

Finchale Group

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Safeguarding Policy

SAFEGUARDING POLICY



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QP/SAFEGUARDING POLICY
FINCHALE TRAINING COLLEGE

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Safeguarding Policy Statement

Finchale Training College's policy approach is to minimise the risk of abuse to young people and adults at risk with whom Finchale Training College works. We are fully committed to safeguarding the welfare of young people and adults at risk by taking all reasonable steps to protect them from neglect, physical, sexual or emotional harm. The development and implementation of this policy and procedure are an integral part of Finchale Training College's determination to provide high-quality responsive services, which meet the needs of our customers and service users.

All staff, associates and volunteers have a responsibility to take appropriate steps to protect young people and adults at risk and to understand their responsibility to operate within this policy. Good safeguarding includes arrangements for prevention as well as responding to allegations of harm and abuse. Harm and abuse may include physical, sexual, psychological, financial and institutional abuse, acts of neglect and omission and discrimination. All allegations, concerns or suspicions of abuse or neglect are taken seriously by Finchale Training College and are responded to in line with our procedures and within the reporting structures of the local authority in which we work. Allegations made against members of staff will be dealt with. Finchale Training College will handle all disclosures in accordance with the requirements of a national framework of standards and good practice and outcomes in adult protection (ADASS 2006). This policy states our approach to preventing and responding to safeguarding issues.

This policy is cascaded to all staff and employers, so they understand the risks associated with Safeguarding. Employers also have a role in keeping learners safe. This policy is also available on our website.

Principles

The policy provides a consistent and effective approach to addressing concerns and allegations of abuse and neglect, including Prevent.

The purpose of this policy is to:

- Ensure that all young people and adults at risk who are receiving services from us or who are in contact with the organisation for any reason are protected from all forms of abuse. Supporting young people and adults at risk through its safeguarding agenda to prevent potential radicalisation – see associated Prevent policy.

- Acknowledge that all staff and volunteer members of Finchale Training College (including third-party providers) have a responsibility to act where there is cause for concern about a young person or adult at risk safety and wellbeing.
- Promote best practice and a positive organisational culture which encourages the promotion of the welfare of young people and adults at risk and ensures their safety.
- Provide mandatory procedures, which must be adopted in any situation where there is cause to be concerned that a young person or adult at risk has experienced or is at risk of some form of abuse (including neglect).

Finchale Training College ensure reflection on and learning from best practice in safeguarding through the Local Children's Safeguarding Board's (LSCB) performance framework. Finchale Training College Safeguarding policy, which is in accordance with LSCB arrangements and procedures, links to other relevant policies within the setting to ensure awareness of specific safeguarding issues and how to respond across the education setting's community: staff, parents, and learners. The policy must be read and signed by all staff members and evidence of this is kept on staff files and made available to learners/parents (if appropriate). In order to support effective practice, the safeguarding policy template has been adapted and expanded to meet the requirements of KCSIE, whilst retaining its structure.

The statutory role of the Designated Safeguarding Lead (DSL) in education settings is identified and outlined in KCSIE 2020 Annex B paragraph 97.

Finchale Training College's approach to safeguarding all of our beneficiaries and learners is founded on the nature of our relationships. We prioritise assessing and managing the needs of our service users and have a dynamic approach to the identification, assessment and response to risk. We have a commitment to ensuring that during all staff, beneficiary and learner induction, Health and Safety, Safeguarding, Prevent, Whistleblowing and Complaints procedures are fully covered. As well as initial induction training, we ensure that all staff have annual refresher training on both Safeguarding and Prevent and that our monthly performance reviews contain important and relevant subject content to promote our commitment to keeping learners safe.

Our organisational structure and approach places emphasis on collaborative relationships with our learners and our partners in delivery. This means our response to need and risk is timely and effective. We ensure that we work together to learn the lessons from our practice and use them to inform our safeguarding procedure. Our staff are informed in terms of the indicators of possible harm and possible vulnerabilities. Staff know what to do when possible abuse or neglect is suspected or disclosed and are skilled in a range of interventions to prevent further or future risk to our learners. Our goal is to enable the beneficiary and the learner. This means that we focus on supporting them in finding their own solutions to challenges that pose a risk to their wellbeing, empowering them to make positive sustainable changes to their lives. This policy outlines our organisational standards in safeguarding children and young people and adults at risk. Finchale Training College uses

these standards to measure our performance and achievements in safeguarding children and adults at risk in all of our education provision across the UK. We also outline a range of behaviours that we encourage staff to embed in their approach to safeguarding that in turn, we believe, supports effective safeguarding practice and the prevention of harm. This policy references key legislation and statutory guidance and outlines how we approach safeguarding at local delivery level. It addresses the need to safeguard in all of our practice contexts.

