



SAFEGUARDING AND PREVENT POLICY

Guidance and Procedures

1. Our Commitment

Unique Training Solutions' (UTS) aim is to ensure, throughout the provision of quality learning and education, outcomes for our learners are improved by the receipt of better services and education. Improved outcomes can only be achieved if learners are safe from harm and therefore safeguarding the welfare of our learners is paramount.

At the same time, we recognise the moral and statutory responsibility placed on all staff to safeguard and promote the welfare of children and adults at risk whether they are learners, apprentices, trainees or those they, in turn, support. We aim to provide a safe and welcoming environment, underpinned by a culture of openness where both children and adults feel secure, are able to raise concerns, believe they are being listened to, and that appropriate action will be taken to keep them safe.

Safeguarding and promoting the welfare of children and adults at risk is **everyone's** responsibility. In order to fulfil this responsibility effectively, all professionals should make sure their approach is person centred to the child or adult at risk. This means that they should consider, at all times, what is in the **best interests** of the individual.

2. Introduction

The purpose of this document is to outline UTS' policy and supporting guidance on responding to concerns regarding the safeguarding and protection of learners. It also provides assurances for customers and staff. This policy, combined with the associated procedures, provides guidance to all that may come across concerns of this nature within the context of their work. These include:

- all members of UTS workforce; assessors, trainers and office-based staff.
- all learners
- all customers
- all associates contracted by UTS

3. Key contacts

Lead Designated safeguarding officer:

Hannah Appleby

Hannah@uniquetrainingsolutions.co.uk

01727 733999

Additional Designated Officers:

Michelle Hillier- Managing Director

Michelle@uniquetrainingsolutions.co.uk

Carol Edgeworth - Head of training

Carol@uniquetrainingsolutions.co.uk

4. Policy

UTS have a responsibility as a Further Education provider to ensure that:

- There are clear and visible policies and procedures for managing whistleblowing and complaints.
- A suitably trained and qualified Designated Safeguarding Lead is appointed.
- The board will have regular safeguarding updates and a full report annually.
- The board will designate a safeguarding lead.
- UTS carries out safe recruitment checks on everyone who works for us.
- All roles require a Disclosure and Barring Service (DBS) and references before the individual joins us.
- All staff will be given safeguarding training at the appropriate level.
- A Prevent Action Plan is created, and the agreed objectives are carried out within required timeframes.
- We exemplify Fundamental British Values in our practice and training delivery.
- All learner-facing staff will undertake training in the Prevent Duty.
- Staff are all aware of when it is appropriate to refer concerns about learners or colleagues to our Prevent Officer.
- All safeguarding matters will be handled with strict accordance with the appropriate local authority safeguarding procedures. Any internal investigation will likewise be in accordance with local procedures.
- All safeguarding matters will be treated with strict confidentiality according to local procedures.
- All records regarding safeguarding will be stored securely on the system, in the quality assurance folder for 12 months, and then archived on the system for a further 10 years

5. Definitions

Safeguarding is the protection of children and adults at risk from abuse and neglect, promoting health and development, ensuring safety and care, and ensuring optimum life chances. The Safeguarding Agenda includes a wide range of potential risks.

- Abuse (physical, emotional, financial, institutional, sexual, and organisational)
- Self-neglect
- Discrimination
- Child sexual exploitation
- Bullying and cyberbullying
- Domestic abuse
- Substance misuse
- Fabricated or induced Illness
- Faith abuse
- Forced marriage
- Gang and youth violence
- Private fostering
- Female genital mutilation (FGM)
- Gender based violence
- Radicalisation
- Sexting
- Relationship abuse, including teenage relationship abuse
- Trafficking and modern slavery
- Breast ironing
- Mental health concerns
- Sexual violence and sexual harassment
- Children missing in education

A child is defined as anyone under the age of 18. An adult at risk (previously vulnerable adult) is defined as any person over the age of 18 and at risk of abuse or neglect because of their need for support or personal circumstance.

