agent of referral and not of investigation. It is not the institute's responsibility to investigate abuse.

3.2 We have a Designated Senior person who is responsible for:

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- 3.2.1 Referring a vulnerable learner if there are concerns about their welfare, possible abuse or neglect to Social Services. A written referral using the Multi Agency Referral Form will be sent to Social Services as soon as possible within the working day. Sharing personal information that a person at risk of radicalisation is given appropriate support eg on the Channel programme.
- 3.2.2 Ensuring that detailed and accurate written records of concerns about a vulnerable learner are kept even if there is no need to make an immediate referral.
- 3.2.3 Ensuring that all such records are kept confidentially and securely and are separate from other records with a front sheet listing dates and brief entry to provide a chronology
- 3.2.4 Ensuring that an indication of further record keeping is marked on the person's record
- 3.2.5 Acting as a focal point for staff concerns and liaising with other agencies and professionals.
- 3.2.6 Ensuring that either they or another appropriately informed member of staff attends case conferences, family support meetings, core groups, or other multi-agency planning meetings, contributes to the Framework for Assessment process and provides a report which has been shared with the parents.
- 3.2.7 Keeping themselves up to date with knowledge to enable them to fulfil their role, including attending all required essential training provided by the appropriate body.eg. FE/HE Prevent co-ordinators, Channel, LBR WRAP and the Redbridge Child Protection Team.

4.0 Supporting Children and Vulnerable Learners

- 4.1 The Institute will support all children and vulnerable learners by
 - 4.1.1 Encouraging the development of self-esteem and resilience through the curriculum
 - 4.1.2 Promoting a caring safe and positive environment within the Institute
 - 4.1.3 Liaising and working together with all other support services and those agencies involved in the safeguarding of children and vulnerable learners
 - 4.1.4. Notifying Social Care or Channel co-ordinators as soon as there is a significant concern.

5.0 Confidentiality

- 5.1 We recognise that all matters relating to safeguarding and child and learner's protection are confidential.
- 5.2 The Designated Senior Person will disclose personal information about a child or learner to other members of staff on a need to know basis only.

- 5.3 However, all staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children and vulnerable learners
- 5.4 All staff must be aware that they cannot promise a child, young person or learner to keep secrets which might compromise safety or well-being or that of another.
- 5.5 We will always undertake to share our intention to refer a child or young person to Social Services with their parents/carers unless to do so could put the child or young person at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with the Education Welfare Service or Social Services on this point.

6.0 Supporting Staff

- 6.1 We recognise that staff working in the Institute who have become involved with a child or learner who has suffered harm or appears to be likely to suffer harm may find the situation stressful and upsetting.
- 6.2 We will support such staff by providing an opportunity to talk through their anxieties with the Designated Senior person and to seek further support. This could be provided for all staff by, for example, Occupational Health and/or a tutor/trade union representative as appropriate.
- 6.3 We understand that staff should have access to advice on the boundaries of appropriate behaviour. The document "Guidance on Safe Working Practices for the Protection of Children and Staff in Education Settings" provides advice on this and the circumstances which should be avoided in order to limit complaints against staff of abuse of trust and/or allegations of physical or sexual abuse.
- 6.4 We recognise that designated staff should have access to support (as in 6.2 above) and appropriate workshops courses or meetings as organised by the Institute and/or Local Authority

7.0 Allegations against Staff

- 7.1 All staff should take care not to place themselves in a vulnerable position with a child or learners. It is always strongly recommended that interviews or work with individual children, young people, learners or parents to be conducted in view of other adults (see also 6.3 above)
- 7.2 We understand that a child or learner may make an allegation against a member of staff. If such an allegation is made, the member of staff receiving the allegation will immediately inform the Principal or the most senior member of staff if the Principal is not present.
- 7.3 The Principal on all such occasions will discuss the content of the allegation with the Safeguarding Adviser or Lead officer for Child Protection within the Borough
- 7.3.2 If the allegation made to a member of staff concerns the Principal the person receiving the allegation will immediately inform the Chair of Governors who will consult as in 7.3.1 above, without notifying the Principal first.

- 7.3.3 The Institute will follow the LEA procedures for managing allegations against staff
- 7.3.4 Suspension of the member of staff against whom an allegation has been made needs careful consideration and we will consult (as in 7.3.2 above) in making this decision.
- 7.3.5 Our lettings agreement for other users requires that the organiser will manage the suspension of adults where necessary from our premises.

