

# **SAFEGUARDING & PREVENT POLICY**

## **PART 1: Introduction**

Standguide has a statutory and moral duty to safeguard the welfare of children and vulnerable adults receiving education and training. Safeguarding is central to everything that Standguide does and covers everything in scope of working with learners, employers, staff and subcontractors. The purpose of this document is to outline the policy and procedures for safeguarding children and adults at risk.

### **1. Scope**

- 1.1 The Standguide Senior Leadership Team approves and annually reviews this policy and procedure with the aim of ensuring it is 'fit for purpose', represents current legislation/guidance and supports Standguide's duty of care.
- 1.2 Every staff member at Standguide has a role to play in protecting learners, staff and clients from harm, abuse, exploitation and radicalisation. As such, this policy is relevant and applicable to all staff including senior and middle management, permanent and associate staff, support staff/volunteers and the Designated Safeguarding Lead.
- 1.3 Subcontractors and other individuals/organisations working for or with Standguide will also be required to operate within the ethos and parameters of the policy and its associated procedure.
- 1.4 This policy has been drawn up in accordance with the requirements of the
  - a) Department of Education 'Keeping Children Safe in Education' September 2018
  - b) Mental Capacity Act 2005
  - c) Care Act 2014 (updated 2016)
  - d) Counter Terrorism Act 2015
  - e) Prevent Duty Guidance for Further Education Institutions in England and Wales, 2016
- 1.5 This policy is to be read in conjunction with other Standguide policies which are in place to ensure safety and protection of all individuals.

### **2. Our Commitment**

- 2.1 The aim of Standguide is to support the implementation of policies and procedures and enable all learners to achieve their full potential in a safe, welcoming and happy learning environment, free from harm, abuse or exploitation.
- 2.2 Standguide is equally committed to creating an environment where learners can work together and have clear structure within which to work and learn safely.
- 2.3 Standguide is committed to supporting vulnerable people to make wherever possible informed decisions about their future.
- 2.4 Our prime concern always must be the safety and interest of all who are attending Standguide, therefore, reasonable steps will be taken to prevent foreseeable harm to learners, adults and staff.
- 2.5 Standguide will ensure all staff, including temporary, part time and voluntary, receives

Document Control: Page 1	Document: Safeguarding and Prevent Policy	Issue No. v1	Issue Date: Oct 2020	Amended by:
-----------------------------	--	-----------------	-------------------------	-------------

appropriate training in their legal and professional obligations to protect children, adults and staff at risk from harm abuse and exploitation.

2.5 Standguide will ensure all staff will provide everyone with all the practical help, encouragement and support required to enable them to make informed decisions for themselves about their future.

2.6 The culture of vigilance extends to Standguide's external relationships. For example, where employers with whom Standguide is engaged are in breach of the Equality Act or advocating extremist views or behaviour this will be addressed as a Safeguarding / Prevent issue by the Safeguarding Officer.

### 3. Responsibilities

3.1. Adhering to this policy is mandatory and safeguarding is the responsibility of **all** Standguide staff, including volunteers and associates.

3.2. The Company will ensure that all staff receive suitable information and training regarding the Safeguarding and Prevent Policy as part of their induction into the business. A mandatory online training module must be completed before the employees' induction is signed off also.

3.3 Standguide will ensure that an up to date version of the Policy is available on the quality management system and that any updates are communicated via the 'Internal Communication Pouch'. This policy, together with the Safeguarding Contact Poster must be prominently displayed within all centres.

### 4. Role of the Designated Safeguarding Lead

4.1. For effective implementation of the Safeguarding & Prevent Policy, all staff must work in partnership to ensure the protection of those attending Standguide. However, the Designated Safeguarding Lead has a specific role in dealing with any safeguarding matters that may arise.

