

# Child Protection & Safeguarding Policy

Haddon Training Ltd

*'Developing Potential for Future Success'*



# CHILD PROTECTION AND SAFEGUARDING POLICY

## 1. Introduction

- 1.1. Haddon Training is committed to providing a secure environment for all learners and staff. All the members of staff recognise that safeguarding is everyone's responsibility irrespective of the role they undertake or whether their role has direct contact or responsibility for learners or not. Haddon Training Ltd aims to create a culture of vigilance.
- 1.2. In adhering to this policy, and the procedures therein, staff and visitors will contribute to Haddon Training's delivery of the outcomes to all learners, as set out in s10 (2) of the Children's Act 2004.
- 1.3. This Policy is one element within our overall organisational arrangements to safeguard and promote the welfare of all learners and staff in line with our statutory duties set out at s175 of the Education Act 2002.
- 1.4. This Policy also draws upon the guidance contained in DfE Guidance 'Keeping Learners Safe in Education, 2019', Working Together to Safeguard Children 2018; and specifically DCSF Resources 'Learning Together to be Safe', 'Prevent: Resources Guide', 'Tackling Extremism in the UK', DfE's 'Teaching Approaches that help Build Resilience to Extremism along Young People' and Peter Clarke's Report of July 2014. Advice for practitioners providing safeguarding services to children, young people, parents and carers (DfE July 2018).

## 2. Information Sharing and Confidentiality

- 2.1. Our Safeguarding Policy takes into account the GDPR and Data Protection Act 2018. Please refer to the Flowchart of when and how to share information in Appendix 3.

## 3. Policy Statement

- 3.1. It is this company's Policy to treat all learners and staff members fairly and equally, regardless of their sex, gender reassignment status, sexual orientation, religion or belief, marital status, civil partnership status, age or perceived age, race, colour, nationality, national origins, ethnic origin or disability. Furthermore, it is the company's responsibility to ensure the safety of all staff and learners from physical, sexual, psychological or emotional, financial, neglect or discriminatory abuse.
- 3.2. Through this policy and procedure and the training and development of managers and staff, the company will do all it can to promote good practice in this area in order to reduce the likelihood of abuse occurring.
  - 3.2.1. *Abuse: is a violation of an individual's human and civil rights by any other person or persons. It 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.*
- 3.3. This document covers safeguarding our learners (children, young people and vulnerable adults) and staff members from abuse.
- 3.4. Haddon Training believes that:
  - 3.4.1. Children, young people and adults should never experience abuse of any kind
  - 3.4.2. We have a responsibility to promote the welfare of all children, young people and

adults, to keep them safe and to practise in a way that protects them.

3.5. Haddon Training recognises that:

3.5.1. The welfare of its learners and staff is paramount

3.5.2. Some learners are additionally vulnerable because of the impact of previous experiences, their level of dependency, communication needs or other issues

3.5.3. Working in partnership with children, young people, their parents, carers and other agencies is essential in promoting welfare.

3.6. It is Haddon Training's intention to:

3.6.1. Ensure staff are appropriately trained in safeguarding and to understand the risk of radicalisation, challenging extremism, their role in implementing the Prevent Duty and the impact this has on their job role, and how to refer an individual who they feel is at risk

3.6.2. Ensure that appropriate supervision is given, where required

3.6.3. Take the necessary steps to inform all stakeholders of relevant policies and procedures and Code of Conduct

3.6.4. Regularly review and monitor Haddon Training's policies and procedures to ensure our legal, moral and social responsibilities are met

3.6.5. Take all suspicions and allegations of abuse and risks of radicalisation extremely seriously and to respond to concerns with due speed and consideration

3.6.6. Have a Designated Safeguarding Lead (DSL) and a Deputy Safeguarding Officer (DSO) in place to advise on and manage any concerns and referrals made

3.6.7. Ensure that relevant employment and security checks are undertaken, as required

3.6.8. Ensure that personal information is confidential and should only be shared with the permission of the individual concerns (and/or those with parental responsibility), unless the disclosure of confidential information is necessary in order to protect a child or adult at risk from serious harm or promote their welfare. In all circumstances, information must be confined to those people directly involved in the professional work of each individual child or adult at risk and on a strict "need to know" basis

#### **4. Physical Abuse**

4.1. This may include, but is not limited to, hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, slapping, pushing, kicking, and misuse of medication, restraint or inappropriate sanctions.

4.2. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately indicates, illness in a child, young person or vulnerable adult.

