

CareSkills
Training in Health and Social Care

CareSkills Safeguarding & Prevent Policy 2019

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Careskills is committed to the well-being and development of all its learners and recognises its contribution and duties towards safeguarding all learners, especially those who are vulnerable.

Purpose

This policy:

1. Aims to emphasise CareSkills' legal responsibility for safeguarding children and vulnerable adults
2. Aims to identify learner needs in terms of safeguarding
3. Aims to ensure staff and learners know who holds particular responsibility for different aspects and how to act to safeguard learners
4. Promotes commitment to safeguarding
5. Identifies links to other policies that support safeguarding

What is Safeguarding?

Safeguarding is a term used to describe the overall safety and well-being of an individual and includes:

- Protecting children and young people from maltreatment
- Preventing the impairment of children and young peoples' health and wellbeing
- Ensuring that children and young people are growing up in circumstances consistent with the provision of safe and effective care
- Protecting vulnerable adults (PoVA) from maltreatment and exploitation

Responsible Person

The Designated Safeguarding Lead with overall responsibility for this policy, its continuing effectiveness, and related Safeguarding issues is the Operations Manager.

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Reporting Procedure

In the event an employee or learner considers themselves to have suffered from unequal treatment, they should raise their concerns initially with their manager/ allocated trainer. These concerns will be fully investigated in a timely and sensitive manner. As and where necessary, the above named Training Director will take charge of the investigation.

Associated Publications

The principles and aims of this policy are endorsed by other CareSkills policies and procedures, including:

Equality & Diversity Policy
Health & Safety Policy
Complaints Policy
Induction
Range of HR policies

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Legal Responsibility

It is the responsibility of everyone at CareSkills to ensure the safety and well-being of learners including:

- Health and Safety on and off-site
- Conduct of all staff towards students
- Anti-bullying, including against students with Protected Characteristics [Equality Act 2010]
- E-safety
- Referral of students to other, appropriate agencies

This is bound by a framework of legislation including [though not exclusively]:

- The Rehabilitation of Offenders Act 1974
- The Children Act 1989 and 2004
- The Police Act 1997
- The Protection of Children Act 1999
- Safeguarding of Vulnerable Groups Act 2006
- The Equality Act 2010
- Care Standards Act (2000)
- The POVA or Protection of Vulnerable Adults Scheme (2004)
- Every Child Matters and the Children Act (2004)
- Human Rights Act 1998
- The Further Education (Providers of Education) (England) Regulations 2006
- Employment Protection Act 1975
- Employment Relation Act 1999
- The Malicious Communications Act 1988
- Section 127 of the Communications Act 2003

A child [as defined by the Children's Act (2004)] is anyone who is under 18 years old. A vulnerable adult is someone who 'is or may or need to be in need of community care services by reason of risk or other disability, age or illness' and 'is or may be unable to take care of him/herself, or unable to protect him/herself against significant harm or exploitation'.

The statutory guidance for schools and colleges 'Keeping Children Safe in Education' September 2016 lists types of abuse as: physical, emotional, sexual and neglect. It also includes specific safeguarding issues – children missing from education and/or care and/or home, child sexual exploitation, bullying, including cyber bullying, domestic violence, drugs, fabricated illness, faith abuse, female genital mutilation*, forced marriage, hate, gang and young violence, gender- based violence, mental health, private fostering, radicalisation*, sexting, teenage relationship abuse and trafficking.

*Female Genital Mutilation is illegal and therefore should be referred directly to the Police.

*Under the Counter Terrorism and Security Bill – there is a statutory duty on CareSkills to help prevent people being drawn into terrorism.

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Learners' needs in terms of safeguarding

Physical environment

CareSkills has responsibility under the Health and Safety at Work Act as detailed in the Health and Safety Policy. In terms of safeguarding, CareSkills emphasises the requirement that staff risk assess individual activities with Learners, whether they be on or off site, and that individual risk assessments be undertaken for Learners with individual learning needs.

Staff

CareSkills has responsibility to recruit staff who are safe to work with children/vulnerable adults and to require staff to maintain high standards of conduct, as detailed in the Code of Conduct Policy and Whistle-Blowing Policy for employees. CareSkills has identified the Designated Safeguarding Lead as the 'designated teacher' to promote the educational achievement of Learners who are looked after.

