

# Institute of Revenues Rating and Valuation



## Safeguarding and Prevent Policy



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INSTITUTE OF REVENUES  
RATING & VALUATION

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## 1. Introduction

We want all our students and apprentices to be safe and feel protected.

The IRRV is committed to Safeguarding, the Prevent strategy and promoting the wellbeing of children, young people and vulnerable adults giving the highest priority to their safety and welfare in order to enable them to maximise their ability to 'enjoy and achieve'.

Our employees, consultants and volunteers have a responsibility to recognise, identify and respond to signs of abuse, neglect, extremism, being drawn into terrorism and other safeguarding concerns. We endeavour to ensure the protection of our young adults from maltreatment and preventing impairment of their health or development and that they are living in circumstances consistent with the provision of safe and effective care.

We require all employees, consultants and volunteers to demonstrate high standards in their management of risk of and in the active protection of children, young people and vulnerable adults from discrimination and avoidable harm by fulfilling our duties for young people under 18 in accordance with Working Together to Safeguard Children 2018 and our duties towards vulnerable adults in accordance with the National framework of standards for safeguarding adults, Association of Directors of Social Services (ADSS) 2005 and the No Secrets: Guidance on protecting vulnerable adults in care, Department of Health (DoH) 2010.

We fully support the promotion of effective multi-agency working in light of the Children Act 2004 and Working Together to Safeguard Children (DfE 2013 updated 2018) and the guidance for specified authorities in England and Wales on the duty in the Counter-Terrorism and Security Act (2015) to have due regard to the need to prevent people from being drawn into terrorism.

Prevent is a term known to describe part of the Home Office counter-terrorism strategy and aims to stop people moving from extremism into terrorist related activity as young people are potentially vulnerable to engagement with extremist ideologies or by targeting via extremist organisations.

This policy and procedure for responding to concerns regarding the protection of vulnerable adults are incorporated within this document as although the legislative and policy base is different when responding to the safeguarding needs for adults, most of the principles and procedures for employees, consultants and volunteers are the same as those for children and young people.

We will also respond appropriately to disclosures of abuse and to allegations against our employees, consultants and volunteers or other adult(s).

IRRV views this policy as part of our core business and expects all employees, volunteers and consultants, to share this commitment and ensure that they are aware of their own responsibilities in this regard by taking action to enable the best future outcomes for all our learners.

We ensure that arrangements are in place to identify, assess and support those who are suffering or potentially suffering from harm. In doing so, we are guided by the following key principles:

- young people have a right to be safe and should be protected from all forms of abuse and neglect
- safeguarding young people is everyone's responsibility
- it is better to help young people as early as possible, before issues escalate and become more damaging; and

- young people and families are best supported and protected when there is a co-ordinated response from all relevant agencies.

## 2. The purpose of this Policy document

The purpose is to provide a framework that informs procedures relating to our legal obligation to safeguard (including the Prevent Strategy) and protect children, young people and vulnerable adults who are suffering forms of abuse as defined in the Children Act 1989 (& 2004), through the application of principles outlined in the Children Act 2004 and Safeguarding Vulnerable Groups Act 2006.

This policy provides clear direction to all members of our community to ensure Safeguarding concerns, referrals and monitoring of actions are handled sensitively, professionally and in ways that promote the welfare of our students and support their needs. The policy also makes commitment to the development of good practice and sound procedures.

We recognise that the welfare of the children, young people and vulnerable adults is paramount and that all students regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity have the right to protection from all types of harm or abuse. Working in partnership with children, vulnerable adults, their parents, carers and other agencies is essential in promoting the welfare of individuals.

We know that young people want to be respected, their views to be heard, to have stable relationships with professionals built on trust and to have consistent support provided for their individual needs.

Information gathered by the NSPCC indicates that young people have also said that they need:

- **vigilance** – to have adults notice when things are troubling them;
- **understanding and action** – to understand what is happening; to be heard and understood; and to have that understanding acted upon;
- **stability** – to be able to develop an on-going stable relationship of trust with those helping them;
- **respect** – to be treated with the expectation that they are competent rather than not;
- **information and engagement** – to be informed of the outcome of assessments and decisions and reasons when their views have not met with a positive response;
- **support** – to be provided with support in their own right as well as a member of their family; and
- **advocacy** – to be provided with advocacy to assist them in putting forward their views.

## 3. The definition of Safeguarding including Prevent as part of the national CONTEST policy

We recognise that Safeguarding actions may be needed to protect our students from harm or potential harm including actions to prevent impairment of their health and it is our intention to reduce significantly or eliminate, the potential of harm to the student's overall wellbeing.

