

Adult Learning & Skills Service



County Durham Adult Learning and Skills Service Safeguarding Policy (Including Prevent and Online Safety)

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Contact
03000 266 115 or
email
alss@durham.gov.uk



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Contents

	Page Number
1 Introduction	3
2 ALSS Safeguarding Policy Statement	3
3 Definition of Safeguarding	4
4 Safeguarding Children and Adults from being drawn into or supporting terrorism	6
5 On-line Safety	9
6 ALSS Safeguarding Responsibilities	13
7 Training and Support	15
8 Prevention	16
9 Safety in the Learning Environment	17
10 External Speakers	18
11 Responsibilities of Subcontractors	18
12 Contacts	19

Appendix 1: Related policies

Appendix 2: Additional Information relating to the Safeguarding of Children, Young People and 'Adults at Risk' and Forms of Abuse

Appendix 3: Indicators of Vulnerability to Radicalisation

Appendix 4: Guidance on Prevent and the Channel Programme

Appendix 5: A Note on Safer Recruitment

Appendix 6: Information relating to Lone Working

Appendix 7: Dealing with disclosure, suspicion of abuse and/or allegations

Appendix 8: Safeguarding Reporting Process

Appendix 9: Further contact details

Appendix 10: Further Information

1. Introduction

County Durham Adult Learning and Skills Service (ALSS) strives to adopt the highest possible standards to ensure the safety and welfare of all learners and staff.

It is the responsibility of everyone within ALSS to record and report any concerns they have immediately.

Whatever your role, if you see, hear or know something that concerns you, and suspect that anyone is at risk of being harmed or abused, you must immediately report what you have seen, heard or know.

Doing nothing is not an option.

While it is not possible to ensure that learners would never come to harm, the adoption of this policy, associated guidelines and code of conduct aims to facilitate the management of risk associated with the duty to protect staff and learners.

2. ALSS Safeguarding Policy Statement

The ALSS Safeguarding Policy applies to all staff, volunteers, providers (including subcontractors) and tutors working in the Adult Learning & Skills Service (ALSS) for Durham County Council (DCC) and who come into contact with adults, children and young people.

It has been developed in accordance with the Safeguarding Adults Board (SAB) and Local Children Safeguarding Board (LCSB) Internal Procedures for DCC. The ALSS is committed to providing the best and safest learning environment possible so that learners can succeed and staff and volunteers can feel secure. The Local Authority, DCC, is the lead agency for safeguarding adults but works in partnership with the Police, CCG, NHS Foundation Trust, Prisons, Probation, Housing, CQC and DWP who are all represented within the Safeguarding Adults Board.

This Policy seeks to ensure that:

- ❖ children, young people and 'Adults at Risk' are protected from harm and abuse
- ❖ staff and volunteers know what to do if they are worried or have concerns
- ❖ everyone is aware of their responsibilities for safeguarding
- ❖ learners and staff feel safe

Further information is available in the following policies (further detail in contained in Appendix One).

- ❖ Keeping Children Safe in Education (HMG, updated September 2016)
- ❖ Working Together to Safeguard Children (HMG , updated February 2017)
- ❖ What To do if You Are Worried a Child is being Abused (HMG, March 2015)
- ❖ Information Sharing (HMG, March 2015)
- ❖ *Prevent* Duty Guidance (HMG, updated March 2016)
- ❖ The Children Act 1989; Children Act 2004
- ❖ The Education Act 2002; Education and Inspections Act 2006

All learners could potentially be at risk.

This policy should not be used to discourage learning activities and it supports the engagement of a diverse range of learners.

This policy provides a framework that ensures staff, volunteers, subcontractors and visitors protect all learners and keep them safe when within the care of ALSS.

3. Definition of Safeguarding

In relation to children and young people, safeguarding and promoting their welfare is defined in 'Working together to safeguard children' as:

- ❖ protecting children from maltreatment
- ❖ preventing impairment of children's health or development
- ❖ ensuring that children are growing up in circumstances consistent with the provision of safe and effective care
- ❖ taking action to enable all children to have the best outcomes.

Safeguarding action may be needed to protect children, young people and adults from:

- ❖ neglect
- ❖ physical abuse
- ❖ sexual abuse
- ❖ emotional abuse
- ❖ bullying, including online bullying and prejudice-based bullying
- ❖ racist, disability and homophobic or transphobic abuse
- ❖ gender-based violence/violence against women and girls
- ❖ radicalisation and/or extremist behaviour
- ❖ child sexual exploitation and trafficking

Don't hesitate – contact the Safeguarding Officer on 03000266115 or email on: ALSS@durham.gov.uk

- ❖ the impact of new technologies on sexual behaviour, for example sexting
- ❖ teenage relationship abuse
- ❖ substance misuse
- ❖ issues that may be specific to a local area or population, for example gang activity and youth violence
- ❖ domestic violence
- ❖ female genital mutilation
- ❖ forced marriage
- ❖ fabricated or induced illness
- ❖ poor parenting, particularly in relation to babies and young children
- ❖ other issues not listed here but that pose a risk to children, young people and 'Adults at Risk'. **(Appendix 2)**

Safeguarding is not just about protecting children, young people and/or 'Adults at Risk', from deliberate harm, neglect and failure to act. It relates to broader aspects of care and education, including:

- ❖ children's and learners' health and safety and well-being
- ❖ risk assessments of individuals, activities, resources and facilities
- ❖ the use of reasonable force
- ❖ meeting the needs of children and learners with medical conditions
- ❖ providing first aid
- ❖ educational visits (including the necessary considerations for the type of trips and visits, in terms of staffing ratios, overnight stays etc.)
- ❖ intimate care and emotional well-being
- ❖ online safety and associated issues
- ❖ appropriate arrangements to ensure children's and learners' security, taking into account the local context.

It is important that we understand that safeguarding is not implicit to children only, the need to ensure effective safeguarding also extends to any adult at risk, who may be vulnerable through a variety of actions, inadequate policies and procedures, and failures to act.

Safeguarding of both children and vulnerable adults is of paramount importance and the Adult Learning and Skills Service seeks to ensure that a safe learning environment is available to all Service users.

Definition of a Vulnerable Adult

An adult at risk or vulnerable adult is defined as a person *‘that has needs for care and support (whether or not the LA is meeting any of those needs) AND is experiencing, or at risk of, abuse or neglect; AND as a result of those care and support needs is unable to protect themselves from either the risk of, or the experience of abuse or neglect’* (The Care Act, Department of Health, 2015).

Adult Learning & Skills Contact with Children and Young People

Within family programmes, children and young people attend lessons alongside their parents/carers. There are also young people in mainstream learning programmes and in some supported learning programmes. These guidance notes will ensure those children and young people are also protected from abuse.