Alongside the Safeguarding Agenda above this could be due to, and not limited to any of the following:

- Living in sheltered housing
- Receiving any form of health care
- Receiving a welfare service in order to support their need to live independently
- Receiving a service due to their age or disability
- Living in residential accommodation such as a care home
- Receiving domiciliary care in their own home
- Expectant or nursing mother living in residential care

- Person under supervision of probation service

While the definitions of a child and adult at risk give the rationale for legislative intervention, it is important to note that a person may be deemed at higher risk of a safeguarding issue affecting them due to other factors. This is termed contextual safeguarding. Examples of areas to consider are:

- Poor numeracy and literacy skill, or specific learning need
- English not a first language
- Unsupportive employer
- Under-represented group
- Acting as a carer for another family member
- Background in offending or is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- Has a disability or social need
- Has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- Lives 'In Care' or has recently transitioned out of Car
- Is a young carer
- Is frequently missing/goes missing from care or from home
- Is within a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse or generally unsupportive
- A number of groups of learners have been identified as being more vulnerable, and each have proportionated measures in place in order to ensure the learners are fully supported. These include learner on an EHCP, coach core learners and in care learners

6. Our responsibilities

UTS has a responsibility to all learners, including those on an apprenticeship programme, that the safety and welfare of the adult/young person will be at the centre of what we do, and we will take all concerns raised seriously and will report these concerns to the relevant person within the organisation.

We all have a responsibility to ensure that children, young people and adults at risk are protected from harm, informed about potential risk to welfare, and understand how to seek help.

The responsibilities of particular individuals are detailed below:

Managing director: to ensure we have effective policies in place and ensure these are reviewed yearly.

Our designated Safeguarding Lead: The DSL should take lead responsibility for safeguarding and child protection. Carry out investigations where appropriate into welfare concerns reported and liaise with external bodies such as safeguarding board where appropriate. Maintain own CPD to ensure the role can be fulfilled completely.

Our designated safeguarding officers: to deal with employee concerns over learner's welfare, signpost and offer guidance to lower-level concerns and liaise with Safeguarding Lead for concerns requiring referral to external agencies. Carry out investigations where appropriate into welfare concerns reported and liaise with external bodies such as safeguarding board where appropriate. Maintain own CPD to ensure the role can be fulfilled completely.

Our trainers/tutors: to check safety and welfare with all learners at each visit/communication. To complete a health and safety venue checklist at each site and a risk assessment form if applicable. To carry out training as directed by the safeguarding team in a timely manner. To maintain CPD.

When learners are on site at the UTS training centre, a member of staff must be present with learners at all times, in particular when in the downstairs training rooms. In the event the member of staff present needs to leave the learners, they are to call another member of staff to replace them prior to leaving. Learners must never be left alone.

Our designated Board Lead for safeguarding will provide further scrutiny of this policy and ensure the board is fully informed. When appropriate will arbitrate on any internal reporting matters which have been unresolved through our internal reporting.

7. Overview

Safeguarding Children

UTS adopts the definition used in the Children Act 2004 and the Department for Education (DFE) guidance document: [Working Together to Safeguard Children 2015](#) which define safeguarding and promoting children and young people's welfare as:

- Protecting children from maltreatment
- Preventing impairment of children's health or development
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care, and
- Taking action to enable all children to have the best outcome

The above statutory guidance defines child protection as part of safeguarding and promoting welfare. Child protection is the activity undertaken to protect specific children who are suffering, or likely to suffer, significant harm.

Within this context abuse can take the form of:

- Domestic abuse - Witnessing domestic abuse is child abuse, and teenagers can suffer domestic abuse in their relationships
- Sexual abuse - A child is sexually abused when they are forced or persuaded to take part in sexual activities. This does not have to be physical contact, and it can happen online
- Neglect - Neglect is the ongoing failure to meet a child's basic needs. It is dangerous and children can suffer serious and long-term harm
- Online abuse - Online abuse is any type of abuse that happens on the web, whether through social networks, playing online games or using mobile phones
- Physical abuse - Physical abuse is deliberately hurting a child causing injuries such as bruises, broken bones, burns or cuts
- Emotional abuse - Children who are emotionally abused suffer emotional maltreatment or neglect. It is sometimes called psychological abuse and can cause children serious harm
- Child sexual exploitation - Child sexual exploitation is a type of sexual abuse in which children are sexually exploited for money, power or status
- Female genital mutilation (FGM) - Female genital mutilation (FGM) is the partial or total removal of external female genitalia for non-medical reasons
- Bullying and cyberbullying - Bullying can happen anywhere – at school, at home or online. It is usually repeated over a long period of time and can hurt a child both physically and emotionally
- Child trafficking - Child trafficking is a type of abuse where children are recruited, moved or transported and then exploited, forced to work or sold
- Grooming - Children and young people can be groomed online or in the real world, by a stranger or by someone they know - for example a family member, friend or professional
- Harmful sexual behaviour - Children and young people who develop harmful sexual behaviour harm themselves and others
- Forced marriage: one or more of the parties is married without his or her consent or against his or her will.
- Honour based violence- (HBV) is a form of domestic abuse which is perpetrated in the name of so called cultural 'honour'. The honour code which

it refers to is set at the discretion of male relatives and women who do not abide by the 'rules' are then punished for bringing shame on the family.

