



Safeguarding Policy

1. Purpose & Scope

This policy applies to all staff, managers, paid staff, volunteers and seasonal workers, agency staff, students or anyone working for and on behalf of FSD Academy. The term 'learner' used in this policy refers to learners of FSD Academy who train, play competitive sport and / or study at our place of learning or off-site venues.

The purpose of this policy is:

- To protect children, young people and vulnerable adults who receive FSD Academy services. This also includes the children of adults who use our services and siblings of learners.
- To provide parents, staff and volunteers with the overarching principles that guide our approach to child protection. Children are defined in the Children Act 1989 and 2004, as a person under the age of 18 years. The Safeguarding Vulnerable Groups Act 2006 defines a vulnerable adult as a person aged 18

Legal Framework

This policy has been drawn up on the basis of legislation, policy and guidance that seeks to protect children, young people and vulnerable in England. A summary of the key legislation is available from:

<https://www.nspcc.org.uk/>

2. Our commitment

- We believe that a child or vulnerable adult should never experience abuse of any kind.
- We promote the welfare of all children, young people and vulnerable adults and to keep them safe.
- We have a responsibility to promote the welfare of all children and young people, to keep them safe and we are committed to practice in a way that protects them.
- We will protect learners from radicalisation and extremism, by responding swiftly where learners are vulnerable to these issues.
- We protect children and young people who receive our services. This includes the children of adults who use our services and any siblings of learners.
- We will provide staff and volunteers with regular updates and annual training on Safeguarding and Prevent.
- Record and check the details of all visitors to all our premises.

3. Aims

- Our aims are to:

- Promote fundamental British values, including freedom of speech, rights to be safe and listened to, by creating an environment that encourages all to raise any concerns.
- Encourage learners to develop a sense of autonomy and independence in their learning and development.
- Enable young people/young people to have the self- confidence and the vocabulary to resist inappropriate approaches.
- Work with employers to build their understanding of and commitment to the principles of safeguarding and prevent duty.
- Liaise with other statutory agencies to ensure legislative procedures are current.

4. We recognise that:

- The welfare of the child is paramount
- All children regardless of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation have a right to equal protection from all types of harm or abuse
- Some children are additionally vulnerable because of the impact of previous experiences, their level of dependency, communication needs or other issues
- Working in partnership with children, young people, their parents, carers and other agencies is essential in promoting young people's welfare

5. We will seek to keep children and young people safe by:

- Valuing, listening to and respecting them
- Appointing a Designated Safeguarding Officer (DSO) for children and young people.
- Adopting child protection and safeguarding best practice through our policies, procedures and code of conduct for staff and volunteers
- Developing and implementing an effective online safety policy and related procedures
- Providing effective management for staff and volunteers through supervision, support, training and quality assurance measures
- Recruiting staff and volunteers safely, ensuring all necessary checks are made
- Recording and storing information professionally and securely
- Sharing information about safeguarding and good practice with students, their families, staff and volunteers via leaflets, posters, group work and one-to one discussions
- Using our safeguarding procedures to share concerns and relevant information with agencies who need to know, and involving children, young people, parents, families and carers appropriately
- Using our procedures to manage any allegations against staff and volunteers appropriately
- Creating and maintaining an anti-bullying environment and ensuring that we have a policy and procedure to help us deal effectively with any bullying that does arise
- Ensuring that we have effective complaints and whistleblowing measures in place

- Ensuring that we provide a safe physical environment for our children, young people, staff and volunteers, by applying health and safety measures in accordance with the law and regulatory guidance.

6. Safeguarding

- Safeguarding is defined as:
- Protecting children and young people from maltreatment.
- Preventing impairment of children's and young people' health or development.
- Ensuring that children and young people are growing up in circumstances consistent with the provision of safe and effective care.
- Acting to enable all children and young people to have the best life-chances.

7. Significant Harm

- Harm means ill treatment or the impairment of health or development, including impairment suffered from seeing or hearing the ill treatment of another.
- Development means physical, intellectual, emotional, social or behavioural development.
- Health means physical or mental health.
- Ill treatment includes physical & sexual abuse and forms of ill treatment which are not physical. (s.31 (9) Children Act 1989 as amended by the Adoption and Children Act 2002)

Welfare- Welfare is defined as a child or vulnerable adult in need of universal help from those already involved or from a single or multiple agency response.