4.3. Some of the signs of abuse may include:

4.3.1. Unexplained burns, bruises, marks or injuries on any part of the body;

4.3.2. Scratches;

4.3.3. Drowsiness from misuse of medication;

4.3.4. Anxiety in the presence of an abuser;

- 4.3.5. Frequent visits to the GP or A&E;
- 4.3.6. An injury inconsistent with the explanation offered;
- 4.3.7. Reluctance to get changed, or wearing long sleeves in hot weather;
- 4.3.8. Flinching when approached; and
- 4.3.9. Running away from home/residential care

## 5. Sexual Abuse

- 5.1. This may include, but is not limited to, rape and sexual assault or sexual acts to which the child or vulnerable adult has not consented, or could not consent or was pressured into consenting including so called Honour Based Violence (HBV). HBV encompasses crimes which have been committed to protect or defend the honour of the family and/or community. Where staff are concerned that a child may be at risk of HBV they must contact the Designated Safeguarding Lead as a matter of urgency.
- 5.2. HBV includes Female Genital Mutilation (FGM), forced marriage and practices such as breast ironing.
- 5.3. FGM refers to procedures that intentionally alter, or cause injury to, the female genital organs for non-medical reasons. FGM risk factors can include:
  - 5.3.1. Low level of integration into UK society
  - 5.3.2. Mother or sister who has undergone FGM
  - 5.3.3. Girls who are withdrawn from PSHE
  - 5.3.4. Visiting female elder from the country of origin
  - 5.3.5. Being taken on a long holiday to the country of origin
  - 5.3.6. Talk about a 'special procedure' to become a woman
- 5.4. Symptoms that FGM may have already taken place:
  - 5.4.1. Difficulty walking, sitting or standing
  - 5.4.2. Spending longer than normal in the bathroom or toilet due to difficulties urinating
  - 5.4.3. Spending long periods of time away from learning with bladder or menstrual problems
  - 5.4.4. Talking about pain or discomfort between her legs
- 5.5. If you discover that an act of FGM appears to have been carried out on a girl under the age of 18, you **must report this to the police immediately**.

**THERE IS A MANDATORY DUTY (THE SERIOUS CRIME ACT 2015) FOR EDUCATION PROFESSIONALS TO NOTIFY POLICE WHEN THEY DISCOVER THAT FGM APPEARS TO HAVE BEEN CARRIED OUT ON A GIRL UNDER 18 AND TRAINER COACHES MUST PERSONALLY REPORT THIS.**

- 5.6. Sexual abuse also includes forcing a person to look at pornographic materials.
- 5.7. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

5.8. Some of the recognised signs of sexual abuse are:

- 5.7.1. Changes in behaviour;
- 5.7.2. Sexually transmitted diseases;
- 5.7.3. Difficulties in walking or sitting; and
- 5.7.4. Sexualised behaviour.

## **6. Sexual Exploitation**

6.1. Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

6.2. Like all forms of child sexual abuse, child sexual exploitation can:

- 6.2.1. Affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;
- 6.2.2. Still be abuse even if the sexual activity appears consensual;
- 6.2.3. Include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;
- 6.2.4. Take place in person or via technology, or a combination of both;
- 6.2.5. Involve force and/or enticement-based methods of compliance and may or may not, be accompanied by violence or threats of violence;
- 6.2.6. Occur without the child or young person's immediate knowledge (through others copying videos or images they have created and posting on social media, for example);
- 6.2.7. Be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and
- 6.2.8. Be typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

6.3. Some of the recognised signs of sexual exploitation are:

- 6.3.1. Appearing with unexplained gifts or new possessions;
- 6.3.2. Older boyfriends or girlfriends;
- 6.3.3. Sexually transmitted infections;
- 6.3.4. Drug and alcohol misuse; and
- 6.3.5. Missing education or missing from home.

6.4. Further information is available in the DfE 2017 Definition and Guide for Practitioners

- 6.5. The statutory definition of Child Sexual Exploitation can be found in 'Working Together to Safeguard Children (2018)

## **7. Physiological/Emotional Abuse**

- 7.1. This may include, but is not limited to, 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.
- 7.2. Some of the recognised signs of psychological or emotional abuse are:
- 7.2.1. Fear;
  - 7.2.2. Passivity;
  - 7.2.3. Confusion;
  - 7.2.4. Apathy;
  - 7.2.5. Lack of eye contact;
  - 7.2.6. Low self-esteem;
  - 7.2.7. Disturbed sleep patterns; and
  - 7.2.8. Reluctance to talk openly.