4. Safeguarding children and Adults from being drawn into or supporting terrorism

All FE providers have a duty to protect children and adults from the risks of extremism and radicalisation, a role which is underpinned by the Counter- Terrorism and Security Act 2015 *“to have due regard to the need to prevent people from being drawn into terrorism.”*

Adult Learning and Skills Service seeks to protect adults, children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements. This policy and training will help inform and support those staff working with vulnerable groups to identify potential concerns and outline the process for referral.

ALSS has a statutory duty to safeguard learners to keep them both safe and within the law and commits to:

- ❖ Promoting British Values including mutual respect for those with different faiths and beliefs, the rule of law, democracy and individual liberties which enhance social cohesion
- ❖ Encouraging open debate
- ❖ Embedding this aspect of safeguarding within all policies and curriculum plans
- ❖ Challenging extremism
- ❖ Providing training and informing staff of new developments
- ❖ Conducting risk assessments and actions plans with timely review.

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Our Aim

Adult Learning and Skills Service values freedom of speech and the expansion of beliefs / ideology as a fundamental right that underpins our society's values. Both students and staff have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

Risk

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 adults, children and young people vulnerable to future manipulation and exploitation. Adult Learning and Skills Service is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

Risk Reduction

The Management Team and the Lead Designated Safeguarding Officer will assess the level of risk within the Service and put actions in place to reduce that risk. Risk assessment may include consideration of the use of learning venues by external agencies, curriculum offer, provision specifically targeting vulnerable groups, disclosed safeguarding cases, anti-bullying policy, equal society statement and other issues specific to the Service's profile, community and philosophy.

Definitions

- **Radicalisation** refers to the process by which a person comes to support terrorism and extremism leading to terrorism (**Appendix 3**).
- **Extremism** is defined by 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. Also include in the definition of extremism calls for the death of members of our armed forces. (**Appendix 3**).
- **Terrorism** is defined by Government as *"The use of violence in order to accomplish political, religious or social objectives"*. Terrorism is a criminal act that

influences an audience beyond the immediate victim. Effectiveness is not the act itself but the impact on Government and the public.

- **British Values**

British values are defined as “democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs.”

(Prevent Duty Guidance, HM Government, Dec 2014)

- **Channel**

Channel is an early intervention multi-agency process designed to safeguard vulnerable people from being drawn into violent extremist or terrorist behaviour. Channel works in a similar way to existing safeguarding partnerships aimed at protecting vulnerable people. (**Appendix 4**)

Staff Responsibilities

- Undertake training on Prevent Duty
- Be aware of when it is appropriate to refer concerns about learners or colleagues to the Designated Safeguarding Lead.
- Report concerns where these arise.
- Promote learner understanding of Prevent duty.
- Exemplify British values of “democracy, the rule of law, individual liberty and mutual respect and tolerance for these with difference faiths and beliefs” within your professional practice
- Challenge extremism.

The Adult Learning and Skills Service recognises that it has a key role, working in partnership, to address the many challenges faced by County Durham residents to improve outcomes. The service responds with a broad curriculum offer which helps learners to improve their skills, confidence and employability and contributes to a range of positive outcomes including improvements in health and well-being, engaged and active citizens, family and community cohesion. Staff are encouraged and supported to use every opportunity to make sure that learners respect and reinforce shared values whilst creating space for open debate.

5. Online Safety

Online Safety is providing our learners with information which enables them to use our IT systems safely, in accordance with the law and ALSS policies.

What dangers may learners be exposed to online?

- inappropriate material
- cyber bullying via websites, social media, mobile phones or other technologies
- identity theft or invasion of privacy
- breaking copyright law
- inappropriate advertising online gambling and financial scams
- safeguarding issues such as grooming or radicalisation
- Other illegal activities

Our online safety duty:

ALSS has a duty to safeguard learners to keep them both safe and within the law and commits to:

- providing internet filtering system
- educating all learners using IT as part of their class in safe use of the internet
- providing training and information for staff
- embedding this aspect of safeguarding in all policies and where appropriate curriculum plans

Responsibilities of Staff/Providers

Responsibilities include the need to:

- undertake corporate training in online safety
- all staff / providers should have read, understood and accepted the Staff Acceptable Use Agreement
- be aware of when it is appropriate to refer concerns about learners or colleagues to their line manager or the DSL
- report concerns where they arise

- refrain from making negative comments about learners, ALSS and DCC on blogs or social networking sites. These could be considered gross misconduct.
- educate learners in keeping safe online. Whilst regulation and technical solutions (such as filtering systems) are important, they must be balanced with educating learners to take a responsible approach. The education of learners in Online Safety is an essential part of using technology in classes. Staff should act as a good role model in their own use of ICT.
- educate learners on keeping within the law online (copyright, libel).
- act as a good role model in their own use of IT.
- monitor learners' internet use in class; comply with procedures for reporting any unsuitable material that is found on Internet searches. Where practicable staff should pre-check sites and any possible searches.
- Where learners are able to freely search the Internet such as in our Open Access areas staff should be vigilant in monitoring the content of websites in case there is any unsuitable material.
- Staff should be aware of the potential for cyber-bullying in their sessions where malicious messages e.g. through the use of forums on the VLE (MOODLE etc.) and social networking sites, or via internal class emails or text messages on mobile phones etc., which can cause hurt or distress. Ensure Moodle forums and chats are monitored.

Responsibilities of Learners

The provision of ICT resources and facilities are a privilege, not a right. Learners are encouraged to access various technologies in sessions, private study and in the completion of assignments and independent research, and are therefore expected to follow the services Acceptable Use Policy (AUP). They should fully participate in Online Safety activities and report any suspected misuse to a member of staff. Learners are required to sign an agreement to state that they agree to the terms of our AUP and their Online Safety responsibilities:

Learners & Staff are expected to:

- Behave in a safe and responsible manner
- Treat equipment with respect
- Use USB/flash memory key(s) only for service purposes

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- Be polite and not use e-mail, social media or blogs etc. to make negative comments, bully or insult others
- Use the resources only for educational purposes

Learners & staff are expected not to:

- Waste resources including Internet and printers
- Eat or drink in the ICT suites
- Use someone else's login details or share your own
- Have any inappropriate files (e.g. copyrighted or indecent material)
- Attempt to circumvent or "hack" any systems
- Use inappropriate or unacceptable language
- Reveal their personal details or passwords
- Visit websites that are offensive in any way
- Use chat rooms or newsgroups. Apart from ALSS's Moodle site
- Do anything that could damage the reputation of the service
- Download anything inappropriate or install any programs

Breaching these Rules may lead to:

- Withdrawal from the Service ICT facilities
- Temporary or permanent prevention of access to the relevant pages on the Internet
- Limited or disabled rights where systems are relevant.
- Appropriate disciplinary action. In the case of students of this Service, the Service's Code of Conduct may be invoked.
- Users should note that breaches of the provisions set out in these Rules may lead to criminal or civil prosecution.

