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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 2022).

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?

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.’

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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

- | | |
|--|--|
| <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 adults at risk (hereafter referred to as ‘young people and adults at risk’).

To achieve our commitment Appris will:

- Have **designated safeguarding leads (DSL) and designated safeguarding officers (DSO)**. The DSO’s will undertake the necessary training and any refresher training required to keep their knowledge and skills up to date.
- When required, 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 DSO.
- 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 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.
- 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 DSOs 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.
- 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.

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- Recognise the particular challenges faced by learners with learning or communication difficulties by ensuring they are appropriately supported.

Current Safeguarding Personnel

Designated Safeguarding Lead

Kenny Stoddart

07779139526

k.stoddart@appris.ac.uk

Deputy Designated Safeguarding Lead

Mick Frost

07784 359108

m.frost@appris.ac.uk

Designated Safeguarding Officers

- Aimee Robinson
- Bob Buxton
- Yasmin Qauser

Nikita Seabright is the Trustee link between the safeguarding team and the Board of Trustees.

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 Lead or Deputy DSO.
- Do not make contact with the learner's 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

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- Don't get too involved – once this is passed over to the DSO or any authorities your role is to carry on supporting the individual in your normal capacity

All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or are being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the designated safeguarding lead (DSL) if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.

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
- 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 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

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Governance

Trustees receive appropriate safeguarding and child protection (including online) training at induction and thereafter, regularly. Training equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in are effective and support the delivery of a robust approach to safeguarding.

Trustees will be aware of their obligations under the Human Rights Act 1998, the Equality Act 2010, (including the Public Sector Equality Duty), and their local multi-agency safeguarding arrangements (as outlined in this policy).

Collective responsibilities of Appris staff

Any child may benefit from early help, but all staff should be particularly alert to the potential need for early help for a child who:

- is disabled or has certain health conditions and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- has a mental health need
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking, sexual or criminal exploitation
- is at risk of being radicalised or exploited
- has a family member in prison, or is affected by parental offending
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing alcohol and other drugs themselves
- has returned home to their family from care
- is at risk of 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
- is a privately fostered child, or
- is persistently absent from education.

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.
- All staff 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.

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- 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.
- 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.
- 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

This part of the guidance has two sections covering the two levels of concerns and allegations:

1. Concerns / allegations that may meet the harm threshold.

An allegation or concern may relate to a member of staff, who is:

- Behaving in a way that has harmed a child, or may have harmed a child;
- Possibly committed a criminal offence against or related to a child;
- Behaved towards a child or children in a way that indicates they may pose a risk of harm to children; or
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children.

2. Concerns / allegations that do not meet the harm threshold – referred to for the purposes of this guidance as ‘low level concerns’.

An allegation or concern may relate to a member of staff, who is:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work and
- does not meet the harm threshold or is otherwise not serious enough to consider a referral to the LADO.

Examples of such behaviour could include, but are not limited to:

- being over friendly with children
- having favourites
- taking photographs of children on their mobile phone
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door, or
- humiliating children.

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Low-level concerns may arise in several ways and from a number of sources. For example: suspicion; complaint; or disclosure made by a child, parent or other adult within or outside of the organisation; or as a result of vetting checks undertaken.

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

If staff have a safeguarding concern or an allegation about another member of staff (including supply staff, volunteers or contractors) that does not meet the harm threshold, then this should be shared in accordance low-level concern process in this document.

All allegations made against a member of staff will be investigated by Kenny Stoddart (Work Based Learning Director). The Managing Director has ultimate responsibility for the outcome of the investigation.

Any allegation of safeguarding against Directors of the business will be investigated by Nikita Seabright, Trustee, and trained Designated Safeguarding Officer. The Chair of Trustees has ultimate responsibility for the outcome of the investigation.

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.**

If an allegation is shown to be deliberately invented or malicious, we will consider whether any disciplinary action is appropriate against the individual who made it.

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.

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- 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.

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, e.g.: 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.