We are aware that responsibilities around Safeguarding and Child Protection sit alongside each other. What is raised as a Safeguarding issue may or may not become a Child Protection issue.

This policy is also intended to incorporate the Government's strategy 'Prevent' which forms part of the overall national counter-terrorism strategy, CONTEST.

The aim of the Prevent strategy published by the Government in 2011, is to reduce the threat to the UK from terrorism by stopping people becoming terrorists or supporting terrorism and it has three specific strategic objectives:

- respond to the ideological challenge of terrorism and the threat we face from those who promote it
- prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support; and
- work with sectors and institutions where there are risks of radicalisation that we need to address.

Prevent, put simply, has been expressed as the need to stop people becoming involved in violent extremism or supporting terrorism, in all its forms. Prevent works within the non-criminal space, using early engagement to encourage individuals and communities to challenge violent extremist ideologies and behaviours.

IRRV is not an investigating agency. Any allegation or suspicion of abuse or significant harm will normally be carried out by local Social Care Services or other agencies with statutory powers, such as the Police Service.

Safeguarding is not just about protecting our learners from deliberate harm, neglect, failure and from being drawn into terrorism, it also relates to broader aspects of care and education, including:

- Children, young people and vulnerable adult's own health and safety and well-being
- meeting the needs of Children, young people and vulnerable adults with medical conditions
- intimate care and emotional well-being
- online safety and associated issues; and
- appropriate arrangements to ensure children, young people and vulnerable adult's security, taking into account the local context.

## **4. Detecting Safeguarding & Prevent concerns**

Safeguarding is everyone's responsibility and all IRRV employees, consultants and volunteers should make sure that they stay alert to the signs and indications and question the behaviour of young people and students and don't necessarily take what you are told at face value.

You should not let other considerations, like the fear of damaging relationships with adults, get in the way of protecting young and vulnerable people.



**If ANY member of staff recognises a concern, they have both the duty and responsibility to make their concerns known to their line manager or one of the Nominated Duty Safeguarding Officers.**

<b>Safeguarding incl. Prevent examples</b>	<b>Signs to look out for in our students</b>
Neglect, including acts of omission	<i>Drop in attendance. Clothes that are dirty / ill-fitting, arrives without adequate clothing such as no winter coat, weight loss, withdrawn</i>
Grooming	<i>Troubling or changes in behaviour</i>
Physical abuse	<i>Frequent, unexplained injuries</i>
Sexual abuse	<i>Excessively withdrawn</i>
Emotional abuse	<i>Fearful or anxious about doing something wrong</i>
Psychological abuse	<i>Fearful or anxious about doing something wrong</i>
Being drawn into radicalisation and / or terrorism	<i>Troubling or changes in behaviour. Being angry or aggressive</i>
Bullying, including on-line and prejudice-based bullying	<i>Talk of running away. Excessively withdrawn</i>
Racist, disability and homophobic or transphobic abuse	<i>Evidence of self-harm</i>
Gender-based violence / violence against women and girls	<i>Frequent, unexplained injuries</i>
Child sexual exploitation and trafficking	<i>Unexplained new possessions</i>
The impact of new technologies on sexual behaviour	<i>Dismissive / non-responsive to your concerns</i>
Teenage relationship abuse	<i>Excessively withdrawn. Troubling or changes in behaviour</i>
Substance misuse	<i>Misuse of drugs and alcohol</i>
Issues that may be specific to a local area or population	<i>Failure to seek basic healthcare</i>
Domestic violence	<i>Making efforts to avoid specific family members or friends. A reluctance to go home.</i>
Female Genital Mutilation (FGM)	<i>Excessively withdrawn. Poor attendance.</i>
Forced marriage	<i>Excessively withdrawn. Having older sexual partners</i>
Fabricated or induced illness	<i>Excessively withdrawn. Fearful or anxious about doing something wrong</i>
Poor parenting, particularly in relation to babies and young children	<i>Clothes that are dirty / ill-fitting, poor nutrition, weight loss</i>
Ignoring medical or physical care needs	<i>Dishevelled appearance, poor attendance, weight loss</i>
Withholding of medication or adequate nutrition	<i>Regular sickness, pale complexion, weight loss</i>
Other issues not listed here but that pose an ongoing or potential risk	<i>It is important that a warning sign doesn't automatically mean abuse is taking place</i>

## 5. What to do if an individual discloses an alleged incident

- **DO NOT PROMISE CONFIDENTIALITY** and inform the individual that the information given in the Safeguarding Disclosure Form will be passed to other individuals within the Institute and / or third party agencies
- do not interview or question the individual, listen carefully to what they say and how they say it
- do not make any judgements or communicate your personal views
- allow the learner to explain in their own words
- complete the Safeguarding Disclosure Form and email the form to the Safeguarding Board immediately at **safeguarding@irrv.org.uk**
- Remember disclosures are confidential and should only be discussed with a Safeguarding Officer.