Responding to issues

It is important that any incidents are dealt with as soon as possible in a proportionate manner and that members of the service community are aware those incidents have been dealt with.

Any concerns around the misuse of ICT must follow the referral process within this policy where there is a potential threat to another learner, vulnerable person or member of

staff. Any suspected misuse must be reported to the ALSS's Safeguarding Lead and then an appropriate course of action will be agreed.

Where it is suspected that any misuse might have taken place by a relevant member of staff (both internal and external) will be investigated by the designated person of the Safeguarding, Health and Safety Group and depending on the nature of the misuse appropriate action may be invoked which could include Durham County Council's disciplinary procedure or termination of contract.

Where an allegation has been made against a learner an investigation will take place by the designated persons of the Safeguarding, Health and Safety Group. The outcome of the investigation will decide what will be the appropriate course of action and depending on the nature of the misuse the learner could be suspended from classes till the investigation is complete. The student code of conduct procedure will be invoked should the allegation be found to be true and the sanction will depend on the seriousness of the misuse and whether it was accidental or deliberate, a first time offence, thoughtless or malicious e.g. intended to cause harm to others. Sanctions could involve the learner having ICT access removed for a period of time or in very serious cases, exclusion. Where there is a potential legal issue the Head of Service will decide on the need for involvement of outside agencies including the police, together with the designated persons and Senior Management team in line with our Safeguarding and other policies.

DCC Public Wi-Fi Network

Access to the Durham County Council's public Wi-Fi Network may be available in some premises and where this is available to all teaching and non-teaching staff (including learners, volunteers, suppliers, contractors and temporary staff) use of this provision is governed by the Service's Online Safety and Acceptable Use Guidance and by logging onto the network the user is deemed to have agreed to abide by Durham County Council's Acceptable Use Guidance.

All users utilising the public wireless connection should be aware of and agree to conditions of use including, but not limited to, the following:

- ❖ The Service assumes no responsibility for the safety of equipment or device configurations, security, or data files resulting from connection to the Service's public wireless network or the Internet, nor liability for any damages to hardware, software or data, howsoever caused.

- ❖ Public wireless access is provided as a free service on an “as is” basis with no guarantee of service.
- ❖ Users are responsible for setting up their own equipment to access the Public wireless network. A guide is available to help users connect to the Public wireless network.
- ❖ Staff cannot assume any responsibility for personal hardware configurations, security or changes to data files resulting from connection to the Public wireless network. It is recommended that users make a backup copy of any settings before configuring their equipment for use on the Public wireless network.
- ❖ The Public wireless network encrypts your data when you log on to the network only. For an additional level of security we recommend only using https (SSL) websites when using passwords or making online payments.
- ❖ Use of the Public wireless internet connection is undertaken at the user’s own risk. The wireless network protects users against basic malware/botnet/phishing protection; however, it is the responsibility of the user to protect their wireless devices through use of up-to-date virus protection, personal firewall and any other suitable measures.
- ❖ The Public wireless network may be subject to periodic maintenance and unforeseen downtime.
- ❖ The Service filters ALL Internet access.
- ❖ Printing access is not available via the Public wireless network. If the user desires to print, they will have to make their own suitable alternative arrangements.
- ❖ Any attempt to circumvent Service procedures or any unauthorised attempt to access or manipulate Service equipment or networks, may result in permanent disconnection from the Public wireless network and further disciplinary action being taken.

6. ALSS Safeguarding Responsibilities

ALSS fully recognises its responsibilities to safeguard, protect and promote the welfare of all. ALSS will ensure that:

- ❖ A Designated Safeguarding Lead (DSL) will oversee this policy and champion protection issues, raise awareness and promote the welfare of all learners supported by Deputy DSLs

- ❖ Procedures are in place for reporting and dealing with allegations of abuse or incidents where learners have felt unsafe. [For information on reporting procedures see Appendix 7]
- ❖ All staff will receive appropriate training to support their awareness and role in dealing with all Safeguarding issues including Prevent and Online Safety.

The Designated Safeguarding Lead will ensure ALSS operates a safe recruitment policy in line with Council procedures. [further information relating to Safer Recruitment see Appendix 5]

Where services or activities are provided separately by another agency ALSS will require assurance that the agency concerned has policies and procedures in place for safeguarding all learners which are compatible with our policies and procedures and arrangements are in place to liaise with ALSS on these matters.

The DSL, alongside two Deputy DSLs act as a team and ensure:

- ❖ they are the first point of contact for all staff and volunteers to go to for advice if they are concerned about children, young persons and/or 'Adults at Risk';
- ❖ they have a higher level of safeguarding training and knowledge than the other staff within the organisation;
- ❖ safeguarding policy and procedures are kept up to date and regularly reviewed;
- ❖ adherence to safe recruitment procedures for new staff members, and support their induction;
- ❖ assess information from staff regarding concerns about children, young people and/or 'Adults at Risk', make decisions about whether staff concerns are sufficient enough to notify First Contact or whether other courses of action are more appropriate;
- ❖ concerns are logged and stored securely;
- ❖ for the promotion of a safe environment for children, young people and/or 'Adults at Risk';
- ❖ they know the contact details of relevant statutory agencies e.g. Local Safeguarding Children Board, and the Local Authority Designated Officer (LADO) for allegations against staff, Durham Constabulary for Prevent , anti-radicalisation issues etc
- ❖ that staff are aware of this policy and the associated procedures, identifying any appropriate training that staff may require

- ❖ that adequate staff training is provided and taken up and compliance is monitored and accurately recorded on an ongoing basis.

It is not the responsibility of the Designated Safeguarding Team to decide whether children, young people and/or 'Adults at Risk' have been abused or not, that is the responsibility of investigative statutory agencies such as Local Safeguarding Children Board, Safeguarding Adult Board or the police.

However, keeping children, young people and/or 'Adults at Risk' safe is everybody's business. Staff must ensure they have the knowledge to identify Safeguarding Issues, who to go to, and how to report any concerns they may have about children, young people and/or 'Adults at Risk' being harmed or at risk of being harmed.

SHEDS

SHEDS is a monthly newsletter developed to provide updates on Safeguarding, Equality & Diversity and Health & Safety and includes links to local and national current affair issues. This is circulated to all staff, including external sub-contractors.

DBS Checks

All ALSS staff are subject to a DBC check or a DBS Enhanced Check for those with sole or regular contact with children, young people or 'Adults at Risk'. This is in line with Durham County Council's Vetting Policy (DBS and NPPV; December 2017).