Who is this policy for?

All Finchale Training College employees and volunteers have a duty of care to safeguard and promote adults at risk. Everyone working with beneficiaries and learners in Finchale Training College services should be familiar with these procedures and have a duty to report any safeguarding concern to the relevant Adult Social Care team and Finchale Training College. All Finchale Training College staff, associates, third party providers and volunteers have a duty of care to safeguard and promote the welfare of children and young people. Everyone working with beneficiaries and learners in Finchale Training College services should be familiar with these procedures and have a duty to report any safeguarding concern to the relevant Children's Social Care team and Finchale Training College

This policy is also available to beneficiaries and learners at the initial point of their engagement with Finchale Training College.

Name and contact details of Director/ Safeguarding Lead

Paul Lund

Quality Assurance Manager

Paul.lund@Finchalegroup.co.uk T: 07715 815120

Angela Kelly (Deputy Safeguarding Lead)

Angela.Kelly@Finchalegroup.co.uk T: 07540963738

Local Authority (Durham)

Children & Young People:

Durham Safeguarding Children Partnership

For information: www.durham-scp.org.uk

Concerns about a Child: www.durham-scp.org.uk/concerned-about-a-child

Local Authority Designated Officer (LADO) deals with allegations against staff and volunteers who have contact with children and young people in their work or activities.

Contact number for Durham LADO: 03000 268835

Adults:

Durham Safeguarding Adults Partnership

For information:

Concerns about an adult: www.safeguardingdurhamadults.info/article/18047/Concerned-about-an-adult

Other useful contact details are:

www.cddft.nhs.uk/quality-and-safety/safeguarding-adults.aspx

www.tewv.nhs.uk/services/safeguarding-2

www.countydurhamccg.nhs.uk/our-work/safeguarding

www.cqc.org.uk

If some is in immediate danger:

In an emergency, please call: 999 If there is no immediate risk, call the police on: 101.

Definitions

An 'adult at risk' is defined by the Department of Health as a person aged 18 years or older who is or may need community care services by reason of mental or other disability, age or illness; and who is or may be unable to take care of themselves, or unable to protect themselves against significant harm or exploitation. This refers to harm in terms of 'abuse'. This might be physical, sexual, psychological, financial or material, neglect and acts of omission, discriminatory or institutional. This definition is from the Department of Health. The term 'adult at risk' has been used in this policy to replace 'vulnerable adult' in line with the more recent Social Care Institute for Excellence (2011) 'Protecting adults at risk'.

The local authority, as the lead coordinating agency, has the lead role in coordinating the multi-agency approach to safeguard adults at risk, also to ensure links are made to the 'Supporting Families' programme. In addition to that strategic coordinating role, the local authority adult social care department, joint health and social care teams and community mental health teams (CMHTs) also have responsibility for coordinating the action taken by

organisations in response to concerns that an adult at risk is being, or is at risk of being, abused or neglected. The primary responsibility for coordinating information in response to a Safeguarding Adult concern is vested in the Safeguarding Adult Manager (SAM) in adult social care. Safeguarding Adults Partnership Boards (SAPBs) are multi-agency boards established in each local authority area/borough to promote, inform and support Safeguarding Adults at work. They ensure that priority is given to the prevention of abuse and that adult safeguarding is integrated into other community initiatives and services and has links with other relevant inter-agency and community partnerships.

A child' is defined as any young person under the age of 18 that may benefit from early help, but all educational staff should be particularly alert to the potential need for early help for a child who is disabled and has specific additional needs, has special educational needs (whether or not they have a statutory Education, Health and Care Plan), 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, is frequently missing/goes missing from care or from home, is at risk of modern slavery, trafficking or exploitation, is at risk of being radicalised or exploited, 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 drugs or alcohol themselves.

The social services department has a statutory duty under the Children's Act 1989 to ensure the welfare of a child. When a child protection referral is made, its staff have a legal responsibility to investigate. This may involve talking to the child and family and gathering information from people who know the child. Inquiries may be jointly carried out with the police.

What is risk?

