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## Policy Statement and Principles

### Policy Statement

The purpose of this policy is to take reasonable steps to promote and safeguard the welfare of any child, young person or vulnerable adult engaged in learning on any Appris programme / activity.

### Policy

Appris is committed to discharging its statutory and moral duty to support all learners. We are also committed to discharging any additional duties to promote and safeguard the welfare of all learners engaged in our activities.

The policy reflects the most up to date statutory guidance for schools and colleges (Keeping Children Safe in Education, September 2021).

### Principles of safeguarding

**Promote** – to actively promote the welfare of all learners and to take the necessary action to support Learners and staff to keep them safe whilst attending Appris, but also at home. This support will be promoted through notices around the Centre, Induction, Centre staff to ensure that all learners understand they are not alone and have a place to turn to when necessary.

**Prevent** – To provide a safe environment for all learners, visitors and staff.

**Protect** – To identify, support and report any learner who is suffering, or likely to suffer, significant harm, by neglect, physical injury, sexual abuse or emotional abuse, bullying, harassment or coercion in any form.

### What is Safeguarding?

To take all reasonable measures to ensure that risks of harm to children and young people’s welfare are minimised.

#### What is abuse?

- Physical
- Emotional
- Sexual
- Neglect
- Cyber
- Bullying – physical, psychological, homophobic, transphobic, racism, sexism.
- Radicalisation
- Modern slavery
- Discriminatory abuse
- Financial abuse
- Domestic abuse
- Female genital mutilation (FGM)
- Child exploitation

Abusers can be family, friends, strangers, Tutors/Advisor, from institutional or community setting.....anyone!

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## Children Who May Be Particularly Vulnerable

Some children may have an increased risk of abuse. It is important to understand that this increase in risk is due more to societal attitudes and assumptions, and child protection procedures that fail to acknowledge children's diverse circumstances, rather than the individual child's personality, impairment or circumstances. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur.

To ensure that all of our learners receive equal protection, we will give special consideration to children and young adults who are:

- disabled or have special educational needs.
- Young Carers.
- children who need a Social Worker.
- LGBT+ (lesbian gay bisexual transgender).
- do not have English as a first language.
- affected by domestic abuse.
- affected by substance misuse/drug use.
- affected by mental health issues including self-harm and eating disorders.
- at risk of gang and youth violence.
- living away from home.
- vulnerable to being bullied, or engaging in bullying including cyber, homophobic, racist etc.
- living in chaotic and unsupportive home situations.
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality.
- vulnerable to extremism or radicalisation.
- vulnerable to faith abuse.

This list provides examples of additional vulnerable groups and is not exhaustive.

## What is a disclosure?

To disclose - in the context of Child Protection, the term means to reveal or divulge information about having or being in danger of suffering from abuse or neglect. A disclosure may be made by the individual who is suffering from abuse or it may come from another party who the individual has trusted in.

## Signs and symptoms of abuse

- High absenteeism and or lateness
- Having older boyfriends and girlfriends
- Regularly missing lessons or not wanting to take part
- Appearing with unexplained gifts/new possessions
- Associating with other young people involved in exploitation
- Suffering from sexually transmitted infections and diseases
- Mood swings or changes in emotional wellbeing

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- Displaying inappropriate sexualised behaviour
- Drug and alcohol misuse
- Low attainment – lack of concentration
- Lack of confidence
- Low self esteem
- Strong feelings of inadequacy
- Inability to trust
- Problematic relationships with peers
- Low or over emotional control
- Panic attacks
- Depression
- Suicide attempts
- Self-harm
- Security seeking
- Physical harm
- Physical injuries which are unexplained or regular

This is not a definitive list, the signs and symptoms may present themselves in many ways

## Implementation

This policy aims to address any situation where concerns arise regarding the safeguarding of children, young people under the age of 18 years and vulnerable adults (hereafter referred to as ‘young people and vulnerable adults’).

To achieve our commitment Appris will:

- Have **designated safeguarding leads (DSL), Geraldine Wilson-Foat and Kenny Stoddart**. They can call on support from external Legal Specialists. The designated safeguarding lead will undertake the necessary training and any refresher training required to keep their knowledge and skills up to date.
- Engage with local specialist agencies / services e.g. Education Bradford, Child Protection Unit and Services to Children and Young People.
- Have representation at Board level of a designated safeguarding lead, currently **Gemma Taylor**.
- Provide appropriate awareness guidance to all members of staff to ensure that they know and understand the issue of safeguarding and procedures to be followed.
- Ensure that there are sound arrangements for appropriate checks on staff.
- Ensure that appropriate action is taken to exclude, refuse admission or employment to any individual who may pose a threat to Appris learners or other people that Appris come into regular contact with as a part of our business operations.
- Ensure that Appris systems and programme delivery provide the necessary protection for learners that do not compromise their health, safety and welfare.
- Refer to Services for Children and Young People or other appropriate agencies any learner that comes to our attention as being at risk of being abused.
- Regard inappropriate relationships (whether physical or emotional) as an abuse of trust between staff and learners and will be treated as totally unacceptable, a breach of trust and contract of employment.
- Ensure that learners have the right of access to trained designated safeguarding lead that will respect; and will not judge, intervene or act, except in necessary circumstances, without the person’s agreement.
- Ensure the learner is offered all possible support.