Refer to further detailed information, including the Government advice for practitioners '*What to do if you're worried about a child is being abused*' from March 2015 and the Department for Education document entitled '*Keeping Children Safe in Education 2021*' which includes the mandatory "*Safeguarding Information for all Staff*" located on the back together with "*Working Together to Safeguard Children*" from 2018.

## 6. Allegations against staff

All employees, consultants and volunteers working with students should take care not to place themselves in a vulnerable position in respect to dealing with students.

If a student makes an allegation against an employee, consultant or volunteer, the Designated Safeguarding Lead and Management Team should be notified immediately.

## 7. Safeguarding Team

The Safeguarding Board Member on duty must notify the Designated Safeguarding Lead immediately on receipt of the allegation, informing them of the allegation.

A member of the Safeguarding Board will liaise with the individual as appropriate, ensuring that the matter is reported to the appropriate investigating agency. A written record of any discussions / referrals will be made. The confidential email address for the Board is: **safeguarding@irrv.org.uk**.

Full contact details for each member of the board are shown on the IRRV Website.

The Safeguarding Board are as follows:

- **Designated Safeguarding Lead: Sue Williams-Lee**
- **Safeguarding Team Member: Roger Bowen**
- **Safeguarding Team Member: Dee Fergus**

## 8. Key areas of this policy

### Prevention

- Providing an environment in which learners and staff feel safe, secure, valued and respected, feel confident and know who to approach if they are in difficulties
- raising awareness of all staff of the need to safeguard children and vulnerable adults; and
- ensuring that employees, consultants and volunteers within the IRRV who have access to children, young people and vulnerable adults have been rigorously checked as to their suitability using our safer recruitment procedures.

### Protection

- establishing a systematic means of monitoring children, young people and vulnerable adults, known or thought to be at risk of harm
- establishing structured procedures to be followed by all members of staff in cases of suspected abuse or incident; and
- accessing the most appropriate support for learners who may have been abused.

### Safer recruitment and training

- ensuring that IRRV practices effective procedures for safe recruitment in checking the suitability of staff, consultants and volunteers to work with learners
- ensuring recruitment information includes a child protection statement regarding Disclosure and Barring Service (DBS) checks
- maintaining and reviewing staff records of DBS checks
- complying with the duty of employers to inform the DBS of any individual (paid employee, volunteer or others (includes students on work placements) who poses a threat to children or vulnerable adults; and
- ensuring that all individuals (paid employee, volunteer or others) are included in the mandatory online training processes for Safeguarding and Prevent and this is updated every three years.

### Records and monitoring

- Ensuring employees are aware of the need to record any concerns held about the learner, the need to keep Child / Adult Protection records separate to tutorial records and other student data and in an internal online secured place when they can be passed on to other agencies if requested and required.

The policy applies to all employees, Directors, consultants and volunteers working for IRRV in all locations where education and training is delivered to children and vulnerable adults. The policy also covers collaborative provision and staff employed directly by contractors supplying services on behalf of IRRV.

For most purposes, a child may be defined as 'a person who has not yet reached their 18th birthday (Working Together to Safeguard Children' 2018) However, the Children Act 2004 defines a 'child' as a



person under the age of 18 years and also covers vulnerable adults with a disability up to the age of 25. A vulnerable adult is defined as 'a person aged 18 or over who is, or may be in need of community care services by reason of mental or other disability, age or illness; and who is or may be unable to take care of him/herself, or unable to protect themselves against significant harm or exploitation' (Safeguarding Vulnerable Groups Act 2006).

However, it is important to be aware that following amendments to the Safeguarding Vulnerable Groups Act 2006, by the Protection of Freedoms Act 2012, adults are no longer deemed vulnerable because of their personal attributes, characteristics or abilities. An adult is considered 'vulnerable' if they receive a health, personal or social care service from a professional. Personal services would include, for example, help with financial matters, feeding, washing or dressing.

We recognise the positive contribution it can make towards protecting its learners from the emerging grooming issues surrounding radicalisation to violent extremism through the tutorial programme, by activities undertaken within the curriculum and enrichment programmes. We will continue to empower our students to create communities that are resilient to extremism and protecting the wellbeing of particular individuals who may be vulnerable to being drawn into violent extremism or crime. We will also continue to promote the development of spaces for free debate where shared values can be reinforced.