- Radicalisation - Radicalisation can be really difficult to spot. Signs that may indicate a child is being radicalised include:
 - Isolating themselves from family and friends
 - Talking as if from a scripted speech
 - Unwillingness or inability to discuss their views
 - A sudden disrespectful attitude towards others
 - Increased levels of anger
 - Increased secretiveness, especially around internet use

Children who are at risk of radicalisation may have low self-esteem or be victims of bullying or discrimination. Extremists might target them and tell them they can be part of something special, later brainwashing them into cutting themselves off from their friends and family. However, these signs don't necessarily mean a child is being radicalised – it may be normal teenage behaviour or a sign that something else is wrong.

It is important to understand that children could be abused by other children, and this is to be reported to the DSO if this is witnessed or disclosed to a member of staff. The reporting process should be managed the same as all enquiries for safeguarding.

The FGM mandatory reporting duty is a legal duty provided for in the FGM Act 2003 (as amended by the Serious Crime Act 2015). The duty came into force on 31 October 2015.

The legislation requires regulated health and social care professionals and teachers in England and Wales to make a report to the police were, in the course of their professional duties, they are either:

- are informed by a girl under 18 that an act of FGM has been carried out on her; or
- observe physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth.

If you believe that a victim or potential victim of FGM is in immediate danger, always dial 999. If you are concerned that a child is at risk, you must make a referral to Children's Social Care immediately using your local Safeguarding Board procedures.

The NSPCC has a 24-hour helpline to provide advice and support to victims of FGM, or to anyone who may be concerned a child is at risk - call the helpline on 0800 028 3550 or email fgmhelp@nspcc.org.uk

Safeguarding Adults

Safeguarding adults at risk is defined in the [Care and support statutory guidance](#) issued under the Care Act 2014 as:

- protecting the rights of adults to live in safety, free from abuse and neglect
- people and organisations working together to prevent and stop both the risks and experience of abuse or neglect
- people and organisations making sure that the adult's wellbeing is promoted including, where appropriate, taking fully into account their views, wishes, feelings and beliefs in deciding on any action
- recognising that adults sometimes have complex interpersonal relationships and may be ambivalent, unclear or unrealistic about their personal circumstances and therefore potential risks to their safety or well-being

The term "abuse" refers to any physical, financial, sexual or emotional act which results in pain, or physical or emotional suffering. It includes neglect, abandonment, and deprivation by another person of goods or services that are necessary, to avoid physical harm or mental suffering. `

An adult at risk is someone who:

- has needs for care and support (whether or not the local authority is meeting any of those needs) and:
- is experiencing, or at risk of abuse or neglect; and
- as a result of those care and support needs is unable to protect themselves from either the risk of, or the experience of, abuse or neglect.
- Within this context abuse can take the form of **(Appendix A):**
- Physical abuse – including assault, hitting, slapping, pushing, misuse of medication, restraint or inappropriate physical sanctions
- Sexual abuse – including sexual assault or acts to which the adult did not, or could not consent, including rape, indecent exposure, sexual harassment, inappropriate looking or touching, sexual teasing or innuendo, sexual photography, subjection to pornography or witnessing sexual acts, indecent exposure and sexual assault or sexual acts to which the adult has not consented or was pressured into consenting