4.2. The role of the designated Safeguarding Lead is to:

- Write, update and maintain the policy and procedure.
- Ensure that the policy and procedure maintain Standguide compliance with statutory and legal obligations.
- Support appropriate staff training.
- Complete risk assessments.
- Work in conjunction with external professionals and agencies.
- Participate in MAPPA arrangements.
- Act as a point of contact and support for staff.
- Receive and advise on all incidents and concerns reported by staff.
- Take a lead role in the implementation of policy, procedure and staff training.
- Maintain up to date knowledge on Safeguarding and Prevent issues.
- Maintain and complete accurate records and retain these confidentially.

4.3. The Designated Safeguarding Leads at Standguide are:

**Lorraine Hitchmough, Head Office Manager**

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**Tel: 07880 230129**

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**Tel: 07884 191638**

Document Control: Page 12	Document: Safeguarding and Prevent Policy	Issue No. v1	Issue Date: Oct 2020	Amended by:
------------------------------	--	-----------------	-------------------------	-------------

4.4. In addition to the DSL's, Standguide have Regional Safeguarding Officers to offer assistance to staff and learners on a local basis. The RSO's are:

Cheshire	07785 603 097
East Coast	07741 625 543
Manchester	07388 993 769
Midlands	07880 230 143
Midlands	07503 637 321
Yorkshire	07741 193 513

RSO's must always report any intervention with clients or staff to the DSL for the Safeguarding Incident Log to be updated. RSO's are crucial in ensuring that follow on interventions take place and appropriate resolution.

## PART 2: Safeguarding

### 1. Policy

- 1.1. This policy sets out the Standguide framework for protecting children, young people, vulnerable adults and staff from harm, abuse and exploitation. It details the action that will be taken within Standguide in response to concerns about children, young people, adults and staff at risk and to allegations of harm, abuse or exploitation.
- 1.2. Abuse can happen anywhere – including cyber bullying, social websites, mobile telephones, text messages, photos and emails, in a person's own home, in a residential or a supported living setting, a hospital or GP surgery, a prison, day centre or educational setting, library, sports centre, within the workplace, or within the community. It is Standguide's responsibility to safeguard the welfare of all young people and vulnerable adults by protecting them from physical, domestic violence, sexual, psychological, emotional, financial or material, modern slavery, discriminatory, organisational neglect or acts of admission, self-neglect and all streams of extremist activity.

### 2. Definitions

- 2.1. These definitions have been taken from a range of sources (legislation, UK government and associated agencies).

Definition	Meaning
<b>Safeguarding</b>	The process of protecting vulnerable people, whether from crime, other forms of abuse or from being drawn into terrorism-related activity
<b>Duty of Care</b>	Our responsibility to use professional expertise and judgement to protect and promote the best interests of children, young people, adults and staff and to ensure that we exercise an appropriate level of care towards them, as is reasonable within the parameters of our relationship
<b>Child</b>	Someone who is aged under 18 years, including apprentices aged 16-17 years old
<b>Child Protection</b>	Child Protection is a part of the overall area of safeguarding and refers to the activities undertaken to protect specific children who are being harmed or are at risk of harm
<b>Adults at Risk</b>	Someone who is aged 18 or over and who is or may be in need of community care services by reason of mental or other disability, age or illness, who is or may be unable to take care of him or herself, or unable to protect him or herself against significant harm or exploitation
<b>Vulnerable Adult</b>	Vulnerable Adult is the term that was previously used to refer to someone we would most often now refer to as an Adult at Risk

<b>Harm</b>	Harm is most broadly defined as being all harmful conduct, but more specifically is conduct which causes physical, psychological or self- harm or unlawful conduct which appropriates or adversely affects property, rights or interests
<b>Abuse</b>	All forms of physical and/or emotional ill treatment, neglect or negligent treatment or commercial or other exploitation, resulting in actual or potential harm to health, survival, development, or dignity in the context of a relationship of responsibility, trust or power
<b>Trafficking</b>	The recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, abduction, fraud, deception, abuse of power or a position of vulnerability, or the giving or receiving of payments or benefits to obtain the consent of a person having control over another person for the purpose of exploitation
<b>Forced Marriages</b>	Forced marriage where one or both spouses do not consent to the arrangements of the marriage and some elements of duress are involved. Duress can include physical, psychological, financial, sexual and emotional pressure. Forced marriage is an abuse of human rights.
<b>FGM</b>	The term covers all harmful procedures to the female genitalia for non-medical purposes. FGM ranges from pricking or cauterising the genital area, through partial or total removal of the clitoris, cutting the lips (the labia) and narrowing the vaginal opening. Changes to the FGM legislation now describes tattooing and genital piercing to the genitalia as a form of FGM.
<b>Exploitation</b>	Includes the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or service, slavery or practices like slavery, servitude or the removal of organs