7. Training and Support

ALSS work closely with the Local Safeguarding Children's Board (LSCB), Safeguarding Adults Board (SAB) and Durham County Council Workforce Development team who regularly deliver children's and adults safeguarding programmes. Staff will undertake mandatory training in this area. All staff will receive basic child protection/safeguarding training every 2 years and the Designated Leads will receive the appropriate level of training which is also renewable every two years.

Training activities will be recorded for staff will be monitored. Where a staff member has not met the training requirements, managers will be responsible for ascertaining the reason why, ensuring compliance is met at the earliest opportunity. Failure to meet the training requirements of ALSS may result in disciplinary action being taken against the employee/s responsible in accordance with the ALSS disciplinary procedure.

Where necessary, staff will receive supplementary training to ensure that they are able to fully implement this policy.

New members of staff receive a thorough safeguarding induction and safeguarding training, or where they can demonstrate they have completed the same standard of training recently, then they would be exempt though they would still need to be trained in the reporting methodology and expectations of ALSS.

Regular safeguarding updates are available to ensure that any updates or developments are disseminated to staff so they remain current. Staff will also have access to the LSCB and SAB websites.

Training will include, but will not be restricted to:

- ❖ Abuse
- ❖ Basic Child Protection Procedures & Adults at Risk
- ❖ Bullying
- ❖ De-escalation Techniques
- ❖ Grooming
- ❖ E-Safety
- ❖ Prevent, Radicalisation & British Values
- ❖ Risk Assessment

Training will be updated at least every two years for all staff including safeguarding leads.

8. Prevention

ALSS will ensure that all learners are aware of our safeguarding procedure and receive a copy of our 'Learner Handbook' that outlines the safeguarding staff contact details.

Learners will all receive a thorough induction that explores safeguarding, including Prevent and what they need to do to report occurrences.

All staff will receive a thorough induction and training relating to safeguarding in relation to preventative action, roles and responsibilities as well as reporting mechanisms.

Where appropriate, Risk Assessments will be completed and approved by the DSL.

Learners and staff need to be involved in the risk assessment process and this should be reviewed at the start of every session. Learners must be informed of any potential risks.

Risk Assessments may include:

- ❖ Where it is known that a learner has a difficulty or disability that might impact on their learning a Risk Assessment should be completed on the venue, activity and the learners. Such Risk Assessments will be held with the course/class register.
- ❖ A Personal Emergency Evacuation Plan (PEEP) must also be completed where a learner is identified as having a difficulty or disability that might impact on their egress in cases of emergency, ensuring that means of escape in case of fire and associated fire safety measures provided for all people who may be in a building are both adequate and reasonable. This will need to take into account the circumstances of each particular case.
- ❖ Staff engaged in Off Site and Lone Working arrangements must be familiar with the Lone Working Policy and adhere to its requirements. The Lone Working Policy is based on a thorough appraisal of the risks and how to mitigate them. [Further information relating to Lone Working is provided at Appendix 6].

9. Safety in the Learning Environment

Delivery occurs in many venues. It should not be assumed that fire evacuation and first aid policies are the same in every venue. All staff should always make themselves and the learners aware at the beginning of every session;

- ❖ **First Aid** - who is first aid qualified and where the first aid box is located
- ❖ The Fire evacuation procedures
- ❖ What to do in the event of a fire, including the need to leave by the nearest available fire exit and location of assembly point etc.
- ❖ Inform learners if there is likely to be a practice fire alarm

For all other risks, staff are responsible for making the learners aware that what they are doing is inappropriate and unacceptable.

It is important that ALSS Designated Team are informed about any incident immediately. It is extremely important that all information is received and acted upon immediately. All incidents and complaints received relating to the health, safety and wellbeing of learners and staff will be acted upon, recorded and stored for future reference.

Incidents should be recorded on an Incident Report Form as soon as reasonably practicable; forms are located electronically on the ALSS network.

Note: Further information relating to health and safety and safe working practices can be located in the Council's Health and Safety policy located on the DCC intranet or within the Employer Handbook.

10. External Speakers/Visitors

If any member of staff wishes to invite an external speaker into any of the ALSS delivery sessions, they must inform the DSL and complete and submit External Speaker / Guest Safeguarding Checklist (ALSS 0020). Vulnerable learners are **NEVER** left unsupervised with external visitors.

All visitors **MUST** complete the ALSS visitor form, in line with ALSS policy.

If an agreement is made to allow external organisations or guest speakers to use the premises, appropriate checks will be made before agreeing to the contract. Usage will be monitored and in the event of any behaviour not in-keeping with the Anti-Radicalisation Prevent Policy, we will contact the police and terminate the agreement.

All visitors to ALSS sites will be required to sign in and out of the venue.

Staff must ensure that where they arrange meetings with visitors to ALSS premises they notify reception, ensure they are available to meet the visitor/s and accompany the visitor throughout their stay.

11. Responsibilities of Subcontractors

The responsibilities outlined throughout this policy apply equally to ALSS internal staff and subcontractors.

All subcontracted providers will have their own designated safeguarding lead and will continue to report in line with their own procedures. All concerns raised by ALSS learners must be also reported to the ALSS DSL on a monthly basis. To ensure consistent monitoring of concerns is in place.

All training records for safeguarding/prevent for all subcontractors staff must be forwarded to the DSL ALSS.

All staff that are subject to safer recruitment and require a DBS check. Subcontractors will ensure that the ALSS DSL has sighted their certificate before commencement of teaching.

12. Contacts

ALSS Nominated Safeguarding Officer for all referrals: 03000266115

Kerry Nicholls – Designated Safeguarding Lead: Kerry.nicholls@durham.gov.uk

Susan Duggan – Deputy Safeguarding Officer: Susan.duggan@durham.gov.uk

Lorraine Pirt - Deputy Safeguarding Officer: Lorraine.pirt@durham.gov.uk

Out of Hours: First Contact: 03000 267979

Appendix 1: Related policies

Further information on any issues detailed in this policy can be located in your employee handbook or looking on the Council Intranet, internet or alternatively by contacting your designated person.