Missing from Education - Children and young people and young people who go missing from education will fail to achieve their full potential academically, and fail to achieve economic wellbeing in later life. They are also at a greater risk of physical harm, self-inflicted or inflicted by others, being sexually exploited and becoming involved in crime and anti-social behaviour, being employed illegally or abusing drugs and alcohol. In line with the duty under section 10 of the Children Act 2004, FSD must take reasonable steps to monitor learners' attendance through a daily register. This is also completed for young people. Attendance should be monitored closely and poor or irregular attendance should be addressed.

8. Recognition of Abuse, including Neglect and Bullying

Recognising abuse is not easy, and it is not the responsibility of staff, volunteers or learners to decide whether abuse has taken place or if there is significant risk. We do however have a responsibility to act if we think it may be happening.

Abuse, including neglect, includes forms of maltreatment of a child or vulnerable adult. Somebody may abuse a child or vulnerable adult by inflicting harm, by failing to act to prevent harm. Children and young people may be abused in a family or in an institutional or community setting; by those known to them or, more rarely, by a stranger for example via the internet. They may also be abused by an adult or adults, or by another child or children.

9. Types and Signs of Abuse

Child or Vulnerable Adult abuse - may be physical, sexual or emotional abuse, or neglect.

Significant harm - ill treatment or the impairment of health or development (compared with the health or development which might be expected of a similar child/ adult)

Physical abuse - actual or likely physical injury to a child or vulnerable adult, or failure to prevent injury. This may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm. Physical harm may also be caused when a parent or carer feigns symptoms of, or deliberately causes, ill health to a child or vulnerable adult they are looking after. This form of physical harm is recognised as Fabricated or Induced Illness.

Sexual abuse - actual or likely sexual exploitation of a child or vulnerable adult, including prostitution. Involving forcing or enticing a child or vulnerable adult to take part in sexual activities without their consent or understanding. The activities may involve physical contact including penetration or non- penetrative acts. For example, it may also include involving the child looking at or being involved in the production of, pornographic material or watching sexual activities, or encouraging the victim to behave in sexually inappropriate ways. Can include grooming a child or vulnerable adult in preparation for abuse.

Emotional abuse - emotional abuse is the persistent emotional ill treatment of a child or vulnerable adult with the intent to cause severe and persistent adverse effects on the victim's emotional development. It may involve conveying to the victim that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.

Age or developmentally inappropriate expectations being imposed on children, causing children frequently to feel frightened, or the exploitation or corruption of children or young people will also constitute emotional abuse. This may also include overprotection and limitation of exploration and learning, or participating in normal social interaction.

It can include seeing or hearing ill treatment of another person. It may include serious bullying, including cyber-bullying. It may include not giving the child or vulnerable adult opportunities to express their views, deliberately silencing them, or making fun of what they say or how they communicate.

Neglect - neglect is the persistent failure to meet a child or vulnerable adult's basic physical and/or psychological needs, likely to result in the serious impairment of their health or development such as failing to provide adequate food, shelter and clothing, medical care or treatment or neglect of, or unresponsiveness to, their basic emotional/physical needs. It can include not protecting a child or vulnerable adult from emotional harm or danger.

Bullying and Harassment - Bullying can include a variety of behaviours from one individual/ group to another individual/ group such as name calling, offensive language, coercion, hitting, pushing, theft or damage to belongings, cyber, spreading harmful messages, hate

crime or mate crime which is befriending someone with the intent to exploit them in some way. Please refer to FSD's Anti-Bullying Policy for further detail.

E-Safety - The safe and responsible use of technology, is sometimes presented as primarily a child or vulnerable adult protection issue. While children, young people and young people do need support to keep themselves safe online the risks associated with the use of technology. Examples include the mismanagement of personal data, risks of financial scams, identity theft, cyber bullying, grooming, and radicalisation.

Learning Difficulty and/or Disability - Children or adults with a learning difficulty and/or disability may be especially vulnerable to abuse or bullying any may have difficulties in communicating this to staff. At FSD, staff are skilled, experienced and they work closely with learners and their colleagues so they can identify signs at an early stage. Any reports of a learner with a learning difficulty and/or disability being abused or bullied will involve the Safeguarding Officer at the very earliest opportunity.

Risk to self and/or others - This may include but is not exclusive to self-harm, suicidal tendencies or potential risk of harming others, which may or may not include children. This may be because of an individual experiencing a significant level of personal, emotional trauma and/or stress.

