



achieve more
TRAINING LTD

Safeguarding and Welfare

Policy and Procedure

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SECTION 1

1. INTRODUCTION

This policy outlines the responsibilities of Achieve More Training in reference to the safeguarding and promotion of wellbeing of all their learners.

Achieve More Training believes:

- that all learners have the right to be in a safe and caring environment, which includes the right to protection from all types of abuse
- learners have the right to expect adults in positions of responsibility to do everything possible to foster these rights

We believe therefore, that we have a duty of care to:

- learners who take part in any activity organised by Achieve More Training
- staff, including learner helpers who are asked to take part in any activities
- parents/carers of any child or young person or vulnerable adult that is a learner of Achieve More Training

The Wales Safeguarding Procedures build on the statutory guidance of the Social Services and Well-Being (Wales) Act 2014/2019 part 7 Safeguarding and specifically Working Together to Safeguard People volumes 1, 4, 5 and 6. The Procedures have been written to provide clear guidance and expectations for safeguarding both adults and children.

- Ensure that practitioners understand their role and responsibilities and know which organisation, team or practitioner has lead responsibility for safeguarding as well as the precise roles of everyone involved.
- Provide guidance to practitioners in contact with adults at risk of abuse and neglect enabling them to identify and address the adult's care, support and protection needs.
- Ensure practice is in accordance with the legislative requirements and expectations of the Social Services and Well-being (Wales) Act 2014 and the accompanying Working Together to Safeguard People guidance;
- Recognise the importance of engaging with the adult at risk, their family and carers throughout the safeguarding process provided this does not place the adult at further risk of harm.
- Promote positive outcomes by improving the daily lived experience of the adult at risk of abuse or neglect.
- Secure effective partnership working to meet the care, support and protection needs of the adult at risk of abuse or neglect.
- Facilitate assessments, plans and interventions that are person-centred and completed within the timescales set out in regulations and guidance.

- Enable managers and supervisors to guide and support staff to ensure adults at risk are protected from abuse and neglect.
- Draw on research and best practice to inform decision-making.
- Offer a framework enabling Regional Safeguarding Boards and agency managers to ensure practice is in accordance with statutory roles and responsibilities and legislative requirements and expectations.
- Enable Regional Safeguarding Boards and agency managers to evaluate the quality of local safeguarding practice and provide a vehicle to facilitate local co-ordination and challenge.

Wales Safeguarding Procedures 2019. The Wales Safeguarding Procedures will standardise practice across Wales and between agencies and sectors. The procedures will set out the essential roles and responsibilities for anyone working with children or adults who are experiencing, or at risk of, abuse, neglect or other kinds of harm. In doing so they will replace the current All Wales Child Protection Procedures as well as various local safeguarding procedures for adults and other central guidance previously issued by Welsh Government.

Social services and well-being (Wales) Act 2014 and well being of future generations Act 2015:

- Ensures the effectiveness of work and protection to promote the Welfare of Children and Young people.
- Encourage partnerships between agencies and creating more accountability.

All Wales Practices Guides and keeping learners safe 283/2022: The purpose of this guidance is to help all education settings ensure they have effective safeguarding systems in place.

Everyone working in education is responsible for keeping learners safe by:

- creating and maintaining a safe learning environment for all
- identifying child/young person's well-being concerns and taking action to address them, where appropriate, in partnership with other agencies
- developing children's/young people's understanding, awareness and resilience through the curriculum.

Achieving this objective requires systems designed to:

- prevent unsuitable people from working with children
- promote safe practice and challenge poor and unsafe practice
- identify instances in which there are grounds for concern about a child's/young person's well-being, and initiate or take appropriate action to keep them safe
- contribute to effective partnership working and communication between all those involved with providing services for children/young people and families
- promote and protect children and young people' rights.

2. DEFINITIONS

Child – a learner who is under 18 years of age

Adult at Risk – anyone over 18 years of age who is experiencing or is at risk of abuse or neglect and has needs for care and support (whether or not the authority is meeting any of those needs), and as a result of those needs is unable to protect himself or herself against the abuse or neglect or the risk of it. (S 126 of the Social Services and Well-being Act 2014)

Staff - any member of Achieve More Training staff employed to assist and deliver with a particular activity

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Event - any activity organised by Achieve More Training where we are primarily responsible for the delivery. Examples include Community Projects, Mentoring, etc.

For ease during this document, the term learner will be used to describe both children and adults.

All Wales Safeguarding Glossary: [Social care Wales \(safeguarding.wales\)](https://www.safeguarding.wales/)

3. SAFEGUARDING POLICY STATEMENT

Achieve More Training is committed to safeguarding and promoting the welfare of all learners and expect all staff and volunteers to share this commitment. As a result, Achieve More Training, has done the following to meet the company ethos as described above:

- Designed a full and detailed Safeguarding Policy and Procedural Guide that covers all areas of our responsibilities, procedures and duties of care
- Ensured properly trained staff are in place, all of whom have passed an enhanced check by the Disclosure and baring service
- All staff are aware of their responsibilities regarding safeguarding
- All relevant staff will agree to a code of behaviour when around learners
- All learners who are on placement and or volunteering/helping with Achieve More Training organised events, are aware of their responsibilities regarding safeguarding
- Achieve More Training has a “zero tolerance” policy to all forms of abuse, intimidation, bullying (physical or emotional), racist and sexist behaviour
- Achieve More Training will immediately inform the Police in the event that illegal substances are discovered, e.g., drugs, weapons, etc.
- Whilst respecting privacy and data protection, Achieve More Training cannot promise confidentiality in all circumstances. If we discover anything that we believe parents/careers/social care/other agencies should be informed of we will do so, believing it to be in the best interests of the learner
- We are obliged to share confidential information without authorisation from the person who provided it, or to whom it relates, if it is in the interest of safeguarding. Our procedure is based on the General Data Protection Regulation (GDPR) 2018.