- ❖ Council Disciplinary procedure
- ❖ Council Grievance Procedure
- ❖ Council Physical intervention
- ❖ Council Bullying and Harassment Policy
- ❖ Council Racist Incident Reporting Policy
- ❖ ALSS Equality and Diversity Policy
- ❖ Council Equality Policy
- ❖ Council Health and Safety policy
- ❖ Council Fraud and Corruption Policy
- ❖ Council ICT security Policy
- ❖ Council Child protection Policy
- ❖ Council Code of Practice
- ❖ Council Anti-Bullying Strategy for Children and Young People 2011-2014
- ❖ Council Confidential Reporting Code (Whistle Blowing)
- ❖ ALSS Behaviour Management Policy
- ❖ County Durham Safeguarding Adults Policies and Procedures
- ❖ E-Safety Policy
- ❖ ALSS Prevent and Anti-Radicalisation Policy
- ❖ Data Protection Policy
- ❖ LSCB Protocol & Procedure Page
- ❖ Council code of conduct

Appendix 2: Additional Information relating to the Safeguarding of Children, Young people and 'Adults at Risk' and Forms of Abuse

Supporting learners

Statistically children, young people and/or adults with identified needs e.g. behavioural difficulties and/or disabilities are more vulnerable to abuse. ALSS staff who work in any capacity with children, young people and/or adults with profound and multiple disabilities, sensory impairment and/or emotional and behavioural problems will need to be particularly sensitive to signs of abuse.

ALSS recognise that learners who are abused may find it difficult to develop a sense of self-worth and to view the world as benevolent and meaningful. They may have feelings of helplessness, humiliation and some sense of self-blame.

ALSS recognise that some learners actually adopt abusive behaviour and that these learners must be referred on for appropriate support and intervention.

ALSS will promote a positive, supportive and secure environment and will liaise with other agencies to ensure the student is valued and has an opportunity to achieve.

The following are classified as categories of abuse:

- ❖ Physical - can include hitting, slapping, pushing, kicking, inappropriate restraint or sanction, misuse of medication or any other physical harm.
- ❖ Neglect - is a persistent or severe failure to meet the learners' basic needs and may include ignoring medical and or physical care needs, failure to provide access to appropriate health, social care, and or educational services.
- ❖ Sexual - includes rape, and sexual assault or being coerced into participating in or watching sexual activity to which the learners has not consented, or could not consent, or where pressure was applied to secure their consent.
- ❖ Psychological - can include emotional abuse, threats of harm or abandonment, deprivation of contact, harassment, isolation and/or withdrawal of services of supportive networks.
- ❖ Discriminatory - includes racist and sexual abuse that is based upon the individual's disability.
- ❖ Financial - relates to the unauthorised or improper use of funds, money or resources belonging to the individual.
- ❖ Institutional - involves the collective failure of an organisation to provide an appropriate and professional service to learners (processes, attitudes and behaviour that amount to discrimination through unwitting prejudice, ignorance, thoughtlessness or stereotyping).

- ❖ Online -Information, communication and technology, the use of technology to instigate bullying or harassment or the use of social media sites spread malicious rumours or make someone feel unsafe.
- ❖ Domestic the abuse of one partner within an intimate or family relationship. It is the repeated, random and habitual use of intimidation to control a partner.
- ❖ Modern Slavery -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.

Child Sexual Exploitation

Nationally it has been identified that the level and risk of Child Sexual Exploitation is higher than had previously been assessed. It is important for everyone working with children and young people in County Durham to be aware of possible indicators of sexual exploitation. This list below is not exhaustive (or in any particular order), but contains warning signs that give an indicator that further investigation or intervention may be necessary.

- ❖ Missing from home or care and/or absent from school
- ❖ Involvement in offending
- ❖ Drug or alcohol misuse – including “legal highs”
- ❖ Repeat STIs, pregnancies, terminations
- ❖ Poor mental health, self-harm and/or thoughts/attempts at suicide
- ❖ Unexplained gifts (money, mobile phones, clothes...)
- ❖ Changes in appearance and/or physical injuries
- ❖ Evidence of sexual bullying and/or vulnerability through the internet and/or social network sites/apps
- ❖ Estranged from their family (and previous friendship groups)
- ❖ Recruiting others into exploitative situations

Honour-based Violence

Honour-based violence (HBV) is the term used to refer to a collection of practices used predominantly to control the behaviour of women and girls within families or other social groups in order to protect supposed cultural and religious beliefs, values and social norms in the name of ‘honour’. HBV incidents and crimes include specific types of offence, such as forced marriage (FM) and female genital mutilation (FGM), and acts which have long been criminalised, such as assault, rape and murder. We use HBV to refer to the full range of incidents and crimes which

perpetrators carry out under the guide of maintaining or protecting perceived 'honour'.

Female Genital Mutilation

Possible Indicators Include:

- ❖ A long holiday abroad or going 'home' to visit family
- ❖ An older female relative visiting the UK
- ❖ A special visitor, relative or cutter visiting from abroad
- ❖ A special occasion or ceremony to 'become a woman' or get ready for marriage
- ❖ A female relative being cut – a sister, cousin, or an older female relative such as a mother or aunt
- ❖ Unexpected, repeated or prolonged absence
- ❖ Academic work suffering

Indicators FGM may have taken place:

A girl or woman who has had Female Genital Mutilation (FGM) may:

- ❖ Have difficulty walking, standing or sitting
- ❖ Spend longer than normal in the bathroom or toilet
- ❖ Appear withdrawn, anxious or depressed
- ❖ Have unusual behaviour often after an absence from school or college
- ❖ Be particularly reluctant to undergo normal medical examinations
- ❖ Ask for help, but may not be explicit about the problem due to embarrassment or fear

Vulnerability Factors

The following are typical vulnerability factors in young people prior to abuse – remember though, young people from any background of any age or gender can become victims of sexual exploitation.

- ❖ Living in a chaotic or dysfunctional household (including parental substance abuse, domestic abuse, criminality etc.)
- ❖ History of abuse
- ❖ Recent bereavement or loss
- ❖ Low self-esteem or confidence
- ❖ Gang association either through relatives, peers, intimate relationships)

- ❖ Learning disabilities
- ❖ Associating with other victims of exploitation
- ❖ Uncertainty about their sexual orientation or identity (particularly if they feel unable to disclose this to their family)
- ❖ Living in residential care or homeless or living in a hostel/B&B/Foyer
- ❖ Lack of friends of the same age group

Appendix 3 Indicators of Vulnerability to Radicalisation

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. 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.

3. Extremism is defined by the Crown Prosecution Service as:

The demonstration of unacceptable behaviour by using any means or medium to express views which:

- ❖ Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
 - ❖ Seek to provoke others to terrorist acts;
 - ❖ Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
 - ❖ Foster hatred which might lead to inter-community violence in the UK.
4. There is no such thing as a “typical extremist”: Those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
 5. Children and young people 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 all childcare provider staff are able to recognise those vulnerabilities.