'Risk' is the future possibility that someone may be harmed due to a range of unwanted or neglectful behaviours. We work to reduce the likelihood of harm to our beneficiaries and learners and to mitigate the impact of that harm in terms of its' severity. 'Harm' is sometimes 'significant' to a child or young person (Children Act 1989). The definitions of emotional, physical and sexual abuse and neglect describe categories of 'harm' and can be found in the document Working Together 2018 (Appendix A pages 102-106). 'Harm' is described as the "ill treatment or the impairment of health or development". 'Development' means physical, intellectual, emotional, social or behavioural development; 'health' means physical or mental health; and 'ill-treatment' includes sexual abuse and forms of ill-treatment which are not physical. As a result of the Adoption and Children Act 2002, the definition of harm also includes "impairment suffered by hearing or seeing the ill-treatment of another". This is useful when considering harm arising from domestic abuse. The abuse and neglect (i.e. harm) to an adult can take many forms - these are listed below as defined in the Care Act 2014:-

- Physical abuse
- Domestic violence or abuse
- Sexual abuse
- Psychological or emotional abuse
- Financial or material abuse
- Modern slavery
- Discriminatory abuse
- Organisational or institutional abuse
- Neglect or acts of omission
- Self-neglect

The updated KCSIE 2020 has identified further areas of abuse that fall under but are not limited to Child on Child sexual violence and sexual harassment page 69-81.

All staff should be aware that children can abuse other children (often referred to as peer-on-peer abuse). This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence, such as rape, assault by penetration and sexual assault;
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- up skirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- sexting (also known as youth produced sexual imagery);
- initiation/hazing type violence and rituals.

Other areas of harm to be taken into consideration as stated in the KCSIE 2020.

Female Genital Mutilation

Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police. See Annex A of the KCSIE September 2020 for further details.

Relationships

Finchale Training College believes that meaningful relationships make a difference in people's lives. Key aspects of these relationships are trust and empathy but with clear boundaries. Our priority is to be more human – building relationships with learners and partners that offer help and the prospect of positive change. This is supported by a

commitment to the following Finchale Training College behaviours in safeguarding practice, which we believe contribute to the prevention of harm

- Confidence in practice – knowing when to report and refer, seek consent, ask for assistance and information, being a source of expertise.
- Curiosity in our relationships with learners, whilst being respectful of their rights.
- Commitment to productive partnerships with professionals whilst being able to make professional challenges and escalate concerns in practice.
- Keeping the learner as the focus of their practice and supporting them through their involvement in safeguarding processes.
- Being aware and informed of both the harmful and positive aspects of risk.

How we Safeguard our learners

Organisational governance arrangements for safeguarding:

Finchale Training College has responsibility for oversight and management of this policy alongside reviewing and monitoring safeguarding incidents through our safeguarding performance framework and organisational lessons learnt, the Safeguarding Board is the formal mechanism which Finchale Training College disseminates safeguarding roles and responsibilities to staff as well as setting the strategic direction for safeguarding within its services.

This group ensures effective communication between the managers and corporate departments and acts as the leadership group on safeguarding issues by:

- providing up to date knowledge on safeguarding matters
- ensuring that staff have access to appropriate safeguarding training
- reviewing how the safeguarding policies are working in practice.

The CEO, Neil Johnson holds ultimate accountability for ensuring safeguarding arrangements. The role of the DSL is key in ensuring that operational safeguarding in the service specific contexts is effective. The DSL will also ensure that local delivery staff develop close working relationships with other agencies involved in safeguarding arrangements in order that they effectively monitor the safety of the children and young people and adults at risk that Finchale Training College works with.

Every member of staff or volunteer has a responsibility for ensuring that learners are safeguarded while they are using Finchale Training College's services.

Finchale Training College's organisational safeguarding standards recognise that we safeguard in a wide range of contexts with a diverse group of beneficiaries and learners. Therefore, managing the risk to learners in these contexts can require different sets of knowledge and skills and different responses, some of which are driven by statute and legislation. Our safeguarding standards and behaviours seek to underpin safeguarding in all of our practice and are derived from section 11 of the Children Act (2004) and the Care Act (2014) as well as best practice guidance such as "Working Together to Safeguarding Children

2018". Our approach to safeguarding is measured against our Finchale Training College organisational standards.