### 3. Purpose

- 3.1. The purpose of this policy is to ensure that concerns about welfare of children, adults and staff at risk is dealt with sensitively, effectively and promptly.
- 3.2. It is important that children, adults at risk and staff are protected from abuse. All complaints, allegations or suspicions must be taken seriously. This procedure must be followed whenever an allegation of abuse is made or when there is a suspicion that abuse has occurred. Promises of confidentiality **should not** be given as this may conflict with the need to ensure the safety and welfare of the individual.
- 3.3 A full, factual record shall be made as soon as possible of the nature of the allegation. This should include information in relation to the date, the time, the place where the alleged abuse happened, your name and the names of others present, the name of the complainant and, where different, the name of the adult who has allegedly been abused, the nature of the alleged abuse, a description of any injuries observed, the account which has been given of the allegation. It is very important that follow on interventions take place to ensure full resolution to the incident.

### 4. Identifying Harm

- 4.1. Through day to day contact with clients and learners Standguide staff are well placed to observe outward symptoms of abnormality or change in appearance, behaviour, learning pattern or development. Such symptoms could be due to many factors however it could be due to harm.
- 4.2. Concerns regarding the protection of children and adults at risk may arise because:
- A child or adult discloses that they are being harmed. There are suspicions or indicators that a child or adult is being harmed.
  - There are observable changes in the behaviour of a child or adult that could relate to harm.

Document Control: Page 4	Document: Safeguarding and Prevent Policy	Issue No. v1	Issue Date: Oct 2020	Amended by:
-----------------------------	--	-----------------	-------------------------	-------------

- The behaviour of a member of staff towards a child or adult causes concern or there is a suspicion that a member or volunteer is harming a child or adult.

4.3. Although no list of symptoms can be exhaustive, possible signs of harm may include:

- Bruises and injuries with which the explanation given seems inconsistent.
- Possible indicators of neglect, such as inadequate clothing, poor growth, hunger, poor hygiene.
- Possible indicators of emotional harm, such as excessive dependence, attention seeking, self-harm.
- Possible indicators of sexual harm, such as signs of bruises, scratches, bite mark, or behavioural signs such as precocity, withdrawal or inappropriate sexual behaviour.
- Agitated or anxious behaviour or being overanxious to please.
- Nervousness or a reluctance to go home.
- Inappropriate or improper dress.
- Signs of discomfort or pain.
- Frequent absences or unexplained absence.
- Uncharacteristic changes.

4.4. It is not the responsibility of staff working for Standguide to decide that someone is being harmed or to investigate concerns or allegations, but it is a responsibility of every member of staff to follow through on any concerns they may have by sharing them with the Designated Safeguarding Lead. This way concerns or observations can be followed up appropriately.

## **PART 3: Prevent Duty**

### **5. Introduction**

5.1. The threat to the UK from international terrorism is substantial. The terrorist threats that we now face is more diverse than ever before, dispersed across a wider geographical area and often in countries without effective governance. We therefore face an unpredictable situation.

5.2. Dealing with violent extremism is nothing new. Throughout history there have been groups prepared to use violence to achieve their aims. A small minority of these seek to radicalise young people with an ideology which justifies the use of violence through a distorted interpretation of a set of values often associated with a religion.

5.3. In line with guidance from the Department for Education (DFE), Standguide has a zero tolerance acceptance of extremist behaviour and ensures that our care, guidance and curriculum empower young people to reject violent or extremist behaviour.