## **8. Financial or Material Abuse**

- 8.1. This may include, but is not limited to, theft, fraud, exploitation, pressure in connection with financial transactions, or the misuse or misappropriation of property or possessions.
- 8.2. Some of the recognised signs of financial or material abuse are:
- 8.2.1. Loss of jewellery and personal property;
  - 8.2.2. Lack of money to purchase basic items;
  - 8.2.3. A bill not being paid when money is entrusted to a third party;
  - 8.2.4. Inadequate clothing;
  - 8.2.5. Unexplained withdrawal of cash; and
  - 8.2.6. Loss of money from a wallet or purse.

## **9. Neglect and Acts of Omission**

- 9.1. This may include, but is not limited to, 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 heating and nutrition.
- 9.2. Some of the recognised signs of neglect and acts of omission are:
- 9.2.1. Dehydration;
  - 9.2.2. Infections;

- 9.2.3. Malnutrition;
- 9.2.4. Hypothermia; and
- 9.2.5. Lack of suitable clothing

## **10. Discriminatory Abuse**

- 10.1. This may include, but is not limited to, abuse, bullying and harassment based on the individual's age, sex, disability, religion, race or ethnicity or sexual orientation.
- 10.2. Some of the recognised signs of discriminatory abuse might be very similar to psychological and emotional abuse.

## **11. Children Missing From Education**

- 11.1. All children under 18 are required by law to remain in education or training until they reach the age of 18. We monitor attendance carefully and address poor or irregular attendance without delay. Work Placements (for Traineeships) and employers (for Apprenticeships) are asked to notify Haddon Training if a learner has any unauthorised absence exceeding 10 days.
- 11.2. If a learner aged under 18 has a continuing unexplained absence Haddon Training's procedure is to:
  - 11.2.1. Report the absence to the relevant Local Authority in writing
  - 11.2.2. Report the absence to the child's parent or care-giver in writing
  - 11.2.3. Emergency contact details are held securely on Tracker system

## **12. Private Fostering**

- 12.1. Private fostering is an arrangement whereby a child under the age of 16 (or 18 if the child has a disability) is placed for 28 days or more in the care of someone who is not the child's parent(s) or a 'connected person'. A connected person is defined as a 'relative, friend or other person connected with a child'. The latter is likely to include person(s) who have a pre-existing relationship with the child.
- 12.2. Haddon Training Ltd understands that it has a mandatory duty to inform the local authority of children in such arrangements.
- 12.3. The local authority will be notified by the DSL if a child is living with someone who is not their parent or a 'connected person' for longer than 28 days. The local authority need to be satisfied that the placement is suitable and the child is safe. To be defined as 'private fostering', the child must be living with that person for longer than 28 days and this should be continuous but can include occasional short breaks.

## **13. Online Safety**

- 13.1. All Learners, at Induction, will have access to information about safe use of devices and how to stay safe online. This will be ongoing throughout their time on programme.

## **14. Criminal Exploitation of Children (County Lines)**

- 14.1. County Lines activity and the associated violence, drug dealing and exploitation has a devastating impact on young people, vulnerable adults and local communities.
- 14.2. County Lines exploitation is widespread, with gangs from big cities including London, Manchester and Liverpool operating throughout England, Wales and Scotland. Gangs are

known to target vulnerable children and adults.

- 14.3. 'County Lines' operates by gangs from urban areas, in particular London but also other cities, introducing a telephone number in a new area to sell drugs directly at street level. Potential buyers telephone the number and local runners are dispatched to make deliveries via a telephone 'relay or exchange' system. The 'runners' are almost invariably children, often boys aged 14 – 17 years, who are groomed with the promise of money and gifts and deployed or forced to carry out day to day dealing. Runaway and missing children are also used by gangs to expand inner city drugs operations into county towns. Children as young as 11 years of age have been reported as being recruited by these highly organised networks.
- 14.4. Gang members also enter into relationships with young, often vulnerable, women in order to secure a location for drugs to be stored in the new area. In addition, violence is used against drug users to coerce them to become runners, enforce debts, and use their accommodation as an operating base.
- 14.5. All staff at Haddon Training Ltd. Will be vigilant and report to the DSL any potential issues with learners.