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- Recognise Appris' duty of care and that the learner's welfare must be paramount. Hence, in extreme circumstances, it may be necessary to breach a person's confidentiality to protect them from harm. Learners must be informed of this position.
- Ensure that in situations where abuse of a learner is alleged or suspected Appris will take account of advice from specialist agencies on circumstances warranting a breach of confidentiality.
- Recognise the particular challenges faced by learners with learning or communication difficulties by ensuring they are appropriately supported.

## Roles and Responsibilities

For safeguarding matters our duty is to ensure that all relevant facts, information and our knowledge is passed over to the relevant authorities. That the Designated Safeguarding Lead contact them as soon as we are aware of a situation. It is not our duty to investigate. The relevant authorities take the responsibility for the matter. We are not experts on abuse, neglect etc. ....they are.

### Staff roles and responsibilities

- Be vigilant
- Don't ignore things
- Take information you are told seriously
- Remain calm and neutral if you are disclosed any information
- Tell the individual that you will not be able to keep total confidentiality and you will need to speak to the designated safeguarding lead
- Do not make contact with the learners parents or guardians without consultation with the Designated Safeguarding Lead
- Speak to Designated Safeguarding Lead as soon as possible – who will then take responsibility to pass over the information to the relevant parties
- Make careful records of exactly what has been said, remain objective in your note taking – you may not do this whilst the individual is disclosing to you but you should do it as soon after the disclosure as possible to maintain the accuracy. The safeguarding record form can be found on the quality drive, controlled documents
- Don't get too involved – once this is passed over to the Designated Safeguarding Lead or any authorities your role is to carry on supporting the individual in your normal capacity

It is important to understand that to be disclosed to will have been a very big step for the individual concerned and the following points should assist you to understand how you should handle/behave in such a situation:

- Always listen to and support the child or young person and thank them for helping you to understand
- Don't make promises you can't keep
- Reassure the child or young person it is right to tell and they have been brave and made the right choice
- Don't be afraid of saying the "wrong" thing
- Maintain a calm appearance
- Give the child or young person your full attention

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- Let the child or young person take his or her time
- Let the child or young person use his or her own words
- Accept the child or young person will disclose only what is comfortable and recognise the bravery/strength of the child for talking about something that is difficult
- Keep your body language in check
- Tell the child or young person what you plan to do next – be open and honest
- Do not confront the perpetrator
- Consult the Designated Safeguarding Lead as a matter of priority

**Designated Safeguarding Lead roles and responsibilities**

- Speak to the member of staff who has raised the disclosure or concerns as a matter of priority
- Make timely notes to capture all conversations on the Safeguarding record
- Speak to the individual or individuals involved in the disclosure as a matter of priority
- Be honest and open with the individual and listen and support. Inform them that you will be making notes and what actions that you intend to take and manage concerns from the individual.
- Contact the relevant authorities - telephone numbers and local authority contacts are detailed on the safeguarding record which can be found in the quality drive under controlled documents
- Communicate openly with the individual re the disclosure and keep them informed of the steps you have taken to maintain that open and honest dialogue and avoid them becoming untrusting and closing down
- Continue necessary support required
- Provide necessary training to staff
- Maintain records and ensure that these are kept securely

**Training**

- The DSL (and any deputies) will undergo training to provide them with the knowledge and skills required to carry out the role. This training will be updated at least every three years.
- The designated safeguarding lead will undertake Prevent awareness training.
- In addition to the formal training set out above, their knowledge and skills will be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role.
- Ensure each member of staff has access to, and committed to promoting Appris’ Safeguarding policy and procedures, by delivering safeguarding updates at regular Staff Training Days throughout the year.
- Signpost staff and Trustees to additional resources and online training programmes.
- DSLs to ensure staff understand the relevant data protection legislation and regulations (GDPR) and keep detailed, accurate, secure written records of concerns and referrals.
- Provide training internally or externally, by the local Prevent Co-ordinator, ensuring each member of staff understand and support Appris’ requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation.
- Provide training internally or externally, by ETF online training modules, ensuring staff are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online.

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- Encourage a culture of listening to children and young people, through internal training, taking account of their wishes and feelings, among all staff, in any measures Appris may put in place to protect them.

## Allegations made against Appris Staff

Any allegations made against Appris Staff will be dealt with appropriately and may include one or more of the following:

- Suspension of member of staff
- Internal investigation
- A police investigation
- Contact LADO (Local Authority Designated Officer) for advice and guidance or further action
- Consideration re company disciplinary action

### **False allegations:**

The Designated Safeguarding Lead would consider referring to Children’s safeguarding care to determine whether the child or young person concerned is in need of services or may be being abused by someone else.....**it may be this allegation was testing the water to see what happens as this is sometimes the case.**

## Good Practice Guidelines and Staff Code of Conduct

To meet and maintain our responsibilities towards learners we need to agree standards of good practice which form a code of conduct for all staff. Good practice includes:

- Treating all learners with respect.
- Being alert to changes in learners’ behaviour and to signs of abuse and neglect
- Recognising that challenging behaviour may be an indicator of abuse.
- Setting a good example by conducting ourselves appropriately, including online.
- Involving learners in decisions that affect them.
- Encouraging positive, respectful and safe behaviour among learners, including challenging inappropriate or discriminatory language or behaviour.
- Avoiding behaviour or language which could be seen as favouring learners.
- Avoiding any behaviour which could lead to suspicions of anything other than a professional relationship with learners.
- Asking for learner’s permission before administering first aid and physical contact.
- Maintaining appropriate standards of conversation and interaction with and between learners. Avoiding the use of sexualised or derogatory language, even in joke.
- Being clear on professional boundaries and conduct with other staff when learners present.
- Dealing with learners infatuations in an open and transparent way e.g. informing the correct managers and managing the situation in a way which is sensitive to the feelings of the learner.
- Referring all concerns about a learner’s safety and welfare to the DSO, or, if necessary directly to police or children’s social care.
- Avoiding unnecessary time alone with learners and risk manage any time alone or 1:1 working.
- Avoiding sharing excessive personal information with learners.

