

## Safeguarding policy

### Purpose

The Safeguarding and Child Protection policy is for all staff and students. It outlines AweSTEM Limited position on Safeguarding and clarifies the action to be taken to ensure that they meet their duties relating to protecting the safety and promoting the wellbeing of children and vulnerable adults; it signposts to related policies and additional guidance. The policy covers the arrangements for responding to Child Protection issues.

Safeguarding and Child Protection are about promoting the welfare of children is defined for the purposes of this guidance as: protecting children and vulnerable adults from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

### Background

In order to deliver AweSTEM Limited mission to provide talent for business, transforming lives through learning and stay true to our Learning Philosophy, colleges create a safe and secure environment in which learners are enabled to develop and flourish.

AweSTEM Limited has a legal duty to address Safeguarding and Child Protection. A number of pieces of legislation and guidance documents provide the legal and guidance framework within which we work. Ofsted, the inspection and regulatory body that covers the school and further education sectors, has a keen and growing focus on ensuring that providers discharge their duties relating to Safeguarding.

### Legal framework

This policy has been drawn up on the basis of law and guidance that seeks to protect children, namely:

- Children Act 1989
- United Convention of the Rights of the Child 1991
- Data Protection Act 1998
- Sexual Offences Act 2003
- Children Act 2004
- Protection of Freedoms Act 2012
- Relevant government guidance on safeguarding children

### Scope

This policy applies to all AweSTEM Limited staffs and children. Children refers to learners under the age of 18. A vulnerable adult is a person over 18 who is or may be in need of 2 community care services by reason of disability, age or illness; and is or may be unable to take care of unable to protect him or herself against significant harm or exploitation.

The policy applies to situations where a child or vulnerable adult is suffering significant harm, or is likely to do so, as action should be taken to protect that child. Action should also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk. AweSTEM Limited recognises that threats may originate from a range of different extremist groups. Any form of extremist ideology, radicalisation or terrorist activity is also covered by this policy.

### **Policy Statement**

AweSTEM Limited recognises its legal and moral duty to promote the wellbeing and development of all students and protect them from harm. For that reason, Safeguarding and Child Protection measures are integral to many aspects of the safe and supportive learning experience we strive to create.

While the whole learning community benefits from this holistic approach to Safeguarding, we take a rigorous stance on the protection of students who are identified in Safeguarding and Child Protection related legislation and statutory guidance, namely those who are under 18 or who are vulnerable adults.

### **ENVIRONMENT**

In relation to the environment we will:

- Provide a physical and emotional environment that is healthy, safe and secure, in which students can thrive;
- Ensure that all members of the communities are identifiable by the wearing of lanyards and identity badges appropriate to their role;
- Raise awareness of issues relating to Health and Safety within the organisation.

### **STAFF**

In relation to staff recruitment we will:

- Implement safe recruitment procedures when employing staff and maintain accurate records of these checks on a Single Central Record;
- Ensure every staff member has an enhanced DBS check;
- Implement the following verification for all recruits:
  - ✓ Identity;
  - ✓ Right to work in the UK;
  - ✓ Professional qualifications.
- Obtain references from previous employment;
- Ensure a risk assessment is completed for staff awaiting a DBS check with appropriate supervision outlined within the assessment (as outlined in the Safer Recruitment Policy);
- Comply with our legal duty to refer by following the ISA Referral Guidance 2010;

- Provide appropriate training to ensure members of staff are aware of the issues of Health and Safety and the procedures to follow.
- Ensure staff receive regular Safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings, to provide them with the relevant skills and knowledge to safeguarding children effectively).

In relation to recognising and responding to concerns all staff will:

- Adopt and apply safe working practices.
- Promote all aspects of Safeguarding to students so they know how to access support and advice.
- Be aware of and alert to signs and symptoms of abuse and know to whom they should report any concerns or suspicions;
- Be able to recognise when a student is not achieving their developmental potential, or when their physical or mental health is impaired;
- Be able to recognise when a student is displaying risky or harmful behaviour, or is being neglected or abused;
- Be able to recognise when a student or staff reported incident may be a Safeguarding or Child Protection concern;
- Refer concerns, even if in doubt, to a designated member of staff who will refer to the appropriate authorities, so that they can investigate and take action;
- Be advised to maintain an attitude of 'it could happen here' where Safeguarding or Child Protection is concerned;
- When concerned about the welfare of a child, always act in the interests of the child;
- Be aware of the expert sources of advice on the signs of abuse and neglect. Each area's Local Safeguarding Children Board (LSCB) should be able to advise on useful material, including training options;
- Be aware of and follow the procedure for reporting a Safeguarding incident and other Safeguarding related procedures and guidance;
- Work with social care, the police, health services and other services to promote the welfare of children and protect them from harm.

In relation to staff with a specific Safeguarding responsibility we will:

- Nominate a Designated Safeguarding Lead who will provide support to staff members to carry out their Safeguarding duties and who will liaise closely with other services such as Children's Social Care;
- Agree and publish clear roles and responsibilities;
- Ensure all designated staff attend Level 3 Advanced training provided by the local Safeguarding Children Boards
- Adopt a case management approach to the identification, assessment and support of students at risk of harm;
- Notify the appropriate agencies so that they can investigate and take any necessary action. It is not the responsibility of college staff to investigate suspected abuse; this is a matter for Social Services, the Police and/Multi Agency Safeguarding Hub;
- Apply agreed procedures when sharing information about a student.