5.4. Whilst it remains very rare for all learners to become involved in extremist activity, any learner can be exposed to extremist influences or prejudice views, including via the internet, from an early age. Early intervention is a preferable way of tackling extremism.

Document Control: Page 5	Document: Safeguarding and Prevent Policy	Issue No. v1	Issue Date: Oct 2020	Amended by:
-----------------------------	--	-----------------	-------------------------	-------------

## 6. Definitions

### 6.1.

Definition	Meaning
<b>Extremism</b>	Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas
<b>Adult at Risk</b>	Individuals who have reported extremism or who have been the subject or target of extremism
<b>Radicalisation</b>	The act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind

## 7. Strategies for Preventing Extremism

7.1. The office for security and counter terrorism works to counter the threat from terrorism and their work is detailed in the counter terrorism strategy CONTEST. This strategy is based on four areas of work:

- Pursue – to stop the terrorist attacks
- Prevent – to stop the people becoming terrorists or supporting terrorism
- Protect – to strengthen our protection against terrorist attacks
- Prepare – to mitigate the impact of a terrorist attack

## 8. Aims

8.1. At Standguide we follow principles which seek to:

- Raise awareness to all learners of the threat from violent extremist groups and the risks.
- Provide information about what can cause violent extremism, about preventative actions taking place locally and nationally and where we can get additional information and advice.
- Help learners to understand the positive contribution they can make to empower themselves to create communities that are more resilient to extremism and protecting the wellbeing of learners or groups who may be vulnerable to being drawn into violent extremist activity.
- Provide advice on managing risks and responding to incidents locally, nationally or internationally that might have an impact on the learning environment.

8.2. Standguide uses these principles to guide our work in all areas including building on our work in:

- Promoting every learner matters, outcomes for each learner
- Promoting learner wellbeing, equalities and community cohesion
- Building the resilience of Standguide, working with partners to prevent the learners coming victims of harm
- Working with other agencies and parents to support the wellbeing and welfare of our learners

## 9. Possible signs of radicalisation

9.1. According to the Anti-terrorism prevent toolkit, potential signs of radicalisation include:

- The individual's views become increasingly extreme regarding another section of society or government policy
- They are observed downloading, viewing or sharing extremist propaganda from the web
- They become withdrawn and focused on one ideology
- The individual becomes increasingly intolerant of more moderate views

Document Control: Page 6	Document: Safeguarding and Prevent Policy	Issue No. v1	Issue Date: Oct 2020	Amended by:
-----------------------------	--	-----------------	-------------------------	-------------

- The individual may change their appearance, their health may suffer (including mental health) and they may become isolated from family, friends, peers or social groups.
- The individual expresses a desire/intent to take part in or support extremist activity

## 10. Objectives

- 10.1. As part of Standguide's commitment to safeguarding, equality and diversity and the promotion of British values, we will ensure that all staff have the confidence to recognise the signs that a learner or colleague is at risk of radicalisation. We do all this by:
- Promoting fundamental British values and by ensuring that there is a culture of openness within all delivery and teams.
  - Challenging segregation, promoting cohesion and building learner resilience with the aim of our learners and staff contributing actively to wider society.
  - Operating a clear and consistent anti-bullying approach which challenges harassment and discriminating and enables learners and staff to feel safe and supported.
  - Providing support, advice and guidance for learners and staff who may be at risk.
  - This may include referral to Channel, the process by which multi agency support is provided to individuals who are at risk of being drawn into terrorism.
  - Ensuring that staff, learners and employers are aware of their roles and responsibilities in preventing radicalisation and extremism.
  - Having a leadership team which actively promotes the core values of shared responsibilities and well-being for learners and staff, ensuring these are at the centre of everything we do.

## 11. Accountability and responsibilities

- 11.1. All staff should be vigilant to extremist's behaviour as a wider part of their safeguarding duties and report their concerns to the Designated Safeguarding Lead, as set out in Part 4 of the policy.
- 11.2 Prayer facilities should be appropriately governed and monitored to ensure opportunities for radicalisation do not arise. All managers must ensure effective monitoring in their centres.