Achieve More Training will continue to strive to ensure:

- That they provide a safe environment for learners and staff
- That all learners who are suffering, or who are at risk of suffering, significant harm are identified and supported as per the company policies and procedures
- That learners who require additional support from outside agencies are identified as per Early Help requirements and appropriate action is taken
- All external referrals are completed and/or monitored by the Safeguarding Lead or Deputy Safeguarding Lead
- That all allegations of abuse against members of staff are dealt with appropriately as per local procedures and outlined in company policies and procedures
- Safe recruitment of staff in compliance with relevant legislation
- All staff will receive training regarding safeguarding and will complete a company induction to include policies and procedures relating to safeguarding
- All staff receive regular safeguarding updates via training sessions, emails and meetings
- All employers or subcontractors are made aware of Achieve More Trainings expectations regarding safeguarding learners

4. LEGAL FRAMEWORK

This policy is developed as per the following legislation and guidance:

All Wales practices guides and Keeping learners safe 283/2022

Wales Safeguarding procedures 2019, The Procedures have been written to provide clear guidance and expectations for safeguarding both adults and children.

The Children Act 1989, is the principal piece of legislation which makes provision about the safeguarding and promotion of the welfare of children.

The Children Act 2004, builds on and strengthens the framework set out in the Children Act 1989 in a number of ways. There are a number of provisions in the Children Act 2004 which relate directly or indirectly to agencies' responsibilities to safeguard and promote the welfare of children

The Education Act 2002, schools/colleges must "make arrangements to safeguard and promote the welfare of children". To provide a safe and welcoming environment where young people are respected and valued.

The Education Act 2011

The Counter-Terrorism and Security Act 2015, places a duty of care on schools/colleges to prevent people being drawn into terrorism as part of their safeguarding duties.

The Prevent Agenda, it is a UK-wide strategy that aims to stop people becoming terrorists or supporting terrorism.

Safeguarding Vulnerable Groups Act 2006, provides the legislative framework for the Vetting and Barring Scheme.

Keeping Children Safe in Education 2021, statutory guidance that schools and colleges, must have with regard to carrying out their duties to safeguard and promote the welfare of children.

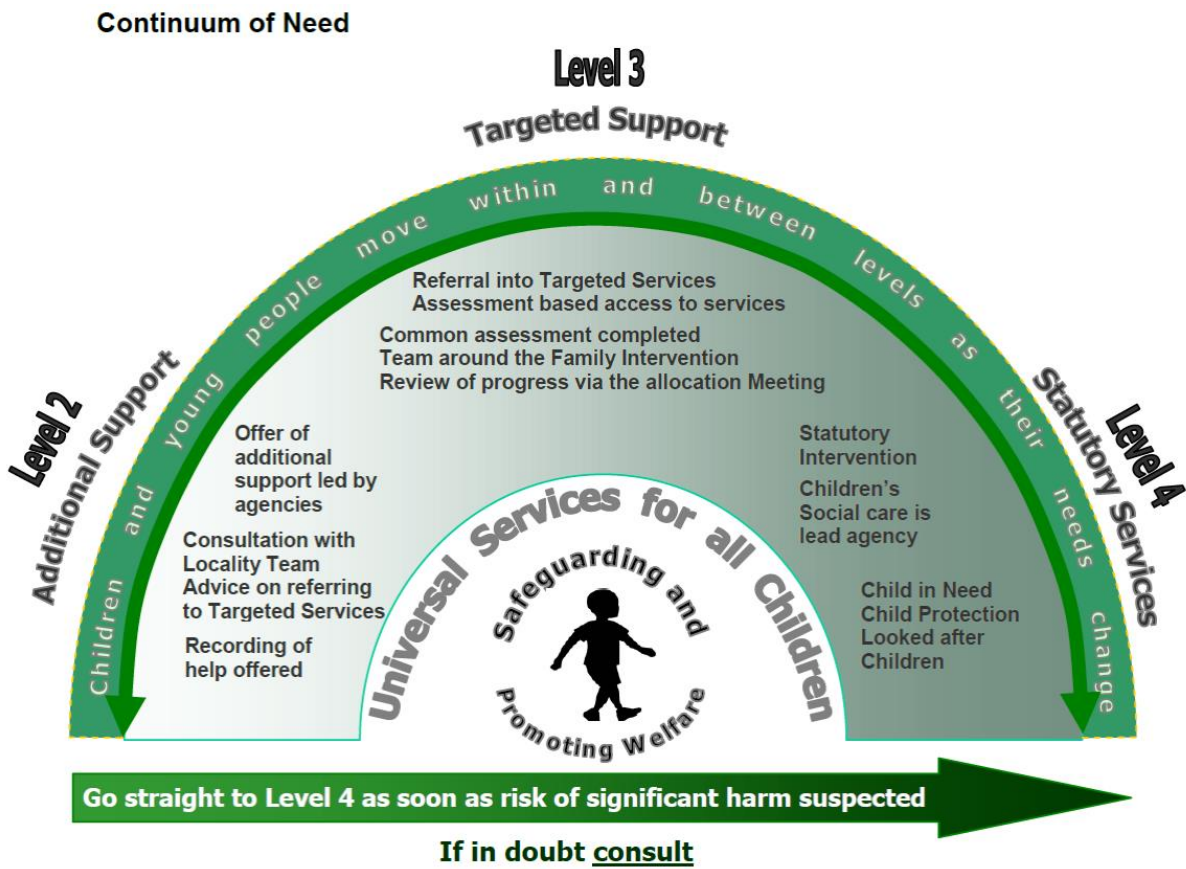
Help Children Achieve More (formerly Every Child Matters)