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## Safeguarding Protocol for online learning and 1:1 meetings

The following was developed by Kirklees College, NAMSS and AoC, April 2020, following the move to online training in light of national lockdown, due to COVID19.

### Do:

- Ensure your safeguarding training is up to date.
- If at any time you feel uncomfortable with something done or said during a 1:1 call, you should end the call as soon as possible and report any concerns to your line manager and/ or the designated safeguarding lead.
- Test your audio and video before a scheduled call.
- Be punctual and courteous. Introduce yourself and take note of other attendees' names so you can address them by name. Turn off call tone on your phone. Treat this just like you would a face to face meeting with a learner, colleague or other adult.
- Conduct yourself in a professional manner throughout the call - you remain an employee of Appris throughout the call.
- Conduct video calls to learners or colleagues from a desk or other appropriate location.
- Remind learners that all audio/video may be recorded, to safeguard both parties and this wouldn't routinely be shared.
- Look at your screen, pay attention to others and when speaking make sure to look at your camera.
- Use the 'blur background option' to hide any background if needed.
- Make sure you have good light. Adjust lighting or use a portable light source to make sure you have good lighting on you from the front without having to look directly into a harsh light, eg: by pointing a strong desk lamp at the wall you're facing.
- Ensure you are appropriately dressed; 'business casual' at all times.
- Mute your microphone when not needing to talk to avoid background noise.
- Consider posting your comments/questions on completion of the on-line conversation, in the Team Chat window.

### Don't:

- Conduct a video call if it would be inappropriate to meet face-to-face.
- Multi-task; your audience will be aware.
- Shout; the other participants will tell you if they cannot hear.
- Click your pen, tap on your desk or anything else annoying or distracting. It is important to remember:
  - Eat or drink, other than water, tea / coffee,
  - Position yourself with other people or pets in view; what's around and behind you can be seen.
- Leave multiple applications open during the call as it may affect the quality.
- Wear stripes or heavy patterns creating pixelation of images.

Useful further guidance :

<https://www.tes.com/news/coronavirus-10-safeguarding-rules-teachers-home>

<https://learning.nspcc.org.uk/news/2020/march/undertaking-remote-teaching-safely/>

<https://www.nspcc.org.uk/keeping-children-safe/online-safety/internet-connected-devices/>

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## Additional procedures in relation to Prevent Duty

The Counter-Terrorism and Security Bill, seeks to place a duty on specified authorities to ‘have due regard, in the exercise of its functions, to the need to prevent people from being drawn into terrorism’. Preventing people becoming terrorists or supporting terrorism also requires challenge to extremist ideas where they are used to legitimise terrorism and are shared by terrorist groups. Appris are identified as a specified authority as they are in the Further Education sector.

The prevent strategy:-

- Responds to the ideological challenge we face from terrorism and aspects of extremism, and the threat we face from those who promote these views
- Provides practical help to prevent people from being drawn into terrorism and ensure they are given appropriate advice and support
- Works with a wide range of sectors (including education, criminal justice, faith, charities, online and health) where there are risks of radicalisation that we need to deal with

Appris is committed to supporting vulnerable learners and staff in order to prevent radicalisation. We ensure that all learners, staff and necessary associates undertake any relevant prevent training. We implement a stringent e-policy and the internet usage is monitored regularly.

Staff who have any concerns about learners or staff should follow the safeguarding policy and report these concerns to the Designated Safeguarding Lead.

Should serious e-safety incidents take place, the following persons / external agencies should be informed:

- Trustees & Director
- Designated Safeguarding Lead
- Police (if applicable)
- Local Authority Safeguarding Officers

A full copy of their Prevent Duty Policy is available on the company server and available on the company website.

## Internal Promotion of Wellbeing and Safeguarding

Appris will actively promote wellbeing and the reporting of safeguarding instances with learners and staff and have a welfare officer to support any learners who wish to discuss any areas of their wellbeing or issues they may be experiencing in a non-judgemental way. These discussions can be arranged via a member of staff or the learner may approach the welfare officer directly. Details of this are displayed around the Centre, covered in Induction and promoted by members of staff.

Possible warning signs of mental health issues can include:

- Physical signs of harm that are repeated or appear non-accidental
- Changes in eating or sleeping habits
- Increased isolation from friends or family, becoming socially withdrawn
- Changes in activity and mood

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- Lowering of academic achievement
- Talking or joking about self-harm or suicide
- Abusing drugs or alcohol
- Expressing feelings of failure, uselessness or loss of hope
- Changes in clothing – e.g. long sleeves in warm weather
- Secretive behaviour
- Lateness to or absence from work or off the job training
- Repeated physical pain or nausea with no evident cause

Welfare initiatives are part of the learning journey of the Learners who will be required to attend such sessions which include and any other initiatives that Appris feel would benefit learners and staff.