6. Indicators of vulnerability include:

Identity Crisis – the child or young person is distanced from their cultural / religious heritage and experiences discomfort about their place in society;

Personal Crisis – the child or young person 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 child or young person'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;

Unmet Aspirations – the child or young person may have perceptions of injustice; a feeling of failure; rejection of civic life;

Experiences of Criminality – this may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;

Individual Needs – child or young person 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 children or young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

7. 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; and
- ❖ Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

Appendix 4 **Guidance on Prevent and the Channel Programme**

What is Prevent? Prevent is the Government's strategy to stop people becoming involved in violent extremism or supporting terrorism, in all its forms. Prevent works within the non-criminal space, using early engagement to encourage individuals and communities to challenge violent extremist ideologies and behaviours.

What is Channel? Channel is an early intervention multi-agency process designed to safeguard vulnerable people from being drawn into violent extremist or terrorist behaviour. Channel works in a similar way to existing safeguarding partnerships aimed at protecting vulnerable people.

Who does Channel work with? Channel is designed to work with individuals of any age who are at risk of being exploited by extremist or terrorist ideologues. The process is shaped around the circumstances of each person and can provide support for any form of radicalisation or personal vulnerabilities.

How does Channel work? 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 are able to work together to provide the best support.

What does Channel support look like? Channel interventions are delivered through local partners and specialist agencies. The support may focus on a person's vulnerabilities around health, education, employment or housing, as well as specialist mentoring or faith guidance and broader diversionary activities such as sport. Each support package is tailored to the person and their particular circumstances.

How will the person be involved in this process? A person will always be informed first if it's felt that they would benefit from Channel support. The process is voluntary and their consent would be needed before taking part in the process. This process is managed carefully by the Channel Panel.

Raising a concern. Typically, the DSL, would gather as much information from the member of staff raising the concern. If they believe there should be a referral to Channel, they will contact the local Police Channel Coordinator who will assess whether there is a specific risk of radicalisation.

There will then be a preliminary assessment by the Local Authority Prevent Co-ordinator to decide whether the referral meets the threshold for Channel. The assessment will always follow three criteria:

- a. Engagement with a group, cause or ideology
- b. Intent to cause harm, and
- c. Capability to cause harm.

If the assessment meets the threshold, a support package is agreed. The support may focus on a person's vulnerabilities around health, education, employment, housing, specialist mentoring, faith guidance or activities such as sport.

Who can make a referral? Anyone can make a referral. Referrals come from a wide range of partners including education, health, youth offending teams, police and social services.

What happens with the referral? 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.

Appendix 5 – A Note on Safer Recruitment

Experience shows the importance of organisations that provide services to children, young people and/or 'Adults at Risk' operating recruitment and selection procedures and other human resources (HR) management processes that help deter, reject, or identify people who might abuse children, young people and/or "Adults at Risk", or are otherwise unsuited to work with them. Making safeguarding and promoting the welfare of children, young people and/or 'Adults at Risk' an integral factor in HR management is an essential part of creating safe environments for children, young people and/or 'Adults at Risk'.

Safer practice in recruitment means thinking about and including issues to do with child protection and safeguarding and promoting the welfare of children, young people and/or 'Adults at Risk' at every stage of the process. It starts with the process of planning the recruitment exercise and, where the post is advertised, ensuring that the advertisement makes clear the organisation's commitment to safeguarding and promoting the welfare of children, young people and/or 'Adults at Risk'. It also requires a consistent and thorough process of obtaining, collating, analysing, and evaluating information from and about applicants. Main elements of the process include:

- ❖ ensuring the job description makes reference to the responsibility for safeguarding and promoting the welfare of children;
- ❖ ensuring that the person specification includes specific reference to suitability to work with children;
- ❖ obtaining and scrutinising comprehensive information from applicants, and taking up and satisfactorily resolving any discrepancies or anomalies;
- ❖ obtaining independent professional and character references that answer specific questions to help assess an applicant's a face-to-face interview that explores the candidate's suitability to work with children as well as his or her suitability for the post;
- ❖ verifying the successful applicant's identity;
- ❖ verifying that the successful applicant has any academic or vocational qualifications claimed;
- ❖ checking his or her previous employment history and experience;
- ❖ verifying that s/he has the health and physical capacity for the job;
- ❖ the mandatory DBS check or, where applicable, Enhanced Check.

The Disclosure and Barring Service (DBS) helps employers make safer recruitment decisions and prevent unsuitable people from working with at risk groups, including children.

DBS are responsible for:

Don't hesitate – contact the Safeguarding Officer on 03000266115 or email on: ALSS@durham.gov.uk

- ❖ processing requests for criminal records checks
- ❖ deciding whether it is appropriate for a person to be placed on or removed from a barred list
- ❖ placing or removing people from the DBS children's barred list and adults' barred list for England, Wales and Northern Ireland

DBS search police records and, in relevant cases, barred list information, and then issue a DBS certificate to the applicant and employer to help them make an informed recruitment decision.

Information released on DBS certificates can be extremely sensitive and personal. Therefore a code of practice for recipients of DBS certificates has been developed to ensure that any information they contain is handled fairly and used properly.

Only staff who have completed Durham County Council's recruitment and selection training will be responsible for interviewing and making decisions regarding DBS checks.

Information provided DBS to ALSS will be used to make final recruitment decisions, where appropriate, to the suitability of a potential candidate in relation to pending position/role.

All front line staff will undergo a DBS Enhanced Check, Checked for barring and the DBS update service.

The Disqualification by Association requirements will be applied where appropriate.

Central Records

ALSS will maintain a central record system of staff who work with children, young people and/or 'Adults at Risk' as part of their duties. The information that is recorded, in respect of staff members, is whether the following checks have been carried out, or certificates obtained, and the date on which each check was completed/certificate obtained:

- ❖ an identity check;
- ❖ a barred list check;
- ❖ an enhanced DBS check/certificate;
- ❖ a prohibition from teaching check;
- ❖ further checks on people living or working outside the UK;
- ❖ a check of professional qualifications; and
- ❖ a check to establish the person's right to work in the United Kingdom.
- ❖ Register with the DBS update service

Further information can be found at:

Don't hesitate – contact the Safeguarding Officer on 03000266115 or email on: ALSS@durham.gov.uk

- ❖ www.gov.uk/government/organisations/disclosure-and-barring-service/about
- ❖ www.safenetwork.org.uk/getting_started/Pages/Why_does_safeguarding_matter.aspx
- ❖ DCC Vetting Policy (DBS & NPPV), December 2017

Appendix 6 – Information relating to Lone Working

Lone working - where staff will be working separately from others outside normal hours of work, in venues without close or direct supervision, or on site assessing, they must ensure the following:

- ❖ They have a contact number for a person who can be contacted in case of an emergency and a contact number at the venue and that this is recorded on the register.
- ❖ Their direct line manager is aware of the delivery.
- ❖ Staff and learners are aware of the safest way to leave the building to ensure the health, safety and wellbeing of all parties.
- ❖ A risk assessment is completed in the register. Staff must inform managers if the risk is identified as high.
- ❖ If there is an immediate risk of violence removes self and others who may be at risk.
- ❖ Contact the emergency contact number from the register.
- ❖ If this is not practical or the issue is serious contact emergency services on 999.

