

Safeguarding and Promoting the Welfare of Children & Vulnerable Adults -Prevent



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Policy Statement

TATC is committed to safeguarding and promoting the wellbeing of its learners. We fully recognise that it is the responsibility of all staff to ensure that all learners are safe and feel safe in the centre environment.

This policy is most significant for teaching staff who are particularly well placed to observe learners in relation to signs of abuse, harm and changes in behaviour.

This policy brings together all of the relevant procedures for safeguarding, and has particular reference to: safe recruitment; reporting safeguarding issues; establishing a safe environment; promoting safeguarding in the curriculum.

All employees are required to show high standards in their management of risk and in the active protection of children and vulnerable adults from discrimination and avoidable harm by fulfilling their duties for learners under 18 in accordance with;

'Safeguarding Children and Safer Recruitment in Education' (Dept. for Children, Schools and Families 2010).

Working together to safeguard children: A guide to inter-agency working to safeguard and promote the welfare of children' (Dept for Children, Schools and Families 2010).

Prevent Duty Guidance for England issued under section 29 of the Counter terrorism and security Act 2015.

Ethos

TATC recognises the importance of learner feeling safe, and feel they are in an environment to disclose abuse. TATC will endeavour to support learners by:

Ensuring the content of the curriculum, particularly tutorials include relevant information and content.

Providing a positive secure environment where learners feel valued and supported.

Implementing a code of conduct to which learners sign up.

All complaints, allegations or suspicions of abuse will be dealt with due regard to our Safeguarding of Children and Vulnerable Adults Policy.

In order to be able to safeguard children and vulnerable, awareness of signs of possible abuse must be known:

Definition of Abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning or otherwise causing physical harm. Physical injury may occur as a result of injury inflicted by a family member, including a brother or sister, or by another person, or an injury sustained accidentally but as a result of neglect. Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately causes ill health to a child whom they are looking after. This situation is commonly described using terms such as fabricated or induced illness by proxy, or Munchausen syndrome by proxy.

Bullying can also be a form of physical and emotional abuse. However, it is more often between peers and needs to be dealt with locally by personal tutors with the assistance of Student Services, with cases reported as per the College Anti Bullying & Harassment Policy.

Psychological/Emotional abuse is the persistent emotional ill-treatment of a person such as to cause severe and persistent adverse effects on him or her emotional development. It may involve conveying to that child or person that they are worthless or unloved, inadequate or valued only in so far as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on the child or person concerned. It may involve causing that child or person to feel frightened or in danger, or exploitation or corruption. Emotional and other forms of abuse may occur as a result of domestic violence. Some level of emotional abuse is involved in all types of ill-treatment or abuse, though it may occur alone.

Discriminatory abuse is defined as any form of abuse based on discrimination because of a person's race, culture, belief, gender, age, disability, sexual orientation, etc.

Sexual abuse includes rape and sexual assaults to which the vulnerable adult or child/vulnerable adult has not consented, or could not consent, or was pressurised into. Signs can include changes in behaviour, using sexual language or physical discomfort. It may also include encouraging children and vulnerable adults to behave in sexually inappropriate ways.

Neglect is the persistent failure to meet a child or vulnerable adult's basic physical and/or psychological needs, likely to result in the serious impairment of his or her health or development. It may involve a parent or carer failing to provide adequate food, shelter and clothing, or the failure to ensure access to appropriate medical care or treatment. It may also involve the neglect of basic emotional needs.

Institutional Abuse: this is poor professional practice in an institution designed to safeguard both children and adults, including neglect, and can take the form of isolated incidents right through to ill treatment or gross misconduct.

Financial or Material Abuse: this is when a child/vulnerable adult is exploited for financial gain. It includes theft, fraud, exploitation, misuse or misappropriation of property/finance etc.

Safeguarding issues may also be recognised in the specific circumstances identified below:

Child pornography and the Internet.

Forced marriage of a child.

Looked after children and children living away from home.

Pregnancy of a child.

Self-harming and suicidal behaviour.

Radicalisation and extremism.

Prevent

Prevent is 1 of the 4 elements of **CONTEST**, the government's counter-terrorism strategy. It aims to stop people becoming terrorists or supporting terrorism.

The Prevent Strategy:

Responds to the ideological challenge we face from terrorism and aspects of extremism, and the threat we face from those who promote these views.

Provides practical help to prevent people from being drawn into terrorism and ensure they are given appropriate advice and support.

Works with a wide range of sectors (including education, criminal justice, faith, charities, online and health) where there are risks of radicalisation that we need to deal with.

The strategy covers all forms of terrorism, including far right extremism and some aspects of non-violent extremism

The Home Office works with local authorities, a wide range of government departments, and community organisations to deliver the Prevent strategy. The police also play a significant role in Prevent, in much the same way as they do when taking a preventative approach to other crimes.

We use a range of measures to challenge extremism in the UK, including:

- where necessary, we will prevent apologists for terrorism and extremism from travelling to this country
- giving guidance to local authorities and institutions to understand the threat from extremism and the statutory powers available to them to challenge extremist speakers
- supporting community based campaigns and activity which can effectively rebut terrorist and extremist propaganda and offer alternative views to our most vulnerable target audiences - in this context we work with a range of civil society organisations
- supporting people who are at risk of being drawn into terrorist activity through the Channel process, which involves several agencies working together to give individuals access to services such as health and education, specialist mentoring and diversionary activities

Possible signs of radicalisation :

- The individual's views become increasingly extreme regarding another section of society or government policy
- They are observed downloading, viewing or sharing extremist propaganda from the web
- They become withdrawn and focused on one ideology
- The individual becomes increasingly intolerant of more moderate views
- The individual may change their appearance, their health may suffer (including mental health) and they may become isolated from family, friends, peers or social groups
- The individual expresses a desire/intent to take part in or support extremist activity

Promoting British Values

TATC recognise the important role it can play in helping to prevent people being drawn into terrorism and in providing appropriate advice and support.