- Domestic abuse - including psychological, physical, sexual, financial, emotional abuse; so, called 'honour' based violence
- Psychological abuse – including emotional abuse, threats of harm or abandonment, deprivation of contact, humiliation, blaming, controlling, intimidation, coercion, harassment, verbal abuse, cyber bullying, isolation or unreasonable and unjustified withdrawal of services or supportive networks
- Financial or material abuse – including theft, fraud, internet scamming, coercion in relation to an adult's financial affairs or arrangements, including in connection with wills, property, inheritance or financial transactions, or the misuse or misappropriation of property, possessions or benefits
- Modern slavery - encompasses slavery, human trafficking, forced labour and domestic servitude. Traffickers and slave masters use whatever means they have at their disposal to coerce, deceive and force individuals into a life of abuse, servitude and inhumane treatment
- Discriminatory abuse – including forms of harassment, slurs or similar treatment; because of race, gender and gender identity, age, disability, sexual orientation or religion
- Organisational abuse – including neglect and poor care practice within an institution or specific care setting such as a hospital or care home, for example, or in relation to care provided in one's own home. This may range from one off incidents to on-going ill-treatment. It can be through neglect or poor professional practice as a result of the structure, policies, processes and practices within an organisation
- Neglect and acts of omission – including ignoring medical, emotional or physical care needs, failure to provide access to appropriate health, care and support or educational services, the withholding of the necessities of life, such as medication, adequate nutrition and heating
- Self-neglect – this covers a wide range of behaviour neglecting to care for one's personal hygiene, health or surroundings and includes behaviour such as hoarding
- Radicalisation - "Radicalisation is a process which somebody goes through in order to become involved in extremist activities or terrorism, from a starting point of having no particular strong opinions or being a moderate person through to holding some extremist views, and it can be a process that happens online or in meeting people, and their conversations and their opinions are gradually changed over time." [Police, Non-priority Area]

8. Prevent Duty

The Government's counter-terrorism strategy is known as CONTEST.

Prevent is part of the strategy and its aim is to stop people becoming radicalised into becoming terrorists or supporting terrorism. The strategy promotes collaboration and co-operation among public service organisations. The Office for Security and Counter Terrorism in the Home Office is responsible for providing strategic direction and governance on CONTEST. You can read the CONTEST strategy in full at:

www.homeoffice.gov.uk

CONTEST has four key principles:

Pursue: to stop terrorist attacks

Prevent: to stop people becoming terrorists or supporting terrorism

Protect: to strengthen our protection against a terrorist attack

Prepare: to mitigate the impact of a terrorist attack.

Staff have a role in Prevent. Prevent focuses on working with vulnerable individuals who may be at risk of being exploited by radicalisers and subsequently drawn into terrorist-related activity. Prevent does not require you to do anything in addition to your normal duties.

UTS has a duty to safeguard their learners; prevent is about safeguarding our learners to keep them both safe and within the law. Prevent is not about investigating learners and staff or stopping important conversations on complex and diverse issues – it is about safeguarding everyone from being exposed to radicalisation in all its forms, including terrorism and right-wing extremists, and is not solely aimed at one specific group. Staff are expected to raise these concerns in line with UTS's safeguarding policy.

Refer to:

Section 26 of the Counterterrorism and Security Act 2015

www.legislation.gov.uk/ukpga/2015/6/section/26/enacted

According to Prevent Duty guidance, it is important for UTS to *'help prevent people being drawn into terrorism, which includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit.'*

It is important that everyone is aware of potential concerns that could indicate signs of radicalisation amongst learners and staff. Some examples of concerns might include:

- Expression of views which discriminate against protected groups or individuals
- Possessing or accessing extremist materials
- Family concerns about vulnerability to extremism
- Expression of extremist views online / on social media
- Use of extremist language
- Threats of violence

Staff must report all concerns to the Home Office and to the local authority that they are working within.

Any concerns reported directly to UTS will be report directly to the Home Office/Anti-Terrorist Hotline: 0800 789 321

Staff have a duty of care to ensure they protect learners from radicalising influences. All staff complete yearly safeguarding, prevent training on radicalisation and extremism, staying safe online, who you can trust and British Values on-line training.

Staff are trained specifically on signs of radicalisation and behaviour traits that could indicate that a learner has been exposed to radicalising influences.

The following behaviours listed here are intended as a guide to help staff identify possible radicalisation:

Outward appearance

- Becoming increasingly argumentative
- Refusing to listen to different points of view
- Unwilling to engage with others who are different
- Becoming abusive to others who are different
- Embracing conspiracy theories
- Feeling persecuted
- Changing friends and appearance
- Distancing themselves from old friends
- No longer doing things they used to enjoy
- Converting to a new religion
- Being secretive and reluctant to discuss their whereabouts
- Sympathetic to extremist ideologies and groups

Online behaviour

- Changing online identity
- Having more than one online identity
- Spending a lot of time online or on the phone
- Accessing extremist online content
- Joining or trying to join an extremist organisation

Staff know their learners better than anyone, so will trust their instincts if something feels wrong. Staff have a duty of care to report and changes they notice if a learner is acting out of character.