## **15. Safeguarding Learners**

- 15.1. The Company has a responsibility to report to the proper authority, any abuse as described above, from which it is perceived a learner is suffering. All learners are given a Haddon Training Safeguarding Contacts Key Fob. This gives them the name, email address and telephone number of Haddon Training's Designated Safeguarding Lead.
- 15.2. All learners are taught about safeguarding, including on-line, through various teaching and learning opportunities which commences at Induction and continues throughout their programme of learning with Haddon. This is logged in progress reviews.
- 15.3. Employees of Haddon Training share the responsibility described above and do not have an option to keep 'secrets' with learners. If a learner asks to share with a Haddon Training an incidence of abuse, whether described above or not, and asks for it to be kept secret, the employee must advise the learner before they impart the information that they cannot keep it a secret. If the learner decided to go ahead and tell.
- 15.4. The employee, they must then pass the information onto Haddon Training's Designated Safeguarding Lead or Deputy Safeguarding Officer. The DSL or DSO will contact the learner and then investigate. If necessary, they will advise the learners' employer (and/or suitable government agency) and take any necessary steps to protect the learner from that perceived abuse.
- 15.5. Learners with Special Educational Needs and disabilities can face additional safeguarding challenges because:
  - 15.5.1. There may be assumptions that indicators of possible abuse such as behaviour, abuse and injury relate to the learner's disability without further exploration
  - 15.5.2. These learners may be disproportionately impacted by bullying without outwardly showing any signs
  - 15.5.3. Communication barriers may be more or an obstacle
- 15.6. Haddon Training seeks to keep learners and staff members safe by:
  - 15.6.1. Valuing, listening to and respecting them
  - 15.6.2. Appointing a Designated Safeguarding Lead and a Deputy Safeguarding Officer
  - 15.6.3. Developing Safeguarding policies and procedures which reflect best practice

- 15.6.4. Using our Safeguarding procedures to share concerns and relevant information with agencies who need to know, and involving children, young people, parents, families and carers appropriately
- 15.6.5. Creating and maintaining an anti-bullying environment and ensuring that we have a policy and procedure to help us deal effectively with any bullying that does arise
- 15.6.6. Developing and implementing an effective online safety policy and related procedures
- 15.6.7. Sharing information about child protection and safeguarding best practice with children, their families, staff and volunteers via leaflets, posters, group work and one-to-one discussions
- 15.6.8. Recruiting staff and volunteers safely, ensuring all necessary checks are made
- 15.6.9. Providing effective management for staff and volunteers through supervision, support, training and quality assurance measures
- 15.6.10. Implementing a Code of Conduct for staff and volunteers
- 15.6.11. Using our procedures to manage any allegations against staff and volunteers appropriately
- 15.6.12. Ensuring we have effective complaints and whistleblowing measures in place
- 15.6.13. Ensuring we provide a safe physical environment for our learners and staff by applying health and safety measures in accordance with the law and regulatory guidance
- 15.6.14. Recording and storing information professionally and securely

## **16. Learners with Special Educational Needs or Disabilities**

- 16.1. At Haddon Training we identify learners who might need more support to be kept safe or to keep themselves safe by:
  - 16.1.1. Identifying Special Educational Needs (SEN)/Additional Learning Needs (ALN) at Induction or at any time during their programme
  - 16.1.2. Completing an ALN notification form
  - 16.1.3. Undertaking additional ALN visits
  - 16.1.4. Monthly discussion with Team leaders on all ALN learners
  - 16.1.5. Identifying ALN learners on the weekly In-learning Report
  - 16.1.6. Regular discussion and teaching on Safeguarding by Trainer Coaches to identify and provide appropriate strategies and support with employer communication
- 16.2. Haddon Training safeguards vulnerable adults as defined in the Care and support statutory guidance issued under the Care Act 2014 by:
  - 16.2.1. Protecting the rights of adults to live safely, free from abuse and neglect
  - 16.2.2. Working with people and organisations to prevent and stop both the risks and experience of abuse or neglect
  - 16.2.3. Making sure the adult's wellbeing is promoted, including, where appropriate, taking fully into account their views, wishes, feelings and beliefs in deciding on any action

16.2.4. Recognising that adults sometimes have complex interpersonal relations and may be ambivalent, unclear or unrealistic about their personal circumstance and therefore potential risks to their safety or wellbeing.

## **17. Peer on Peer Abuse**

17.1. This includes, but is not limited to:

17.1.1. Bullying (including cyberbullying)

17.1.2. Gender based violence

17.1.3. Sexual violence, such as rape, assault by penetration and sexual assault

17.1.4. Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse

17.1.5. Upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm

17.1.6. Sexting (also known as youth produced sexual imagery)

17.1.7. Initiation/hazing type violence and rituals.

17.2. In cases of 'sexting' we follow guidance by the UK Council for Child Internet Safety (UKCCIS) published in August 2016.

17.3. Haddon Training supports victims of peer on peer abuse by reporting to the Designated Safeguarding Lead for investigation and appropriate action.