No matter what an individual's role is at the IRRV, each person is likely to encounter young people during the course of their normal working activities. Employees are therefore in a unique position to be able to observe signs of abuse or neglect, or changes in behaviour, which may indicate a young person may be being abused or neglected.

Safeguarding encompasses issues such as health and safety, bullying, arrangements to meet medical need, provision of first aid, venue security, access to and use of information technology.

## **IT and Digital**

The IRRV delivers its Professional Courses and the Level 4 Revenues and Benefits Practitioner Apprenticeship to adult learners who work for Local Authorities. Learners do not use IRRV hardware or the IRRV's internet platform / network. Therefore we do not have direct control over IT usage by learners when they are undertaking their studies. They either use Council owned equipment, whereby the learner must comply with their employer's local policies and protocols, or their own laptop/tablet.

Apprentices access a web based Apprenticeship E-Portfolio to upload their work on a weekly basis. Communication with their IRRV tutor is via the Communication Channel within Aptem. A communication report can be accessed by the learner, tutor, the IRRV's Quality Assurance and Compliance Coordinator and the tutor's workplace mentor / line manager. Correspondence is monitored to ensure it remains professional and appropriate at all times.

The IRRV's Safeguarding Handbook (pages 13 to 15) and the separate 'Virtual' Guidelines detail the protocols, etiquette and code of conduct, which learners and staff must adhere to when conducting remote training or virtual meetings. We also provide advice and guidance on how to stay safe online.

Apprentices receive an initial introduction to Safeguarding, Prevent, British Values and Online Safety on their Induction day.

We cover the above topics during the Apprenticeship Stream at annual conference and record these sessions. The recordings are shared with learners after the event. We embed these topics into the curriculum and discuss them during training sessions and review meetings.

We have a Facebook group for IRRV Apprentices. This is a closed group and is monitored and moderated by the Apprenticeship Administration Officer.

## **Student Guidance**

Apprentices are first introduced to Safeguarding and Prevent when they complete their Onboarding documents. It is mandatory for them to read the Safeguarding and Prevent Policy, the Safeguarding Handbook and the Virtual Guidelines.

We include a Safeguarding quick reminder wallet sized card in each learner's IRRV folder, which provides the names of the Safeguarding Board and a quick summary of what to do in the event of an incident or concern.

We talk through Safeguarding, Prevent, British Values and Online Safety during the Induction day and check that learners understand what has been covered.

We use training sessions and review meetings as an opportunity to discuss topical Safeguarding and Prevent issues using recent examples that have been in the news or in updates we receive from the Department for Education (DFE) Regional Prevent Forums. These updates focus on local and national risks.

For further details please refer to the Safeguarding Handbook. The Handbook provides comprehensive guidance on all aspects of Safeguarding including a detailed overview of the incident reporting process.

## **9. Roles and Responsibilities**

### **Management Team**

- ensure our policy for safeguarding children, young people and vulnerable adults and associated procedures are in place and implemented to ensure the welfare of the student cohort;
- delegate operational responsibility and implementation of procedures to a designated member of the Management Team;
- be responsible for receiving allegations against employees, consultants and volunteers;
- receive immediate notification of any changes affecting the policy or procedures and ensure the policy is reviewed and amended as appropriate; and
- to review this policy annually or when needed

### **Designated Safeguarding Lead**

- ensure that the safeguarding policies and procedures are fully implemented, and that employees, consultants and volunteers fully understand their responsibilities and duties;
- ensure that resources are allocated to enable the Designated Safeguarding Officers, and other staff as needed, to attend strategy discussion, inter-agency meetings and contribute to assessments;
- ensure that there is an identified deputy to take on the above responsibilities in the absence of the Designated Lead Person for Safeguarding;
- be responsible for receiving allegations against employees, consultants and volunteers;

- ensure that the Head of Operational Services records details of all allegations against staff and volunteers and consults with the Deputy Chief Executive, as appropriate, in order to ensure that allegations are dealt with in an objective and transparent way;
- ensure that the Head of Operational Services carries out any agreed actions with the Deputy Chief Executive and reports on outcomes. This includes any contact and reporting to the Disclosure and Barring Service;
- collate and report on all training undertaken by the Designated Persons for Safeguarding, and all staff, together with the number of learners for whom we have safeguarding concerns;
- chair the Safeguarding Board meetings;
- oversee the referral of cases of suspected abuse or allegations to the relevant investigating agencies;
- ensure that all such records are kept confidentially and securely;
- act as a focal point for employees, consultants and volunteers concerns and liaison with other agencies and professionals;
- ensure that all employees, consultants and volunteers are aware of our policy for safeguarding children and vulnerable adults and referral procedures and know how to recognise any concerns;
- ensure that staff receive appropriate training once every three years.