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- 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/>

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

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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. Appris have specialist, external support via Unmasked Mental Health, to support any learners or staff who wish to discuss any areas of their wellbeing or issues they may be experiencing in a non-judgemental way. Contact details of Unmasked Mental Health are displayed around the Centre, online (internet and intranet). And covered in inductions and ongoing learner reviews.

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
- 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>

Child on Child Abuse (previously called Peer on Peer Abuse)

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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’.

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 up skirting.

We will;

- 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.

Up skirting

Up skirting 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

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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.

<https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>

Online references:

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

[Remove a nude image shared online | Childline](#)

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 all. 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)

All incidences of bullying, including cyber-bullying, sexual bullying and prejudice-based bullying will be

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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>

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 adults at risk 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, adults at risk and local communities.

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

[County lines and criminal exploitation toolkit](#) published by the home Office and The Children's Society, provides further information on the signs of a child's involvement in country 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.

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Domestic Abuse

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

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>

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.

Adding trauma-informed care practices to a safeguarding policy can enhance the approach towards supporting children who have experienced or are at risk of experiencing trauma. Here are a few suggestions for wording to include in your policy:

Recognition of Trauma

Appris recognises that traumatic experiences can have profound impact on the physical, emotional, psychological, and academic well-being of young people. We acknowledge that such experiences can come from various sources including, but not limited to, child abuse, neglect, domestic violence, or community violence.

Trauma-Informed Approach: We commit to implementing a trauma-informed approach in our educational practices. This includes understanding, recognising, and responding to the signs of trauma in students.

Responsive Practices: Staff will employ responsive practices that respect the impact of trauma and avoid re-traumatisation. Our strategies will involve promoting self-regulation skills, supporting student voice and choice.

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Collaboration: We commit to collaborating with local agencies and community resources to provide support to our staff in understanding trauma, its impact, and effective strategies for intervention and support."

Confidentiality and Respect: Every young person’s experience and trauma will be treated with confidentiality and respect. We pledge to respect the privacy of any trauma-related information disclosed by a child, while also ensuring their safety and well-being as per our legal and ethical obligations.

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 following this guidance. 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. 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 schools 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. 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.

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- **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-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.

Shortlisting

Appris will carry out an online search as part of their due diligence on shortlisted candidates. This may help identify any incidents or issues that have happened, and are publicly available online, which we might want to explore with the applicant at interview.’

At interview stage, applicants will be asked if they have any unspent conditional cautions or convictions under the Rehabilitation of Offenders Act 1974. Also, do they have any adult cautions (simple or conditional) or spent convictions that are not protected as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (Amendment) (England and Wales) Order 2020.

Offer of Employment

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 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; 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 Accounts 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.

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All Director of the business involved in the recruitment of staff have completed NSPCC Safer Recruiting training.

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.
- 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.

DPA and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe and promoting their welfare. If in any doubt about sharing information, staff should speak to the designated safeguarding lead or a deputy. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare of children.

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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Timescales for dealing with safeguarding (or wellbeing concerns)

Introduction - Immediate Recognition

Staff members should ensure that they recognise and understand the signs and indicators of potential abuse and neglect.

Step 1 - Same Day Reporting

Any staff member who has concerns about a child or young person’s welfare should verbally inform the designated safeguarding lead (DSL) or deputy DSL within 1 hour. The staff member should complete and return the Safeguarding and Welfare Form as soon as possible, ideally on the same day. The DSL then reviews the concern and decides upon the next steps, which may include discussions with the apprentice, parents/carers, employers, other staff and referral to other services.

Step 2 - Within 24 hours

For referrals about immediate danger or at-risk situations, the DSL will refer concerns to Local Authority Designated Officer and/or the police immediately.

Step 3a – Internal Investigation

There are three possible outcomes from notification of a safeguarding or wellbeing concern:

Concerns Allayed - No Action. The concern does not constitute a safeguarding concern. Action to record decision made and reasons for it.