We demonstrate that we meet these standards through the evidence we draw together in our performance framework. Key Themes: Evidence of standards;

Good Leadership and Accountability

- A clear commitment to the safeguarding of all beneficiaries and learners, including safeguarding of children, young people.
- A clear line of accountability within the organisation for safeguarding and promoting children's welfare.
- Leadership which ensures a dynamic and responsive approach to need and risk in safeguarding, so that we achieve positive outcomes for our learners.
- A shared strategic approach to safeguarding with our partners, through engagement in the activity of strategic partnerships.

Clear and embedded Policies and Procedures

- A clear priority to safeguard all learners: we have defined outcomes for them, explicitly stated in contractual and delivery documentation and demonstrated through the impact of local delivery and individual outcomes.
- Links and overviews to our E-Safety Policy, Bullying and Harassment policy, Prevent, Equality and Diversity are provided to all learners at induction.
- We provide information and training and access to local procedures for safeguarding children that staff are clear on their role and responsibilities in reporting abuse and neglect and on their involvement in safeguarding responses which prevent and protect.
- We ensure that our policies and procedures are in accordance with national statutory guidance and locally agreed inter-agency procedures (LSCBs and SABs).

Best practice in safeguarding children and adults 'at risk'

- We ensure that that our local practice that reflects our organisational approach and we monitor how this leads to positive outcomes for service users.
- We support our staff in making effective and proportionate responses to specific safeguarding concerns that have the learner at the centre.
- We prioritise effective multi-agency work with our partners in delivery to prevent harm and protect learners from risk, operating at the centre of local arrangements.
- We prioritise outcomes for learners which evidence the reduction of risk; the minimisation of the impact of harm; their access to criminal, civil or social justice; and successful resolution and recovery.

A commitment to all staff, prior to access with learners having a DBS check and registered on the updating service, including safe recruitment and selection practices

- We have a Safer Recruitment Policy and Human Resources Management Procedures that take account of the need to safeguard children and young people and adults at risk that include arrangements for appropriate checks including DBS and reference as

well the participation of staff and learners in the recruitment of new staff and volunteers.

- We have clear procedures and practice that ensure an effective response to allegations of abuse or neglect against professional staff, associates and/or volunteers.

A robust learning programme

- Finchale Training College has a learning culture that acts upon the lessons from reporting, auditing and reviewing which ensures feedback is put into practice for the organisation to ensure that improvements are made.
- Our performance management framework ensures that the organisational centre understands safeguarding risks and the response at local delivery level to these risks.

Prevent duty

Finchale Training College is committed to supporting adults, learners, apprentices or clients through its safeguarding agenda to prevent potential radicalisation. Please see our Prevent policy for further information. Channel is an early intervention multi-agency process designed to safeguard vulnerable or at-risk people from being drawn into violent extremist or terrorist behaviour. Channel works in a similar way to existing safeguarding partnerships aimed at protecting 'at risk' people. Each Channel Panel is chaired by a local authority and brings together a range of multi-agency partners to collectively assess the risk and can decide whether a support package is needed. The group may include statutory and non-statutory partners, as well as lead safeguarding professionals. If the group feels the person would be suitable for Channel, it will look to develop a package of support that is bespoke to the person. The partnership approach ensures those with specific knowledge and expertise around the vulnerabilities of those at risk can work together to provide the best support. Finchale Training College staff can make a referral to the Channel Panel. Referrals come from a wide range of partners including education, health, youth offending teams, police and social services. Referrals are first screened for suitability through a preliminary assessment by the Channel Coordinator and the local authority. If suitable, the case is then discussed at a Channel panel of relevant partners to decide if support is necessary.

Reporting concerns

It is not the responsibility of Finchale Training College to decide if abuse has taken place against a young person or adult at risk. It is the responsibility of staff at Finchale Training College to act if there is cause for concern in order that the appropriate local authorities can investigate and take necessary action to protect the young person or adult at risk. Finchale Training College staff do not investigate but do make the judgement "if this incident or situation were true, is this cause for concern".

Reporting safeguarding concerns for adults at risk:

Responding to concerns: An adult at risk protection concern may come to your attention in many ways. In all circumstances, the adult's immediate health and safety must take priority. In relation to an injury that comes to your attention you must consider the need for:

Immediate medical attention, Immediate action to protect.

