


Safeguarding Children, Young People and Adults at Risk.

LSP Commitment, Policy & Procedure

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1. OUR COMMITMENT

Learning Skills Partnership (LSP) is committed to practices that protect children and vulnerable adults at risk from harm and creating a 'safer' learning environment that promotes well-being and security.

LSP will ensure that all staff and associates recognise and accept their responsibilities to develop awareness of the issues that may cause harm to children, young people or vulnerable adults at risk. We will ensure our staff and associates maintain their knowledge of safeguarding policies and procedures acting appropriately to address any safeguarding concerns. We expect all our partners/associates /contractors who work with us to share this commitment.

2. PRINCIPLES

The welfare of children, young people and vulnerable adults is everyone's responsibility, particularly when it comes to protecting them from abuse, neglect, exploitation and radicalisation. Our programmes provide an excellent opportunity for participants to learn new skills, grow in confidence and maximise their potential. LSP recognises that members of staff, associates and learners have an important role to play

Local authority, social care services and the police have the primary responsibility in the areas of safeguarding children, young people and vulnerable adults including their protection from harm and exploitation. The Children Act 2004 places a duty on local authorities to take steps to protect children in appropriate circumstances and gives certain powers to the police so that they can act to protect children, young people and vulnerable adults.

The protection of Freedom Act 2012 provides the legal framework for Safeguarding Adults at Risk, including the Disclosure and Barring Service. The Children's Act of 1989 defines a child or young person as a person under the age of 18. In the publication "Working Together Under the Children Act 1989" (HMSO 1991) para 4.39 p22 states "Schools and Further Education Colleges have a role in preventing abuse not only by adopting sound policies and procedures on the management of situations where there is suspected abuse, but also through the curriculum." Further, there is a requirement that staff should be aware of the need to alert social care, the NSPCC or the Police where they believe a child has suffered significant harm or is at risk of significant harm. At all times it is the welfare of the child or adult at risk that is paramount.

This policy is based on the following principles:

- The welfare of children, young people and adults at risk is the primary concern whatever their age, culture, disability, gender, language, racial origin, socio-economic status, religious belief and/or sexual identity.
- It is everyone's responsibility to report any concerns about abuse to the Designated Safeguarding Officer (DSL).
- All staff, partners and volunteers undertake appropriate safeguarding training and development on an annual basis.
- The DSL has participated in appropriate training which is updated every two years and/or after significant changes in legislation and guidance protocols.
- All incidents of alleged poor practice, misconduct and abuse will be taken seriously and responded to swiftly and appropriately. This may lead to an investigation of a possible criminal offence by the police, involvement of an appropriate social care

worker or an investigation of our provision and consideration of disciplinary action on staff or learners.

- All personal data will be processed in accordance with the requirements of the Data Protection Act 2018 and General Data Protection Regulation (GDPR).
- All appropriate staff and associates have appropriate Disclosure and Barring clearance (DBS) in line with 'Keeping children safe in education' Statutory guidance for schools and colleges, 2022.
- The DSL and senior management team remedy, without delay, any deficiencies or weaknesses regarding safeguarding arrangements.

3. DEFINITIONS

For the purposes of this policy children and young persons are any learners up to the age of 18 years and those whom are considered vulnerable.

An adult at risk is defined as a person aged 18 and over who may, amongst other indicators:

- Suffer from a mental illness
- Have a physical or sensory disability
- Have a learning difficulty
- Have a debilitating physical illness
- Be a substance abuser
- Be a carer
- Suffer discriminatory abuse on the grounds of race, culture, religion, gender, disability or sexual orientation
- Need community care services by reason of mental or other disability, age or illness
- Be unable to protect himself or herself against significant harm or serious exploitation

4. SCOPE

This policy applies to all LSP employees, associates, contractors, learners and clients of LSP as all have a role to play in safeguarding the welfare of children, young people and adults at risk. This policy is designed to include a clear and robust procedure to be followed in any engagement between LSP and children and/or adults at risk. This also includes virtual environments such as teleconferencing, video conferencing, websites, social networking, blogging etc.

