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Safeguarding Apprentices and Students working with the Trust or in its Premises

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| Date: February 2019 | Review Period: 3 years | Review Date: Feb 2022 |
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1. Introduction

Due to the nature of its business, Ebor Academy Trust is fully committed to upholding the highest standards of safeguarding for the protection of children and vulnerable adults in its care and employment. This commitment extends to apprentices, whether they are directly employed by the Trust or being trained by it, but employed elsewhere.

2. Core Principles

The Trust fully recognises its responsibility to safeguard and promote the welfare of all, including vulnerable adults and children who are on programmes of study in the Trust.

- The Trust embraces safeguarding, not only as a moral and statutory responsibility, but because it knows that people who feel safe and secure in their work and learning are more likely to achieve their full potential.
- We understand that the standards for positive and appropriate behaviour and mutual respect are set by example, by our staff and we wish to train others to do this too.
- Vulnerable children and adults and those with additional needs are supported by the Trust.
- The Trust accepts and carries out our responsibility to act on any suspicion, disclosure or belief that a child or vulnerable adult being training by the organisation is suffering or at risk of suffering harm.

These principles are designed to help safeguard children and vulnerable adults during their apprenticeship training.

3. Legal Definitions related to Safeguarding

The Trust recognises its obligation to comply at all times with the Safeguarding of Vulnerable Groups Act 2006 (the Act).

The Children Act 1989 defines a child as **any** person under the age of 18 years.

Child abuse is the physical, psychological or sexual maltreatment of children. Child maltreatment is defined as any act or series of acts or commission or omission by apparent or other carer that results in harm, potential for harm, or threat of harm to a child.

A vulnerable adult is defined as a person who is aged eighteen years or over to whom a 'regulated activity' relating to vulnerable adults (as set out in the Safeguarding of Vulnerable Groups Act 2006) is provided.

The Safeguarding Vulnerable Groups Act 2006 defines a vulnerable adult as;

- Those in residential accommodation provided in connection with care or nursing or in receipt of domiciliary care services
- Those receiving health care
- Those in lawful custody or under the supervision of a probation officer
- Those receiving a welfare service of a prescribed description or direct payments from a social services authority
- Those receiving services, or taking part in activities, aimed at people with disabilities or special needs because of their age or state of health
- Those who need assistance in the conduct of their affairs

Regulated activity is a broad term which applies to specified unsupervised activities relating to children and vulnerable adults (e.g. teaching, training, instruction, care or supervision) which are carried out on a frequent (as a general rule at least once a week), or intensive (more than three days in any 30 day period) basis, or overnight (between 2am and 6am where the activity gives the person the opportunity to have face-to-face contact with children or vulnerable adults), or certain work in a specified place which provides the opportunity for frequent contact with children or vulnerable adults (e.g. a school); or certain specified positions (e.g. a school governor) and functions (e.g. early years child minding). An apprenticeship should be taken as meeting this definition of regulated activity.

Keeping Learners Safe

The Trust recognises that its staff may have contact with both vulnerable adults and children when delivering apprenticeships or other training programmes.

The following is designed to protect learners from potential abuse and staff from potential false allegations of abuse. All Trust staff are expected to adhere to this policy.

The Trust believes that:

- Abuse is never acceptable.
- Abuse involves the abuse of person's rights.
- All people have equal rights to protection from abuse and exploitation.
- All parties involved have a responsibility to meet and exceed minimum standards of protection for them.

The Trust will meet its commitment to protect children and vulnerable adults from abuse through the following means:

- Awareness – we will ensure that all staff are aware of the problem of abuse, what constitutes abuse and the risks to vulnerable groups.
- Prevention – we will ensure, through awareness and good practice, that staff and others minimise the risks.
- Reporting – we will ensure that Trust staff and clients are clear about what steps to take where concerns arise regarding the safety of children and vulnerable adults.
- Responding – we will ensure that action is taken to support and protect children and vulnerable adults where concerns arise regarding possible abuse.

The following actions will be followed:

- The Trust will assess the risk that harm will be caused to children or vulnerable adults as a result of its activities. This will be done through the initial meetings with the apprentice and the client by the course leader.
- The Trust will have clearly defined reporting procedures and response mechanisms to ensure that safeguarding responsibilities are met – see below.
- The Trust will ensure that matters are dealt with in a sensitive and appropriate way.
- The Trust will give clear guidance to staff on how the safeguarding policy will be adapted and applied practically in different circumstances.
- The Trust will provide appropriate initial training and development opportunities to staff who engage in regulated activity.
- The Trust will monitor the implementation of its safeguarding policy through the half-termly apprenticeship management meeting.
- The Trust will ensure that clients have an effective Safeguarding Policy for their learners when not in the care of the Trust.