Trainers promote British fundamental values during training sessions and learners are asked to re call agreed ground rules each session to ensure they are consistently reminded to embed these into the session and their workplace. Staff have 4 weekly reviews with learners where they promote appropriate IAG to learners and have discussions around how they embed the British fundamental values within training sessions and their workplace. Learners are expected to provide specific examples, and this is recorded on their review forms.

All learner-facing staff will undertake training in the Prevent Duty. Staff are all aware of when it is appropriate to refer concerns about learners or colleagues to our Prevent Officer.

9. Recruitment

UTS carries out safe recruitment checks on everyone who works for us. All roles require a Disclosure and Barring Service (DBS), references and a declaration that they have resided in the UK for the last 10 years, before the individual joins us.

As young people and vulnerable adults visit UTS's office all staff including trainers, learning coaches and board members will have an enhanced DBS check.

Anyone interviewed for a post with Unique Training Solutions, either internally or from outside the organisation, will need to show an understanding of safeguarding that is relevant to the role that they are applying for.

Information provided in a DBS disclosure report must be kept confidential and only shared on a need-to-know-basis. Such information will be handled in accordance with UTS's data protection policy.

The decision to appoint a candidate with any type of disclosure will be at the sole discretion of the Managing Director

10. Procedure for Reporting Concerns

If staff notice any indicators of abuse/neglect or signs that a child, young person or adult at risk may be experiencing a safeguarding issue: they should contact the designated safeguarding officer and complete a disclosure recording form. **(Appendix B)**

If staff complete a form and email this to the designated safeguarding officer, this should be emailed password protected and then a follow up email should be sent with the password.

The designated Safeguarding Officer for Unique Training Solutions is:

Hannah Appleby: Head of Qualifications
Hannah@uniquetrainingsolutions.co.uk
01727 733 999

A learner raises a concern/allegation with you:

If the learner has a concern over their own personal welfare and wellbeing, you are to listen to and record all information given, making no judgement or assumptions. Take any actions required to secure the immediate safety of the child or adult at risk if deemed appropriate, this may involve staying with them until a responsible adult can be located. You must report the issue to the designated officer, regardless of whether the learner agrees. The designated officer will then decide the appropriate course of action.

A learner has a concern about a member of Unique Training Solutions staff:

All learners are to be informed that if they have a concern over their own personal welfare and wellbeing and that they do not feel comfortable talking to their trainer/assessor about it, they are to contact UTS's Designated Officer. Confidentiality will be strictly observed. Under no circumstances should the concern be discussed with any member of staff, including the person who is of concern. The designated Safeguarding Officer for Unique Training Solutions is:

Hannah Appleby: Head of Qualifications
Hannah@uniquetrainingsolutions.co.uk
01727 733 999

A parent contacts you to report a concern about their child:

Ensure you listen and record the details as per a learner reporting a concern to you. Ensure you have contact details for the parent. You must report the issue to the designated officer. The designated officer will then decide the appropriate course of action, and if a referral outside the organisation is appropriate, liaise with

the parent as appropriate. Observe strict confidentiality as all learners aged 16 and above and of employed status are deemed to be adults, and therefore no information should be passed to parents or carers without prior consent to do so from the learner. Always check with UTS's Designated Safeguarding Officer or senior manager.

You observe a safeguarding issue taking place within the working practices of an employer's setting:

An example would be a practitioner hitting a child or observing inappropriate restraint techniques. Take action to stop the activity immediately, and inform the individual of your concerns, ask them to remove themselves from the area and advise them you will inform their senior manager. Take any actions to secure the safety of the child or adult at risk, this may involve staying with them until a responsible adult can be located. Inform your designated safeguarding officer. Be mindful of differences between poor practice and a safeguarding issue and apply your action appropriately. Immediately inform UTS's Designated Safeguarding Officer or senior manager.

A learner reports unsafe practices or safeguarding issues to you within their working environment:

Advise the learner to follow in-house reporting or whistle blowing procedures. You may support the learner in speaking to the appropriate senior team members. Report the incident to UTS's Designated Safeguarding Officer who will offer additional guidance and signposting for the learner and will monitor.