Social Services Well-being Act 2014, The Act provides the legal framework for improving the well-being of people who need care and support.

Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings 2015

SECTION 2

1. THRESHOLDS OF NEED FOR CHILDREN AND YOUNG PEOPLE:



Level 1 – Universal Services: These are children and young people who make good overall progress in all areas of development. All children and young people are entitled to receive support from these services which are available to everyone, irrespective of their needs. This includes GP’s, health visitors and school nurses, schools, youth service, leisure and play facilities and housing.

Level 2 – Additional Support: Some children/young people require support beyond that provided by their families and universal services. Their life chances would be improved with effective, single agency support. Any practitioner working with a child/young person, or their family may identify, in the presentation or behaviour of a child/young person, that they have additional needs, which could be met by a single agency or service. The thresholds of need will help determine whether or not the child’s needs can be addressed within one’s own agency or from other services. If these needs can be met in a co-ordinated manner by the single agency service, there is no need to do anything else. Informal or formal consultation may help at this point.

Level 3 – Targeted Support: Some children/young people will have more complex needs. Their life chances will be almost certainly improved by effective multi-agency support. If a practitioner believes that a multi-agency response may be required, and appropriate consent has been given, he/she should complete a referral to Targeted Services. This referral should focus on the strengths as well as the areas in which families need to make changes. The referral should be discussed with child, young person and/or their parent/carer and consent obtained in respect of both the referral and information sharing. The referral will be considered by multi agency

managers at a Locality meeting and the most appropriate lead professional will be identified, to carry out the family assessment.

Level 4 – Statutory Services (Section 17, Child in Need, Section 47, Looked After Children). Where a child is at risk of significant harm or has experienced significant harm a referral must be made to Social Care without delay.

Upon making a referral, Social services will require the following:

- Full details about the child and their circumstances
- Clear details on what concerns you have about the child
- Whether or not the family are aware that you have contacted Social services
- A multi-agency referral form following the conversation

2. ABUSE AND ADULTS

Abuse towards adults can take place in a variety of settings such as, a person's own home or in the workplace. Unfortunately, those being abused are often the least likely to bring the situation to anyone's attention.

Abuse towards adults may look like:

1. physical – hitting, slapping, pushing or physically restraining, or the mismanagement of medication
2. emotional or psychological – shouting and swearing to make a person afraid
3. sexual – unwanted touching, kissing or sexual intercourse . Sexual Harassment- When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of educational setting. Sexual Exploitation- involves an individual or group of adults taking advantage of the vulnerability of an individual or young people, and victims can be any gender.
4. financial – money or belongings taken under pressure or stolen
5. neglectful – not being properly cared for, mismanaging medication or being denied privacy, choice or social contact
6. discriminatory – suffering abuse or neglect on the grounds of religion, culture, gender, sexuality or disability
7. Peer on peer abuse - physical and sexual abuse, sexual harassment and violence, emotional harm, on and offline bullying, relationship abuse. Sexual Exploitation involves an individual or group of adults taking advantage of the vulnerability of an individual or young people, and victims can be any gender. Young people are often unwittingly drawn into sexual exploitation through the offer of friendship and care, gifts, drugs and alcohol, and sometimes accommodation.
8. Online safety- being exposed to illegal, inappropriate, or harmful content, for example: pornography, fake news, racism, self-harm, suicide, anti-Semitism, radicalisation, and extremism.

3. CHILD/ADULT CONCERN AND DISCLOSURES

Concern: When you have seen or heard something that concerns you. For example, a learner appears unusually tired recently, self-harm marks or a colleague has given learners their personal contact details. Recognising concerns and reporting them is vital for early help.

If you have a concern about a learner or staff member:

- Make notes including the date, time, and your observations
- Speak to the Safeguarding Lead or Deputy Safeguarding Lead for advice if necessary
- Ensure all concerns are recorded via email by contacting the Designated Safeguarding Lead and Deputy Safeguarding Lead using the Logging a Concern form
- Actions may include -
 - continue to monitor the situation and keep the Safeguarding Lead up to date
 - speak to the learner or their parent/carer regarding your concerns
 - other recorded information may mean a referral to social care or another agency may be required
 - liaison with other educational providers if relevant

Disclosure: When a learner or staff member tells you that something has happened or might happen to themselves or someone else that is unsafe or distressing.