### **Safeguarding Officer**

- ensure that children and vulnerable adult protection procedures are in place and are updated as appropriate and as advised and coordinate safeguarding practices across all sites;
- ensure that detailed and accurate written records are kept, even where that concern does not lead to a referral;
- ensure that all such records are kept confidentially and securely;
- maintain a centralised record of all safeguarding activity;
- ensure that all employees, consultants and volunteers are aware of our policy for safeguarding children and vulnerable adults and referral procedures and know how to recognise any concerns;
- attend appropriate training as required to keep up to date with current knowledge and in fulfilling the role of a Safeguarding and Prevent Officer.

### **Responsibility of all Employees, Consultants and Volunteers**

- ensure they are aware of and follow the procedures in cases of suspected abuse; and
- be alert to signs of abuse and report their concerns immediately to a Safeguarding Officer. A Safeguarding Disclosure Form should also be completed if a Safeguarding Officer isn't available.

## 10. Linked policies and procedures

The following policies should also be looked at for reference:

- Safeguarding Handbook
- Staff Handbook
- Whistle blowing procedure
- Prevention of Bullying and Harassment at the work place
- Grievance Policy
- Disciplinary Policy and Procedures.

## 11. Forms of Abuse

In light of the Covid-19 lockdowns, restrictions and social distancing rules, the forms of abuse below, for both children and adults, may become more prevalent, due to; more time being spent in the home with family members, breakdown of relationships, job losses, serious financial difficulties, heightened anxiety, stress, loneliness, mental health and well-being issues.

Face to face contact has been greatly reduced, therefore staff should be extra vigilant in recognising and reporting safeguarding concerns when communicating with students virtually and via telephone calls / progress reviews.

### Forms of Abuse – Children

The following categories of abuse are recognised for the purposes of the child protection register physical abuse, emotional abuse, sexual abuse, neglect.

#### Physical abuse

This may involve hitting, shaking, throwing, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in a child.

#### Emotional abuse

This is the persistent emotional ill treatment of a child such as to cause severe and persistent effects on the child's emotional development. It may involve conveying to children that they are worthless and unloved, inadequate, or valued only so far as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions which are beyond the child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill treatment of another. It may involve causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of ill-treatment of a child, though it may occur alone.

## **Sexual abuse**

This involves forcing or enticing a child to take part in sexual activities, including prostitution whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic materials or watching sexual activities, or encouraging children to behave in sexually inappropriate ways. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

## **Neglect**

This is the persistent failure to meet the child's basic physical and / or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food and clothing, shelter including exclusion from home or abandonment, failure to protect a child from physical and emotional harm or danger, failure to ensure adequate supervision including the use of inadequate care-takers or failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

# **12. Forms of Abuse – Adult**

## **Physical abuse**

This includes hitting, slapping, pushing, kicking, rough handling or unnecessary physical force either deliberate or unintentional, misuse of medication, restraint or inappropriate sanctions.

## **Emotional abuse**

This includes rape and sexual assault or sexual acts to which the vulnerable adult has not consented, or could not consent to, or was pressured into consenting. Sexual abuse can occur between people of the same sex and it can also occur within a marriage or any long-term relationship. A relationship of trust should exist between a member of staff or a volunteer and the person for whom they are caring, it would be seen as a betrayal of that trust, and therefore abusive, for that member of staff or volunteer to have a sexual relationship with the person they are caring for.

## **Psychological abuse**

This includes emotional abuse, threats of harm or abandonment, deprivation of contact, humiliation, blaming, controlling, intimidation, coercion, harassment, verbal abuse, isolation or withdrawal from services or supportive networks.

## **Financial or material abuse**

This includes theft, fraud, exploitation, pressure in connection with wills, property, enduring power of attorney, or inheritance or financial transactions, or the inappropriate use, misuse or misappropriation of property, possessions or benefits.

## **Neglect and acts of omission**

This includes ignoring or withholding medical or physical care needs, failure to provide access to appropriate health, social care or educational services, the withholding of the necessities of life, such as medication, adequate nutrition, clothing and heating.

## **Discriminatory abuse**

This includes racist, sexist, or other forms that are based on a person's disability and other forms of harassment, or similar treatment.

## **Self-neglect**

This is not a direct form of abuse, but staff need to be aware of it in the general context of risk assessment / risk management and to be aware that they may owe a duty of care to a vulnerable individual who places him / herself at risk in this way.