In all situations it is important you do not pass any information to other parties or try to investigate the concern yourself. All concerns should be reported to hannah@uniquetrainingsolutions.co.uk in the first instance.

If you require an immediate response, call your designated safeguarding officer immediately, it is noted that the designated officer may not be available out of normal working hours, so in circumstances where the individual is in immediate danger report the incident to the police on 999.

The Designated Safeguarding Officer will follow the local statutory safeguarding procedures to decide upon the next course of action.

All staff members need to be aware of their responsibilities with regards to individuals that they come into contact with to ensure that they are in a safe environment and will be trained accordingly.

All employers should be aware of their responsibilities in relation to the safeguarding of their own staff. It is also the responsibility of UTS to raise this awareness amongst their staff through the provision of learning and ensure that learners feel safe in reporting any concerns.

If you are worried about a child's behaviour but they haven't actually disclosed any abuse to you, you must still report your concern to the Designated Safeguarding Officer so that this can be managed effectively through the enquiry process.

Immediate action to take if a disclosure of possible significant harm is disclosed:

If you have immediate concerns for a child at risk, you are to call the police immediately to ensure the safety of the child. Once you have called the police you are to call the local authority that you are working within and report the enquiry, once this is done then contact the Designated Safeguarding Officer to report what actions you have taken.

Reporting a disclosure

If in doubt report. It is important that we explain to each individual making a disclosure that we cannot promise confidentiality or agree to 'keep secrets'. Be clear about what you expect to happen next and assure them that you will only tell those that need to be informed in order to get the matter dealt with. You must express your support and reassurance to the individual.

When discussing the disclosure with an individual you must remain calm and professional, provide a listening ear and an open mind, be reassuring, particularly that the individual is doing the right thing by telling you, avoid using leading questions and ensure that you are using open ended questions in order to gather information in their words. Only ask what you need to know in order to make a judgement about the next steps.

Do not investigate the case yourself. The next steps in any case could include:

- Referral to organisational policies and procedures
- Identification of the right person, who they would feel comfortable referring this to within their organisation
- Advice on specialist support groups
- Report to the designated responsible officer using the Section 42 enquiry form / incident report form
- Report to MASH

To report and record a concern, staff need to ensure that it is reported as soon as possible to the Designated Safeguarding Officer, this can be done verbally at first in a confidential manor, followed quickly by an accurate and factual statement that explains all information that has been disclosed to them.

These records will be stored securely on the system, in the quality assurance folder where they will be stored for 12months, and then archived on the system for a further 10years.

11. What to do if you have concerns about UTS's handling of your alert

If you have concerns about the Designated Safeguarding Officer's behaviour or the way they manage a safeguarding concern, or you are not happy with the outcome of the safeguarding response, then you are to contact their manager on the details below.

Michelle Hillier: Managing Director
Michelle@uniquetrainingsolutions.co.uk
01727 733 999

12. Staff Learning and Development

All UTS staff undertake at least yearly Safeguarding training, held face to face with the Designated Safeguarding Officer, so that our safeguarding responsibilities permeate every aspect of the organisation. This is of particular importance for learner-facing employees, who also undertake regular CPD exercises to ensure that their knowledge of Safeguarding legislation and best practice is always up-to-date and relevant.

This includes external trainers who work with UTS as associate trainers. All external staff are offered opportunities to attend Safeguarding training with UTS and submit evidence of their own training including certificates and CPD entries to the Designated Safeguarding Officer.

Staff are required to read any updates to the policy, complete a CPD entry to confirm this and sign a declaration form to confirm they have read the policy and are committed to uploading their associated responsibilities. Any new staff members are required to read the policy as part of their induction and also sign a commitment form.

13. Keeping staff safe

To maintain staff and learners' safety, staff are prohibited from:

- Building personal relationships with, befriending on social media, meeting outside of work or visiting at home any learners
- Distributing their personal phone numbers
- Using inappropriate language, insulting, bullying or otherwise infringing the rights of learners

- Visiting learners at home or transporting learners to and from locations
- Staff must ensure that they maintain professional boundaries at all times if asked by a learner or a family member to do anything you feel may compromise this boundary refer to your line manager for guidance.