TATC has a vital role in ensuring that groups or individuals within the centre are not subjected to intimidation or radicalisation by those wishing to unduly, or illegally, influence them.

It follows equal opportunity guidance which guarantees that there will be no discrimination against any individual or group, regardless of faith, ethnicity, gender, sexuality, political or financial status or any protected characteristic.

TATC uphold the acceptance of fundamental British values which it is its responsibility to promote. In doing so its learners will be able to grow as individuals and citizens in the community in which they live.

The British values are:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect and tolerance of those with different faiths and beliefs

TATC seek to create an environment that enables learners to become rounded members of society who treat others with respect and tolerance

E-Safety

The internet is an important education tool, but also carries risks associated with unwanted contact and bullying, inappropriate content, commercial exploitation and radicalisation toward extremism and terrorism.

The safeguarding responsibilities extend to the online world so that we can maximise the opportunities of digital technology and help young people and vulnerable adults to use the internet safely and responsibly.

At TATC there is a focus on raising awareness and understanding of e-Safety issues amongst learners via the safeguarding and the assessor/administrative team. This will include the availability of e-safety resources for learners.

Roles and Responsibilities

TATC will ensure that all relevant procedures and recommendations set out by TATC Management will be followed to:

Ensure there is a designated senior member of staff for safeguarding who has received appropriate training and support for this role. This training will be updated at required intervals. The designated Safeguarding Officer is **Folu Oyegbesan**. The Safeguarding Officer will ensure there is a clearly identifiable, easily accessed, referral process.

Ensure there is a designated member of the TATC responsible for Safeguarding.

Ensure there is a Safeguarding and learner Coordinator, responsible to the Safeguarding Officer, with clearly defined responsibilities who will provide support to the Safeguarding Officer.

Ensure all members of staff know the names of the Safeguarding Officer and the Safeguarding and learner Coordinator.

Ensure all members of staff understand their responsibilities in referring any concerns to the Safeguarding and learner Coordinator.

Ensure all staff receive training to the required level which is updated as required. Records of safeguarding training to be kept centrally by the learner Coordinator.

Ensure all relevant Safeguarding procedures are kept up-to-date in line with legislation].

The Role and Responsibilities of the Director

The Directors will:

On receipt of a completed Form alleging abuse of a child, or vulnerable adult by persons known or unknown, the Directors will inform the appointed safeguarding member of staff and ensure that they receive a copy of the completed Form within 24 hours.

On receipt of a completed Appendix 3 Form accusing a member of staff of abusing a child or vulnerable adult, the Directors will take action in accordance with the staff Disciplinary codes and procedures of the Centre.

Ensure that everyone with substantial access to children and vulnerable adults will have training on indicators of abuse, good practice, practices never to be sanctioned and any changes in legislation.

Providing professional advice, support and guidance to staff regarding any suspicion of abuse, if a young person or vulnerable adult makes a disclosure or in relation to the possible abuse of trust.

Provide professional advice, support and guidance to staff regarding causes for concern other than abuse with regards to children and vulnerable adults.

Gathering statements and information regarding child and vulnerable adult safeguarding issues and ensure that records are kept safely and securely.

Making decisions, in consultation with the Directors, regarding appropriate action.

Sharing information and making referrals with Children's Social Care or the Safeguarding Vulnerable Adult Coordinator at Social Services, where appropriate, to support child protection enquiries and children in need assessments as well as safeguarding vulnerable adult learner enquiries.

Monitoring learners after a referral is made and ensuring that the Centre is adhering to any work agreed with Social Services or other agencies.

Producing an annual report, that reviews how the duties have been discharged.

Liaising with the Local Safeguarding Children Boards.

Ensuring that everyone with substantial access to children and vulnerable adults will have training on indicators of abuse, good practice, practices never to be sanctioned and any changes in legislation.

Undertaking annual training on Safeguarding.

Develop effective links with relevant agencies and cooperate as required with requests.

Attend Safeguarding meetings and Case Conferences.

Keep written records of reported Safeguarding issues.

Ensure all records are kept securely.

Safeguarding Procedures

Recruitment

Safeguarding Children and Safer Recruitment in Education came into force on 1 January 2007. All staff employed in the Personnel department undertake training. To ensure current best practice is implemented this training is regularly updated. TATC has adopted all of the recommendations for safer recruitment, selection, induction and on going professional updating and development.

Safe Working Practices

TATC has developed procedures for Codes of Practice for staff to understand and agree in relation to professional conduct with students.

All staff have access, to "Safe Working Practice for Adults who work with Children and Young People", a copy is included in the staff handbook.

Health and Safety and risk assessments are carried out in lessons and indicated on lesson plans, along with all aspects of Every Child Matters.

TATC has fully operational Health and Safety Policy and Procedures.

Record Keeping

All safeguarding records are kept centrally and securely by the Safeguarding and learner Coordinator. Staff are aware that they must report all safeguarding issues to the Safeguarding and learner Coordinator.

Allegations against Members of Staff

TATC recognises that when allegations are made regarding behaviour by staff which may harm a learner, clear procedure must be followed.

Working with other Agencies

TATC recognises the importance of multi-agency working. Whilst TATC is not, legally, an investigating agency it is essential that safeguarding issues are adhered through agreed procedures.