All LSP staff are made aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another. Abuse is a form of maltreatment of a child and the following definitions have been taken from 'Keeping children safe in education' (2022):

Physical abuse

Is a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Sexual abuse

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing or

touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Emotional abuse

The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capacity as well as overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Neglect

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

[Specific forms of abuse and safeguarding issues \(Keeping Children Safe in Education, 2022, Annex A\)](#)

Click on the link below to access Keeping Children Safe in Education, 2022, update 1st September 2023: <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

- Child -on-child abuse
- Child sexual exploitation
- Child criminal exploitation: county lines
- Homelessness
- Mental health
- Cybercrime
- So-called 'honour-based' violence
- Domestic abuse
- Modern Slavery and the National Referral Mechanism
- Female genitalia mutilation (FGM)
- Forced Marriage
- Radicalisation
- Sexual violence and sexual harassment
- Bullying

[Prevent Policy](#)

[E safety Policy](#)

[Employee Handbook](#)

[Anti Bullying Policy](#)

[Alcohol and Substance Misuse Policy](#)

5. PURPOSE

The purpose of this policy is to provide advice for staff and associates on helping LSP to meet our commitment in ensuring that any child, young person or adult at risk receiving any training, advice or guidance through our services, is protected from all forms of abuse.

All staff and associates must adhere to the LSP Code of Behaviour to help embed the delivery of our policy commitment. We recognise that no guidance can be exhaustive, however, our policy is to ensure, so far as is possible, that all who work with us maintain a proper focus on safeguarding.

6. LSP SAFEGUARDING POLICY

In line with current legislation and best practice guidance, our fundamental belief is that young people and adults at risk have the right to make important decisions about their own lives and that protection of learner's welfare is paramount. Consequently, LSP will strive to ensure that Safeguarding issues take priority in relation to any other policies/ procedures.

This policy and procedure will address the following situations:

- Allegations are made or suspicions/concerns arise that a learner under 18, or an adult at risk is or may be being abused.
- Allegations are made or suspicions/concerns arise related to a member of staff abusing a learner under 18 or an adult at risk.
- A staff member of LSP is deemed to pose a threat to under 18s and/or an adult at risk.

LSP's commitment and response to its role in safeguarding the welfare of learners is:

- to work in accordance with the policies of the Local Safeguarding Boards (LSCBs), soon to transition to the new Child Safeguarding Practice Review Panel (see Working Together: transitional guidance, April 2019)
- to follow Safer Recruitment practice in accordance with Keeping Children Safe in Education, 2022, Part three, to deter, reject or identify people who might abuse children.
- To have in place a Designated Safeguarding Lead (DSL), who is a senior member of staff, that will take lead responsibility for safeguarding and child protection.
- To provide annual training and development to all members of staff, subcontractors and Governors to ensure that they are aware of safeguarding issues and the procedures that must be followed.
- To ensure all staff understand the welfare of a child is always everyone's responsibility and consider what is the best interests of the child, including their own responsibilities and how to report their concerns.
- To ensure staff are alert to the potential need for early help for a child or young person who is vulnerable to abuse
- To raise awareness and provide both support and guidance to all LSP learners in the

workplace.

- To make appropriate referrals of young people under 18 yrs. of age and adults at risk to Social Services or other appropriate agencies (Police or NSPCC) where there are concerns that the young person or an adult at risk is or may be being abused.
- to ensure that children, young people and adults at risk have the right of access to LSP employees and associates who will respect their confidences; and who will not judge, intervene and act, except in extreme circumstances, without their agreement.
- to ensure that confidentiality is maintained, and incidents will never be discussed within or outside LSP except on a strictly “need-to-know” basis. For example, it may be important to ensure that the tutor/IQA is aware that the learner may need support.
- to allow the young person/adult at risk to be heard and tell their story.
- to ensure that a written factual record of discussions (on Alert Form 1 & 2 – see Appendix 1 & 2) with the learner are evidenced as soon as possible of the key details regarding the allegations and the actions taken. The record should be factual and objective in terms of what is reported by the learner and not based on opinions, thoughts, or impressions.
- to ensure a record is kept, confidentially and centrally, in the LSP office, of all concerns, discussions and decisions where there are safeguarding concerns
- to recognise the challenges and difficulties young people/adults at risk with special educational needs have, by ensuring they are appropriately supported. For example, their physical or mental impairment (including communication difficulties) might mask possible abuse.