In relation to concerns about other staff and Safeguarding procedures:

- Staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the college's Safeguarding regime. There are appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies, concerns can be raised with the group management team.
- Where a staff member feels unable to raise the issue with the group or feels that their genuine concerns are not being addressed, other whistleblowing channels are open with the Local Authority Designated Lead Officer.

## STUDENTS

In relation to teaching Safeguarding we will:

- Ensure that all students are taught about safeguarding, including online safety. All students receive a face to face Safeguarding induction in their first six weeks at college.
- All students will cover relevant issues through the tutorial wellness curriculum and events and enrichment opportunities.

In relation to students we will:

- Work with students to equip them with the knowledge needed to safeguard themselves and each other, including risks posed by peer on peer abuse. This includes activities within the tutorial programme that promote Safeguarding concerns and issues;
- Make students aware of Safeguarding support within the college or group on a continual and proactive basis through tutorials, events and promotional material;

Consult with students regarding issues relating to Health and Safety;

- Involve students in decision making by including them in strategic Safeguarding group meetings;
- Implement procedures for identifying and assessing the risk posed by any incoming students who may pose a threat to others;
- Use various methods of student engagement to regularly monitor students' perception of their safety;
- Consult students to identify the issues that they face;
- Liaise with feeder schools to ensure a smooth transition, with support, for applicants/new students;

## GOVERNORS

In relation to Governor responsibilities we will:

Ensure that governors comply with their duties under legislation. They have regard to this guidance to ensure that the policies, procedures and training in the colleges are effective and comply with the law at all times.

### THIRD PARTIES

In relation to the use of contractors we will:

- Ensure that any contractor, or any employee of the contractor, who is to work at the college has been subject to the appropriate level of DBS check;
- Not allow a contractor in respect of whom no checks have been obtained be allowed to work unsupervised, or engage in regulated activity;
- Check the identity of contractors and their staff on arrival.

In relation to visitors we will:

- Ensure all visitors sign in and out at main receptions;
- Ensure they wear a visitor lanyard at all times;
- Notify all visitors of Safeguarding procedures and supply them with an information card.

In relation to liaison and partnership with external parties we will:

- Work together with the Local Safeguarding Teams and other relevant agencies;
- Refer to appropriate agencies e.g. the Police, Social Services or Local Safeguarding Children Board, Local Authority Designated Officer as necessary;
- Inform the Education and Skills Funding Agency, via the CEO or Chair, if the organisation becomes subject of a Safeguarding enquiry.

### Initial complaint

- A member of staff suspecting or hearing a complaint of abuse:
- must listen carefully to the child/young person and keep an open mind. Staff should not take a decision as to whether or not the abuse has taken place;
- must not ask leading questions, that is, a question which suggests its own answer;
- must reassure the child/young person but not give a guarantee of absolute confidentiality. The member of staff should explain that they need to pass the information to a Senior Member of FTC who will ensure that the correct action is taken;
- must keep a sufficient written record of the conversation. The record should include the date, time and place of the conversation and the essence of what was said and done by whom and in whose presence. The record should be signed by the person making it and should use names, not initials. The record must be kept securely and handed to a Senior Member of the FTC team.

### Preserving evidence

All evidence, (for example, scribbled notes, mobile phones containing text messages, clothing, computers), must be safeguarded and preserved.

## Reporting

All suspicion or complaints of abuse must be reported to the Camp Director/Lead or if the complaint involves the Camp Director/Lead, you should report to a FTC Company Director.

## PREVENT

In relation to our responsibilities in line with the PREVENT agenda we will:

- Closely follow any locally agreed procedure as set out by the Home Office and Local Authority and/or Local Authority Safeguarding Children Board's agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation;
- Strive to eradicate the myths and assumptions that can lead to some young people becoming alienated and disempowered, especially where the narrow approaches young people may experience elsewhere may make it harder for them to challenge or question these radical influences. In our group this will be achieved by good teaching, primarily via tutorial and other personal development, behaviour and welfare topics throughout the curriculum; but also by adopting the methods outlined in the Government's guidance 'Teaching approaches that help build resilience to extremism among young people' DfE 2011 and promoting fundamental British values as part of every student's pathway programme;
- Ensure that all of our teaching approaches help our pupils build resilience to extremism and give pupils a positive sense of identity through the development of critical thinking skills;
- Ensure that all of our staff are equipped to recognise extremism and are skilled and confident enough to challenge it;

## Secure premises

AweSTEM Limited will take all practicable steps to ensure that the premises are as secure as circumstances permit. There may be occasions where the camp is held in premises that are open to the public. In this instance, camp instructors will ensure that children under their care are within eyesight at all times. A Camp Director/Lead will supervise regular trips to the toilet.

We are committed to reviewing our policy and good practice annually.

This policy was last reviewed on:

**14/07/2020**

Reviewed by:

*Gr. Sundari*

Sundari Ganapathy