Domestic Violence - can be physical, emotional, sexual, neglect. This category also covers Forced Marriages and honour based violence. Some learners may experience issues with drugs or alcohol to self-medicate or via dependence.

Female Genital Mutilation (FGM) - Victims of FGM are likely to come from a community that is known to practice FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

The FGM mandatory reporting duty is a legal duty provided for in the FGM Act 2003 (as amended by the Serious Crime Act 2015). The legislation requires staff to report where, during their professional duties, they either are informed by a girl under 18 that an act of FGM has been carried out on her, observe physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purpose with labour or birth. For the purposes of the duty, the relevant age is the girl's age at the time of disclosure/identification of FGM (i.e. it does not apply where a woman aged 18 or over discloses she had FGM when she was under 18).

Forced Marriage - One or both spouses do not consent to the marriage or consent is extracted under duress. Duress includes both physical and emotional pressure. A clear distinction must be made between a forced marriage and an arranged marriage. In arranged marriages, the families of both spouses take a leading role in choosing the marriage partner but the choice whether to accept the arrangement remains with the young people.

Modern slavery - Encompasses slavery, human trafficking, forced labour and domestic servitude. Traffickers and slave masters use whatever means they have at their disposal to coerce, deceive and force individuals into a life of abuse, servitude and inhumane treatment.

Risks/ abuse related to family/cultural belief/ faith - It is important to remember that many children and young people are a part of a family. Some families have certain values and beliefs that can cause harm to a child or vulnerable adult. An example of this can include strong beliefs or a sense of honour or shame that can prevent people from seeking or accepting the help they need. A strong cultural or religious belief in the sanctity of marriage may dissuade people from leaving their partners, even if they are violent. In addition, many religions and cultures have strong beliefs around sex outside marriage, making it very hard for young, unmarried, pregnant women to get the help they need. Differences in culture or religion between partners, or between parents and children, may also make it more difficult for individuals to understand and support each other. Where one partner perceives their faith and heritage to be superior to, or more important than, their partner's it can lead to a power imbalance and an erosion of the other partner's self-esteem. In extreme cases children who are perceived as "disobedient" or "different" are believed to be possessed by a spirit controlling their behaviour. The children can be physically and emotionally abused to exorcise the spirit.

Parental Impacts - The issues of parents and carers can have a significant impact upon a child or vulnerable adult's wellbeing. Some issues can include Substance Misuse, Mental Health and Domestic Abuse. It is also important to note that some children and young people also misuse drugs or alcohol when experiencing trauma in their own lives and they may require support around both factors. It is fundamental that wherever a concern is held for a child or vulnerable adult that confidentiality is respected however if the concern must involve the parent or carer for safeguarding reasons then it is good practice to work together and inform parents or carers of any referrals that may have to be made to support services.

10. The Prevent Duty

In 2010, the Government published the Prevent Strategy. This raised an awareness of the specific need to safeguard children, young people and families from violent extremism. Please refer to our Prevent Duty Procedure.

Extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

Prevent is about Safeguarding our learners to keep them both safe and within the law. The Prevent Duty is not about preventing students from having political and religious views and concerns but about supporting them to use those concerns or act on them in non-extremist ways.

Radicalisation & Extremism - The holding of extreme political or religious views e.g. animal welfare rights, environmentalists, EDL / white supremacy groups, anti-gay groups, Islam / Christian ideology. The Counter Terrorism and Security Act, places a duty on specified authorities, including local authorities and childcare, education and other children's services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism. ("The Prevent duty")

The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation.

FSD is clear that this exploitation and radicalisation should be viewed as a safeguarding concern and that protecting children from the risk of radicalisation is part of the company's safeguarding duty.

- **Radicalisation** refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism. Learners may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff can recognize those vulnerabilities.
- **Extremism** is defined by the Government in the Prevent Strategy as:

Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of 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.

11. Responding to suspicions of radicalisation and extremism

We are alert to changes in a learner's behaviour or attitude which could indicate that they need help or protection.

- When any member of staff has concerns that a learner may be at risk of radicalisation or involvement in terrorism, they should speak with the
- Safeguarding Officer for investigation and action.
- DiFSDosure records are held by the Safeguarding team and stored on a secure server.
- Staff take care not to influence the outcome either through the way they speak to or question children/young people.
- We will continue to welcome the learner whilst investigations are being made. The learner may choose to withdraw from learning activities whilst investigations take place.
- We follow the procedures as set by the Local Safeguarding Board in relation to the delivery of services' and designated roles and tasks in supporting the learner, family, and employer subsequent to any investigation.