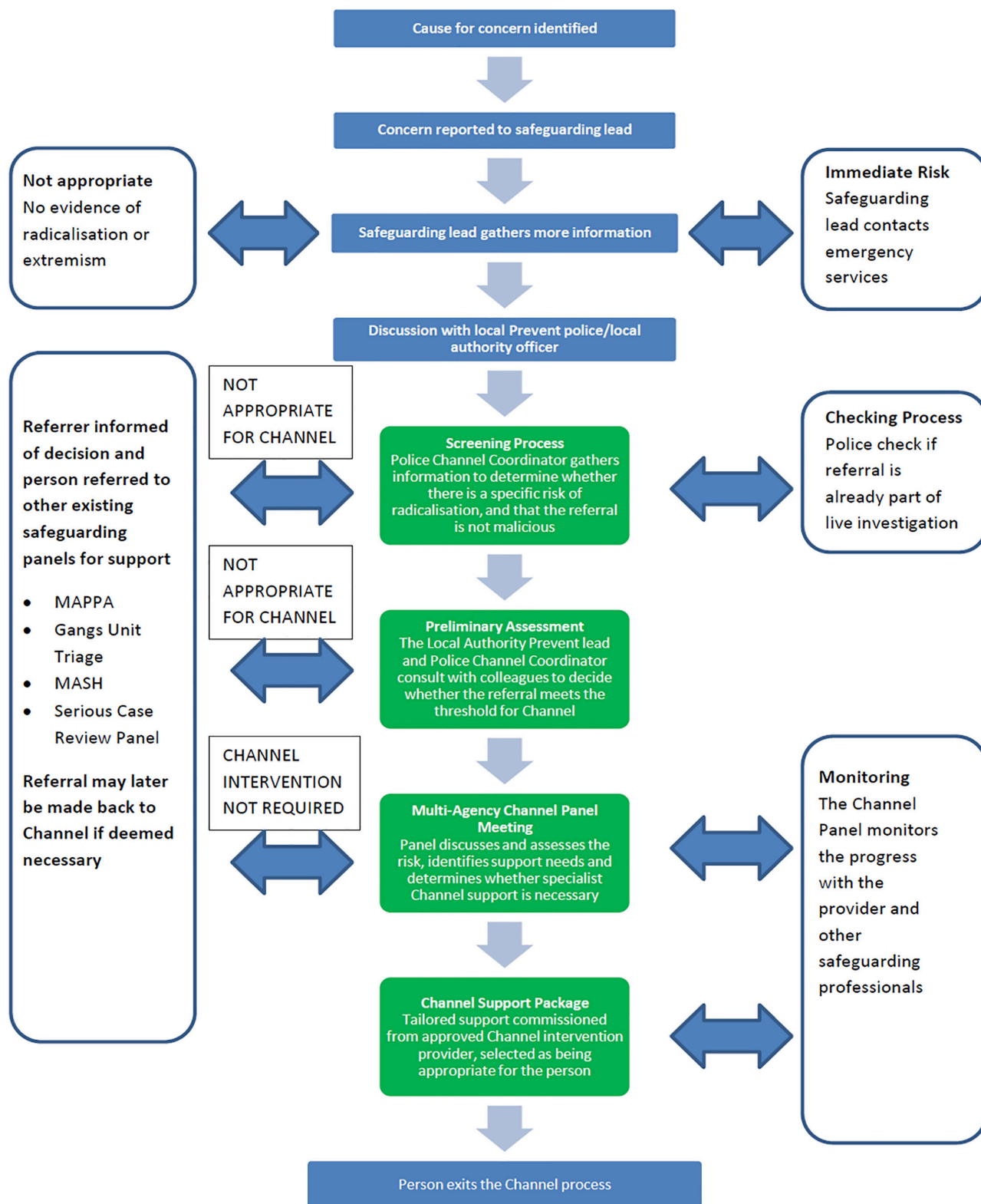
## **Radicalisation**

This is the process by which individuals come to support terrorism or violent extremism. There is no typical profile for a person likely to become involved in extremism, or when they move to adopt violence in support of their particular ideology. Although a number of possible behavioural indicators are listed below, staff should use their professional judgement and discuss with other colleagues or external partners if they have any concerns.

- Use of inappropriate language
- Behavioural changes – angry, mood swings, a new-found arrogance
- The expression of extremist views, which are at odds with generally shared values
- Advocating violent actions and means
- Possession of violent extremist literature
- Association with known extremists
- Seeking to recruit others to an extremist ideology.