- Drug and alcohol awareness
- Mental health awareness
- Prevent
- Staying safe on-line

Links to mental health and wellbeing can be found on our website, <https://appris.ac.uk/on-programme/>

## Sexual Violence and Sexual Harassment (SVSH) & other Current Issues

There are many issues of concern affecting children today and not all can be listed here. The issues are often complex and overlap. We will have a consistent approach of following our procedures and consulting with other agencies if there are any concerns with any of our learners.

When to report to police the following guidance will be followed;

<https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20the%20police%20guidance%20for%20schools%20and%20colleges.pdf>

### Peer on Peer Abuse

Sharing nudes & semi nudes/bullying/sexual assaults/physical assault/hazing or initiating or child-on-child abuse, will always be taken seriously and acted upon, under the appropriate policy e.g. safeguarding, bullying will not be dismissed as ‘banter’ or ‘part of growing up’. Victims will be supported through the academy’s pastoral system.

### Sexual Violence and Harassment

Sexual violence and sexual harassment can occur between two children of any age and sex, from primary through to secondary stage and into further education. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment can occur online and face to face (both physically and verbally) and are never acceptable.

Like with all safeguarding issues our staff will recognise that ‘it could happen here’ and be vigilant to signs and indicators that a learner could be suffering. Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future. Girls are especially vulnerable to this type of abuse.

Sexual harassment is unwanted conduct of a sexual nature and can include lewd comments/sexual jokes, physical behaviour e.g. showing sexual pictures deliberately touching/brushing up against someone, online sexual harassment or upskirting.

We will;

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- Never tolerate or normalise this behaviour and are very clear is not an inevitable part of growing up.
- Not tolerate or dismiss sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”.
- Challenge behaviour (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia and flicking bras, pulling down trousers and lifting up skirts.
- Understand that all of the above can be driven by wider societal factors beyond Appris, such as everyday sexist stereotypes and everyday sexist language.
- Ensure all incidents are recorded and acted upon swiftly.

Consent is about having the freedom and capacity to choose. Consent can be withdrawn at any time. Therefore, any reports of abuse involving children involve liaison with the Designated Safeguarding Lead.

Children who are lesbian, gay, bi, or trans (LGBT) can be targeted by their peers. In some cases, a child who is perceived by their peers to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBTQ+.

<https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>

We will follow outlined guidance on any cases of sexual violence and harassment between learners.

<https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>

Victim’s will never be blamed or made to feel ashamed for coming forward. We will ensure support for the alleged perpetrator as well as the alleged victim throughout the process. Support can run alongside any sanctions for perpetrator as we realise perpetrators may be victims themselves. We will seek advice from other agencies such as police if the case is above early help or internal management.

### Upskirting

Upskirting is a term used to describe the act of taking a sexually intrusive photograph under a person’s clothing without their permission/knowledge with the intention of viewing to obtain sexual gratification or to cause the victim humiliation, distress or alarm. This is a criminal offence. We will take police advice on any cases reported.

### Sharing Nudes and Semi Nudes (Previously known as Sexting/Youth Produced Sexual Imagery)

This is defined as the sending or posting of nude or semi-nude images, videos or live streams online by young people under the age of 18. This could be via social media, gaming platforms, chat apps or forums. It could also involve sharing between devices via services like Apple’s AirDrop which works offline. Alternative terms used by children and young people may include ‘dick pics’ or ‘pics’. The motivations for taking and sharing nude and semi-nude images, videos and live streams are not always sexually or criminally motivated.

This advice does not apply to adults sharing nudes or semi-nudes of under 18-year olds. This is a form of child sexual abuse and must be referred to the police as a matter of urgency. Appris will follow the below guidance to define, assess and respond to any incident; and staff will avoid viewing, saving or forwarding any images or videos. Agencies such as police and social care will be involved if required.

Online references:

[Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people)

[Remove a nude image shared online | Childline](https://www.childline.gov.uk/advice/sexual-abuse/sexual-abuse-online/sharing-nudes-and-semi-nudes/)

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We will refer all incidents to the police and record our findings.

## Children with Harmful Sexual Behaviour HSB

Research suggests that up to 40 per cent of child sexual abuse is committed by someone under the age of 18. Harmful sexual behaviour (HSB) is developmentally inappropriate sexual behaviour which is displayed by children and young people and which may be harmful or abusive (derived from Hackett, 2014). It may also be referred to as sexually harmful behaviour or sexualised behaviour.

HSB encompasses a range of behaviour, which can be displayed towards younger children, peers, older children or adults. It is harmful to the children and young people who display it, as well as the people it is directed towards. The management of children and young people with sexually harmful behaviour is complex and Appris will work with other agencies to risk assess and maintain the safety of the whole school community. Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator. Staff who become concerned about a learner's sexual behaviour should speak to a Designated Safeguarding Officer as soon as possible.

## Bullying

Is usually defined as behaviour that is:

- Repeated
- intended to hurt someone either physically or emotionally
- where there is an imbalance of power. At its most serious level, bullying can have a disastrous effect on a child's wellbeing and in very rare cases has been a feature in the suicide of some young people. <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

For info on sexual and sexist bullying; Sexual and sexist bullying ([anti-bullyingalliance.org.uk](http://anti-bullyingalliance.org.uk))

All incidences of bullying, including cyber-bullying, sexual bullying and prejudice-based bullying will be recorded and reported and will be managed through our student behaviour procedure.