- All suspicions and investigations are kept confidential and shared only with those who need to know.
- Any information is shared under the guidance of the Designation Senior Person for Safeguarding
- Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people do not become involved in extremist action. For this reason, the appropriate interventions in any case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationship or drug/alcohol issues.

12. Channel

Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It is led by the regional Police Counter-Terrorism Unit, and it aims to:

- Establish an effective multi-agency referral and intervention process to identify vulnerable individuals.
- Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity.
- Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.

The Channel programme focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's participation in the programme is entirely voluntary at all stages.

Training Providers have a duty to cooperate with the Channel programme in the carrying out of its functions, and with the Police in providing information about an individual who is referred to Channel (Section 38, Counter Terrorism and Security Act 2015).

13. Recognition of vulnerability factors can include:

- **Identity Crisis** – the learner is distanced from their cultural / religious heritage and experiences discomfort about their place in society.
 - **Personal Crisis** – the learner may be experiencing family tensions; a sense of isolation; and low self- esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging.
 - **Personal Circumstances** – migration; local community tensions; and events affecting the learner's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy.
- o **Unmet Aspirations** – the learner may have perceptions of injustice; a feeling of failure.

- o **Rejection** of civic life.
- o **Experiences of Criminality** – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration.
 - **Special Educational Need** – learners may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

14. More critical risk factors could include:

- Being in contact with extremist recruiters.
- Accessing violent extremist websites, especially those with a social networking element.
- Possessing or accessing violent extremist literature.
- Using extremist narratives and a global ideology to explain personal disadvantage.
- Justifying the use of violence to solve societal issues.
- Joining or seeking to join extremist organisations.
- Significant changes to appearance and / or behaviour.
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

15. Allegations against staff –

FSD recognises that whilst staff and volunteers who work with children and young people are committed to their wellbeing and care there exists a range of abuse perpetrated by workers that despite the best efforts and interventions can still take place.

An allegation may relate to a member of staff including a volunteer who works with children who has behaved in way that has harmed a child, or may have harmed a child, possibly committed a criminal offence against or related to a child or behaved towards a child or children in way that indicates they may pose a risk of harm to children.

- We ensure that all learners and employers know how to complain about staff, which may include an allegation of abuse or neglect of statutory duties.
- We follow the guidance of the Local Safeguarding Board when responding to any complaint that a member of staff or volunteer has abused a learner.
- Each Manager knows that the Safeguarding Officer is to be made aware immediately of any allegation or complaint against a member of staff or volunteer.
- We respond to any disclosure by learners or employers that abuse by a member of staff may have taken, or is taking place, by first recording the details of any such alleged incident on an incident form.

- We refer any such complaint immediately to the Local Authority's Designated Officer (LADO) to investigate.
- We co-operate entirely with any investigation carried out by the local authority and police.
- DiFSDosure and Barring Service liaison (DBS).

16. Support for Staff

FSD Academy have an open-door policy for any staff who wish to discuss their concerns, staff will need to be mindful that FSD cannot as with learners to give absolute confidentiality to any diFSDosures

All learners receive induction programmes which includes raising awareness of commitment towards Safeguarding, details of the support services that can be offered and contact details for the Safeguarding team. The understanding of all aspects of Safeguarding and safe working practices is checked at each review and the opportunity to discuss any issues is given.

Assessments are made to ensure that the learners wellbeing is safeguarded by the work placement and their teams to ensure arrangements are in place to, prior to work related activity commencing:

- Pre-placement Health and Safety checks of employer's premises and health and safety management arrangements are complete, including insurance details, young person risk assessments, lone working policies etc.
- Employers are made aware of relevant FSD policies
- The requirements for DBS checks are assessed and the relevant processes undertaken where required.

17. Role of Designated Safeguarding Lead

17.1 Manage Referrals

- Refer cases of suspected abuse to Local Authority.
- Support staff who make referrals to Local Authority.
- Refer cases to Chanel programme where there is a radicalisation concern.
- Refer cases where a person has been dismissed or left due to risk/harm to a child or vulnerable person to DBS.
- Refer cases where a crime has been committed to the Police.

17.2 Working with Others

- Liaise with SMT / Board to inform of issues / ongoing enquires related to section 47 of the Children's Act 1989.