7. SAFE WORKING PRACTICE AND BEHAVIOUR

Staff and associates must respect the right to privacy of a child, young person or adult at risk and encourage them to feel comfortable enough to report attitudes or behaviour they do not like.

Our staff and associates are expected to act with discretion regarding their personal relationships. They should ensure their personal relationships do not affect their professional role within the organisation.

All staff and associates should be aware of the procedures for reporting concerns or incidents and should familiarise themselves with the contact details of the DSL. If a member of staff or associate finds themselves the subject of inappropriate affection or attention from a child, young person/adult at risk they should make others aware of this immediately.

If a member of staff or associate has any concerns relating to the welfare of a young person/adult at risk, be it concerns about actions or behaviour of another staff member or associate or concerns based on any conversation with the young person/adult at risk, particularly if an allegation is made, they should report this to the DSL.

Staff and associates should not share personal information inappropriately, including personal phone numbers and addresses, ensuring that activities that involve a single learner take place in a room which can be easily observed by others, or leave doors open. Home visits should not be undertaken.

Staff and associates should not start an investigation or question anyone after an allegation or concern has been raised. Staff or associates should just record the facts and report these to the DSL.

All staff and associates are to be aware of and adhere to the LSP Safeguarding Children and Adults at Risk Professional Code of Conduct which can be found in Appendix 3.

All staff and associates are also to be aware of the LSP document 'The 5 R's of Safeguarding' which is to be communicated during induction training.

8. REPORTING CONCERNS

All members of staff or associates working closely with children, young people and adults at risk should be alert to the possibilities of abuse. Any incidence or alleged incidence of abuse whatever the nature must be immediately reported to the DSL. In the event of this not being possible you should report your concerns directly to the Deputy DSL. In all case whoever receives your report should, without delay, having carefully recorded your testimony, pass the report to the DSL who will put in place preventative measures to stop any possible abuse from continuing and put in place actions to resolve the issue in the long term.

Please see 'What to do if you are Worried a Child is Being Abused – Advice for Practitioners'.

<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused-2>

9. RECORDING CONCERNS

When recording an alleged incidence of abuse, the record will be precise and use the words of the complainant. The record will use accurate quotation and, if appropriate, include factual observations about the physical and emotional state of the person sharing their concerns. The information will be recorded and stored securely, accessible only to those who need access as part of action taken to resolve a complaint or allegation. Recording must be completed on Alert Forms 1 and 2 which can be found in Appendices 1 and 2 of this policy.

This record must include: -

- Date
- Time
- Place where the alleged abuse or harm occurred
- Your name and the name(s) of any other person present
- Name of the complainant
- The nature of alleged abuse or harm
- Description of any injuries observed
- Account which has been given of the allegation
- Child/Adult at Risk name and course details
- Child/Adult at Risk address
- Child/Adult at Risk age
- Date and time of the observation or disclosure
- An objective and factual record of the observation or disclosure
- The exact words spoken by the child/Adult at risk (as near as possible)

Some children, young people and adults at risk with learning difficulties and/or disabilities may need additional support. This may take the form of a nominated carer or advocate being present at any interview to act as facilitator or in an advocacy role. It should not be assumed

that a child, young person and adult at risk with learning difficulties and/or disability is not capable of providing credible evidence. LSP will always respond in a positive manner to any legitimate requests for support from the appropriate person/agency.

Only the DSL can decide to refer a complaint or allegation, having gathered and examined all relevant testimony and information, to the appropriate Safeguarding Authority.

Designated Safeguarding Lead (DSL) Andy Hamer

andy.hamer@learningskillspartnership.com 07956 401104

Deputy Designated Safeguarding Lead Anika Anwari

anika.anwari@learningskillspartnership.com 07432 840511

10. ALLEGATIONS OF ABUSE AGAINST LSP STAFF

Allegations of abuse, or concerns raised against LSP staff or associates, will always be treated seriously. The allegation must be referred to the DSL who will follow the safeguarding procedure in the same way as for other safeguarding allegations, taking the appropriate steps to ensure the safety of the learner and any others who may be at risk. If the DSL is the accused, then this will revert to the Deputy DSL. Actions will be taken both to protect the learner and the accused member of staff, and these may include ensuring that the member of staff is not placed in a vulnerable situation while investigations take place.