## Prevent Referral – Decision Making Flowchart



## Safeguarding Disclosure Form

Part 1 & 2 to be completed in full by ALL staff members.

### Part 1 – Student / Apprentice Information

<b>Student Name:</b>			<b>Student Mobile No:</b>		
<b>Student ID:</b>			<b>Staff member:</b>		Ext:
<b>Student DOB:</b>		Age:	<b>Safeguarding Officer on duty:</b>		
<b>Postcode:</b>			<b>Date of Disclosure:</b>		Time:
<b>Reason for concern</b> (Please tick box):					
<b>Disclosure by student:</b> Concern of risk of harm		<b>Summary of disclosure:</b> (Key information from student that triggered concern: time, date, place)			
<b>Disclosure relates to student</b> or another student:					
<b>Disclosure is current:</b>					
<b>Than previously and Disclosure is historic:</b>					
<b>Type of Concern:</b> Circle relevant concern(s)	Sexual (Inc. CSE/abuse) Mental/Emotional/Physical/Neglect/ Domestic violence/FGM/Forced marriage/Honour-based violence/Drug and alcohol/Other.				
<b>Attitude to concern:</b>					
<b>Students attitude towards our concern:</b>					
<b>Attitude of parent/carer/other support networks as reported by student:</b>					

## Part 2 – Information seeking and sharing (To be completed by All staff members)

2 <sup>nd</sup> staff member involved		Y/N
Note name and any differences of opinion		
Has information been sought / shared with Social Worker / Worker / another external agency?	Y/N	Have you informed the student of the following statement below?
Name of agency:		<p>“Student has agreed to the sharing of information with IRRV Safeguarding Team and has been informed that, other external agencies may be contacted to ensure their safety is maintained”.</p>
Named person:		
Contact details:		
Time/date of contact:		
Summary of information / advice received:		Does the student understand what will happen next?
		Any comments?

## Part 3 – Decision and Action (To be completed by Safeguarding Officer)

<b>Decision</b> (complete for all safeguarding concerns)		
Internal referral (complete 3a)	Y/N	Rationale for decision (including decisions not to refer): <b>This section must be completed.</b>
External referral (complete 3b)	Y/N	
No immediate referral (complete 3c)	Y/N	
Decision clearly communicated to student	Y/N	

<b>Part 3a – Internal referral</b> (complete if applicable)	
Referral to:	Person making referral:
	Date referral to be made by:
Notes:	
<b>Part 3b – External referral action plan</b> (complete if applicable)	

Referral to:	Person making referral:
	Date of referral:
Information to be shared with agency:	
Response requested from agency:	Person responsible for following up:
	Follow up on (date):

<b>Part 3c – No immediate referral</b> (complete for all safeguarding concerns)		
Safeguarding Concern:	Person responsible for action:	Rational for decision:

#### **Part 4 – Follow up with External Agencies** (To be completed by Safeguarding Officer)

<b>Part 4 – Support and follow up communication with external agencies</b>		
Contact date & time:	Support and or follow up communication:	Date action to be delivered by:

## Example of a completed Safeguarding Disclosure Form

### Safeguarding Disclosure Form

Part 1 & 2 to be completed in full by ALL staff members.

#### Part 1 – Student / Apprentice Information

<b>Student Name:</b>	Joanne Smith		<b>Student Mobile No:</b>	07912312123	
<b>Student ID:</b>	1234567		<b>Staff member :</b>	Karen Clare	Ext: 1234
<b>Student DOB:</b>	04/05/99	Age: 17	<b>Safeguarding Officer on duty:</b>	Samantha Louise	
<b>Postcode:</b>	XX7 4XX		<b>Date of Disclosure:</b>	21 <sup>st</sup> Sept 2019	Time: 10:45
<b>Reason for concern</b> (Please tick box):					
<b>Disclosure by student:</b> <i>Concern of risk of harm</i>	<b>Summary of disclosure:</b> (Key information from student that triggered concern: time, date, place)  Joanne had a discussion with parents at home last night, Sunday 20 <sup>th</sup> September. Her parents want her to marry a partner chosen by them and are applying pressure for her to do so. Joanne has refused and as she is 18 and has been made aware of all the support available to her. She has also discussed the legal implications to her parents if they were to try and force her. She does not think that this will happen now as she made it very clear that she will not marry against her wishes. This student has currently gone to Pakistan for a month, but she informed me that her parents have now accepted her decision and have stopped putting on pressure.				
<b>Disclosure relates to student or another student:</b>					
<b>Disclosure is current:</b>					
<b>Than previously and Disclosure is historic:</b>					
<b>Type of Concern:</b> Circle relevant concern(s)	Sexual (Inc. CSE/abuse) Mental/Emotional/Physical/Neglect/ Domestic violence/FGM/ <b>Forced marriage</b> /Honour-based violence/Drug and alcohol/Other.				
<b>Attitude to concern:</b>					
<b>Students attitude towards our concern:</b>	Student was initially upset but is relieved that she has told someone.  She has a British Passport and the contact details of SLA.				
<b>Attitude of parent/carer/other support networks as reported by student:</b>	Joanne has informed her parents that she has discussed the issue with the Safeguarding Officer at her Educational Establishment.				