- As required liaise with “case manager” and the Designated Safeguarding Lead at the Local Authority for child protection concerns on all cases which concern a Staff Member.
- Liaise with staff on matters of safety and safeguarding when deciding whether to make a referral by liaising with relevant external agencies.
- Act as a source of support, advice and expertise for staff.
- Link with Local Children's and Adults Safeguarding Boards
- Child /Vulnerable Adult Protection File are transferred to new College, Training Provider or other support services
- Availability; telephone, or in person where possible to deal with any incidents.

17.3 Ongoing Development & Raising Awareness

- Understand the assessment process for providing early help and intervention, through locally agreed common and shared assessment process (local safeguarding boards).
- Have working knowledge of each local safeguarding board children’s & adults.
- Develop staff awareness of policies and processes.
- Alert to specific children in need, SEN, Young Carers and “Looked after.”
- Keep detailed, accurate, secure written records of concerns and referrals.
- Ensure open and listening culture.
- Understand Prevent Duty, providing advice and support to staff.
- Ensure Policies & Procedures are known.
- Designated Safeguarding Lead role, are shared with all staff.

17.4 Confidentiality

A good working relationship between staff and students depends to a large extent on the establishment of trust. However, guarantees of absolute confidentiality should not be given. If a learner / staff member discloses to a member of staff, it is important that the boundaries of confidentiality and the need to pass on that information are explained. It is often easier to explain to that you have a responsibility to pass on information on certain matters than to get into a situation where you break a confidence.

17.5 Disciplinary Action

It is a criminal offence for a person over 18 in a position of trust to enter a sexual relationship with any learner under 18 years old, even if the relationship is consensual. If allegations are made against staff the same procedures as outlined above must be followed. If a member of staff suspects abuse, whether sexual or otherwise, from another member of staff, the HR Designated Safeguarding Officer must be informed. Depending on the severity of the allegations outside agencies may be informed and/or the staff disciplinary procedure may be invoked.

Where a member of staff or a volunteer is dismissed from the delivery of services or internally disciplined because of misconduct relating to a learner, we notify the Disclosure and Barring Service (DBS) so that appropriate action is taken.

17.6 Safer Recruitment Processes

We provide adequate and appropriate staffing resources and training to meet the needs of learners.

All staff, volunteers and learners are informed by HR that their job falls under the DBS requirements for an enhanced check under section 128 of the Education Skills Act 2008 those in management roles need to have an additional check to ensure they are not prohibited from teaching. This is in addition to the DBS check.

We will provide the applicant with more information about the level of check required or Teacher (Criminal record check applicants must be 16 or over) There are 3 types of check:

- Standard (This checks for spent and unspent convictions, cautions, reprimands and final warnings.)
- Enhanced (This includes the same as the standard check plus any additional information held by local police that's reasonably considered relevant to the workforce being applied for (adult, child or other workforce.)
- Enhanced with list checks (This is like the enhanced check, but includes a check of the DBS barred lists.)

Checks will be made using the Teacher Services system (National College of Teaching and Leadership) – a database that can be used prior to appointing a member of staff to check for Prohibitions, sanctions and restrictions that might prevent the individual from taking part on certain activities or working in specific positions.

All staff have access to a copy of this policy which is located on SharePoint under the Safeguarding heading.

17.7 Information Sharing & Record Keeping

There may be some circumstances where the welfare or safety of an individual may take precedence over confidentiality. When sharing information there are Seven Golden Rules that FSD will adhere to;

- The General Data Protection Regulations (GDPR) which is not a barrier to sharing information.
- Be open and honest.
- Seek advice.
- Share with consent where appropriate. (There may be some circumstances where seeking consent including parental consent is not required)
- Consider safety and well-being.
- Ensure that information sharing is appropriate and secure.
- Keep a record.

The Staff member who receives the allegation or disclosure should make an immediate written record of the conversation, including the following information: -

- Date and time of report.
- Name of Individual.
- DOB of alleged.
- Nature of allegation.
- Any other information given, including siblings if relevant. (their full names and DOB if possible)
- Confirmation that the Learner / staff member has been advised of the next steps.

DiFSDosure records are held by the Safeguarding Officers and stored on a secure server. Staff must take care not to influence the outcome either through the way they speak to or question children/young people.

FSD continues to welcome the learner whilst investigations are being made in relation to any alleged abuse. The learner may choose to withdraw from learning activities whilst investigations take place.

We follow the procedures as set by the Local Safeguarding Board in relation to the delivery of services' and designated roles and tasks in supporting the learner, family, and employer subsequent to any investigation.