Bullying incidents including discriminatory and prejudicial behaviour e.g. racist, disability and homophobic bullying and use of derogatory language will be recorded and analysed. All bullying should be reported to a member of staff, upon which the DSO's will provide support and intervention.

## Hate Crime

Any hate crime/incident will be reported through local reporting mechanisms –Hate Crime/incident is any behaviour that anyone thinks was caused by hatred of race, sexual orientation, gender identification, disability, religion or faith. A hate crime could be name calling, arson/fire, attacks or violence, damage such as to your house or car, graffiti or writing.

## Child Sexual Exploitation CSE

CSE is a form of sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child (male or female) into sexual activity (a) in exchange for something the victim wants or needs, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can occur through the use of technology. CSE can affect 16 and 17 year olds who can legally consent to have sex. It includes contact and noncontact sexual activity e.g. copying images and posting on social media.

This is a serious crime and is never the victim's fault even if there is some form of exchange. The police can be contacted for extra support and information.

<https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners>

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## Child Criminal Exploitation CCE / County Lines

In a similar way to sexual exploitation CCE is when there is a power imbalance where children are used by individuals or gangs to take part in criminal activity. This can include drug running, stealing etc. The child often believes they are in control of the situation. Violence, coercion and intimidation are common.

County lines is the police term for urban gangs supplying drugs to suburban areas and market and coastal towns using dedicated mobile phone lines or “deal lines”. It involves child criminal exploitation (CCE) as gangs use children and vulnerable people to move drugs and money. Gangs establish a base in the market location, typically by taking over the homes of local vulnerable adults by force or coercion in a practice referred to as ‘cuckooing’.

County lines is a major, cross-cutting issue involving drugs, violence, gangs, safeguarding, criminal and sexual exploitation, modern slavery, and missing persons; and the response to tackle it involves the police, the National Crime Agency, a wide range of Government departments, local government agencies and VCS (voluntary and community sector) organisations. County lines activity and the associated violence, drug dealing and exploitation have a devastating impact on young people, vulnerable adults and local communities.

<https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adultscounty-lines>

## Serious Violence

Staff will look out for signs that indicate that a learner may be at risk of or involved in serious crime, including criminal networks or gangs and follow the appropriate referral pathways for help and support.

## Domestic Abuse

This does not have to include violence to be classed as abuse. Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- psychological
- physical
- sexual
- financial
- emotional

1:4 women and 1:6 men will experience domestic abuse at some time in their lifetime. We will be mindful of how this affects children and that our staff may themselves be victims.

<https://relationshipmatters.org.uk/>

Honour Based Violence HBV – e.g. FGM/Forced Marriage/Breast Ironing.

Female Genital Mutilation FGM is illegal and a form of child abuse. It involves a procedure to remove all or some of the female genitalia or any other injury to these organs. Staff will be aware of the signs and indicators of this and their legal duty to report known cases on under 18's to the police.

Forced Marriage is illegal and a form of child abuse. A marriage entered into without the full and free consent of one or both parties, where violence threats or coercion is used.

Multi agency guidelines;

<https://www.gov.uk/government/publications/handling-cases-of-forced-marriage-multi-agencypractice-guidelines-english>

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National Charity;

<https://karmanirvana.org.uk/>

Breast ironing, also known as breast flattening, is the pounding and massaging of a pubescent girl's breasts using hard or heated objects to try to stop them developing or make them disappear.

## External Support and Guidance to Apprentices

The following guidance for support for apprentices is an extract from the Government's 'Sexual violence and sexual harassment between children in schools and college' document. From September 2021, Independent Training Providers (ITPs), such as Appris, will follow this guidance. [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/999239/SVSH\\_2021.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/999239/SVSH_2021.pdf)

- **The NSPCC** provides a helpline for professionals at 0808 800 5000 and [help@nspcc.org.uk](mailto:help@nspcc.org.uk). The helpline provides expert advice and support for school and college staff and will be especially useful for the designated safeguarding lead (and their deputies).
- Support from **specialist sexual violence sector organisations** such as [Rape Crisis](#) or [The Survivors Trust](#).
- **The Anti-Bullying Alliance** has developed guidance for schools about [Sexual and sexist bullying](#).
- **Online:** Schools and colleges should recognise that sexual violence and sexual harassment occurring online (either in isolation or in connection to face to face incidents) can introduce a number of complex factors. These include the potential for the incident to take place across a number of social media platforms and services, and for things to move from platform to platform online. It also includes the potential for the impact of the incident to extend further than a school or college's local community (e.g. for images or content to be shared around neighbouring schools/colleges) and for a victim (or alleged perpetrator(s)) to become marginalised and excluded by both online and offline communities. There is also the strong potential for repeat victimisation in the future if abusive content continues to exist somewhere online. Online concerns can be especially complicated. Support is available at:
- **The UK Safer Internet Centre** provides an online safety helpline for professionals at 0344 381 4772 and [helpline@saferinternet.org.uk](mailto:helpline@saferinternet.org.uk). The helpline provides expert advice and support for school and college staff with regard to online safety issues and will be especially useful for the designated safeguarding lead (and their deputies) when a report of sexual violence or sexual harassment includes an online element.
- **Internet Watch Foundation:** If the incident/report involves sexual images or videos that have been made and circulated online, the victim can be supported to get the images removed the [Internet Watch Foundation](#) (IWF). The IWF will make an assessment of whether the image is illegal in line with UK Law. If the image is assessed to be illegal, it will be removed and added to the IWF's Image Hash list.
- [Childline/IWF: Remove a nude image shared online](#) *Report Remove* is a free tool that allows children to report nude or sexual images and videos of themselves that they think might have been shared online, to see if they can be removed from the internet.
- **UKCIS Sharing nudes and semi-nudes advice:** Sharing indecent images of a child (including by children) is a crime. [UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people](#) provides support in responding to reports of children sharing non-

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consensual nude and semi-nude images and or videos (also known as sexting and youth produced sexual imagery). Please see footnote 17 for further information.