Welfare Concern – The concern does not constitute a Safeguarding concern, but is having an impact on the apprentices welfare and wellbeing. Support measures and monitoring of the concern will be documented on the form and the central tracker.

Concerns Ongoing - The concern constitutes a Safeguarding concern. Support measures and monitoring of the concern will be documented on the form and the central tracker. Referrals to appropriate external stakeholders/ Channel and/or police. DSL to follow up after 3 working days if no feedback received on action taken by external support services.

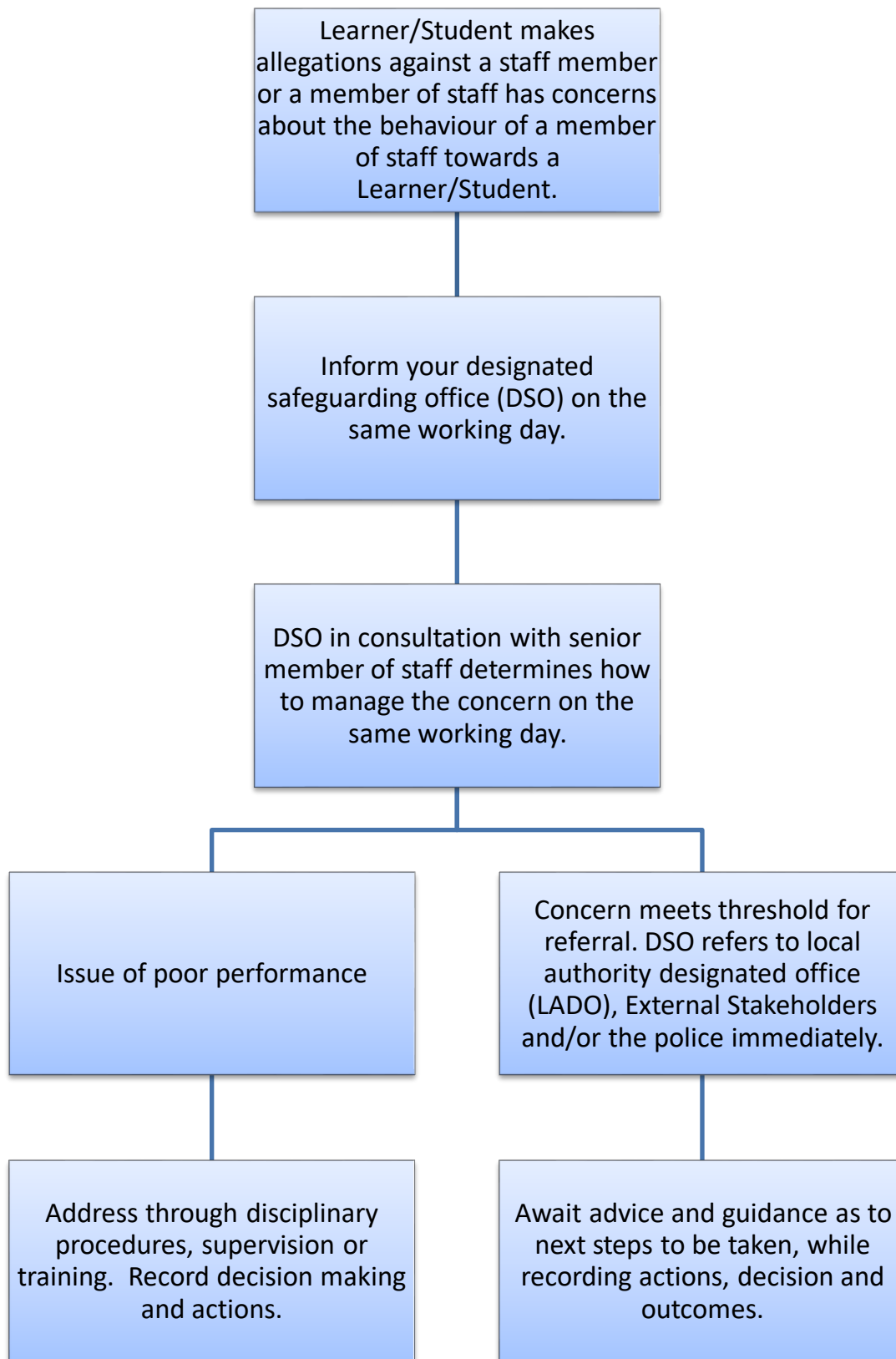
Step 3b - Inter-agency Assessment

Once a referral has been made, inter-agency assessments (such as those made by Children’s Social Care) should be carried out immediately if a child is in immediate danger or within one working day in other cases. After a referral, the DSL would expect feedback from the local authority regarding the action that will be taken. If this feedback is not received within a reasonable time, the DSL will follow up with the local authority.

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Safeguarding Policy and Procedures

Flowchart for reporting concerns about a member of staff:



Threshold of Needs

Working Together to Safeguard Children emphasises the importance of clear thresholds for taking action to safeguard children which are understood by all professionals and applied consistently. By ensuring a shared understanding of local thresholds for intervention, children and young people will receive the right help and support at the right time.

Where a child is suffering, or is likely to suffer from harm, it is important that a referral to local authority children's social care (and if appropriate the police) is made immediately.

Working Together to Safeguard Children requires that multi agency safeguarding partners should publish a threshold document, which sets out the local criteria for action in a way that is transparent, accessible and easily understood including:

- The process for the Early Help Assessment and the type and level of Early Help services to be provided; and
- The criteria, including the level of need, for when a case should be referred to local authority Children's Social Care for assessment and for statutory services under:
 - Section 17 of the Children Act 1989 (children in need);
 - Section 47 of the Children Act 1989 (reasonable cause to suspect children suffering or likely to suffer significant harm);
 - Section 31 (care orders); and
 - Section 20 (duty to accommodate a child) of the Children Act 1989.