Fellow Learners

CareSkills has a responsibility under the Equality Act 2010 to eliminate unlawful discrimination, harassment, victimisation of those with protected characteristics, as detailed in the Equality and Diversity Policy. Likewise CareSkills has responsibility to identify and respond appropriately to peer-to-peer abuse.

E-safety

CareSkills recognises its key role in helping Learners to develop the skills they need to keep themselves safe, and secure, and to behave appropriately when using technology for learning, leisure and work. CareSkills embraces the new technologies but recognises that they bring potential risks, particularly to the safety of young people and vulnerable adults.

Safety concerns of or for a Learner

All staff have safeguarding training on induction and through on-going updates. Following training, they know their legal obligation to report concerns about the safety of a Learner or vulnerable adult or disclosures from a Learner about historic abuse or concerns about the safety of any child, including those in work placements, to the designated Safeguarding Lead. [CareSkills recognises that particular groups of Learners are more vulnerable, for example those with specific protected characteristics such as disability and those Learners engaged in one-to-one activities]. In addition, Anthea Shenton is the designated director from the company who has responsibility for Safeguarding.

Staff with particular responsibility

The Designated Safeguarding Lead, Anthea Shenton (Training Director) has responsibility for the following:

Monitoring, assessing and responding appropriately to safeguarding concerns raised by either Learners or staff.

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Maintaining staff and director's awareness of Safeguarding matters regarding individual Learners' needs and the impact of these issues on their capacity to learn and achieve.

Working directly with individual Learners with Safeguarding issues in support of their well-being and achievement and, where appropriate, using internal staff to support them.

Liaising with appropriate external agencies including partner funding organisations, relevant Police and Local Authorities regarding individual Learner cases.

Safeguarding Matters Relating to Staff:

Any member of staff who has a concern about the conduct of a colleague towards Learners should speak directly to the responsible person for Safeguarding at CareSkills. When appropriate, concerns will be shared with the Local Authority's Designated Officer.

Staff are responsible for teaching relevant safeguarding issues within classes and on request. The Designated Safeguarding Lead can also support classroom delivery. Staff are also empowered by Keeping Children Safe in Education 2016 to:

Make a direct referral to Children's Social Care or Police and/or
Ask that their concerns be reconsidered if the Learner's situation does not appear to have improved.

Members of staff will receive regular training in Safeguarding (minimum annually). A culture of 'it could happen here' is embedded into working practices.

Fellow Learners:

If the behaviour of one Learner towards another is of concern, dependent upon on the seriousness of the matter, it should be referred to the personal tutor or the Designated Safeguarding Lead. The matter will be investigated and may need the implementation of the disciplinary procedures. Particular attention will be afforded to Learners who have protected characteristics as defined by the Equality Act 2010.

Safeguarding Matters Relating to E-safety:

If a Learner has a concern about his/her own online safety, or is concerned about others' online safety, the matter should also be referred to these post-holders. This may result in disciplinary action and/or referrals to internal counselling services, the Police, Restorative Justice, Children and Adolescent Mental Health Service.

Throughout any investigation, all parties will be kept informed of the process and possible outcomes. The right to feel and be safe is communicated directly to Learners via the diary, posters etc.

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Promote commitment to safeguarding

CareSkills actively works with Local Safeguarding Children's Boards, the Police and other external organisations to promote all aspects of safeguarding. The Designated Safeguarding Lead will evaluate CareSkills's performance against its commitments set out in this policy and keep up to date with relevant legislation. Support will be given to all parties as appropriate to the allegations, the seriousness of the matter and the needs of the individual.

Prevent

As part of our Safeguarding activity, CareSkills has a responsibility to follow the UK government's Prevention of Radicalisation agenda. Prevent is one of the key elements of CONTEST, the Government's counter-terrorism strategy to reduce the risk from international terrorism, so that people can go about their lives freely and with confidence.

Prevent is the counter-terrorist programme which aims to stop people being drawn into terrorist-related activity. It is about tackling the factors that can cause people to become drawn into violent extremism and empowering individuals and communities to stand up to violent extremists. Prevent is not about singling out a particular group. It is about addressing the real threat to the security of this country and is delivered in partnership by a wide range of organisations including the police service.