All suspicions and investigations are kept confidential and shared only with those who need to know. Any information is shared under the guidance of the Local Safeguarding Board and Local Authority Designated Officer (LADO).

Recording - When recording an incident, a Safeguarding Report Form (available SharePoint) must be completed. Whilst you can record observations, do not interpret or give opinion as this may bias the

information provided and jeopardise any future investigation into the allegation. The Safeguarding Report Form should be sent to your Safeguarding officer and kept securely.

Report - Any issues or concerns, allegations or suspicions relating to Safeguarding must be taken seriously and reported to a Safeguarding Officer.

Refer - Where required, the Safeguarding Representative will refer or support you with guidance on next steps and / or signposting the relevant external agency.

We abide by the DBS regulatory requirements in respect of requesting references and DBS checks for staff and volunteers.

New staff and volunteers are not given unsupervised access to young people or young people pending return of a satisfactory DBS check.

We will meet the DBS reporting requirements in respect of any person who is dismissed from our employment, or resigns in circumstances that would otherwise have led to dismissal for reasons of learner protection concern.

Where staff or volunteers are working with Job Centre Plus (Department of Work and Pensions funded) clients, additional checks are undertaken to meet our contractual obligations.

17.8 DiFSDosure

FSD strongly supports the principle of working in partnership with children, parents/ carers and adults. This means seeking clear, explicit and informed consent from the individual(s) concerned for information about them to be shared with specified other individuals or agencies where consistent with the individual(s) best interests.

It is possible, however, to identify some circumstances in which sharing confidential information without consent will normally be justified in the public interest. These are:

- When there is evidence that the child is suffering or is at risk of suffering significant harm.
- Where there is reasonable cause to believe that a child may be suffering or at risk of significant harm.
- To prevent significant harm arising to children and young people or serious harm to adults, including through the prevention, detection and prosecution of serious crime.
- For this purpose, serious crime means any crime which causes or is likely to cause significant harm to a child or young person or serious harm to an adult.

17.9 Promotion of Safeguarding through Teaching and Learning

We are committed to promoting awareness of learner abuse issues and prevent throughout our training and learning programmes for adults.

We seek out additional development opportunities for all staff involved in the delivery of services to ensure that they can recognise the signs and symptoms of possible physical abuse, emotional abuse, sexual abuse and neglect and are aware of the local authority guidelines for making referrals.

We seek out additional development opportunities for all staff involved in the delivery of services to ensure that they can recognise the signs of radicalisation and extremism and are aware of the local authority guidelines for making referrals.

We ensure that any relevant history of the learner, particularly in relation to potential indicators of abuse or neglect is recorded confidentially within their records.

This includes learners that are participating in Work experience and off-site activities. We work closely and collaboratively with all sub-contractors and employers to ensure that they have appropriate and effective safeguarding and prevent policies and procedures in place and these are audited on a regular basis by the Designated Senior Person for Safeguarding.

17.10 Responding to Suspicions

FSD is committed to responding promptly and appropriately to all incidents or concerns that may occur and to work with statutory agencies in accordance with the procedures that are set down in 'What to do if you are worried a child is being abused.' (DfE 2014)

We acknowledge that abuse or neglect of basic safety and welfare procedures for learners can take place and that this can take different forms - physical, emotional, and sexual as well as employer's neglect of legal responsibilities and neglect of parental or statutory responsibilities (including where young people are in care of social services). We also acknowledge that this can take the form of 'virtual' or internet based abuse or neglect.

We recognise that when young people or young people are suffering from physical, sexual or emotional abuse, or may be experiencing neglect, this may be demonstrated through the things they say (direct or indirect disclosure) or through changes in their appearance, their behaviour, or their play.

Where any member of staff who has knowledge of, or a suspicion that, a child, young or vulnerable person is or has been suffering significant harm must refer their concern to the Safeguarding Officer as soon as possible but within 24 hours at the latest. The member of staff must make a dated record of the details of the concern on the Safeguarding Incident Form and email to the Safeguarding Officers on office@fsdacademy.com for investigation and action, the person raising the concern must not retain any written information. Please see the Safeguarding Staff user guide for further information.

All allegations or suspicions must be taken seriously. The learner or staff member must be advised that this information cannot be kept confidential and will be passed on to the Safeguarding Officer in FSD in the first instance.

CONTACT DETAILS:

Designated Safeguarding Officer (DSO)

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NSPCC Helpline

0808 800 5000