## 12. Managing and responding to risk

- 12.1. Standguide will carry out an annual risk assessment using the Standguide *Prevent Risk Assessment Form*. This helps to evaluate where and how customers or staff may be at risk of being drawn into terrorism. This will include reviewing policies regarding the delivery of learning, student welfare, equality and diversity, and the safety and welfare of customers and staff.
- 12.2. We will ensure that there is a shared understanding amongst staff and learners as to the risks posed within the training environment by extremist's behaviour by raising awareness through training and information sharing.
- 12.3. Steps will be taken to mitigate the risk posed to staff/learners by individuals vulnerable to extremism on a case by case basis.
- 12.4. Referrals to Channel programme will be made on a case and with consideration being made to the need for a multi-agency approach in advance of any referrals.
- 12.5. Further risk assessments will be carried out any time Standguide premises are used for events held by staff, customers or visitors, external bodies, community groups or partners. Risk assessments will be undertaken on any external speakers and clear guidance will be issued as to levels of acceptable behaviour whilst on site.

Document Control: Page 17	Document: Safeguarding and Prevent Policy	Issue No. v1	Issue Date: Oct 2020	Amended by:
------------------------------	--	-----------------	-------------------------	-------------

12.6. All display materials, including externally produced leaflets and posters, will promote fundamental British values and have due consideration to the Equality Act.

12.7. Standguide will only promote its service within organisations that share its values for the need to safeguard, promote equality and prevent extremist behaviour. Where required risk assessments will be undertaken to consider the appropriateness of venues before agreements are made to provide information and advice to individuals within that organisation.

### 13. Teaching and Learning

13.1. A curriculum that promotes Fundamental British Values with the view to encourage learners to participate in their local communities and use their voice to make positive changes will be provided.

13.2. Fundamental British Values involve people showing tolerance and respect for the rights of others. It also enables customers to distinguish the difference between right and wrong, to also encourage them to respect the civil and criminal law of England. Tolerance and harmony is promoted between different cultures, this is done so that customers show appreciation and respect for others and their own cultures.

13.3. We will take every available opportunity to match curriculums to local priorities whilst offering learners the opportunity to develop critical thinking skills.

13.4. Using topical and relevant examples to stimulate thinking we will actively tackle discrimination.

### 14. Monitoring of IT use

14.1. IT equipment provided to both staff and learners is subject to monitoring of its use. In addition to monitoring, filters are applied to restrict access to harmful content and prevent people from being drawn into extremist behaviour.

14.2. Inappropriate use of IT facilities that appears to be in breach of the Prevent policy must be reported to the Designated Safeguarding Lead.

## PART 4: General Provisions

### 15. Reporting an Allegation

15.1. Any suspicion, allegation or incident relating to Safeguarding or Prevent must be reported to the Designated Safeguarding Lead immediately.

15.2. All reports must be reported by advisers to your Line Manager who will in turn notify the Designated Safeguarding Lead.

15.3. If the Line Manager and the Designated Safeguarding Lead are not available, reports must be reported to the SLT or other Senior Manager. The purpose of reporting to Executive Management is to raise awareness and to ensure that staff members are dealing with the allegation appropriately and in line with company procedures.

Document Control: Page 18	Document: Safeguarding and Prevent Policy	Issue No. v1	Issue Date: Oct 2020	Amended by:
------------------------------	--	-----------------	-------------------------	-------------



## 16. Responding to an Allegation

### 16.1. When responding to an allegation **DO**:

- a) Make sure the individual is safe
- b) Assess whether emergency services are required and if needed call them
- c) Offer support and reassurance
- d) Ascertain and establish the basic facts
- e) Make careful notes and obtain agreement on them. Ensure notation of dates, time and persons present are correct and agreed
- f) Follow correct procedure and explain the procedure to the individual making the allegation
- g) Explain areas of confidentiality; immediately speak to your Line Manager for support and guidance
- h) Take all necessary precautions to preserve forensic evidence, if applicable
- i) Remember the need for ongoing support.