If a learner discloses that he or she has been abused in some way you should follow this guidance:

- Listen to what is being said without displaying shock or disbelief
- Only ask questions when necessary to clarify, eg. Who, what, where, when
- Allow the learner to talk freely – do not lead or put words in the learner’s mouth
- Reassure the learner that what has happened is not his or her fault
- Do not make promises that you may not be able to keep
- Do not promise confidentiality – it may be necessary to refer the learner to MASH or other agencies.
- Do not criticise the alleged perpetrator
- Do not comfort the person physically or ask to see any physical signs, especially if this means moving or removing clothing
- Record the details using the learner’s own words, even if this means using unsavory language
- Read the information back to them to ensure your recording is accurate
- You do not have to provide a copy of this record to the learner; they can access this through other means at a later time
- If required, include a separate statement of your professional judgement, any changes in behaviour you have witnessed and/or your opinion so long as you make sure these are clearly identified as opinion
- Explain what has to be done next and who has to be told
- Inform the Safeguarding Lead without delay

Consider seeking support for yourself and discuss this with the Safeguarding Lead.

Duty to report

For the purposes of this guidance a duty to report to the local authority will be taken to mean a referral to social services who, alongside the police, have statutory powers to investigate suspected abuse or neglect. Concerns about abuse and neglect may be present when a child or adult at risk is already known to Social Services. Do not presume because they are known that there is no need to report. Always report.

Designated Safeguarding Person

Is the identified person within the organisation who is available to discuss safeguarding concerns. They should be consulted as to whether to raise a safeguarding concern with the local authority, will manage any immediate actions required to ensure the individual at risk is safe from abuse. All practitioners should know who to contact in their agency for advice and they should not hesitate to discuss their concerns no matter how insignificant they may appear.

Further detail on the responsibilities of the DSP outlined in the Keeping Learners Safe Legislation can be found [Here](#) Pages 18- 20, bullet points 2.15 – 2.29.

4. ROLES AND RESPONSIBILITIES:

Tabled below are the company safeguarding staff and contact details:

Name	Safeguarding Role	Telephone	Email
Angela Williams	Safeguarding Champion & Designated Safeguarding Person Matters relating to learners, staff and processes.	07841643980 01745 797797	Angela@achievemoretraining.com
Nikki Ellis	Deputy Safeguarding Person Matters relating to learners, staff and processes. Holds safeguarding lead in absence of safeguarding lead.	07824504055 01745 797797	Nikki@achievemoretraining.com
Joe Havey	Representative at the Board of Directors for Safeguarding and matters concerning the Safeguarding Lead or other staff in the Manager's absence.	07746681146 01745 797797	joe@achievemoretraining.com
Maxine Thomas	Designated Lead Safeguarding Officer Pembrokeshire College	07813546 695	safe@pembrokeshire.ac.uk
Phillip Jones	Designated Lead Safeguarding Officer and Prevent single point of contact, GLLM	07580181729	philipjones@gllm.ac.uk
Martin Craven	Designated Lead Safeguarding Officer NWT	07435720896	martin@NWTraining.co.uk

5. DUTIES OF THE DESIGNATED SAFEGUARDING PERSON RECEIVING DISCLOSURE

- Where possible, formal referrals will be done through the Designated Safeguarding Lead (DSL)
- The DSL should request written details from the referrer as soon as possible after the initial contact and check that enough detail has been provided for a formal referral if required
- Local requirements for referral are to be checked with the Local Safeguarding Board from the area that the learner lives
- If the DSL decides that they must refer the disclosure, s/he should contact social care duty team (eg. MASH) and/or the Police. The date and time of the contact, the duty officer's name and any case no./reference should be recorded
- The learner and referring staff member/manager should know of the action being taken and the reasons for this decision before the appropriate agency is informed, unless doing so would place the learner at greater risk
- The DSL should ensure that all written records relating to the incident are kept in the learner's safeguarding file
- If the learner is linked to another provider, then the Designated Safeguarding Lead there must be informed of the concerns or disclosure as soon as possible, unless this will increase the risk to the learner
- In the case where the disclosure or concern is made by a learner against a member of staff, the DSL should follow the procedure outlined within the Staff Allegations policy
- In the case where the disclosure or concern is made by a learner against another learner the DSL will need to consider if the Learner Behaviour Policy needs to also be instigated and liaise with the relevant programme manager. Advice will be sought from social care and/or the Police if appropriate and will take appropriate action to ensure the safety and welfare of all learners involved.

SECTION 3

1. THE PREVENT DUTY

Achieve More Training is committed to providing a secure environment for learners and staff where people feel safe and are kept safe. It is recognised that extremism and exposure to extremist materials and influences can lead to poor outcomes for learners. It is further acknowledged that if we fail to challenge extremist views, we are failing to protect our learners from potential harm. As such, the Prevent agenda will be addressed as a safeguarding concern.

Achieve More Training has adopted the Prevent Duty in accordance with legislative requirements. However, it will endeavour to incorporate the relevant duties so as not to:

- a) Stifle legitimate discussions, debate or learner engagement activities in the local communities;
- or
- b) Stereotype, label or single out individuals based on their origins, ethnicity, faith and beliefs or any other characteristic protected under the Equality Act 2010.