In these circumstances, you may need to make immediate contact with emergency Health Services, the Police or Adult Social Care team. Finchale Training College reporting procedures will subsequently apply to any immediate action taken to safeguard an adult and the incident should be reported through the Finchale Training College safeguarding procedures as soon as possible after the event. The alerting manager may feel that it is appropriate to speak to the adult at risk before contacting Adult Social Care. They should consider the service users communication needs and their capacity to understand the information they are being provided with and their ability to make decisions. If the adult at risk does not have the capacity to make decisions for themselves, any action taken or decisions made on their behalf must be made in their 'best interests'.

Disclosures of abuse can be frightening and difficult for an adult at risk. If an adult confides in you that they are being hurt or have been abused they have placed you in a position of trust. They trust you to help them, but you must make it clear that you cannot keep the disclosure 'a secret.' You should:

- Speak to them in a private and safe place to inform them of the concerns
- Obtain their views on what has happened and what they want to be done about it.
- Provide information about the safeguarding adults process and how it could help to make them safer.
- Ensure that they understand the parameters of confidentiality.
- Explain how they will be kept informed, particularly if they have communication needs.
- Consider how the abusive experience might impact on the ongoing delivery of services, particularly personal care arrangements and access arrangements.
- Explore their immediate protection needs.
- React calmly and in an encouraging manner.
- Advise them that they are right to tell.
- Emphasise that they are not to blame.
- Take what is being said seriously and communicate this to them.
- Keep questions to the minimum necessary for ensuring a clear and accurate picture of what is being said to you. Remember you are not to investigate.
- Be clear that there are certain people that you will have to tell to make sure that necessary action is taken. Stress that it is part of your job to keep adults safe.
- Make a full record of what is communicated as soon as possible. This should include exact words used, behaviour and other forms of communication.
- Do not delay in passing the information on to your line manager

The safeguarding procedures are based on an assumption of capacity and the right of the individual to make their own choices, even unwise ones. In situations where the adult alleging abuse decides they do not want action taken, they should be given information about where to get help if they change their mind or if the abuse or neglect continues and they subsequently want support to promote their own safety. The referrer/alerting manager must assure themselves that the decision to withhold consent is not made under undue influence, coercion, or intimidation. If the referrer/alerting manager feels uncomfortable making this decision alone, they should seek a consultation with their local adults safeguarding team to discuss the situation, without naming the individual, and document any advice they are given.

A record must be made of the concern, the adult at risk's decision and of the decision not to refer, along with both yours and their reasons.

A record should also be made of what information/advice they were given in a separate part of the learners/employee file or record that is clearly labelled 'safeguarding'.

Reporting a concern for children and young people:

Responding to concerns: You may need to make immediate contact with emergency Health Services, the Police or Local Authority Designated Officer. Finchale Training College's reporting procedures will subsequently apply to any immediate action taken to safeguard a child or young person and the incident should be reported through the Finchale Training College safeguarding procedures as soon as possible after the event. Telling somebody about abuse can be frightening and difficult for any child. In doing so the person disclosing has put you in a position of trust, however you must not keep this disclosure confidential. You need to be clear that you can't keep a secret, that you will write down what they say and that they have done the right thing in telling you. A useful approach is the T.E.D. approach – using very open questions:

- Tell me what happened?
- Explain to me what happened next?
- Describe to me anything else that happened?

Inform the beneficiary/learner that you will need to write it down. Do not ask any questions that may be regarded as leading or closed – the T.E.D. approach is a way of prompting the learner to tell the story in an open and supportive way.

They trust you to help them, but you must make it clear that you cannot keep the disclosure 'a secret.' You should:

- Speak to them in a private and safe place to inform them of the concerns
- Obtain their views on what has happened and what they want done about it
- Provide information about the safeguarding children's process and how it could help to make them safer

- Ensure that they understand the parameters of confidentiality
- Explain how they will be kept informed, particularly if they have communication needs
- Consider how the abusive experience might impact on the ongoing delivery of services, particularly personal care arrangements and access arrangements
- Explore their immediate protection needs
- React calmly and in an encouraging manner
- Advise them that they are right to tell
- Emphasise that they are not to blame
- Take what is being said seriously and communicate this to them
- Keep questions to the minimum necessary for ensuring a clear and accurate picture of what is being said to you. Remember you are not to investigate
- Be clear that there are certain people that you will have to tell in order to make sure that necessary action is taken. Stress it is part of your job to keep adults safe.
- Make a full record of what is communicated as soon as possible. This should include exact words used, behaviour and other forms of communication
- Do not delay in passing the information on to your line manager