### 16.2. Do **NOT**:

- a) Confront the alleged abuser or extremist individual
- b) Be judgmental or voice your own opinion
- c) Be dismissive of the concern or ignore the allegation
- d) Investigate or interview beyond that which is necessary to establish the basic facts
- e) Disturb or destroy possible forensic evidence
- f) Consult with persons not directly involved with the situation
- g) Ask leading questions or assume information
- h) Make promises
- i) Elaborate in your notes
- j) Panic

### 16.3. It is important to remember that the person who first encounters a case of alleged abuse or extremism is not responsible for deciding whether abuse or extremism has occurred.

This is a task for the professional adult protection agencies or Prevent channel panels, following a referral from the Designated Safeguarding Lead.

## 17. Allegations against Staff

### 17.1. Where an allegation concerns the actions of a member of staff (who may also be a colleague) it is the clear duty of all those concerned to report the matter as set out above.

### 17.2. The Standguide **Public Interest Disclosure Policy** also sets out clear reporting procedures for unethical or improper conduct. When it comes to raising Safeguarding or Prevent concerns, no distinction should be made between staff and other persons. The wellbeing of children, adults at risk, staff and other customers is paramount.

### 17.3. It is important to ensure that the action taken:

- a) Protects the rights and wishes of the child or adult at risk
- b) Protects the rights of the member of staff concerned
- c) Enables managers to take appropriate action either on behalf of the child / adult at risk or against the staff member where appropriate; and
- d) Does not compromise any criminal investigation.

### 17.4. Any member of staff who is alleged to have had an inappropriate relationship with a customer will be suspended whilst an investigation is carried out. On completion of investigation written records for any member of staff who is found to be innocent must be destroyed immediately.

Document Control: Page 19	Document: Safeguarding and Prevent Policy	Issue No. v1	Issue Date: Oct 2020	Amended by:
------------------------------	--	-----------------	-------------------------	-------------

## 18. Reporting Safeguarding & Prevent Concerns

- 18.1. It is important that any issues relating to Safeguarding or Prevent are reported promptly, accurately and as comprehensively as possible.
- 18.2. Data protection guidelines should be observed when recording sensitive information. All recorded information should be handled sensitively, and all conventions of confidentiality must be always adhered to.

### *Safeguarding Disclosure Form*

- 18.3. If a child or adult discloses to you that they are being harmed you must complete the **Safeguarding Disclosure Form** within 24 hours. The disclosure form should be completed as fully and as much in the words of the person.
- 18.4. Similarly, if you, a customer or other employee directly experiences or witnesses' extremism, the procedure above should be followed.
- 18.5. This recording can be done in conjunction with the Regional Safeguarding Officer if required.

### *Safeguarding Concern Form*

- 18.6. If you believe there may be issues in respect of Safeguarding or Prevent but do not have direct witness testimony or explicit disclosure, the *Safeguarding Concern Form* should be completed. Examples of when to use this include:
- if you have a concern that a child or adult may be harmed
  - if you have a concern that a member of staff or another adult is behaving inappropriately
  - If you have a concern that a customer or employee may be at risk of extremism
- 18.7. This form should be completed fully and with as much detail as possible and forward immediately to the Designated Safeguarding Lead.

## 19. Referring Information within Standguide and to External Agencies

- 19.1. Information should be referred within Standguide to the Designated Safeguarding Lead. No information should be referred to an external agency by any staff member other than the Designated Safeguarding Lead or a member of the Senior Management Team. On receiving information relating to a concern about a child or adult the Designated Safeguarding Lead will undertake consultation in order to be able to decide as to appropriate action.
- 19.2. Three decisions may be made:
- No further action required** – concerns have been allayed but written documentation regarding the concern and the reasons for no further action being taken will be kept.
  - Continued monitoring of the situation** – concerns have not been fully allayed. However continued monitoring of the situation is required. Involved parties will continue to listen, observe, record, consult and report.
  - Formal referral** – referral will be made to the most relevant agency by the Designated Safeguarding Lead.
- 19.3. If the decision is formal referral, the Designated Safeguarding Lead shall telephone and report the matter to the appropriate Local Safeguarding Officer or Regional Prevent Coordinator, as appropriate. They may also engage with other appropriate external agencies, as set out below.

