

Safeguarding and Safer Recruitment Policy

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Distribution to	All

Version	Review date	Next review Due	Comments	Reviewed by	Approved by
1.1	Created on 10.01.2014	10.01.2016	Original version	Elaine Highwood	SMT
1.2	10.01.2016	10.2.2018	Changes of Safeguarding officers	Elaine Highwood	SMT
1.3	10.2.2018	29.1.2021	County Lines page 5; adding of useful contacts	Elaine Highwood	SMT
1.4	29.1.2021	29.1.2022	Inclusions of mental health, Staff training, additional DSL's; amendments to the list of safeguarding concerns and Networks	Elaine Highwood	SMT
1.5	1.9.2021	1.9.2022	Updates to include sexual harassment, sexual abuse and online sexual abuse I line with the KELSIE 2021	Elaine Highwood	SMT



Introduction

Runway believes young and vulnerable adults have rights as individuals, should be treated with dignity and respect and have a fundamental right to be protected from harm. Runway is fully committed to creating a safe learning environment that promotes well-being and security for all learners and all staff.

Runway has a comprehensive staff training programme in place commencing at staff induction to ensure all staff are fully aware of their responsibilities in safeguarding learners and responding to and reporting abuse or neglect of young or vulnerable adults. Safeguarding is the responsibility of all members of staff and associated partners.

The Safeguarding and Safer Recruitment Policy aims to:

- To seek to secure an on-going safe and secure environment for young or vulnerable adults by ensuring all staff are suitably trained in recognising and responding to signs of abuse
- To help deter, reject or identify people who might abuse young or vulnerable adults or are otherwise unsuited to working with them by having appropriate procedures for appointing staff.

This policy should be read and followed in conjunction with Runway Training's Child's Safety Policy, Prevent Policy and Referral Procedure and guidance on Prevent and the Channel Programme.

What is Safeguarding?

Safeguarding in the broadest sense is our commitment to place the learner at the centre of our concerns and to build around the learner policies, procedures and practices that actively protect the learner from harm and ultimately aim to significantly reduce or eliminate the potential of harm to the learner's overall wellbeing.

Safeguarding looks at all types of harm or potential harm including but not limited to:

- Sexual abuse or inappropriate relationships (including sexual violence and sexual harassment)
- Grooming
- Physical and emotional abuse and neglect
- Domestic violence
- Upskirting
- Inappropriate parenting
- Inappropriate supervision by staff and volunteers
- Bullying, cyber-bullying and acts of violence and aggression from within the learner community
- Victimisation
- Self-harm and risky behaviour
- Unsafe activities and environments (criminal exploitation: county lines)
- Crime (including gangs)
- Exploitation
- Homelessness
- So-called 'honour-based' violence (FGM, forced marriages, breast ironing)
- Preventing radicalisation (see separate PREVENT policy)
- Peer on peer / child on child abuse

Mental Health and Well-being

Runway Training recognises the importance of supporting the mental health and well-being of all learners and staff alike and as Children and vulnerable adults could be at risk as a result of mental health issues this should be considered during any engagement and appropriate actions taken if this is considered to be a safeguarding concern. Staff should also be aware that mental health problems could be an indicator that a child or vulnerable adult has suffered or is at risk of suffering, abuse, neglect or exploitation. Where Safeguarding concerns are highlighted staff should refer to the Safeguarding Officer/DSL.

Sexual Abuse

Runway Training recognises the importance of mitigating the risk and remaining alert to sexual harassment, sexual abuse and online sexual abuse. Runway Training will ensure that all staff have up to date training and will uphold standards and remain vigilant to early signs, remaining aware of the risks for learners and their peers and continue to create a culture of intolerance. Relationships, sex and health education will be included within the relevant curriculums to develop learner awareness and to raise learners awareness of the support available. Where Safeguarding concerns are highlighted staff should refer to the Safeguarding Officer/DSL.