Recording of concerns

It is crucial that all concerns are properly recorded. The following information, if available, should be recorded:

- Name and address
- Age and date of birth
- Ethnic origin Religion,
- if any Disability,
- if any Preferred communication method and language
- Name and address of adults involved in the incident/concern/allegation
- Date and time of the alleged incident Nature of injury,
- behaviour or concern
- When the behaviour or injury was first noticed
- The explanation in his/her own words as verbatim as possible
- Date and time of the recording Any questions that were asked
- Signature of the person recording the concern

Some of this information may not be available to you. It is important to be sensitive when discussing these issues and, depending on their situation and capabilities, some of the information areas in the recording form may need to be left incomplete until a later date. It is important that the child, young person or adult at risk freely volunteers whatever information they wish you to have.

When recording, you need to ensure you separate fact from opinion by setting out the facts first. Having an opinion is entirely valid and may be crucial but it must not be confused with factual information.

All written records about an adult, child or young person must be retained securely and confidentially and marked as sensitive within the relevant service recording system.

Reporting concerns to Line Management: Every staff member must ensure that disclosures are reported to the DSL immediately. The DSL is Paul Lund. In consultation with the staff member the DSL will decide as to whether a referral to LADO is necessary/will take place. All reported disclosures, regardless of outcome, must also be reported internally within Finchale Training College through the completion of the 'Safeguarding Incident form' in conjunction with the written referral to the appropriate local authority safeguarding team.

The form has 3 parts:

Part 1 - outlines the basic details of the referral.

Part 2 – contains the details of the incident being reported. Both part 1 and 2 must be completed at the same time following the disclosure.

The form must then be anonymised by removing the person's personal details and password protected and sent by email to: The safeguarding incident address: incidents@finchalegroup.co.uk

Part 3 - the form must be completed within 7 days subsequent to the submission of Parts 1 and 2 once the outcome of the referral is known and resubmitted as detailed above.

Confidentiality

It is very important that a child/young person/adult at risk is aware of their right to confidentiality. It is good practice to ensure that they are aware of this right from the start of their involvement with Finchale Training College services. This is to ensure that if a staff member or volunteer ever breaks that confidentiality due to a safeguarding matter that the individual will understand this and will not feel betrayed or let down. No safeguarding matter can be kept confidential and this must be made clear to all children, young people and adults accessing our services.

Allegations against Finchale Training College staff/ volunteers

Any allegation of abuse against a Finchale Training College staff member, associate or volunteer must be taken seriously, both for the sake of the beneficiary/learner and the member of staff/associate/volunteer. Staff receiving the allegation will follow the same process for responding to concerns. In relation to reporting concerns, however, the receiving staff member will contact the Manager of the staff member /volunteer against whom the allegation has been made. The staff member or volunteer who is the subject of the allegation must NOT be informed of the allegation at this point. The manager of the staff member/volunteer who is the subject of the allegation should refer the matter immediately to the DSL or in their absence the person acting on their behalf. The DSL will then decide whether the incident is serious enough to be considered as a potential safeguarding matter OR whether the allegation is less serious, in which case it should be dealt with under Finchale Training College Complaints Policy and, if appropriate, Disciplinary procedures. If there is insufficient information to make this decision, the DSL will need to decide as a matter of urgency, what information is needed and how this should be obtained, so that a decision can then be taken as to if the situation should be considered as a matter of potential abuse. If the DSL decides that the situation should be considered as potential abuse, they will consult with the relevant Local Authority Designated Officer (LADO) and request that an emergency strategy meeting is convened to plan the process of investigation. The DSL will also need to decide whether for the duration of the investigation, the member of staff should continue in their work, be moved to other duties or be suspended in accordance with the terms of the Disciplinary Policy and Procedures. The LADO will be kept informed of all decisions taken by Finchale Training College in relation to the staff member. If the matter is to be investigated, then the DSL will advise the staff member/volunteer that an allegation has been made against them and the matter has been referred to the Local Authority for investigation. To avoid prejudicing the investigation the details of the allegation should not be discussed prior to investigation and the staff member/volunteer will be instructed not to discuss this with other colleagues. The staff member/volunteer will be advised to take legal advice. Once the investigation is completed, the DSL will decide whether any further action is needed in relation to the information arising from the investigation. Depending on the outcome of the investigation it may be necessary to commence Finchale Training College's formal disciplinary procedure, and this must be conveyed to the staff member within seven days of the completion of the investigation.