- [Thinkuknow](#) from NCA-CEOP provides support for the children’s workforce, parents and carers on staying safe online.

## Safe recruitment and selection of staff and ongoing staff checks

Appris will recruit new members of staff in a safe and vigilant way to ensure the protection of any children or young adults.

The level of DBS certificate required, and whether a check for any prohibition, direction, sanction, or restriction is required will depend on the role that is being offered and duties involved.

As the majority of staff will be engaging in regulated activity, an enhanced DBS certificate which includes barred list information will be required for most appointments. In summary, a person will be considered to be engaging in regulated activity if, as a result of their work, they:

- will be responsible, on a regular basis (in a school or college) for teaching, training instructing, caring for or supervising children; or
- will carry out paid, or unsupervised unpaid work regularly in a school or college where that work provides an opportunity for contact with children;44 or
- engage in intimate or personal care, or overnight activity, even if this happens only once.

For all other staff who have an opportunity for regular contact with children who are not engaging in regulated activity, an enhanced DBS certificate, which does not include a barred list check, will be appropriate. This would include contractors

A register of these checks and dates of the checks will be maintained by the administration team. Any areas of concern will be immediately investigated and the member of staff may be suspended from work. All offers of employment for staff deemed necessary to be DBS checked will be subject to a DBS check being satisfactory and also subject to references from previous employers.

## Confidentiality and sharing information

Staff will only discuss concerns with the Designated Safeguarding Lead. That person will then decide who else needs to have the information and they will disseminate it on a ‘need-to-know’ basis.

We will normally seek to discuss any concerns about a learner with their parents or guardian if the learner is 16 or 17 year old. This must be handled sensitively and the DSL will be in the most informed position to make contact with the parent in the event of a concern, suspicion or disclosure.

The Seven Golden Rules for Safeguarding Information Sharing:

- Data Protection/Human rights laws are not a barrier.
- Be open and honest (unless unsafe or inappropriate).
- Seek advice (anonymise if necessary).
- Share with consent if appropriate.
- Consider safety and wellbeing.

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- Necessary, proportionate, relevant, adequate, accurate, timely and secure.
- Keep a record of decision and reason for it.

The Data Protection Legislation (GDPR) does not prevent Appris staff from sharing information with relevant agencies, where that information may help to protect a child. Ideally information sharing will be done in writing so that there is an evidence trail however there may be occasions where this method is too slow. In cases where agencies such as MASH (Multi Agency Safeguarding Hub) ring Appris requesting information, staff will take a message and inform the DSO, who will ensure they can identify who is requesting the information before sharing and then record what has been shared, when, why and with whom.

Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a learner or parent to see child protection records, they will refer the request to the Managing Director.

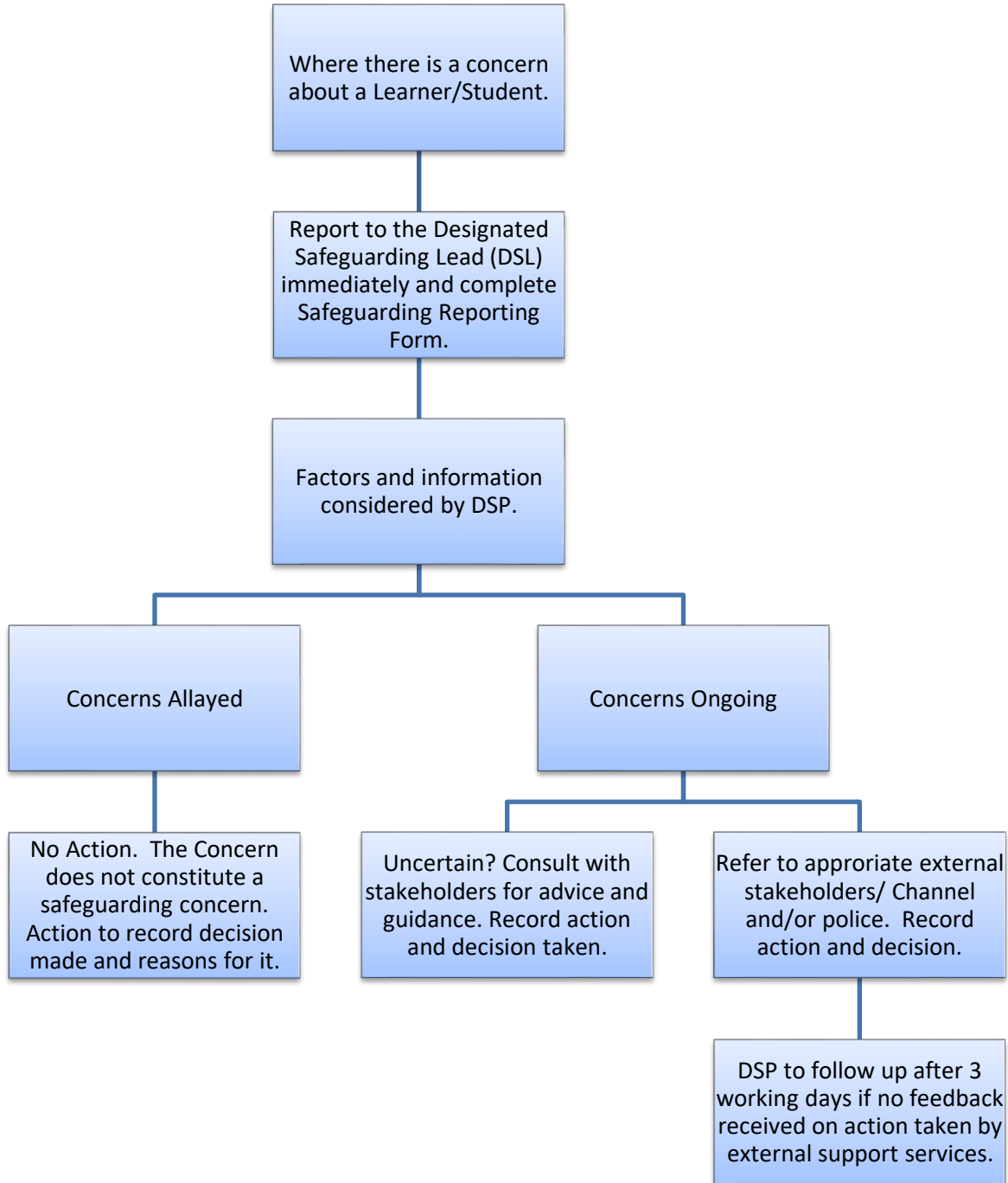
Any personal safeguarding information shared with external agencies will be done so securely e.g. by secure email, password protected or recorded delivery.