11. LOW LEVEL CONCERNS

A low-level concern is any concern that an adult has acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work
- does not meet the allegations threshold or is not considered serious enough to refer to the local authority designated officer (LADO).

Examples of low-level concerns could include being.

- over friendly with children
- having favorites
- taking photographs of children on their mobile phone
- engaging with a child one-to-one in a secluded area or behind a closed door
- using inappropriate sexualised, intimidating, or offensive language

Position of Trust

- behaved in a way that has harmed a child, or may have harmed a child.
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children (consideration for any transferrable risk (e.g. incidents at home, in the community))

12. RESPONDING TO A DISCLOSURE/ALLEGATION OF ABUSE

If a learner informs you directly that they are concerned about someone's behaviour towards them, this is known as disclosure. The person receiving the disclosure should:

- Stay calm and listen carefully to what is said
- Find an appropriate early opportunity to explain that it is likely that the information will need to be shared with others – not promise to keep secrets
- Allow the individual to continue at his/her own pace
- Ask questions for clarification only and always avoid asking questions that suggest a particular answer
- Reassure the individual that they have done the right thing in telling you
- Tell them what you will do next and with whom the information will be shared. Tell them that you will be speaking to the person at LSP who is responsible for their protection and that they may contact the relevant Safeguarding Board if it is felt necessary and they will advise what we should do next.
- Record in writing what was said using the individual's own words as soon as possible – note date, time any names mentioned, to whom the information was given and ensure that the record is signed and dated. As soon as possible after the event transfer this information onto Alert Form 1 found in Appendix 1 of this policy.
- Contact the Designated Safeguarding Officer immediately and do not talk to other people about the incident. Others should only be made aware on a 'need to know' basis.
- If there are concerns about a DSL or staff, these should be reported to the Director.

Management of allegations against staff

- Reported immediately to the director.
- Member of staff relieved of any teaching duties whilst investigation takes place and re allocated non-teaching duties with no access to learner information.
- Investigation launched at director level, recorded, minuted and kept confidential. (See Safeguarding allegation against staff form)
- If it comes to light that a crime has been committed, then it is reported to the police.
- Please see whistle blowing policy.

13. COMMUNICATION

Our commitment and approach to Safeguarding is communicated to all staff and associates by managers during recruitment, at induction, annual training and frequent updates. The Safeguarding Policy should be read in conjunction with the policies detailed below: -

- Equality and Diversity
- Health and Safety
- Whistleblowing

14. SAFER RECRUITMENT

LSP fully regards the 'Keeping children safe in education' (2022) Part three: Safer recruitment guidance. LSP will ensure that all appropriate measures are applied in relation to everyone who works for them. Safer recruitment practice includes scrutinising applicants, verifying identity, academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and where appropriate a Disclosure and Barring check (DBS). (Please refer to Safe Recruitment Policy)

15. VETTING AND BARRING

LSP will treat all applications for positions from those who have a criminal record fairly and will not discriminate unfairly against the subjects of a DBS Disclosure or based on conviction or other information revealed. LSP will comply with the statutory requirements of the ISA's Vetting and Barring Scheme and will not offer a position to any individual who is barred from working with children and /or adults at risk or to an individual who has been reported to the DBS and is subject to an ongoing investigation by a DBS caseworker.

16. OUR COMMITMENT TO REVIEWING OUR SAFEGUARDING PRACTICES

LSP will work in partnership with local safeguarding partnerships and committees, to seek guidance on developing our safeguarding practices and dealing with allegations of harm that may have occurred at home or in other situations outside of our remit. All policies and practices are reviewed annually to ensure LSP has sound systems in place to minimise abuse of children, young people and adults at risk, and to act where abuse is suspected.