2. BACKGROUND INFORMATION

Prevent is one of the four strands of the Government's counter terrorism strategy – CONTEST (2018). The UK currently faces a range of terrorist threats. Terrorist groups who pose a threat to the UK seek to radicalise and recruit people to their cause. Therefore, early intervention is at the heart of Prevent which aims to divert people away from being drawn into terrorist activity.

Prevent happens before any criminal activity takes place by recognising, supporting and protecting organisations and seeks to:

Creating professional, inclusive pathways in sport leisure and education - **Developing ambitious Leaders at every level** –
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- Respond to the ideological challenge of terrorism and aspects of extremism, and the threat we face from those who promote these views
- Provide practical help to prevent people from being drawn into terrorism and violent extremism and ensure they are given appropriate advice and support
- Work with a wide range of sectors where there are risks of radicalisation which needs to be addressed, including education, criminal justice, faith, the internet and health

3. DEFINITIONS

The following are commonly agreed definitions within the Prevent agenda:

- An **ideology** is a set of beliefs
- **Radicalisation** is the process by which a person comes to support terrorism and forms of extremism that may lead to terrorism
- **Safeguarding** is the process of protecting vulnerable people, whether from crime, other forms of abuse or from being drawn into terrorism related activity
- **Terrorism** is an action that endangers or causes serious violence, damage or disruption and is intended to influence the government or to intimidate the public and is made with the intention of advancing a political or religious ideology
- **Vulnerability** describes factors and characteristics associated with being susceptible to radicalisation
- **Extremism** is vocal or active opposition to **British Values**, including democracy, the rule of law, individual and mutual respect and tolerance of different faiths and beliefs

4. AIMS

As per the Prevent Duty requirements, Achieve More Training will ensure the following:

- There are clear and visible policies and procedures for managing whistle-blowing and complaints.
- Policies are in place for learners using IT equipment to research terrorism and counter terrorism in the course of their studies.
- A risk assessment of the physical management of the company's sites is in place, including policies and procedures for events held by staff, learners or visitors, and relationships with external bodies and community groups who may use premises, and/or work in partnership with the organisation
- Robust procedures are in place to ensure that sub-contractors are aware of the Prevent duty and not inadvertently funding extremist organisations
- If a risk is identified, staff notify the Safeguarding Lead and others as necessary and develop a Prevent action plan
- All staff undertake appropriate training and development
- That staff exemplify British values in their management, teaching and through general behaviours and the curriculum and pastoral care are also used to promote British values to learners
- There is a clear Prevent referral process which is in line with the safeguarding procedures

Leadership and Values

To create and maintain an ethos that upholds core values of shared responsibility and wellbeing for all learners, staff and visitors whilst promoting respect, equality and diversity and understanding.

This will be achieved through:

- Promoting core values of respect, equality and diversity, democratic society, learner voice and participation

- Building staff and learner understanding of the issues and confidence to deal with them through mandatory staff training, awareness campaigns and community engagement activities
- Deepening engagement with local communities

Teaching and Learning

To provide a curriculum that promotes British Values, knowledge, skills and understanding, to build the resilience of learners by undermining extremist ideology and supporting the learner voice.

This will be achieved through:

- Embedding British Values, equality, diversity and inclusion, wellbeing and community cohesion throughout the curriculum
- Promoting wider skills development such as, social and emotional aspects of learning
- A curriculum adapted to recognise local needs, challenge extremist narratives and promote universal rights
- Teaching, learner and assessment strategies that explore controversial issues in a way that promotes critical analysis and pro-social values
- Use of external programmes or groups to support learning while ensure that the input supports our values
- Encouraging learner voice

Learner Support

To ensure that staff take preventative and responsive steps.

This will be achieved through:

- Strong, effective and responsive learner welfare support
- Developing strong community links and being aware of what is happening in the locality
- Implementing anti-bullying strategies and challenging discriminatory behaviour
- Recognising factors that may increase risk to a learner, i.e. vulnerability, disadvantage or hardship, and implementing early risk management strategies
- Ensuring that learners and staff know how to access support in house and/or via partners
- Supporting learners with problem solving and repair of harm
- Supporting 'at risk' learners through safeguarding and crime prevention processes
- Working collaboratively to promote support for learners across all areas of Achieve More Training

5. ROLES AND RESPONSIBILITIES

Board of Directors

All of the Directors have a legal responsibility under the Prevent Duty to make sure they have undertaken training in the Prevent Duty. Additionally, they must ensure that:

- All staff have undertaken training in the Prevent Duty
- All staff are aware of when it is appropriate to refer concerns about learners or colleagues to the Designated Safeguarding Lead
- All staff exemplify British Values into their own values
- Policies and procedures to implement the Prevent Duty are in place and acted on where appropriate

Designated Safeguarding Lead

The Designated Safeguarding Lead is also the Prevent Lead with responsibility for ensuring that the Prevent Strategy is implemented across the company and that any concerns are shared with relevant organisations. The Safeguarding Lead also completes and reviews the company Prevent Self-Assessment and Risk Assessment.

Senior Leadership Meetings

These meetings are held monthly, and any concerns raised under the Prevent agenda or changes to the Duty that affect Achieve More Training are discussed.