Safeguarding Contacts Details

Runway has a Safeguarding lead and a Safeguarding officer who can advise on any concerns with regards to a young or vulnerable adults.

Designated Safeguarding Lead & Safeguarding Trainer	Dawn Wills	dawnwills@runwaytraining.co.uk	07729155268
SMT Designated Safeguarding lead	Elaine Highwood	elainehighwood@runwaytraining.co.uk	07858076215
Traineeships Deputy Safeguarding Lead	Leanne Selway	leanneselway@runwaytraining.co.uk	
London Deputy Safeguarding Lead	Charlotte Allen	charlotteallen@runwaytraining.co.uk	
Aspirations Deputy Safeguarding Lead	Wendy McNally	wendymcnally@runwaytraining.co.uk	

For out of hours Safeguarding emergencies please contact:

dawnwills@runwaytraining.co.uk

or

telephone: 07966511605

Framework of Assessment of Need*

Child's Developmental Needs: Illustrative indicators of a child in need

Pupils who are low achievers	Pupils with poor attendance and children missing education
Pupils with disabilities.	Pupils with mental health difficulties
Pupils with chronic health problems.	Pupils with developmental delay.
Pupils with communication difficulties.	Pupils experiencing loss/bereavement
Pupils with low self-esteem.	Pupils who present as tired/lethargic.
Pupils who are in a 'caring' capacity.	Pupils who are parents themselves.
Pupils at risk of engaging in under age sexual activities.	Pupils who may be/are engaging in substance misuse.
Pupils who present problems around personal hygiene/diet/dress.	Pupils who are unable to form appropriate peer relationships
Pupils who may be engaged in illegal employment/working hours	Pupils experiencing harassment and/or bullying.
Pupils who bully.	Pupils who are withdrawn.

Carer/Parenting Capacity: Illustrative indicators of a child in need

Pupils whose carers show no interest/involvement in their education.	Pupils whose carers resist agreed professional partnership support.
Pupils living with high criticism, low warmth	Pupils whose carers are unable to provide a safe/secure environment.
Pupils living in inconsistent, transient, family situations.	Pupils who are under/over disciplined/stimulated.
Pupils who parents/carers/siblings have mental health problems.	Pupils living with domestic violence.
Pupils whose carers/siblings are involved in substance abuse.	Pupils whose carers have learning difficulties.
Pupils whose carers neglect to meet their basic personal/health needs	

Family and environmental factors: that may indicate a child is in need

Families who present persistent neighbourhood nuisance.	Families with low expectations of and/or opportunities for employment
Families living in social/cultural isolation.	Families living in temporary accommodation.
Families who are asylum seekers/refugees.	Families who are victims of harassment and racism.
Families who lack support networks.	Families where there is violence/crime.
Families where there is a high level of instability	Families living in areas of deprivation/ with poor community facilities

*Source: www.bathnes.gov.uk/services/children-young-people-and-families/child-protection

It is important to note that “children may be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.”

Procedure

In order to ensure appropriate action is taken in such circumstances Runway has adopted and utilised the principles of the 5 Rs model that has been implemented and followed across all operational activities.

Recognition is the responsibility of all employees involved in learner and client facing roles and involves the ability to recognise behaviour that may indicate abuse. Whether the abuse may occur on Runway premises, in the home or in any other setting in which the learner may find themselves, all those playing a role in meeting the learners’ needs should be aware and informed so that possible abuse can be recognised, investigated and acted on seamlessly and effectively.

Signs and indicators of abuse in young or vulnerable adults may include direct disclosure. This isn’t always easy to recognise as such, as it may be that the learner is struggling to find the words, is using language the abuser uses for particular actions and body parts, or the disclosure is wrapped in analogy or euphemism which is difficult to identify.

Staff should be aware of Kent County Lines and how London criminals are targeting children in Kent. They should be aware of signs and indicators that a young person may have become involved in a gang for example, staying out unusually late, poor behaviour, unexplained sums of money or possessions, unexplained injuries or graffiti style tags on possessions.