14. Keeping learners safe

All learners on Apprenticeship training will attend a Safeguarding training session, during which information is disseminated on:

- The basics of safeguarding
- What can constitute abuse
- Whistleblowing and how to raise a safeguarding concern including any concern with regard a UTS employee.
- Prevent duty and radicalisation

This information enables learners to understand how to keep themselves safe from abuse, as well as access available support and know where to go to disclose a safeguard concerning them.

Online Safety is being aware of the nature of the possible threats that you could encounter whilst engaging in activity through the Internet, these could be security threats, protecting and managing your personal data, online reputation management, and avoiding harmful or illegal content. These might manifest as online abuse, bullying, threats, impersonation, grooming, harassment or exposure to offensive and/or violent content. We currently educate learners around online dangers through a variety of avenues including our Code of conduct which all learners need to read and sign prior to registration. They all have access to the online portfolio and are signposted to when relevant. Safeguarding newsletters are produced and cover online safety topics. Trainers also educate learner's and cover online safety topics during safeguarding training sessions. To ensure we monitor and act upon accessing of inappropriate content and comments, filtering systems are in place on distributed learner devices and our social media platforms.

Peer-on-Peer abuse/ Sexual Harassment and Violence between children.

As a result of Ofsted's review into sexual abuse in schools, additional training for learner facing employees has taken place related to identification and action required for incidents of this nature including presence of accepted norms and the need to change this and making learners aware of what constitutes sexual harassment and abuse both face-to-face and online. This includes sexual harassment and violence in the workplace.

Mental Health The increased importance of supporting poor mental health has been seen through the increased prevalence of mental health concerns raised by

learners both as the sole issue and also as an associated issue as a result of experiencing another safeguarding issue. All learners have access to the 'Looking After Your Well-being' and 'Understand and Managing Stress' resources, which provides further sources of support where required. Learners are encouraged to seek support from their employers where appropriate who in the main have robust support networks in place.

15. Associated policies

- Grievance policy
- Equality and diversity
- Disciplinary policy

16. Health & Safety

Designated Health and Safety Officer for Unique Training Solutions

Brian Handman: Health and safety Officer

Brian@uniquetrainingsolutions.co.uk

01727 733 999

The health, safety and welfare of learners is a fundamental value of UTS. All learners are entitled to learning that takes place in a safe, healthy and supportive environment.

Our main objectives are to focus on safe, healthy and supportive environment, the safe learner concept and health and safety management.

UTS wants all learners, through the quality of their learning experience to gain an understanding of the importance of health and safety. We will support them to identify and control risk and assume responsibility of their own health and safety and that of others.

We undertake a considerable amount of activity to support our objectives. We reflect on the main health and safety requirements when assessing organisations where learning takes place.

The safe adult learner will, with guidance and support from UTS, develop the skill of perceiving hazards and assessing risks, developing an appropriate and acceptable attitude to risks and behave in a way that reflects that attitude. This supports safe behaviour occurring or unsafe behaviour being prevented.

17. Additional Information

NSPCC Helpline – 0808 800 5000

ChildLine – 0800 1111

help@nspcc.org.uk

www.nspcc.org.uk

www.childline.org.uk

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

<https://www.gov.uk/government/publications/prevent-duty-guidance>

David.LAYTON-SCOTT@education.gov.uk (Dave Layton-Scott: FE/HE Prevent Co-ordinator) East of England)

Contact number: 07384 452155

Rebecca.brennan@bedfordshire.pnn.police.uk (Rebecca Brennan: Prevent Officer, Eastern Region Special Operations Unit Counter Terrorism Policing)

Contact number: Office: 01582 473 086 (Internal extension 3086)