FURTHER INFORMATION WEBSITE HYPERLINKS AND DEFINITIONS OF ABUSE

- CSA - <https://www.csacentre.org.uk/knowledge-in-practice/practice-improvement/supporting-practice-in-tackling-child-sexual-abuse/>

- Faith Based abuse: National Action Plan - DfE advice
<https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief>
- Home Office (HO) - <https://www.gov.uk/guidance/domestic-abuse-how-to-get-help>
- Safeguarding Vulnerable Groups Act 2006
- NIACE Safer Practice, Safer Learning
- Hull Social Services Safeguarding Team, Brunswick House, Strand Close, Beverley Road, HULL, HU2 9DB. 01482 616092.

17. CHANGES TO THE POLICY

This policy will be monitored and reviewed annually to ensure that it meets the needs of the business and to ensure compliance with relevant legislation.

This Policy does not form part of the contract of employment.

(To be completed by the Alerter to record details of a disclosure by a child, young person or adult at risk)

Learning Skills Partnership (LSP) has a **Safeguarding Policy and a procedure** which explains what staff must do if abuse is suspected or identified. The Policy makes it clear that anyone who suspects abuse has a duty to report it so that the matter can be fully investigated and if necessary, appropriate steps taken to protect the learner. Any report of abuse will be taken seriously and investigated in a fair and thorough manner. If you have concerns or you think someone may be being abused, don't assume that someone else is doing something about the situation.

What is abuse?

Abuse is anything that harms another person, particularly when it is done by someone who is in a position of power or authority over the person and/or who is trusted by them.

Who can abuse?

We know abuse can happen and that it can happen anywhere. Abuse can be carried out by anyone such as family, friends, and neighbours, paid staff, carers, volunteers, other service users, tenants or strangers.

What types of abuse?

Abuse can take many forms and vary in severity.

- Physical abuse such as hitting, pushing, locking someone in a room
- Verbal abuse such as shouting, swearing
- Emotional abuse such as bullying, taunting or humiliating someone
- Sexual abuse such as inappropriate touching, forcing someone to take part in any sexual act against their will
- Financial abuse such as misusing, withholding or taking someone's money
- Neglect such as not providing necessary food, care or medicine
- Discrimination such as ill treatment due to the person's age, gender, disability or religious beliefs

If a vulnerable young person or adult makes a disclosure of abuse to you listen to them and offer necessary support and reassurance. Using the attached Alert Form, record accurately and in detail what they tell you. Avoid leading questions. You should also record what you observed, the nature of allegation, your own actions/response at the time, who was present at the time and the times and dates of the incident. It is important to avoid contaminating any evidence and if necessary, take steps to preserve evidence.

Record your concerns on LSP's online Alert Form which can be found on the Hub, all forms will be received by Kirsty Baggott the Designated Safeguarding Lead (DSL), Andy Hamer the Designated Safeguarding and Prevent Officer (DSL) and the Deputy DSL Anika Anwari.

Safeguarding Alert Form (online)

Safeguarding Alert form

1. Name of staff reporting concern

Enter your answer

2. Date

Enter your answer

3. Learner name

Enter your answer

4. Employer

Enter your answer

5. Learners DOB

Enter your answer

6. Details of concern, please describe the fully including date, names, reported allegations, behaviour injuries etc.

Enter your answer

7. Risk rating

High

Med

Low

[+ Add new](#)

On completion, this form will be sent to Kirsty Baggott the Designated Safeguarding Lead (DSL), Andy Hamer the Designated Safeguarding and Prevent Officer (DSL) and the Deputy DSL Anika Anwari.

Received by

Signature .

Date received

APPENDIX 2 Safeguarding Alert Form

To be completed by one of the Safeguarding Officers.

This document will then uploaded to the Safeguarding folder and password protected.

Action Taken

Date	Details of action taken	By whom

Contacts			
Name:	Name:	Name:	Name:
Relationship:	Relationship:	Relationship:	Relationship:
Tel:	Tel:	Tel:	Tel:
Email:	Email:	Email:	Email:

Referral made: No Yes

If yes, please give details

Name:

Signature: Date:/...../.....

USEFUL CONTACT NUMBERS:

Hull Safeguarding Adults Partnership Board: 01482 616092

Multi Agency Safeguarding Hub (MASH) on 01582 547653

Care Quality Commission: 03000 616161