A learner or client may choose anyone in the organisation to disclose to (including Tutors, Assessors, administrative employees etc.) or indeed any of these may be the ones to spot concerning signs or behaviour in the learner or client. This is why all employees and volunteers are trained in how to recognise and respond to this situation and how to report a concern.

Recognising signs and indicators of abuse is also difficult, as any signs could have another explanation. It is vital that all employees complete their Safeguarding training, are able to spot signs, are not encouraged to overreact and assume abuse is occurring and know when to pass on concerns to the appropriate person.

Response is the primary responsibility of the employee that has been approached by the learner and appropriate response is vital.

No report about possible abuse or neglect should ever be ignored. In order to determine the most appropriate response you need to find if you are dealing with an allegation from a learner against an employee, another learner or another person outside the organisation.

Is the disclosure from an individual alleging abuse to themselves or another? Is this the reporting of a concern or suspicion? What is alleged to have happened?

Your role in the moment when you respond is to ascertain what you are dealing with and to listen. The learner or client may be very scared and emotional in telling this information, so you must stay calm, use effective empathic listening skills, and not let them know if you are feeling panicked, shocked or outraged at what you are hearing, as this may shut them down. You need to ask open questions (not leading or suggestive ones) and gather just enough information to know that it is a disclosure of abuse that needs to be passed on, and how immediate the danger or harm is to the individual.

Do not lead or probe with questions – ask only completely open questions. Demonstrate interest and concern and take it seriously, even if you are finding it difficult to believe because it is so shocking, or perhaps it is an allegation being made against someone known to you. Finally reassure that they have done the right thing by telling you, as you will do what you can to help. Reassure the learner or client that they have done the right thing in reporting their concerns and that you will do everything you possibly can to help. Do not make unrealistic promises by agreeing to ‘keep it quiet’ but ensure that they are aware of who you have to tell and what might happen next, and that this is for their safety. Where a learner may have special educational needs and disabilities it is important that you seek advice in order to ensure that they are able to disclose safely and appropriately especially if they present communication difficulties. Therefore contact the Safeguarding Officer for guidance.

It is not your role to investigate the situation; you just need to be clear that it will be treated in confidence but recorded and passed on to the appropriate person. Ensure that testimony is recorded and reported, and that the complainant and subject of the complaint are treated in line with policy and guidance.

Recording of the testimony should be undertaken via the standard Safeguarding Report Form and must be completed by the employee who has taken the testimony and been approached by the learner.

You should record precisely what has been alleged, using key phrases and words the individual used. You are not expected to remember every detail of the conversation and therefore it is not recommended that notes or any other recording is made during the conversation but immediately afterwards.

You should also record your observations of the individual, as well as your interpretation of the facts as long as you clearly identify when you are doing so. This record should be passed on and reported as below to the appropriate person, who should store it securely and separately to learners’ individual files. It should only be accessible to those who have responsibility over safeguarding matters.

Reporting of the testimony (via the Safeguarding Report Form) must take place as soon as possible to the designated Safeguarding Officer

Where the matter is reviewed and confirmed not to be a safeguarding issue or is more of a signposting or support need, the reporting employee will continue to deal with this in these cases.

However, where the case is confirmed as a safeguarding issue requiring a formal referral to an appropriate agency e.g. The Police, Adult Services, the responsibility for making this referral will sit with the Safeguarding Officer.

Where a formal referral is required you are within your rights to check that appropriate action has been taken, but it may not be necessary for the Safeguarding Officer to share the details of this with you due to the confidentiality of the individual concerned.

It is the duty of all staff to report incidents of concern whether they affect regulated activity or not. It is also the duty of staff to protect and assist learners when they wish to report. Although any reported incident will be kept confidential in line with policy and data protection, **staff cannot – and must not – promise confidentiality when harm is reported since the law requires that the police and social services and DBS are told.**

The person reporting and the person harmed will be protected. It is their legal right to remain anonymous to other staff and the public. However, the safeguarding officer has a duty to pass on the names and details of any child or adult who has been harmed to relevant authorities.