Clear procedures and processes for cases relating to:

- The abuse, neglect and exploitation of children;
- Children managed within the youth secure estate;
- Disabled children.

For information on threshold documents across the Consortium, see links below:

- Bradford - Continuum of Need and Risk Identification Tool;
- Calderdale - Continuum of Need and Response;
- Kirklees - A Framework for Making Safeguarding Decisions in Kirklees;
- Leeds - Right Conversations, Right People, Right Time;
- Wakefield - Multi Agency Continuum of Need.

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Local Contact Details and Reference Points

As Appris is based in Bradford, the Bradford Local Authority Designated Officer (LADO) will always be the first point of contact when making a safeguarding referral. However, following consultation with the Bradford LADO, local authorities in the other West Yorkshire county may be referred to.

Note: links, below, to council sites are used instead of named contacts, addresses and telephone numbers as these often change. Please check the information in the links before making a referral or contact for support.

Bradford

Reporting a concern - <https://www.saferbradford.co.uk/report-a-concern>

Bradford MASH contacts - <https://systmonline.tpp-uk.com/Safeguarding/Home?OrgId=558423556104>

Calderdale

Reporting a concern - <https://safeguarding.calderdale.gov.uk/report-concerns/>

Leeds

Report a concern - <https://www.leedsscp.org.uk/concerned-about-a-child>

Contacts - https://leedschildcare.proceduresonline.com/chapters/p_request_referral.html

Wakefield

Report a concern and contact info - <https://www.wakefieldscp.org.uk/worried-about-a-child/>

Kirklees

Report a concern and contact info - <https://www.kirkleessafeguardingchildren.co.uk/reporting-child-abuse/>

Additional Contact:

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

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

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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/>

Bradford Youth Services

Provide things to do, someone to talk to and places for young people to go. Also, provide opportunities for young people to participate in a range of activities, celebrate their achievements and become actively involved in their communities.

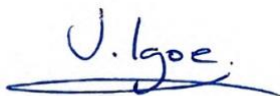
<https://www.bradford.gov.uk/children-young-people-and-families/youth-service/about-bradford-youth-service/>

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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