Allegations against third party providers

Regarding any allegation of abuse against a Finchale Training College third-party provider, staff receiving the allegation will follow the same process for responding to concerns (see section above). In relation to reporting concerns, the receiving staff member will contact their line manager, who in consultation with the DSL will inform the line manager of the staff member subject to allegation within the providing organisation. The staff member

belonging to the third party, who is the subject of the allegation, must NOT be informed of the allegation immediately. The matter will be handed to the providing organisation to follow in accordance with their own safeguarding, complaints and disciplinary processes. It would be the responsibility of the providing agency to inform the LADO.

Training and support

All staff commencing employment with Finchale Training College are required to complete the safeguarding training during their induction as well as Prevent and Equality, Diversity and Inclusion training. Training is undertaken through Foundation Online Learning. This will be completed annually for all staff.

The expectations of staff training as outlined in detail throughout Keeping Children Safe in Education (September 2021) have been summarised and shared within the policy and procedures at Finchale Training College. This will be updated if and when further updates are made to KCSIE (2021). There is a mandatory safeguarding training offer for all staff within Finchale Training College.

For those working to safeguard adults: See SCIE guidance on Safeguarding Adults Information sharing. Support may also be gained through assistance from Finchale Training College senior management team.

Receiving and responding to disclosures of abuse by an adult, child or young person can have a strong emotional impact and you must not underestimate the potential impact of this on you. It is important that you are emotionally supported in dealing with safeguarding matters, initially through your line management chain.

Finchale Training College are committed to train all staff to work within the local safeguarding procedures and operational safeguarding arrangements where possible as set out by Local Safeguarding Children Boards (LSCBs) and Safeguarding Adults Boards (SABs).

It is important that you:

- Take up the mandatory annual training and development opportunities that Finchale Training College offer you as a volunteer or member of staff in an education setting
- Familiarise yourself with local opportunities for multi-agency safeguarding training and other opportunities in developing safeguarding practice (mentoring, shadowing)
- Through the supervision and Contribution Review process with your line manager and other opportunities, consider and examine what knowledge, skills and behaviours you need to carry out your role in safeguarding properly in your education setting.
- Seek out and reflect upon any feedback from colleagues, peers, apprentices and learners about what you do in practice.

- All staff, including associates, temporary staff and volunteers who work with Finchale Training College learners, are made aware of the organisational approach to safeguarding from induction onwards.
- A robust initial induction for each staff member ensures that all Finchale Training College staff undertake appropriate training to equip them to carry out their safeguarding responsibilities effectively and keep this up-to-date with annual CPD for all staff i.e. by refresher training at regular intervals
- That staff supervision and development addresses the workforce's role in safeguarding and reviews workforce performance. This ensures reflecting upon practice to ensure that the safeguarding behaviours are evident.

We have a commitment to co-design in safeguarding practice and delivery through a culture of listening to, and engaging in dialogue with learners, seeking children's views in ways that are appropriate to age and understanding. We take account of those views in individual decisions to inform the establishment or development of services.

We have developed a 'what to do approach' for staff across all Finchale Training College. The implementation and embedding in practice of the content of this document forms part of a learning outcome for our mandatory safeguarding training.

All staff in the role of Designated Safeguarding Lead (DSL) in education settings, will attend the LSCB training offered as part of local safeguarding arrangements, as well as safer recruitment training for managers, FGM awareness training and the Home Office Prevent awareness training. Staff are also trained in the internal Finchale Training College safeguarding reporting procedure and this is implemented both during staff induction and on an annual basis. *Schools are defined as including colleges and work based learning including Apprenticeships.

There are detailed requirements for safer recruitment in Schools* outlined in paragraphs 86-144 of KCSIE. These include specific requirements for education settings include keeping a Single Central Record of the staff recruited by the setting and the required checks that have been undertaken by the school (KCSIE para112-3). There is also a useful flowchart regarding this on page 30 of KCSIE.

Governance

All matters relating to safeguarding are overseen by Neil Johnson CEO at Finchale Training College.

Related policies

- Prevent
- KCSIE 2019

- Whistleblowing
- E Safety
- Safer recruitment
- Professional Development policy

Policy review

This policy will be reviewed on an annual basis. Finchale Training College reserves the right to amend this policy, following consultation, where appropriate.

Signed:

Neil Johnson, Chief Executive Officer.

Date: