



Reynolds

Training Services

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VERSION HISTORY				
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1.1	John Reynolds	November 2022	IT and Technology Statement Added / Logos Updated	Andrew Reynolds
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Approved by: John Reynolds
Position: Managing Director
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Approved by: Andrew Reynolds
Position: Centre Manager
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Policy Statement

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Reynolds Training Services Ltd ('Reynolds') are committed to safeguarding and promoting the welfare of children and vulnerable adults. 'Reynolds' expects all staff, associates, consultants' adult learners, apprentices and visitors to share this commitment.

All personnel (Management, Associates, and Consultants) accept and recognise their responsibility to provide an environment which promotes the safety of the learner at all times. To achieve this, we will:

- ❖ Develop an awareness of the issues which may lead to children/vulnerable adults being harmed.
- ❖ Include apprentices as part of the Risk Assessment Process.
- ❖ Complete specific "young persons" risk assessment.
- ❖ Create an open environment by identifying a 'Designated Person' (Karon Reynolds) to whom the children/vulnerable adults can turn to if they need to talk.
- ❖ Ensure all staff are aware of the 'Designated person' and the process of reporting concerns to them.
- ❖ Adopt appropriate teaching styles centered on the needs of the learner.
- ❖ Ensure careful recruitment, selection and management procedures. These procedures will include regular support & supervision is provided to staff.
- ❖ Ensure all staff have a regular DBS disclosure check and/or checks required by the ISA.
- ❖ Ensure complaints, grievance and disciplinary procedures are kept up to date.
- ❖ Share information about concerns with learners and parents the lead provider and others who need to know.
- ❖ Ensure good and safe working practices.
- ❖ Ensure all consultants and staff undertake annual refresher training in relation to Safeguarding and Prevent, and that this is recorded appropriately.
- ❖ Keep this policy and relative procedures under regular annual review.
- ❖ Have procedures relating specifically to bullying.
- ❖ Have documents available for parents and learners clearly outlining their rights and responsibilities.

Note

Adult learners attending short course programs (1-12 days per session) are unlikely to present any significant risk to our under 18-year-old learners. They are usually in separate rooms and have lunch and refreshment breaks independently of the main apprentice programme. When on site they will wear a lanyard identifying them as 'Reynolds' learners, we have also included Safeguarding and Prevent within the induction for adult learners.

Promotion of This Policy

This policy along with the Prevent Policy will be promoted in the following ways:

- ❖ Posters will be displayed at prominent points around the training facility, including:
 - Classrooms
 - Welfare facilities
 - Social areas
- ❖ Induction – key item for the induction of apprentices and all personnel
- ❖ Employers – Discussed with employers ensuring they are aware of core components of Safeguarding and Prevent and understand the reporting requirements both through ‘Reynolds’ and the Main Provider

Commitment

Commitment to this in relation to Safeguarding and Prevent is supported from Director level and throughout every level of the organisation.

It is a headline item in meetings between employers and Reynolds, as well as Provider Meetings at our base location where we are based with other apprenticeship providers, ensuring regular contact is maintained, it is:

- ❖ Led from the top of the supporting organisation & discussed as a headline item with the main provider pre-commencement and as part of our set-up process.
- ❖ Direct Liaison & discussion with all trainers & consultants.
- ❖ All employees and consultant trainers and assessors are committed to providing a safe training environment for all personnel.

IT and Technology

Technology forms an integral part of the wider world and we seek to embed this in all of its programmes. Effective and robust IT monitoring and filtering systems are in place to safeguard students while they are online and using our IT facilities. Staff remain vigilant at all times; they investigate and escalate matters when there are concerns about individuals or groups of students.

Training and Implementation

This policy and the Main Training providers requirements have been communicated fully to all employees and consultants; this is further underpinned by:

1. Access to online training and provision of additional documentation to support
2. Inclusion of Safeguarding and Prevent within the CPD requirements
3. Refresher sessions utilising this policy as a review document.

Key Terminology and Definitions

Abuse and Neglect

Abuse is the violation of an individual's human rights. It can be a single act or repeated acts. It can be physical, emotional or sexual. Abuse also includes acts of neglect or an omission to act. Vulnerable adults may also suffer additional types of abuse such as being manipulated financially or being discriminated against.

Physical Abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm.

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment such as to cause severe and persistent adverse effects on the child/vulnerable adults' emotional development.

- ❖ It may involve conveying to them 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/vulnerable adult 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 them. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing a child participating in normal social interaction.
- ❖ It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children/vulnerable adults frequently to feel frightened or in danger, or the exploitation or corruption of children/vulnerable adults.
- ❖ Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Sexual Abuse

Sexual abuse involves 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 the child/ vulnerable adult 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 and touching outside of clothing.

They may also include non-contact activities, such as involving children/ vulnerable adults in looking at, or in the production of, sexual images, watching sexual activities, encouraging children/ vulnerable adults to behave in sexually inappropriate ways, or grooming a child/ vulnerable adult in preparation for abuse (including via the internet).

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect

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

Neglect may occur during pregnancy 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.

This is not an exhaustive list and it must be recognised that it is not the role of staff to assess whether children or young people have suffered harm.

Staff do have a duty to report any concerns about harm in accordance with the Local Safeguarding Children Board, Guidelines and Procedures.

Local Safeguarding Children Boards (LSCBs)

The LSCBs are statutory bodies set up by local authorities. Every local area now has a LSCB. Their aim is to ensure that key agencies work together effectively to ensure that children are safeguarded properly.

Hull, East Riding, North East Lincolnshire and North Lincolnshire all have LSCBs.

Safeguarding and promoting the welfare of children are defined as:

- ❖ Protecting children from maltreatment.
- ❖ Preventing impairment of children's health or development;
- ❖ Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care;
- ❖ and undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully.

Child Protection

Child protection is a part of safeguarding and promoting welfare. This refers to the activity which is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

Effective child protection is essential to safeguard and promote the welfare of children. However, all agencies should aim to proactively safeguard and promote the welfare of children so that the need for action to protect children from harm is reduced

Children in Need

Children who are defined as 'in need', under section 17 of the Children Act 1989, are those whose vulnerability is such that they are unlikely to reach or maintain a satisfactory level of health or development, or their health or development will be significantly impaired, without the provision of services.

This includes those children with a disability. Local authorities have a duty to safeguard and promote the welfare of children in need.

Significant Harm

Some children are in need because they are suffering, or likely to suffer, significant harm. The concept of significant harm is the threshold that justifies compulsory intervention in family life in the best interests of the child, and gives the Local Authority a duty to make enquiries to decide whether they should take action to safeguard or promote the welfare of a child who is suffering, or likely to suffer, significant harm.

Recognition of Harm

The harm or possible harm of a child/vulnerable adult may come to your attention in a number of possible ways:

1. Information given by the child/vulnerable adult, his/ her friends, a family member or close associate.
2. The child/vulnerable adult's behaviour may become different from the usual, be significantly different from the behaviour of their peers, be bizarre or unusual or may involve 'acting out' a harmful situation in play.
3. An injury which arouses suspicion because;
 - a. It does not make sense when compared with the explanation given.
 - b. The explanations differ depending on who is giving them (e.g., differing explanations from the parent / carer and child).
 - c. The child/ vulnerable adult appears anxious and evasive when asked about the injury.
4. Suspicion being raised when a number of factors occur over time, for example, the child/ vulnerable adult fails to progress and thrive in contrast to his/her peers.
5. Contact with individuals who pose a 'risk to children' ('Guidance on Offences Against Children', Home Office Circular 16/2005). This replaces the term 'Schedule One Offender' and relates to an individual that that has been identified as presenting a risk or potential risk of harm to children. This can be someone who has been convicted of an offence listed in Schedule One of the Children and Young Person's Act 1933 (Sexual Offences Act 2003), or someone who has been identified as continuing to present a risk to children.
6. Substance misuse – the potential for a child/vulnerable adult to be harmed as a result of the excessive use of alcohol, illegal and controlled drugs, solvents or related substances may occur during a young person's life. The use of drugs or other substances by parents or carers does not in itself indicate child neglect or abuse, and there is no assumption that a child living in such circumstances will automatically be considered under the child protection procedures. It is important to assess how parental substance use impacts upon the children or young people in the family.
7. Mental Health – Mental illness in a parent or carer does not necessarily have an adverse effect on the child or young person but it is important to assess its implications for any children involved in the family. The adverse effects of parental mental illness on the child are less likely when parental problems are mild, last for a short period of time, are not associated with family disharmony, and where there is another parent or family member who can respond to the child's needs and offer protection. Where mental illness is accompanied by problem alcohol use, domestic violence or associated with poverty and social isolation, children are particularly vulnerable. The potential impact of a parental mental illness and the child's ability to cope with it is related to age, gender and individual personality.



8. Domestic Violence – The Home Office (2009) defines domestic violence as ‘Any incident of threatening behaviour, violence or abuse (psychological, physical, sexual, financial or emotional) between adults who are or have been intimate partners or family members, regardless of gender or sexuality’ (HM Government 2010: page 262, paragraph 9.17). Domestic violence affects both adults and children in the family. Children and young people can suffer directly and indirectly if they live in a household where there is domestic violence. It is likely to have a damaging effect on the health and development of children. The amendment made in section 120 of the Adoption and Children Act 2002 to the Children Act 1989 clarifies the meaning of harm to include, for example, impairment suffered from seeing or hearing the ill-treatment of another. This can include children witnessing violence in the home. Domestic violence has an impact in a number of ways:
 - a. It can pose a threat to the physical wellbeing of an unborn child, if a mother is kicked or punched.
 - b. Children may suffer injuries as a result of being caught up in violent episodes.
 - c. Children become distressed by witnessing the physical and emotional suffering of a parent.
 - d. The physical and psychological abuse suffered by the adult victim can have a negative impact upon their ability to look after their children.
 - e. The impact of domestic violence is exacerbated when the violence is combined with problematic alcohol or drug use.
 - f. People working with children should also be alert to the frequent inter-relationship between domestic violence and the abuse and neglect of children (Working Together, HM Government 2010: pages 262-265).
9. Bullying – This can be defined as deliberately hurtful behaviour, usually repeated over a period of time, where it is difficult for those bullied to defend themselves. It can take many forms, but the three main types are physical (e.g., hitting, kicking, theft), verbal (e.g., racist or homophobic remarks, threats, name calling) and emotional (e.g., isolating an individual from activities and social acceptance of their peer group). The damage inflicted by bullying (including bullying via the internet) can frequently be underestimated. Bullying can be through the use of electronic communication, e.g., text or social network sites, and is commonly known as cyber bullying. Bullying can cause considerable distress, to the extent that it can affect health and development and at the extreme significant harm.
10. Gang Activity – Children and young people who become involved in gangs are at risk of violent crime and as a result of this involvement are deemed vulnerable. Agencies and professionals have a responsibility to safeguard these children and young people and to prevent further harm both to the young person and other potential victims. Risks associated with gang activity include access to weapons (including firearms), retaliatory violence and territorial violence with other gangs. Other risks include increased likelihood of involvement in knife crime, sexual violence and substance misuse.

The guidance Safeguarding children and young people who may be affected by gang activity 2010(b) advises that agencies should follow the referral process in Working Together to Safeguard Children 2010 when they have concerns about a child’s safety and welfare. In relation to those children and young people who may be affected by gang activity concerns may be raised that a child or young person is:

- a. not involved in gangs but vulnerable to, or at risk of, becoming involved in a gang



- b. non-gang-involved and at risk of harm from gang members
- c. gang-involved and at risk of harm through their own gang-related activities