## **18. Role of Designated Safeguarding Lead (DSL)/Deputy Safeguarding Officer (DSO)**

18.1. Haddon Training has two Designated Safeguarding Leads and a number of Deputy Safeguarding Officers.

18.2. The DSL is responsible for safeguarding and child protection at Haddon Training by:

18.2.1. Managing referrals from staff or any others outside the company

18.2.2. Working with external agencies and professional on matters of safety and safeguarding

18.2.3. Undertaking training at least every two years and updates annually

18.2.4. Raising awareness of safeguarding and child protection amongst staff, learners, employers and parents.

18.3. Alert the DBS when a person has been dismissed or left due to risk to or harm that they presented, or may have presented, to a child or vulnerable adult.

18.4. Alert the police when a crime may have been committed.

18.5. Refer all cases of suspected abuse to the local authority, children's social care agency or, in the case of a vulnerable adult, to the local authority's adult's social care.

18.6. Refer to the eSFA should Haddon Training be subject to an investigation regarding its safeguarding practices.

18.7. Maintain a proper record of any safeguarding referral, complaint or concern, even when that

concern does not lead to a referral.

- 18.8. Act as a source of advice, support and expertise to staff members on matters of safety and safeguarding.
- 18.9. Liaise with relevant agencies following a referral to ensure it has been dealt with effectively, and identify whether or not a resolution has been achieved. The DSL/DSO will ensure that Haddon Training works employers and other training organisations that provide apprenticeships and/or work placements for learners or adult at risk, to ensure that appropriate safeguards are in place.
- 18.10. If the DSL is absent from the business, the DSO will be responsible for undertaking DSL duties.
- 18.11. The DSL and DSO are prohibited from being absent from the business at the same time.

## **19. Role of the Managing Director**

- 19.1. The Managing Director is responsible for the following:
  - 19.1.1. Overall responsibility for Safeguarding and Prevent at Board level
  - 19.1.2. Ensuring that resources, support and all relevant training is available and in place for all staff
  - 19.1.3. Supporting the DSL and DSO in meeting their responsibilities
  - 19.1.4. Ensuring Haddon Training meets its commitments and takes them seriously

## **20. Role of All Staff at Haddon Training**

- 20.1. No one working for Haddon Training should investigate concerns about individuals who are or may be being abused or who are at risk.
- 20.2. All staff should following the reporting process as described in Clause 21.
- 20.3. When an allegation of abuse is made to a member of staff, the member of staff who receives it should:
  - 20.3.1. Reassure the individual making the allegation that they have done the right thing
  - 20.3.2. Listen and not interrupt
  - 20.3.3. Not promise that the matter will be kept confidential. Explain to him/her that the matter must be reported to a member of Haddon Training's Designated Safeguarding Team as part of the legal duty. If there is any doubt as to whether the matter is a safeguarding issue, check with the DSL or DSO
  - 20.3.4. Let the individual finish speaking and then only ask questions if still unsure whether this is a safeguarding issue
  - 20.3.5. Note that it is not an investigation and simply establish the key facts
  - 20.3.6. Only ask simple, open, non-leading questions
  - 20.3.7. Accept what the individual is saying and do not offer an alternative interpretation of the alleged events
  - 20.3.8. Raise the concern with the DSO/DSL and not ask any more questions
  - 20.3.9. Write down what has been said immediately afterwards, to the best of your memory,

in the words used by the individual, ensuring that you make clear what is fact and what is opinion or hearsay in any given piece of information.

- 20.4. Remember that if an individual recites abuse that happened a long time ago or some time has lapsed since it last occurred, it does not make it any less real and distressing for the individual. Abuse can be historic and relate to incidents that happened a long time ago. They must still be referred to the DSO/DSL.
- 20.5. If an individual choose to disclose, **staff should never:**
  - 20.5.1. Take photographs of the injuries
  - 20.5.2. Examine marks or injuries solely to assess whether they may have been caused by abuse (there may be a need to give appropriate First Aid)
  - 20.5.3. Investigate or probe, aiming to prove or disprove probably abuse
  - 20.5.4. Make promises to the individual about confidentiality or keeping secrets
  - 20.5.5. Assume that someone else will take the necessary action
  - 20.5.6. Confront another person allegedly involved
  - 20.5.7. Fail to pass the information on to the DSL/DSO
  - 20.5.8. Ask the individual to sign a written copy of the disclosure or statement