Further Information is available in Durham County Council Lone Working Policy.

Appendix 7 – Dealing with disclosure, suspicion of abuse and/or allegations

Disclosure and Confidentiality

Any child, young person and/or adult who wishes to disclose must be informed that the member of staff has a professional responsibility to share the relevant information about the protection of the learners with other professionals.

If a child, young person and/or adult confides in a member of staff and asks for the information to be kept secret, the member of staff has a responsibility and duty of care to share the information with a Designated Person.

This needs to be done with care and sensitivity and the child, young person and/or adult needs to be reassured that the matter will only be discussed with people who need to know. Where this occurs, staff will ensure confidentiality protocols are adhered to and information is shared appropriately.

If in any doubt about confidentiality, staff will seek advice from ALSS Designated Person, a Senior Manager on 03000 266115.

All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard all learners.

Dealing with suspicions or allegations of abuse

Concerns for the safety and wellbeing of all learners could arise in a variety of ways and in a range of different settings. It is essential to act quickly and professionally in all cases of suspected abuse or incidents where learners have stated that they feel unsafe.

Any allegation against a member of staff, another learners or a volunteer must be reported immediately to the ALSS Designated Person.

Ignoring abuse is not an option - if at any time you think that a student is being abused or is at risk of abuse you must report your concerns immediately.

If you come across a situation where you think a student is at risk of abuse you must not ignore the information. Do not assume that others know what you know. You must inform ALSS Designated Person immediately. Remember that all learners have human rights. You have a duty of care to ensure the rights and needs of the learners.

If an allegation of abuse is made you should:

- ❖ Ensure that you outline that the issue may need to be shared and that you cannot offer confidentiality
- ❖ allow the person to speak freely
- ❖ not trivialise the issue being discussed
- ❖ not make any suggestions or prompts
- ❖ reassure the person they have done the right thing in disclosing the information
- ❖ only ask questions to clarify the situation, do not probe or interrogate so as to investigate the allegations
- ❖ ascertain the wishes of the alleged victim/witness about what they want to do or what they would like to happen
- ❖ let them know the information disclosed cannot be kept secret and that the information will have to be discussed with other people on a need to know basis. This is especially the case if a crime has been or may have been committed. They should be told with whom the information will be shared and that their views and wishes will be taken into account
- ❖ record any views, wishes or concerns expressed by the person
- ❖ report concerns immediately to a ALSS Designated Person

Disclosure by Staff - Whistleblowing (Confidential Reporting Code)

Durham County Council has effective systems in place to ensure that its employees provide the best levels of service and act appropriately.

The confidential reporting code is designed to give employees the chance to draw attention to concerns about wrong or unacceptable practice. It is not about telling tales on colleagues but aims to ensure that work is carried out honestly and well.

All concerns will be recorded and investigated promptly. Concerns will, so far as is possible, remain confidential and those raising them will be treated fairly by the Council. For further information please refer to 'Confidential Reporting Code' located on the Council intranet.

The official name for whistleblowing is 'making a disclosure in the public interest'; however it is much more commonly called 'blowing the whistle' or 'whistleblowing'. It means that if you believe there is a wrongdoing in your workplace (e.g. somebody may be committing a criminal offence) you can report this by following the correct processes, and your employment rights are protected.

Whistleblowing Do nothing

Employees are often the first to realise that there may be something seriously wrong within the Council. However, they may not express their concerns because they feel that speaking up would

be disloyal to their colleagues or to the Council. They may also fear harassment or victimisation. In these circumstances employees may feel that it is easier to ignore the concern rather than report it.

This policy has been written to take account of the Public Interest Disclosure Act 1998, which protects workers making disclosures about certain matters of concern, where those disclosures are made in accordance with the Act's provisions.

For further information relating to this policy, please refer to The Confidential Reporting Code for Employees, located on the Council intranet.

Appendix 8 - Safeguarding Reporting Process

There are procedures in place for reporting and dealing with allegations relating to the area of safeguarding, or incidents where learners have felt unsafe. This procedure compliments the safeguarding policy. Always ensure you have the correct Report Form, found in Section 1 of this policy.

Preserving Evidence and Reporting an Incident

In most circumstances when preserving evidence you may not need to do anything except record the events that have given rise for concern. However, there may be occasions when it is important to follow certain rules:

- ❖ Ensure written records (notes, letters, bank statements, medication records etc.) are kept in a safe place.
- ❖ Make a written record of messages (e.g. answer-phone) to ensure they are not lost. Include the date and time and sign them.
- ❖ In cases of physical or sexual assault encourage the person not to wash, bathe or shower where you think they might need a medical examination.
- ❖ Try and ensure that others around do not interfere with any items that may be important for the police.
- ❖ If there is any suspicion that there may be forensic evidence, inform the police and preserve the evidence. The person may not tell you all the facts on the initial disclosure - do all you can to anticipate what may be needed as evidence, and do all you can to preserve it.
- ❖ It is important that you write down why you are concerned about a person as simply and clearly as you can, and as soon as you can after an event. In some cases this will mean writing in a person's records or notes, in others it might be on a separate record sheet. All original notes must be retained.
- ❖ It is important that you record all relevant information including what you saw, what you heard, and why you acted as you did.
- ❖ Sign and date your records and make sure they are kept in a safe place.
- ❖ Record any physical signs or injuries using a body map; make sure you sign and date it.
- ❖ Write down what is said to you, who said it including their relationship to the child, young person or Adult at Risk or role and how they can be contacted, if appropriate. Include any questions you have asked, make sure you sign and date it.
- ❖ Include any details about what the person wants to be done at this stage

Appendix 9 – Further Contact Details

- ❖ Young people with concerns can also phone: Childline: 0800 1111.
If you are worried or have concerns about the safety of a child you cannot make a referral from this website. Members of the public can phone the council (in confidence) to report a concern on the number listed above.
- ❖ If you have been affected by any of the issues in this policy or you know someone who has please contact our Designated Person on 03000 266115 or email ALSS@durham.gov.uk
- ❖ Or if the person is in immediate danger contact the police on 999 or Durham Police on 0345 6060365.
- ❖ For incidents affecting young people (0-18) contact First Contact 03000 267979 (24 hour service) or Childline 0800 1111.
- ❖ For incidents affecting adults (18+) contact First Contact 03000 267979 (24 hour service)
- ❖ For incidents of Domestic Violence Contact the Safer Families Team on 03000 202525 or National Women's Aid 08-82000 247.
- ❖ If you are a young person with concerns about your own safety (or one of your friends) and you do not want to talk to the police or a social worker you can also call Childline on 0800 1111. This is a free 24 hour number offering advice and support. You can also visit the Childline website.
- ❖ Members of the public can also contact the NSPCC by text message on 88858 to report concerns about a child. This service is free and anonymous the NSPCC aim to respond within three hours. In an emergency you should always contact the Police (on 999) and/or Children's Services. For non-emergencies you can contact Northumbria Police on 03456 043 043.