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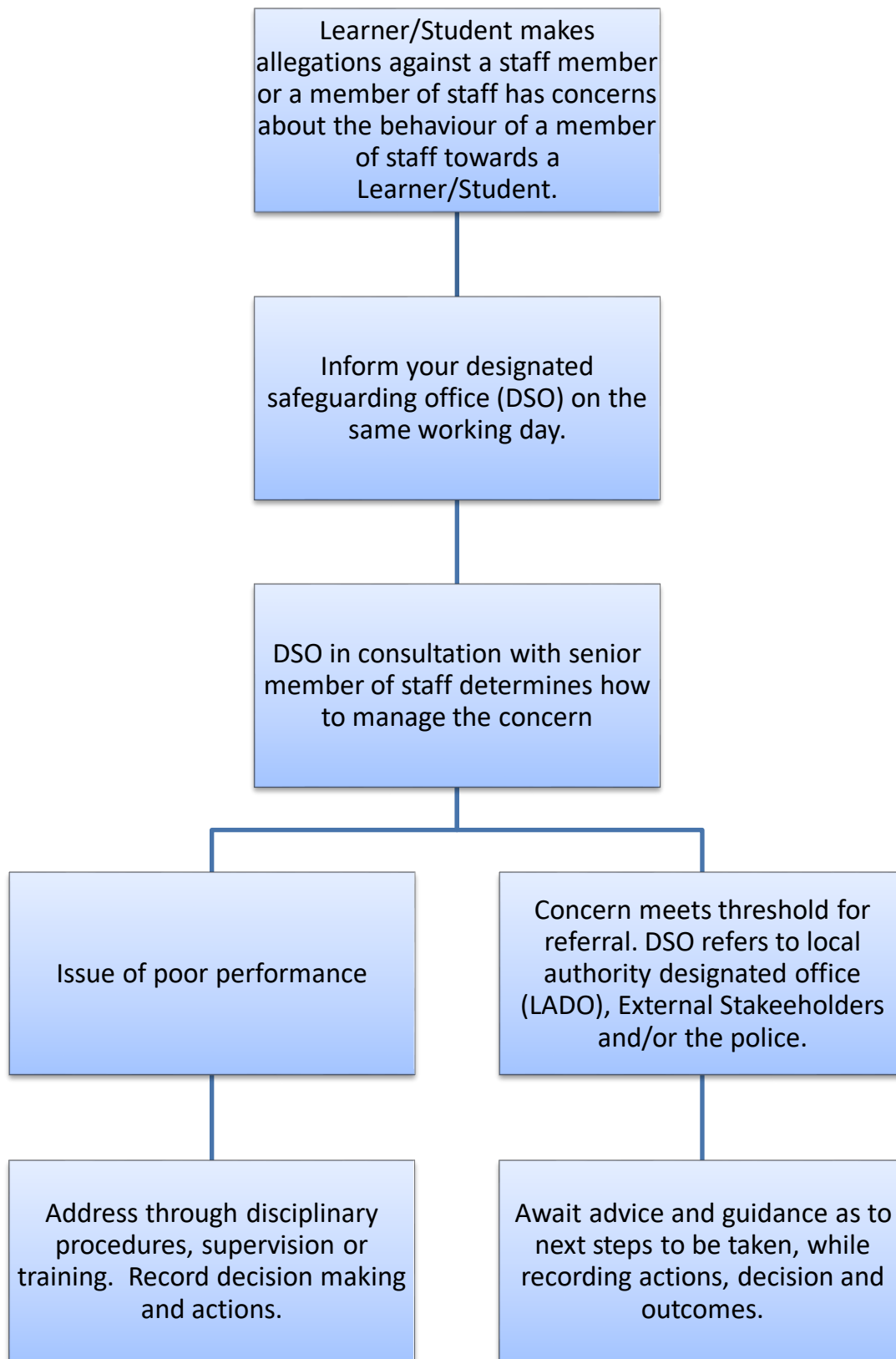
# Safeguarding Policy and Procedures