## **21. Reporting Safeguarding, Prevent and Child Protection Concerns**

- 21.1. When Haddon staff have a concern about a child or young person they should:
  - 21.1.1. Notify the DSL (or DSO) by phone within 10 minutes where there is an immediate danger or risk of harm. If the member of staff is unable to contact the DSL or DSO within this time frame and where there is an immediate danger or risk of harm they should escalate the report immediately to the police or relevant local authority social services department, and then complete the Safeguarding Report Form to the DSL within 4 hours.
  - 21.1.2. For all other Safeguarding Concerns, notify the DSL/DSO by phone initially as soon as practically possible, ensuring they speak to the DSL/DSO and do not leave voice messages. Complete the Safeguarding Report Form (on google documents) and submit to the DSL within 24 hours.
  - 21.1.3. All verbal conversations should be promptly recorded in writing
- 21.2. At Haddon Training we recognise the possibility that adults working alongside learners may harm them. Any concerns about the conduct of other adults in a Traineeship/Apprenticeship location should be taken to the DSL/DSO without delay.

## **22. Staff Safeguarding Training**

- 22.1. All Haddon staff will undertake the following Safeguarding training:
  - 22.1.1. Induction training on our Safeguarding Policy, Procedures, Personnel and Toolkit
  - 22.1.2. Annual training to provide them with relevant skills and knowledge to safeguard learners effectively
  - 22.1.3. Regular safeguarding and child protection updates as required

22.1.4. Learning resources / materials circulated for use with learners

22.2. DSL and DSO attend training every two years and in addition to formal training their knowledge and skills is refreshed at regular intervals at least annually.

### **23. Whistleblowing**

23.1. Where there are concerns about the way that safeguarding is carried out at Haddon Training staff should refer to the NSPCC Whistleblowing helpline on 0808 800 5000

### **24. Relevant Documents All Staff Must Read**

24.1. Keeping Children Safe in Education 2019 Part 1 and Annex A

24.2. Haddon Staff Code of Conduct

24.3. Haddon Safeguarding Policy

24.4. Haddon Safeguarding Toolkit

### **25. Related Policies and Procedures**

25.1. This policy should be read alongside our organisational policies and procedures, including:

25.1.1. Procedures for responding to concerns about a learner or member of staff's wellbeing

25.1.2. Dealing with allegations of abuse against a learner or member of staff

25.1.3. Role of the Designated Safeguarding Lead

25.1.4. Managing allegations against staff and volunteers

25.1.5. Adult to child supervision ratios

25.1.6. Code of Conduct for staff and volunteers

25.1.7. Anti-bullying policy and procedures

25.1.8. Online safety policy and procedures for responding to concerns about online abuse

25.1.9. Photography and image sharing guidance

25.1.10. Whistleblowing Policy

### **26. Links to key documents:**

26.1. KCSiE Part one and Annex A Update Sept 2019

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/828587/Keeping\\_children\\_safe\\_in\\_education\\_part\\_one.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/828587/Keeping_children_safe_in_education_part_one.pdf)

26.2. Working Together to Safeguard Children (update July 2018)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/722305/Working\\_Together\\_to\\_Safeguard\\_Children\\_-\\_Guide.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/722305/Working_Together_to_Safeguard_Children_-_Guide.pdf)

26.3. Child Sexual Exploitation Update Feb 2017

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/591903/CSE\\_Guidance\\_Core\\_Document\\_13.02.2017.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/591903/CSE_Guidance_Core_Document_13.02.2017.pdf)

26.4. Criminal Exploitation of Children (including County lines)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data)

## **27. Legislation and Guidance**

- 27.1. The Children Act 1989 and 2004
- 27.2. UN Convention on the Rights of the Child 1991
- 27.3. Data Protection Act 2018 and General Data Protection Regulations (GDPR)
- 27.4. Sexual Offences Act 2003
- 27.5. Protection of Freedoms Act 2012
- 27.6. Education Act 2005
- 27.7. Human Rights Act 1998
- 27.8. Health and Social Care Act 2008
- 27.9. Domestic Violence, Crime and Victims Act 2012
- 27.10. Statutory guidance Working Together to Safeguard Children 2018 (previous version: 2014, 2015 and the Safeguarding Children and Safer Recruitment in Education 2006)
- 27.11. Information Sharing Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers 2015
- 27.12. The Care Standards Act 2014
- 27.13. The Mental Capacity Act 2005
- 27.14. The “No Secrets” guidance, which sets out a code of practice for the protection of vulnerable adults
- 27.15. Equality Act 2010
- 27.16. Prevent Duty 2015

# PREVENT DUTY

## 1. Introduction

- 1.1. As part of The Counter-Terrorism and Security Act 2015, Haddon Training has a duty to 'PREVENT' people being drawn into terrorism. This has become known as the 'Prevent Duty'.