Document Control: Page 10	Document: Safeguarding and Prevent Policy	Issue No. v1	Issue Date: Oct 2020	Amended by:
------------------------------	--	-----------------	-------------------------	-------------

19.4. A written factual, record of the date and time of the report shall be recorded on the Safeguarding Report Form, including the name and position of the person to whom the matter is reported. The report must be confirmed in writing to the relevant referral body within 24 hours.

## 20. Confidentiality

20.1. Vulnerable adult protection raises issues of confidentiality which should be clearly understood by all. Similarly, reports of extremism also raise significant issues of confidentiality. The following guidelines apply to Safeguarding issues in respect of children, adults at risk and Prevent.

- a) Staff and associates have a professional responsibility to share relevant information about the protection of vulnerable adults with other professionals, particularly investigative agencies and adult social services.
- b) Clear boundaries of confidentiality will be communicated to all.
- c) All personal information regarding a vulnerable adult will be kept confidential. All written records will be kept in a secure area for a specific time as identified in data protection guidelines.
- d) Records will only record details required in the initial contact form.
- e) If an adult confides in a member of staff and requests that the information is kept secret, it is important that the member of staff tells the adult sensitively that he or she has a responsibility to refer cases of alleged abuse to the appropriate agencies.
- f) Within that context, the adult should, however, be assured that the matter will be disclosed only to people who need to know about it.
- g) Where possible, consent should be obtained from the adult before sharing personal information with third parties. In some circumstances obtaining consent may be neither possible nor desirable as the safety and welfare of the vulnerable adult is the priority.
- h) Where a disclosure has been made, staff should let the adult know the position regarding their role and what action they will have to take as a result.
- i) Staff should assure the adult that they will keep them informed of any action to be taken and why. The adults' involvement in the process of sharing information should be fully considered and their wishes and feelings considered.

## 21. Keeping Children and Adults at Risk Informed and Involved

21.1. The views of the child or adult at risk should be considered throughout the process of dealing with a safeguarding matter. The Designated Safeguarding Lead will keep the person informed while the matter is within the jurisdiction of Standguide and will provide support as required. Clients, learners and staff will be provided with information on Standguide's child and adult protection procedures.

## 22. The Role of Key Individual Agencies

### Department of Health

22.1. The Department of Health's recent 'No secrets' guidance document requires that authorities develop a local framework within which all responsible agencies work together to ensure a coherent policy for the protection of vulnerable adults at risk of abuse.

Document Control: Page 11	Document: Safeguarding and Prevent Policy	Issue No. v1	Issue Date: Oct 2020	Amended by:
------------------------------	--	-----------------	-------------------------	-------------

## Local Authorities

- 22.2. All local authorities have a Safeguarding Adults Board, which oversees multi-agency work aimed at protecting and safeguarding vulnerable adults. It is normal practice for the board to comprise of people from partner organisations who could influence decision making and resource allocation within their organisation.
- 22.3. If an allegation of abuse is made, the Designated Safeguarding Lead should make a referral to one of the local authorities.

## The Police

- 22.4. The Police play a vital role in Safeguarding Adults with cases involving alleged criminal acts. It becomes the responsibility of the police to investigate allegations of crime by preserving and gathering evidence. Where a crime is identified, the police will be the lead agency and they will direct investigations in line with legal and other procedural protocols.