Flowchart for reporting concerns about a Learner/Student:



# Safeguarding Policy and Procedures

Flowchart for reporting concerns about a member of staff:



## Local Contact Details and Reference Points

<p>Bradford Safeguarding Children Board Manager In Bradford, these are the numbers that you can ring for advice and to make a referral:</p>	<p>Flockton House Flockton Road Bradford BD4 7RY</p>	<p>Tel: 01274 434 361 Fax: 01274 434 345 E: <a href="mailto:info@bradford-scb.org.uk">info@bradford-scb.org.uk</a> (NB This is not an emergency e-mail address)</p>
<p>In Bradford, these are the numbers that you can ring for advice and to make a referral: During office hours (8.30 - 5.00 Monday to Thursday, 4.30 on Friday) call Children's Social Services Initial Contact Point - 01274 437500 At all other times, Social Services Emergency Duty Team - 01274 530434 If you have reason to believe that a child is at immediate risk of harm, contact the police on 999</p>		
<p>Calderdale Safeguarding Children Board Manager</p>	<p>3rd Floor Northgate House Halifax HX1 1UN</p>	<p>Tel: 01422 394 098 E: <a href="mailto:Julia.Caldwell@calderdale.gov.uk">Julia.Caldwell@calderdale.gov.uk</a></p>
<p>In Leeds these are the numbers that you can ring for advice or to make a referral: Call MAST (Multi-Agency Screening Team): 01422 393336 (in normal working hours) Out of hours call the Emergency Duty Team (EDT) on: 01422 288000</p>		
<p>Kirklees Safeguarding Children Board Manager</p>	<p>Somerset Buildings 10 Church Street Huddersfield HD1 1DD</p>	<p>Tel: 01484 225 218 Fax: 01484 225 354 E: <a href="mailto:KSCB.admin@kirklees.gov.uk">KSCB.admin@kirklees.gov.uk</a></p>
<p>In Kirklees these are the numbers you can ring to get advice or make a referral: Kirklees Duty and Assessment Service 01924 326097 or 01924 326076 Kirklees Emergency Duty Service 01484 414933 (outside office hours) NSPCC Helpline 0808 800 5000, email <a href="mailto:help@nspcc.org.uk">help@nspcc.org.uk</a>, text 88858 (free service), or complete <a href="#">online form</a></p>		
<p>Leeds Safeguarding Children Board Manager</p>	<p>3rd Floor 2 Great George Street Leeds LS2 8BA</p>	<p>Tel: 0113 395 0297 E: <a href="mailto:administrator@leedspsc.org.uk">administrator@leedspsc.org.uk</a></p>
<p>In Leeds these are the numbers you can ring to get advice or make a referral:</p>		
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Leeds Safeguarding Children Board (LSCB)  
 During Office hours 0113 222 4403  
 Social care 0113 240 9536  
 Emergency duty team 0113 240 9536  
 Urgent action 999

Wakefield Safeguarding Children Board  
 Business Manager

Ground  
 Floor  
 Civic Centre  
 Ferrybridge  
 Road  
 Castleford  
 WF10 4JH

Tel: 01977 722 047  
 Fax: 01977 722 400  
 E: [wdsccb@wakefield.gov.uk](mailto:wdsccb@wakefield.gov.uk)

In Wakefield these are the numbers you can ring to get advice or make a referral:

Telephone: 0345 8 503 503 – 24 hours a day  
 Fax: 01924 303455  
 Minicom: 01924 303450 (type talk welcome)  
 Email: [social\\_care\\_direct@wakefield.gov.uk](mailto:social_care_direct@wakefield.gov.uk)

## Police

If a criminal offence has occurred contact police via 101 or 999 as appropriate.

## Prevent Contacts

Christopher Sybenga, G7-Prevent Regional HE/FE Co-ordinator – North East Counter Extremism Division  
 Mobile Number: 07384456640  
 Email: [chris.sybenga@education.gov.uk](mailto:chris.sybenga@education.gov.uk)

**Counter Terrorism helpline 0800 789 321**

## Additional information:

### Drug support for young people

<https://www.turning-point.co.uk/>

## NSPCC Helpline

Telephone: 0808 800 5000

## NSPCC Whistleblowing Helpline

Telephone: 0800 028 0285

## Stop It Now

Leading charity working in the field of sexual abuse. Also provides support for people who are worried about their own thoughts or behaviour towards children.

0808 1000 900

<http://www.stopitnow.org.uk/>

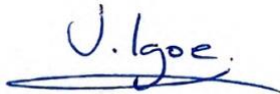
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## Review of the Policy and Procedures

This policy will be reviewed annually and / or in response to legislative change or significant events. Subsequent reporting will be made in a manner which respects and maintains the confidentiality of all Appris Learners. Policy review will include liaison with specialist agencies, as appropriate, where the advice and support is recognised as important in the effective development and implementation of the policy.

Reference to supporting documents:

- Safeguarding Record
- Prevent Duty Policy
- E-Safety Policy
- Bullying & Harassment Policy
- Equality & Diversity Policy



**Signed: John Igoe – Managing Director**

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