8.0 Whistleblowing

- 8.1 We recognise that children and learners cannot be expected to raise concerns in an environment where staff fail to do so.
- 8.2 All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues. If necessary, they should speak to the delegated “whistleblowing” Governor – the Chair of Governors or the Lead Officer for Safeguarding – the Principal.

9.0 Physical Intervention / Positive Handling

- 9.1 Our Health & Safety policy on physical intervention/positive handling by staff is set out separately. It complies with DfE guidance on positive handling strategies (2001) and circular 10/98. “the use of force to control or restrain pupils”. This guidance states that staff must only ever use physical intervention as a last resort, e.g. when a child or learner is endangering him/herself or others and that, at all times, it must be the minimal force necessary to prevent injury to another person.
- 9.2 Such events should be recorded and signed by a witness.
- 9.3 Staff who are likely to need to use physical intervention should be appropriately trained.
- 9.4 We understand that physical intervention of a nature which causes injury or distress to a child or young person may be considered under child protection or disciplinary procedures.

10.0 Anti-Bullying

- 10.1 Our policy on the prevention and management of bullying is set out in a separate policy and acknowledges that to allow or condone bullying may lead to consideration under child and young person’s protection procedures.

11.0 Racist Incidents

- 11.1 Our policy on racist incidents is set out in separate policies for Staff and Learner Codes of Conduct and Discipline and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child and young person’s protection procedures and possible suspension and permanent exclusion/ dismissal.

12.0 Prevention

- 12.1 We recognise that the Institute plays a significant part in the prevention of harm to our children and learners by providing them with effective lines of communication with trusted adults and a culture of safety and protection.
- 12.2 The Institute will therefore:

- 12.2.1 Establish and maintain a culture which is understood by all staff, which enables children and learners to feel secure and encourages them to talk knowing that they will be listened to.
- 12.2.2 Ensure that all children and learners know there is an adult in the Institute whom they can approach if they are worried or in difficulty.
- 12.2.3 Provide curriculum opportunities which equip children and learners with the skills they need to stay safe from harm and to know to whom they should turn for help.
- 12.2.4 Ensure there are opportunities in the curriculum to promote British values to learners. British values are defined as “democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs.” (Prevent duty guidance HM government Dec 2014).

13.0 Health & Safety

- 13.1 Our Health & Safety policy and IT Users Policy , sets out in separate documents, the consideration we give to the protection of our children and learners both physically and, for example, in relation to internet use and trips and visits.

14.0 Children on Site

- 14.1 Redbridge Institute is an adult education service and so children should only be on site if attending family learning classes
- 14.2 Protocols for Children on Site
 - Children are the responsibility of the accompanying adult at all times
 - If the child is too sick for school they are too sick for here and must not be brought in
 - Children must not be left alone at any time while in the Institute
 - Parents must accompany their children to the toilet
- 14.3 Impromptu and emergency situations
 - 14.3.1 Teaching staff may not take their own children into classrooms when they are teaching. Non-teaching members of staff may bring in their own child in exceptional circumstances provided that approval has been given by their line manager. The child must not be left unaccompanied and the protocols in 14.2 apply
 - 14.3.2 Learners should make other arrangements for their childcare and children can only be brought on site if it is an emergency or pre-planned situation and the tutor has given permission and made appropriate arrangements. Where child attendance has been pre-planned, this should be recorded on the Scheme of Work and Lesson Plans. In all cases the child should be recorded on the register. In some courses, such as counselling or craft courses, learners will always have to make other arrangements. The tutor has the right to say “no” without having to give a reason.
- 14.4 Unattended Children on Site
It is the responsibility of each member of staff to report an unattended child to the duty manager and to a member of the facilities team. The facilities team member and duty manager should find out the name of the child and parent and then contact the parent and ask them to remove the child from the premises. At no time should a member of staff remain alone with the child

unless it is in a public space such as the café. Another member of staff should be asked to be present. No physical contact should be made with the child. The matter must be reported as a safeguarding incident.

15.0 Policy Review

15.1 The Governing Body of our Institute is responsible for ensuring the annual review of this policy and for reporting back to the LEA

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