All staff

All staff at Achieve More Training have a responsibility to:

- Create and support an ethos that upholds Achieve More Training mission, vision and values including British Values, to create an environment of respect, equality and diversity and inclusion
- Undertake Prevent training in order to have the skills to recognise those who may be vulnerable to radicalisation, involved in violent or non-violent extremism, and to know the appropriate action to take if they have concerns
- Report any concerns around extremism or radicalisation via the safeguarding reporting channels

6. MANAGING RISKS AND RESPONDING TO EVENTS

Achieve More Training will ensure that it monitors risks and is ready to deal appropriately with issues which arise through the following:

- Understanding the nature of threat from violent extremism and how this may impact directly and indirectly on the company
- Identifying, understanding and managing potential risks within from external influences
- Responding appropriately to events reported via local, national or international news that may impact on learners and communities
- Ensuring plans are in place to minimise the potential for acts of violent or non-violent extremism within premises used by the company
- Ensuring measures are in place to respond appropriately to a threat or incident within premises used by the company
- Continuously developing effective ICT security and responsible user policies. Ensuring compliance with related policies

SECTION 4

1. ALLEGATIONS TOWARDS STAFF

The majority of people who work within education act professionally and aim to provide a safe and supportive environment for learners. However, sometimes the behaviour of adults who work or volunteer with children and adults can result in allegations of harm being made against them. When an allegation is made against a member of staff, set procedures must be followed.

Staff who are subject to an allegation have the right to have their case dealt with fairly and to be kept informed of the progress. Suspension is not automatic; however it may be deemed appropriate in some cases to ensure learners are protected.

Safeguarding Lead. Allegations against the Safeguarding Lead are to be reported to the Safeguarding Representative to the board.

Concerns about safeguarding practices. Procedures from our whistleblowing policy will be followed. All members of staff should be able to raise concerns about conduct or practice within the setting, which is potentially illegal, corrupt, improper, unsafe or unethical, or which amounts to malpractice. They should be able to do so without fear of victimisation and with confidence that their concerns will be taken seriously and dealt

with properly.

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the safeguarding regime of the school or college and know that such concerns will be taken seriously by the senior leadership team. Any allegations towards staff in a position of trust all incidents must be recorded, regardless of whether the allegation is deemed to meet the safeguarding threshold or not. Note further detail of expectations is detailed in part 5 of Keeping Learners Safe

Appropriate whistleblowing procedures should be put in place for such concerns to be raised with the senior leadership team.

2. STAFF CONDUCT

Staff should always be aware of the needs of learners and be vigilant for any possible signs of abuse. Staff should also be aware that they are in a position of trust and must pass on any concerns, and record all information.

Meetings with individual learners should take place as openly as possible. If privacy is needed, the door should be left partly open and other staff present or informed of the meeting where possible.

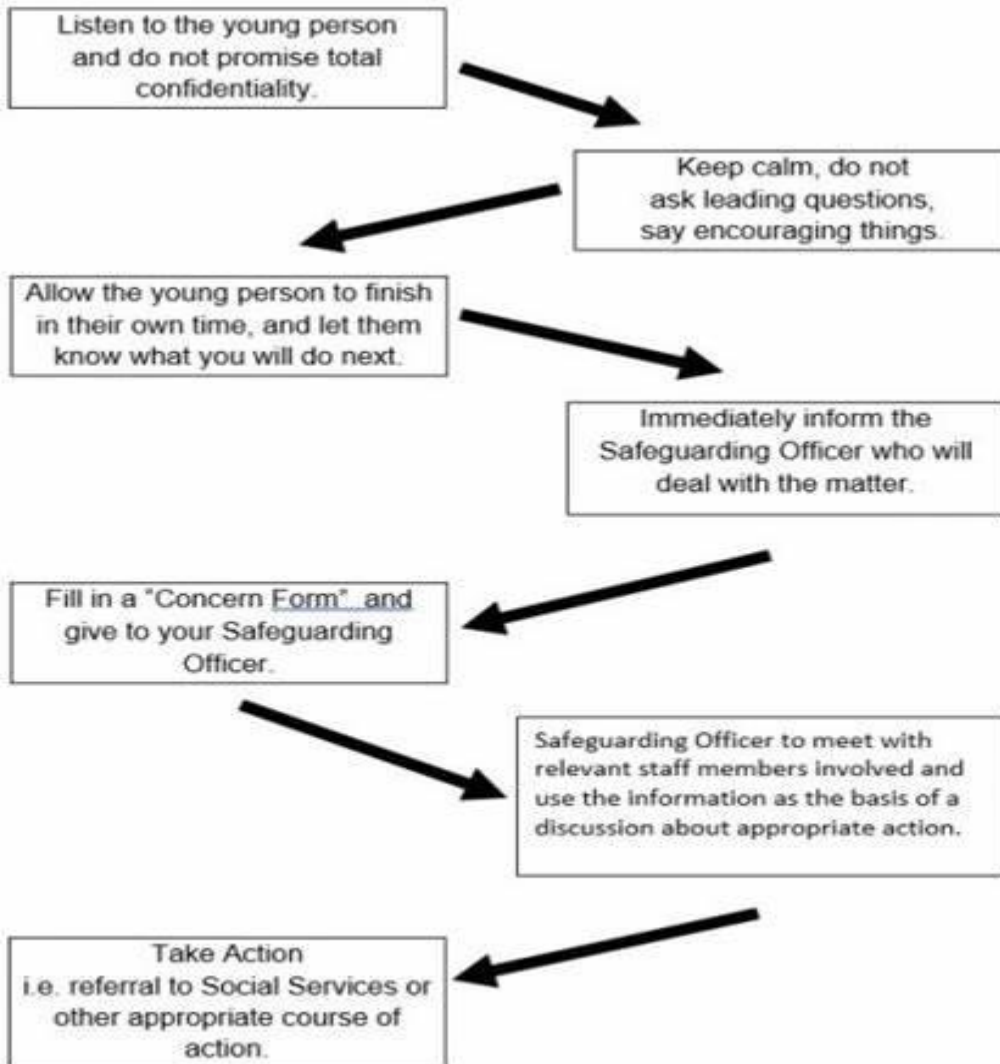
Staff should not have unnecessary physical contact with learners. There may be occasions when physical contact is unavoidable or positively desirable or necessary, such as providing comfort or reassurance, or for physical support. Contact may also take place during sports. Physical contact should, however, only take place with the consent of the learner and the purpose of the contact should be made clear.