Appendix 10 – Further Information

Her Majesty's Government

- ❖ What To Do If You Are Worried a Child is being Abused (HMG March 2015)
- ❖ Keeping Children Safe in Education (HMG, Updated September 2016)
- ❖ Working Together to Safeguard Children (HMG Updated February 2017)
- ❖ What To do if You Are Worried a Child is being Abused (HMG March 2015)
- ❖ Information Sharing (HMG March 2015)
- ❖ *Prevent* Duty Guidance (HMG, Updated March 2016)
- ❖ The Children Act 1989; Children Act 2004
- ❖ The Education Act 2002; Education and Inspections Act 2006
- ❖ Safeguarding disabled children 2009
- ❖ Mental Capacity Act 2005
- ❖ Disclosure and Barring Service

Ofsted

- ❖ Safeguarding children and young people and young 'Adults at Risk' policy
- ❖ Inspecting Safeguarding in Early Years Education and Skills Settings (September 2016)
- ❖ Inspecting e-safety in schools 2013
- ❖ Further Education and Skills inspection handbook July 2017

Durham

- ❖ County Durham Safeguarding Adults Policies and Procedures
- ❖ Durham County Council Learning & Schools Safeguarding Policy (December 2017)
- ❖ County Durham and Darlington NHS Foundation Trust's Patient Experience Team
- ❖ Safe Durham Partnership
- ❖ Domestic abuse
- ❖ Durham Locate
- ❖ Safeguarding Adults North East Regional Website
- ❖ Durham Local Safeguarding Children Board
- ❖ First Contact Guidance for Professionals

Further Information with Hyperlinks

Links to Safeguarding Information

[Schools, colleges and children's services](#)

[Department for Education,](#)

[Home Office,](#)

[Department for Communities and Local Government,](#)

[Department of Health,](#)

[Foreign & Commonwealth Office,](#)

[Official Solicitor and Public Trustee,](#)

[Ofsted](#)

Preventing neglect, abuse and exploitation

[Childhood neglect: training resources](#)

[Safeguarding children and young people from sexual exploitation](#)

[Safeguarding children in whom illness is fabricated or induced](#)

[The right to choose: multi-agency statutory guidance](#)

[What to do if you suspect a child is being sexually exploited](#)

[What to do if you're worried a child is being abused](#)

[Working together to safeguard children](#)

Keeping children safe in education and other settings

[Keeping children safe in education](#)

[Supervision of activity with children](#)

[Protecting children from radicalisation: the prevent duty](#)

[Secure children's homes: how to place a child aged under 13](#)

Safeguarding disabled children

[Safeguarding disabled children](#)

Runaway and homeless children

[Children who run away or go missing from home or care](#)

[Provision of accommodation for 16 and 17 year olds who may be homeless and/or require accommodation](#)

Cross-border child protection

[Cross-border child protection cases: the 1996 Hague Convention](#)

[Safeguarding children who may have been trafficked](#)

Information sharing

[Information sharing advice for safeguarding practitioners](#)

Gang activity

[Safeguarding children and young people affected by gang activity](#)

Munro review

[Munro review reports](#)

Consultations

[Social work: knowledge and skills for supervisors and leaders](#)

Research and statistics

[Safeguarding children research](#)

[Social work and child protection: research priorities and questions](#)

[Statistics: children in need and child protection](#)

ALSS - Safeguarding Investigation Form

If you require a blank, electronic version of this form, please contact the Safeguarding Officer on 03000 266115

Date and time of incident/disclosure	
Date and time of report to designated person	
1. Details of person reporting the safeguarding issue or alleged Incident	
Name	
Tel Number (preferably mobile No)	
Relationship to subject i.e. tutor, friend	
Has the learner given consent to refer:	
If you do not work for ALSS	
Address	
Job Title, if this report is in a professional capacity	
Agency you work, if this report is in a professional capacity	

2. Details of the person/s who have been affected by a safeguarding incident, could be classed as the victim or subject		
How many people have been affected:		If more than one person has been affected complete section 7 - Additional Subject/Victim Return
Subjects Name		
Subjects Address		

Subjects Postcode		Contact number Home	
Gender		D.O.B	
Ethnicity		First Language	
Contact number mobile		Contact number work	
Is this person affected by a disability? YES/NO – If yes, please give details			
Subject Email address			
Is the above person under 18 or an adult at risk? If yes, please complete the parent carer details below.			
Parent/Carer Name			
Parent/Carer Address			
Parent/Carer Postcode		Contact number Home	
Relationship to Subject			
Parent/Carer Contact number mobile		Parent/Carer Contact number work	
Parent/Carer email address		Has Carer/Parent been informed	
Any Further Information relevant to the subject			
Are you aware of any other Professionals/Agencies that are involved with supporting the subject?			
Agency	Tel No	Contact Name	Role

3. Is this an issue that involves?

Immediate Danger		Aged 19+ Vulnerable Person Protection issue		e-Safety Issue	
Illegal Activity		Prevent – anti Radicalisation Issue		Behaviour Management	
Aged 0-18 Child Protection issue		Bullying & Harassment		Other	

If Other, please give further details:

4. Relevant Witnesses

Full Names	Tel no	Address	Relationship to subject

1. Details of incident, disclosure or issue	
Where did the incident take place?	
Where did the disclosure take place?	
What course or learning programme is the subject enrolled on?	
Who is the tutor?	
Give an account of the issue, disclosure or incident	
Signature of person reporting incident	
Who is the designated safeguarding officer assigned to this issue or incident	

Additional Subject(s) / Victim(s) Details – (If needed)

1. Details of the person/s who have been affected by a safeguarding incident, could be classed as the victim or subject			
How many people have been affected		If more than one person has been affected please complete section(s) 6–9 Additional Subject/Victim Return	
Subjects Name			
Subjects Address			
Subjects Postcode		Contact number Home	
Gender		D.O.B	
Ethnicity		First Language	
Contact number mobile		Contact number work	
Is this person affected by a disability? YES/NO – If yes, please give details			
Subject Email address			
Is the above person under 18 or an adult at risk? If yes, please complete the parent carer details below.			
Parent/Carer Name			
Parent/Carer Address			
Parent/Carer Postcode		Contact number Home	
Relationship to Subject			