Staff Code of Conduct

Trust staff must never:

- Physically assault or physically abuse any client or member of client's staff.
- Develop relationships which could in any way be deemed exploitative or abusive.
- Act in ways that may be abusive or may place a vulnerable person at risk of abuse.
- Use language, make suggestions or offer advice which is inappropriate, offensive or abusive.
- Behave physically in a manner which is inappropriate or sexually provocative.
- Have a learner with whom they are working stay overnight at their home.
- Do things of a personal nature that they can do for themselves.
- Condone, or participate in, behaviour which is illegal, unsafe or abusive.
- Act in ways intended to shame, humiliate, belittle or degrade or otherwise perpetrate any form of emotional abuse.
- Discriminate against, show differential treatment, or favour to the exclusion of others.
- Agree to witness, or be named as either an executor or beneficiary of a client or relatives will or testament.

This list is not exhaustive or exclusive. The principle is that staff should avoid actions or behaviour which may constitute poor practice or potentially abusive behaviour.

It is important for all staff and others in contact with vulnerable groups to;

- Be aware of situations which may present risks and manage these.
- Plan and organise the work and the workplace so as to minimise risks.
- As far as possible, be visible in working with vulnerable adults.
- Ensure that a culture of openness exists to enable any issues or concerns to be raised and discussed.
- Ensure that a sense of accountability exists between staff so that poor practice or potentially abusive behaviour does not go unchallenged.

More information can be found at: www.safeguardingmatters.co.uk

Responding to Concerns or Disclosures

If a student/ apprentice makes a disclosure related to a safeguarding matter to any member of Trust staff, the Trust employee should:

- Ensure that the learner is not in any immediate danger.

Listen

- React calmly and promise confidentiality **not** secrecy
- Be aware of their behaviour, including non-verbal messages
- Keep responses short, simple, slow and gentle
- Allow the discloser (child or adult) to talk freely and without interruption about what has happened
- Observe and listen and only ask open ended questions if required for clarification (although this may be better left to the Designated Safeguarding Lead (DSL). The use of 'TED' questioning may be appropriate:
 - Tell me what happened
 - Explain what you mean
 - Describe how it made you feel
- Avoid making comments or judgements about what is shared
- Tell the apprentice/ student or other individual raising the concern what will happen next, and be honest.

Record

- Write down what the learner told you as soon as you can (see Appendix 1), using the learners own words, including the time, the setting and names and contact details of those present and pass this immediately to a member of the Safeguarding Team. This should include:
 - What was said
 - What , if any questions were asked, and the responses
 - Who was present
 - Anything else that happened after the learners disclosure

- Ensure legibility and then you must sign, time and date the account
- Maintain strict confidentiality
- If you see or are shown marks or injuries describe them and record on a body map, available from the Designated Safeguarding Lead.

Inform

- Inform the learner that you must pass the information on, but that only those who need to know will be informed.

Assure

- Assure them that they will be kept informed of developments
- That a member of the Safeguarding team will make contact with them.

APPENDIX A

Safeguarding Reporting Form

The form should be completed at the time or immediately following disclosure, but after all necessary emergency actions have been taken.

Please complete the form as fully as possible.

This form should be used to record safeguarding/welfare concerns relating to vulnerable apprentices. In an emergency please do not delay in-forming the police or social services

All the information must be treated as confidential and reported to the Designated Safeguarding Officer within one working day or the next working day if it's a weekend

| Your details – the person completing the form | |
|--|--|
| Name | |
| Position | |
| Telephone | |
| Email | |
| Details of the person affected | |
| Name | |
| Address | |
| Telephone | |
| Email | |
| Details of the incident (please describe in detail using only the facts) | |
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Other present or potential witnesses

| | |
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| Name | |
| Address | |
| Telephone | |
| Email | |

Additional relevant information (please detail anything else that you believe to be helpful or important)

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I have completed this form and provided information that is factual and does not contain my own views or opinions on the matter.

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|-------------------|--|
| Print Name | |
| Signature | |
| Date | |

DSL Actions /Outcomes

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|-------------------------------|--|
| | |
| DSL Print Name | |
| DSL Signature | |
| Date | |

Apprenticeship Designated Safeguarding Lead – Sue Hinchcliffe - s.hinchcliffe@ebor.academy
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