Staff should not contact or meet with learners outside of organised activities.

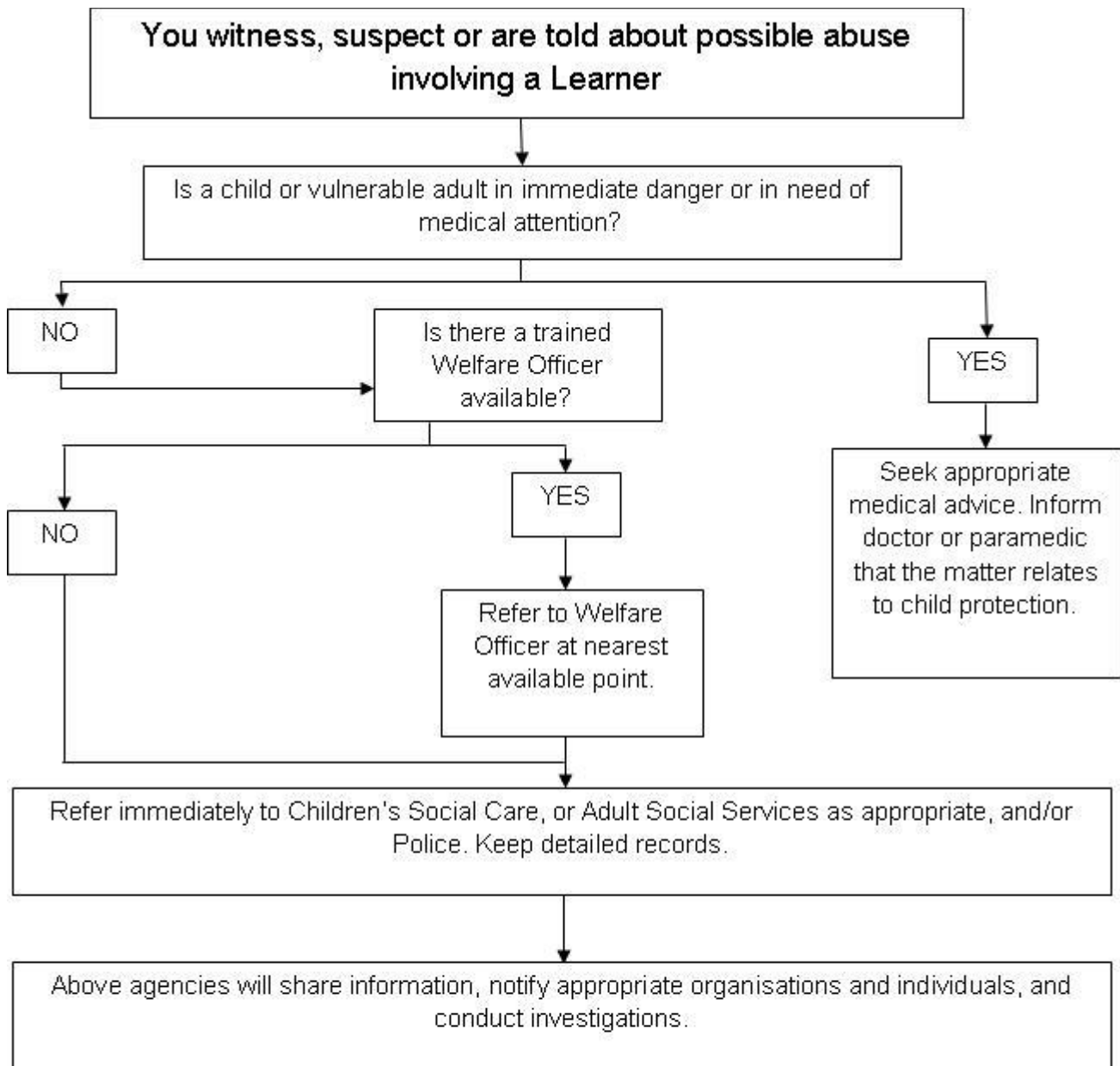
Staff should never:

- Engage in sexually provocative or rough physical games
- Allow learners to use inappropriate language unchallenged (e.g. racist, sexist or homophobic comments)
- Make sexually suggestive comments in front of, about, or to a learner, even in fun
- Let allegations made by a learner go without being addressed and recorded
- Deter learners from making allegations through fear of not being believed
- Jump to conclusions without checking facts
- Rely on their own good name to protect them (i.e. everyone regardless of position should adhere to these guidelines)

APPENDIX 1 - Safeguarding Concerns Flowchart



APPENDIX 2 - Managing Allegations Flowchart



APPENDIX 3

ABUSE & OTHER SPECIFIC SAFEGUARDING ISSUES

Abuse: maltreatment of a child or vulnerable adult. This may be from somebody inflicting harm or failing to act to prevent harm. This may be in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). Abuse can be peer on peer.