## 2. Aim

- 2.1. The aim of this part of policy is to outline our approach to supporting the national 'Prevent' Agenda linked to the safeguarding of our learners and staff. This policy is written with reference to the Prevent Duty contained within Section 26 of the Counter Terrorism and Security Act 2015. The Duty states that specified authorities including Training Providers, in the exercise of their functions, must have "due regard to the need to prevent people from being drawn into terrorism".

## 3. Awareness of the Prevent Agenda

- 3.1. Prevent is one of the four elements of 'CONTEST', the government's counter-terrorism strategy. The four elements are: Pursue, Protect, Prepare and Prevent. It aims to stop people becoming terrorists or supporting terrorism.
- 3.2. 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.
- 3.3. It provides practical help to prevent people from being drawn into terrorism and ensure they are given appropriate advice and support.
- 3.4. It works with a wide range of sectors (including education, criminal justice, faith, charities, online and health) where there are risks of radicalisation.
- 3.5. The Prevent Duty incorporates the responsibility to promote Fundamental British Values through our practices and the formal and informal curriculum. These values are defined as; democracy, the rule of law, individual liberty and mutual respect and tolerance of those of different faiths and beliefs.
- 3.6. The Prevent Duty covers all forms of radicalisation, including risk from extremist faith groups, far right extremism and some aspects of non-violent extremism.
- 3.7. Source: <https://www.gov.uk/government/publications/prevent-duty-guidance>

## 4. Current Practice Which Contributes to Prevent

- 4.1. Haddon Training's Safeguarding, Child Protection and Prevent Policy features reference to the Prevent agenda to safeguard our apprentices, learners and members of staff.
- 4.2. The Designated Safeguarding Lead arranges regular training sessions on Prevent to maximize the opportunities for expert input to develop staff awareness.
- 4.3. Our work to promote Equality and Diversity within Haddon Training Ltd incorporates British Values, contributes to good community relations and reduces the risk of radicalisation.
- 4.4. All Haddon Trainer Coaches regularly include education on Prevent in their delivery of teaching and learning making a positive contribution to the development of a fair, just and civil society.

## **5. Terms and Definitions**

- 5.1. Radicalisation and/or Extremism may involve:
  - 5.1.1. An ideology is a set of beliefs
  - 5.1.2. Radicalisation is the process by which a person comes to support terrorism and forms of extremism leading to terrorism
  - 5.1.3. Safeguarding is the process of protecting vulnerable people, whether from crime, other forms of abuse or from being drawn into terrorism-related activity.
  - 5.1.4. Terrorism is an action that endangers or causes serious violence, damage or disruption, is intended to influence the government or intimidate the public, and is made with the intention of advancing a political, religious or ideological cause
  - 5.1.5. Vulnerability describes factors and characteristics associated with being susceptible to radicalisation.
  - 5.1.6. Extremism is vocal or active opposition to fundamental British Values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. Calls for the death of the British Armed Forces is also included.
- 5.2. Signs of Radicalisation and/or Extremism may include:
  - 5.2.1. Isolation and identity crisis
  - 5.2.2. Personal crisis and/or circumstances
  - 5.2.3. A misconception and/or rejection of UK foreign policy
  - 5.2.4. A distrust of Western media reporting
  - 5.2.5. Perceptions that UK government policy is discriminatory
  - 5.2.6. Perception that their aspirations for career and lifestyle are undermined by limited employment prospects
  - 5.2.7. Thinks that the 'world owes them a favour'

## **6. Prevent Risk Assessment**

- 6.1. The Prevent Duty Guidance requires all relevant institutions to conduct a regularly reviewed Prevent Risk Assessment and associated Action Plan.
- 6.2. Haddon Training's Risk Assessment will be constructed and reviewed by the Managing Director drawing in commentary and responsibility for actions from other members of staff as appropriate.
- 6.3. The Risk Assessment and Action Plan will be additionally overseen by the Designated Safeguarding Lead and a summary will be reported annually to the Senior Management Team.

## **7. Channel Referrals**

- 7.1. A Channel referral is a supportive activity which initially involves identification of any learner or member of staff at risk of radicalisation.
- 7.2. A referral should be made via a member of the Safeguarding Team, typically the Designated Safeguarding Lead.