## Prevent Coordinator & Channel Referrals

- 22.5. Standguide will actively engage with other partners including police and BIS regional higher and further education Prevent co-ordinators
- 22.6. Channel is an early intervention multi-agency process designed to safeguard vulnerable people from being drawn into violent extremist or terrorist behaviour.
- 22.7. If the Designated Safeguarding Lead determines that referral to the Channel panel is appropriate, they will contact the regional Prevent Coordinator.
- 22.8. Details of the regional Prevent Coordinators can be found at:  
<http://www.safecampuscommunities.ac.uk/>

## 23. The Role of Line Managers/ Regional Safeguarding Officers

- 23.1. The role of the Line Manager/RSO is to support the member of staff or associate involved with the incident and to ensure the correct procedures are followed.
- 23.2. The Line Manager/RSO may, if agreed with the staff member dealing with the incident, make contact with the Designated Safeguarding Lead in the first instance.
- 23.3. The Line Manager/RSO should ensure that all staff within their team are familiar with Standguide's Safeguarding procedures and ensure that all staff undertake training, where appropriate.

Document Control: Page 12	Document: Safeguarding and Prevent Policy	Issue No. v1	Issue Date: Oct 2020	Amended by:
------------------------------	--	-----------------	-------------------------	-------------

## 24. Training and awareness of the Policy and Procedure

- 25.1. All staff are required to review this Policy on an annual basis. Training will be provided, as appropriate, to reinforce staff awareness of these procedures.
- 25.2. Mandatory training will equip staff with the ability to recognise signs that a learner or colleague might be on the path to becoming radicalised and outline the process by which concerns should be raised.
- 25.3. Specialist training will be provided for the members of staff with Safeguarding and Prevent responsibilities. This will include:
- a) understanding the factors that make people vulnerable to being drawn into terrorism
  - b) Recognising this vulnerability in individual customers or staff
  - c) How to challenge extremist ideas which are used by terrorist groups and purport to legitimise terrorist activity.
  - d) What action to take, including when to make referrals to the Channel programme and where to get additional advice and support.
- 25.4. Standguide will actively promote our Safeguarding and Prevent duties to staff and learners alike. Customers are provided with initial and ongoing awareness of the policy.

Document Control: Page 13	Document: Safeguarding and Prevent Policy	Issue No. v1	Issue Date: Oct 2020	Amended by:
------------------------------	--	-----------------	-------------------------	-------------

## Safeguarding and Prevent Reporting Procedure

RECOGNISE



RESPOND



RECORD



REPORT



REFER

1. A disclosure or an observation is made.
  2. Recognise that the learner/staff member is at risk of harm or inflicting harm on others and act.
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3. Take the learner/staff member into a quiet space and make them feel comfortable.
  4. Discuss the matter with the individual, avoid leading the conversation and allow the individual to speak freely.
  5. Explain Standguide's obligation to record and report any matters that fall under the Safeguarding and Prevent Policy.
  6. Determine whether intervention is required from the Designated Safeguarding Lead and possible further referrals. If you are unsure speak with your Regional Safeguarding Officer for advice.
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7. Record all details of the conversation on either the *Safeguarding Disclosure Form* or the *Safeguarding Concern Form*. Use the individual's words as much as possible.
  8. Explain next steps if further intervention is needed.
  9. Reassure individual but do not promise confidentiality if it is a matter of serious concern.
  10. Explain Standguide's obligation to record and report any matters that fall under the Safeguarding and Prevent Policy.
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11. All allegations/concerns should be shared with the Designated Safeguarding Lead so it can be logged and monitored via the Central Incident Log.
  12. All written records should be posted within 24 hours and clearly marked as 'Confidential' addressed to the Designated Safeguarding Lead.
  13. Where further intervention is needed call the Designated Safeguarding Lead immediately on the **Safeguarding Number 07880 230 129**.
  14. Explain the nature of the allegation/concern.
  15. The Designated Safeguarding Lead will intervene and decide whether involvement from statutory authorities/external agencies are needed.
  16. The Designated Safeguarding Lead must complete a DSL report outlining agreed actions and potential referrals.
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17. The Designated Safeguarding Lead makes the referral to either the Police, Local Authorities or Channel depending on the nature of the concern.
  18. The Designated Safeguarding Lead continues to monitor the case whilst the individual remains on programme, ensuring external agencies are progressing/resolving the matter.