Working closely with other organisations, our aim is to support local communities and institutions to challenge and reject the message of extremism. This extremism is not just from groups such as ISIS or Al-Qaeda, but from far right groups as well.

CareSkills aims to raise awareness among all employees, learners and employers to prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support. We have resources in place to help identify and provide support for people at risk of radicalisation, along with information to tackle the challenge of radicalisation on the internet.

Appendix 1

Recognition of Abuse or Neglect

Types of abuse:

Physical abuse
Emotional abuse
Sexual abuse
Neglect
Sexual exploitation

Possible signs of physical abuse:

Unexplained injuries or burns
Bruises to the face, back, stomach, arms, buttocks, ears and hands
Multiple bruises in clusters, multiple bruises of uniform shape
Cigarette burns, adult bite marks, scalds
Parents' refusal to discuss injuries
Untreated injuries or lingering illnesses not attended to
Admission of punishment which appears excessive
Shrinking from physical contact
Fear of returning home or of parents being contacted
Fear of undressing
Fear of medical help
Aggression or bullying
Overly-compliant behaviour or a watchful attitude
Significant changes in behaviour without explanation
Unexplained pattern of absences which may serve to hide bruises

Possible signs of emotional abuse:

Continual self-depreciation
Fear of new situations
Inappropriate emotional responses to painful situations
Self-harm or mutilation
Compulsive stealing or scrounging
Drug or solvent abuse
'Neurotic' behaviour – obsessive rocking, thumb-sucking etc.
Air of detachment – don't care attitude
Social isolation – does not join in and has few friends
Desperate attention-seeking behaviour
Eating problems, including over-eating and lack of appetite
Depression, withdrawal
Sudden speech disorders

Possible signs of sexual abuse:

Bruises, scratches, burns or bite marks on the body
Scratches, abrasions or persistent infections in the anal or genital regions
Sexual awareness inappropriate to the age
Frequent public masturbation
Attempts to teach others about sexual activity
Refusing to stay with certain people or go to certain places
Aggressiveness, anger, anxiety, tearfulness
Withdrawal from friends
Fear of being left with a specific person or group of people
Eating problems such as over eating or anorexia
Suddenly having unexplained sources of money

Possible signs of neglect:

Constant hunger, tiredness
Poor personal hygiene
Inappropriate clothing
Frequent lateness or non-attendance
Untreated medical problems
Low self-esteem
Poor social relationships
Compulsive stealing or scrounging

Possible signs of sexual exploitation:

Noticeable changes in behaviour - becoming secretive, defensive or aggressive when asked about their personal life
Wearing inappropriate clothing that is too adult or revealing for their age
Going places that you know they cannot afford
Suddenly acquiring expensive gifts such as mobile phones, jewellery – even drugs – and not being able to explain how they came by them
Repeated truanting
Getting into trouble with the police
Bruises, marks on the body, sexually-transmitted diseases, pregnancy, drug and alcohol abuse or self-harm

Appendix 2

Extremism

Involves holding views which are considered by equals, peers and society as being beyond collective norms and at odds with core beliefs of the whole. Extremism can relate to a number of different subjects from gender relations to politics, and does not necessarily result in violence. In a national context in the UK, extremist views may include those which are directly opposed to values such as democracy, mutual tolerance, individual liberty and the rule of law.

Violent extremism

Related to terrorism, which is 'at the extreme end of an extreme position, using fear and violence to achieve political ends. It describes the attitudes, beliefs and actions that condone violence as a means of political end. This includes views that:

- Foment, justify or glorify terrorist violence in furtherance of particular beliefs
- Seek to provoke others to terrorist acts
- Foment other serious criminal activity or seek to provoke others to serious criminal acts
- Foster hatred intended to cause violence between communities in the UK

Radicalisation

Process by which people adopt an extreme position in terms of politics and religion; a violent extremist ideology; or move to violent action in support of their beliefs. The radicalisation process does not follow a single process or pathway and there are no specific stages or steps involved. Radicalisation is often a social process involving interaction with others, however, there are reported cases of individuals self-radicalising. The rate at which a person becomes radicalised can vary greatly. People may become radicalised rapidly, while for others it is a more gradual process. Some may start to become radicalised only to 'stop' at a certain point or continue to become radicalised later. Radicalisation doesn't necessarily result in violence being committed or even supported