Physical abuse: may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Can also include fabrication of or induced illness by a parent or carer.

Emotional abuse: persistent emotional maltreatment of a child or vulnerable adult. Examples include, making someone feel worthless or unloved, not giving someone opportunity to express themselves or their views, having inappropriate expectations of a person's emotional capacity, seeing or hearing abuse on others and bullying (including cyber bullying). There is likely to be some form of emotional abuse apparent when other abuse is found.

Sexual abuse: forcing or enticing a child or vulnerable adult to take part in sexual activities, not necessarily involving a high level of violence, whether or not they are aware of what is happening. The activities may or may not involve physical contact, for example, forcing a child or vulnerable adult to watch sexual activities or online grooming. Sexual abuse is not solely perpetrated by adult males but also by females and peers.

Neglect: the persistent failure to meet a basic physical and/or psychological need, likely to result in the serious impairment of a child or vulnerable adult's health or development.

Financial abuse: acquiring money or property by deception or using other people's money contrary to their wishes or the best interests of the individual. This may include theft of money/possessions, encouraging people to spend money when they do not want to, misuse of benefits/allowances.

Psychological Abuse: the wilful infliction of mental suffering. The 'No Secrets' guidance defines psychological abuse, in relation to vulnerable adults, as emotional abuse and includes other factors such as, threats of harm, punishment or abandonment and isolation, withdrawal of basic rights and needs, humiliation and reminding them of their inadequacies and inabilities, verbal abuse including bullying, swearing or shouting, intimidation and coercion.

Homelessness: not having a home. A home is a place that provides security, privacy, and links to a community and support network. It needs to be decent and affordable. Under the law, even if someone has a roof over their head, they can still be homeless. This is because they may not have any right to stay where they live, or their home may be unsuitable to live in.

Hate Crime: a criminal offence motivated by prejudice based on the individual's disability, race, religion or belief, sexual orientation or transgender identity. Some examples include, name calling or drawing attention to a person's differences or disabilities, ethnic origin or cultural differences in negative ways. It can be a physical or non-physical.

Domestic Abuse: an incident of threatening behaviour, violence or abuse (psychological, physical, sexual, financial or emotional) between adults who are or have been intimate partners of family members regardless of gender or sexuality.

Female Genital Mutilation (FGM): all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. There is a statutory duty upon teaching staff to report to the police where they discover that FGM appears to have been carried out on a girl under 18.

Forced marriage: a forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (eg. if they have learning disabilities).

Honour-based violence: where a person is being punished by their family or community for actually or allegedly undermining what they believe to be the correct code of behaviour. By not conforming it may be perceived that the person may have brought shame or dishonor to the family.

Modern slavery: encompasses slavery, human trafficking, forced labour and domestic servitude.

Radicalisation: the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Child Sexual Exploitation: is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online.

Child Criminal Exploitation: Criminal exploitation of children and vulnerable adults is a geographically widespread form of harm that is a typical feature of county lines activity. County lines is the term for urban gangs supplying drugs to suburban areas and market and coastal towns using dedicated mobile phone lines or “deal lines”. Gangs use children and vulnerable people to move drugs and money.

Peer on Peer abuse: Peer-on-peer abuse is any form of physical, sexual, emotional, financial, and/or coercive control exercised between children and young people; this includes intimate and non-intimate relationships. Examples include (but are not limited to) bullying (online and offline), gender-based violence, sexual assaults and sexting.

Fabricated or Induced Illness: can include the parent/carer fabricating signs and symptoms of illness, falsification of hospital charts and records of specimens of bodily fluids as well as letters and documents or the induction of illness by a variety of means.

Private Fostering: when a child is cared for by someone other than their parent/carer due to a private arrangement, without the involvement of the local authority.

All Wales Safeguarding Glossary: [Social care Wales \(safeguarding.wales\)](https://www.safeguarding.wales/)

[Welcome - Everyone's Invited \(everyonesinvited.uk\)](https://www.everyonesinvited.uk/) Everyone invited is a safe place for survivors to share their stories completely anonymously. The act of sharing their story with everyone invited allows many survivors a sense of relief, catharsis, empowerment, and gives them a feeling of community and hope.

APPENDIX 4

LOGGING A CONCERN ABOUT A LEARNER'S SAFETY AND WELFARE

Please follow the link below to find the relevant Multi Agency Referral Form (MARF) for the specified area the concern relates to.

[North-Wales-Childrens-Services-Multi-agency-Referral-Form.pdf](#)
([northwalessafeguardingboard.wales](#))

[Pembrokeshire-children-and-adults-at-risk-multi-agency-referral-form-marf-supporting-information.docx](#) ([gov.wales](#))