## Part 2 – Information seeking and sharing (To be completed by All staff members)

2 <sup>nd</sup> staff member involved		Y/N
Note name and any differences of opinion		
Has information been sought / shared with Social Worker / Worker / another external agency?		Y/N
Name of agency:		
Named person:		
Contact details:		
Time/date of contact:		
Summary of information / advice received :		
Have you informed the student of the following statement below?		Y/N
<p>“Student has agreed to the sharing of information with IRRV Safeguarding Team and has been informed that, other external agencies may be contacted to ensure their safety is maintained”.</p>		
Does the student understand what will happen next?		
Any comments?		

## Part 3 – Decision and Action (To be completed by Safeguarding Officer)

<b>Decision</b> (complete for all safeguarding concerns)		
Internal referral (complete 3a)	Y/N	Rationale for decision (including decisions not to refer): <b><i>This section must be completed.</i></b>
External referral (complete 3b)	Y/N	
No immediate referral (complete 3c)	Y/N	
Decision clearly communicated to student	Y/N	

<b>Part 3a – Internal referral</b> (complete if applicable)	
Referral to:	Person making referral: <hr/> Date referral to be made by:
Notes:	



<b>Part 3b – External referral action plan</b> (complete if applicable)	
Referral to:	Person making referral:
	Date of referral:
Information to be shared with agency:	
Response requested from agency:	Person responsible for following up:
	Follow up on (date):

<b>Part 3c – No immediate referral</b> (complete for all safeguarding concerns)		
Safeguarding Concern:	Person responsible for action:	Rational for decision:

## Part 4 – Follow up with External Agencies (To be completed by Safeguarding Officer)

<b>Part 4 – Support and follow up communication with external agencies</b>		
Contact date & time:	Support and or follow up communication:	Date action to be delivered by:

## Safeguarding & Prevent Action Plan 2020/2021

OBJECTIVE	ACTIONS REQUIRED TO MEET OBJECTIVE	ACTUAL TARGET where applicable e.g. percentage increase in retention	BY WHOM	BY WHEN
1. Update SG policy 2021 to include Prevent and to provide a Quick Guide.	DSL to liaise with stakeholders (Education team, staff on Safeguarding rota, others) Update & review, present to Learner Involvement and IRRV courses.	Policy updated.	Sue Williams-Lee (DSL).	March 21.
2. Raise staff awareness of updated policy.	Promote through: i Staff update. ii Published on website. iii Present at team meeting.	Policy promoted as per actions.	DSL.	April 21.
3. Train staff on new safeguarding duties.	i. Investigate suitable online training. ii. Have staff complete these. iii. Review any further needs.	100% staff completed online training.	Ext org.	Completed by the Apprenticeship team April 2020 – refresh every 3 years.  To be rolled out to all staff in 2021.
4. Arrange Safeguarding Operational Board meeting on a monthly basis.	i. Group to meet bi-monthly and to include staff on Safeguarding rota.	Meetings held bi-monthly. Feedback captured and analysed.	DSL.	Ongoing each year.
5. Review SG Policy.	Annual review.	Updated document to be circulated to staff, students and employers and uploaded to the website.	DSL.	January 2022.

## Version Control and Policy Approval

VERSION	DRAFTED / REVIEWED BY	DATE	APPROVED BY	DATE	REVIEW DATE
V1	Daniel Drane	30 Sept 2019	SMT	Oct 2019	Oct 2020
V2	Sue Williams-Lee	June 2020	Chair of the Apprenticeship Governance Board – Jim McCafferty	July 2020	March 2021
V3	Sue Williams-Lee	March 2021	Chair of the Apprenticeship Governance Board – Jim McCafferty	March 2021	September 2021
V4	Sue Williams-Lee	September 2021	N/A	N/A	November
V4.1	Sue Williams-Lee	November 2021	N/A	N/A	December 2021 / January 2022
V4.2	Sue Williams-Lee	December 2021	Chair of the Apprenticeship Governance Board – Jim McCafferty	January 11 2022	January 2023 (or as required)