7.3. Appendix 1 shows the referral flow chart.

Contact Numbers

Lindsay Howlett 07795 834 331

Keira Walker 07795 842 017

Chris Hewlett 07887 731 533

Social Services – Use this web address to find the department you need: [www.gov.uk/find-local-council](http://www.gov.uk/find-local-council)

Police – 101 (this number replaces all local station numbers)

Channel - Contact ***the relevant local authority*** Prevent Coordinator

**This policy has been approved and authorised by:**

**Name:** Keira Walker

**Position:** HR Lead

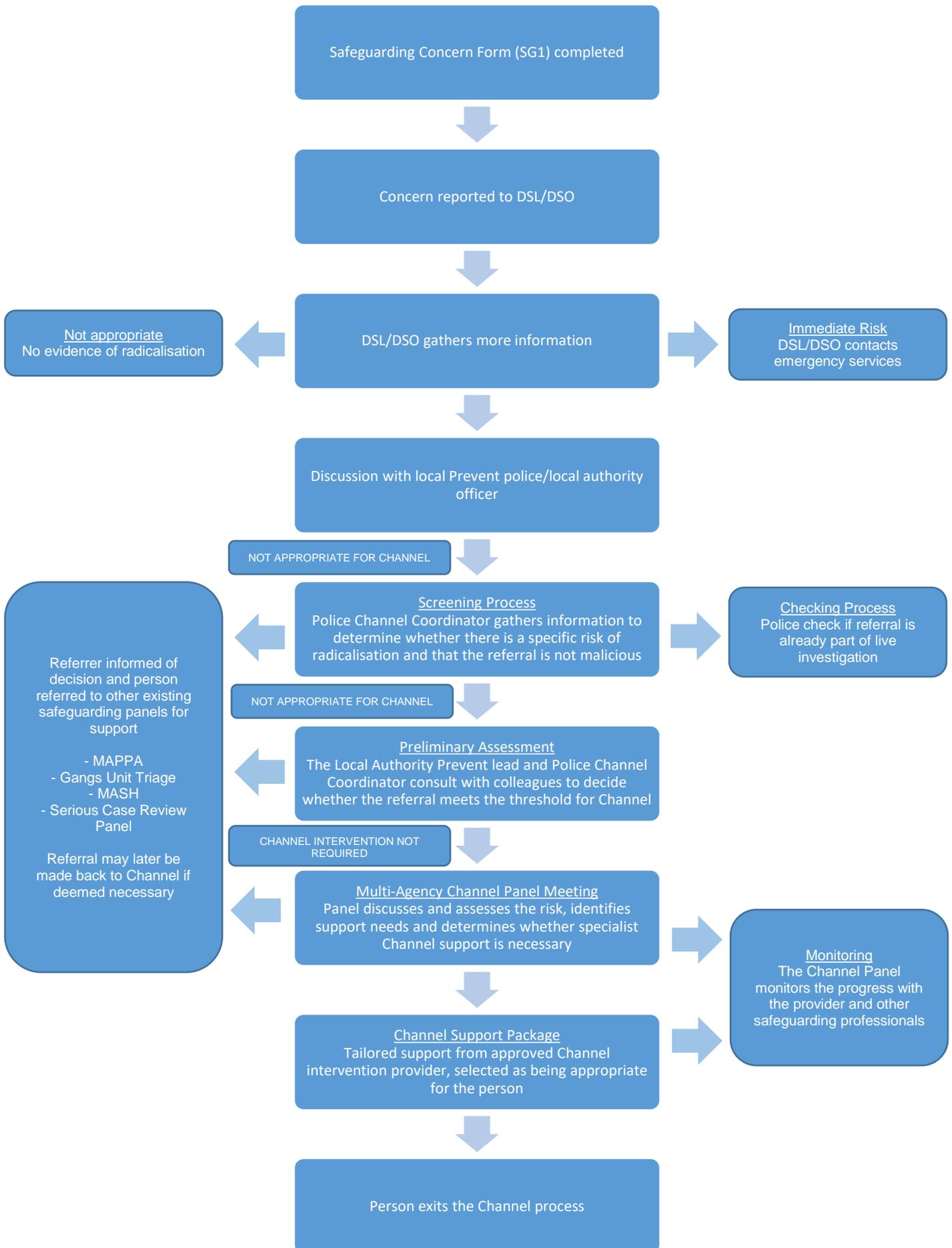
**Date:** 5 September 2019

**Signature:**



**Appendix 1**

## THE CHANNEL REFERRALS FLOWCHART



### Appendix 2





## FLOW CHART FOR RAISING SAFEGUARDING CONCERNS ABOUT A LEARNER