Mobile: 07983 340 123

Appendix A – Indicators of Abuse

Safeguarding Issue	Definition	Indicators
Physical abuse	Deliberately causing physical harm	Cuts, bruises, burns Wearing long sleeved clothes Pain
Neglect	Neglect is the persistent failure to meet a person’s basic physical and/or psychological needs, likely to result in serious impairment of the child's health or development. Neglect is when a parent or carer fails to provide adequate food, clothing, shelter (including exclusion from home or abandonment), medical care, or protection from physical and emotional harm or danger	Withdrawn Weight loss Fear of going home Improper hygiene Confusion Inappropriate clothing
Self-neglect	Neglecting to care for one’s personal hygiene, health or surroundings and includes behaviour such as hoarding	Poor diet and nutrition Poor personal hygiene Not taking prescribed medication Substance misuse
Psychological abuse	Emotional abuse, threats of harm or abandonment, deprivation of contact, humiliation, blaming, controlling, intimidation, coercion, harassment, verbal abuse, cyber bullying, isolation or unreasonable and unjustified withdrawal of services or supportive networks.	Withdrawn Depression Lack of confidence Socially awkward Easily manipulated
Financial abuse	Theft, fraud, internet scamming, coercion in relation to an adult’s financial affairs or arrangements, including in connection with wills, property, inheritance or financial transactions, or the misuse or misappropriation of property, possessions or benefits.	Change in appearance Having expensive gadgets Having no money Not eating properly
Sexual abuse	Sexual abuse involves forcing or enticing a child or young person or any person to take part in sexual activities, whether or not the person is aware of what is happening, could also be indecent exposure or sexual harassment.	Spending a long time in the toilet Discomfort in sitting down Inappropriate behaviour

Safeguarding Issue	Definition	Indicators
Organisational abuse	Neglect and poor care practice within an institution or specific care setting such as a hospital or care home, for example, or in relation to care provided in one's own home. This may range from one off incidents to on-going ill-treatment. It can be through neglect or poor professional practice as a result of the structure, policies, processes and practices within an organisation.	Setting Activity defined by a regime / task orientated Setting dismissive of complaints May need to leave at certain times Ask permission to do everything Appear brainwashed
Child sexual exploitation	Sexual abuse involves forcing or enticing a child or young person or any person to take part in sexual activities, whether or not the person is aware of what is happening, could also be indecent exposure or sexual harassment.	Change in behaviour Changed appearance Sexualised behaviour / language Drug/ alcohol abuse Suddenly Wearing expensive things
Bullying (Inc. cyberbullying)	Behaviour by group of individuals repeated over time that intentionally hurts another individual or group either physically or emotionally (can be face to face, over text, social media exchanges)	Withdrawn/ nervous Signs of physical and emotional abuse Constant use of or fear of internet usage
Domestic violence	Incident of pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who have been intimate partners or family members, can also be honour based	Signs of physical or emotional abuse Show signs of being controlled Withdrawn Anxious around others Low self esteem
Drugs	Alcohol, tobacco, illegal drugs, medicines or psychoactive substances	Smelling of alcohol Regular Hangover symptoms Inability to concentrate Lateness Change in commitment levels

Safeguarding Issue	Definition	Indicators
Drugs	Alcohol, tobacco, illegal drugs, medicines of psychoactive substances	Smelling of alcohol Regular Hangover symptoms Inability to concentrate Lateness Change in commitment levels
Fabricated or induced illness	Making up signs and symptoms of an illness, falsifying medical records or inducing an illness to someone by any means	Child could pretend ill, think ill, and talk about persons taking them to Drs or hospital. Parents could talk about child consistent illness.
Faith abuse	Child abuse related to faith or belief, include concepts of witchcraft and spirit possession, rituals and sacrificial murders	Talking about beliefs and faith related activities engaged or family engaged with
Forced marriage	One or both spouses do not or cannot be due to vulnerabilities consent to marriage and duress is involved	Travel abroad recently Talking about getting married/ meeting men through family connections Upholding religious duties
Gangs and youth violence	Gangs where crime and violence are a core part of their identity. It can lead to increased anti-social behaviour and youth offending	May have expensive items Change in behaviour Bruises/ cuts Social activities change Gang tattoos Carrying weapons
Female genital mutilation (FGM)	Partial or total removal of female external genitalia or injury to another part of the female genitalia for non - medical reason	Spending a long time in the toilet Uncomfortable sitting down long trips away from home
Radicalisation	Process by which a person comes to support/ partake in terrorism and extremism. Extremism is ideology that is considered to be far outside the acceptable mainstream attitudes of society – include opposition to British values.	Long trips away from home Talking about being wronged by a state or political system/ changing to a better life Strong views about changing life Talk of harming others in plight for cause
Trafficking and modern slavery	Encompasses slavery, human trafficking, forced labour and domestic servitude.	Moving homes regularly Avoid eye contact and appear frightened No identification documents Physical or emotional abuse

Appendix B - Disclosure Recording Form

For office use
only
Case No.

Learner Name

Location/
Name of Site

DOB

UTS Staff Name

Date of Disclosure

Details of concern

(Action)- For Safeguarding Team Only

Approval

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Signature	