Refer – The Safeguarding Officer will decide if referral is appropriate and to which agency referral is to be made.

Allegations against staff

Where allegations are made against Runway staff these must be taken seriously and be reported to the Apprenticeship Manager (or if the allegation concerns the Apprenticeship Manager it should be reported to the Managing Director). The member of staff concerned must not be informed of the allegation at this point. The Apprenticeship Manager will then refer the matter to the Managing Director who will decide if the incident is serious enough to be considered as a potential safeguarding matter OR whether the allegation is less serious, in which case it should be dealt with under Runway's Code of Conduct and if appropriate Disciplinary procedures.

Where allegations are considered to be a Safeguarding matter these must be referred to the relevant Local Authority Designated Officer (LADO) and request that an emergency strategy meeting be convened to plan the process of investigation.

The Director will also need to decide whether for the duration of the investigation, the member of staff should continue in their work, be moved to other duties or be suspended in accordance with the terms of the Disciplinary Policy and Procedures. The LADO will be kept informed of all decisions taken by Runway Training in relation to the staff member.

If, the matter is to be investigated then the Director will advise the staff member that an allegation has been made against him/her and the matter has been referred to the Local Authority for investigation. To avoid prejudicing the investigation the details of the allegation should not be discussed prior to investigation and the staff member will be instructed not to discuss this with other colleagues. The staff member will be advised to take legal advice.

Once the investigation is completed, the Director will decide whether any further action is needed in relation to the information arising from the investigation. Depending on the outcome of the investigation it may be necessary to commence Runway Training's formal disciplinary policy and this must be conveyed to the staff member within seven days of the completion of the investigation.

Recruitment Procedures

In order to ensure safer recruitment Runway Training will:

- Ensure that when a post is advertised the advertisement makes clear the organisation's commitment to safeguarding and promoting the welfare of young or vulnerable adults
- Ensure that the job description makes reference to the responsibility for safeguarding and promoting the welfare of children and young people
- Ensure that the person specification includes specific reference to suitability to work with or near young or vulnerable adults
- Obtain and scrutinise comprehensive information from applicants and take up and satisfactorily resolve any discrepancies or anomalies
- Obtain independent professional and character references that answer specific questions to help assess an applicant's suitability to work with or near young or vulnerable adults and follow up any concerns.
- Verify the successful candidate's identity
- Verify, where necessary, that the successful applicant has all the academic or vocational qualifications claimed
- Check his/her previous employment history and experience
- Conduct an enhanced disclosure criminal record check via the DBS
- Ensure new staff are familiarised with our Child Protection Policies and Safer Working Practices
- All staff are to receive training in Safeguarding and the Prevent Strategy

Staff Training

Designated Safeguarding Leads should have a good understanding of their own role, and the processes, procedures and responsibilities of other agencies, particularly children's social care and should complete appropriate DSL training as part of their responsibilities this training should be updated at least every 2 years. DSL's should be offered supervision and a counsellor is available if needed.

All other staff must undertake Safeguarding Training on a yearly basis.

Useful Contacts

Organisation	Phone	Organisation	Phone
DAVVS (Domestic abuse)	01892 570536	Victim Support	0808 168 9276
The Survivors Trust (Sexual Abuse) https://www.thesurvivorstrust.org/find-support	08088 010818	Child Sexual Exploitation Early Help	03000 419 222
Sexual Abuse Support https://sexualabusesupport.campaign.gov.uk/	N/A	Kent Adult Social Services	03000 416161
East Kent Rape Line	0800 458 2818	Kent Safeguarding Children's Board	03000 411111
		LGBT Counselling fred@metrocharity.org.uk	020 8305 5009
Homeless Help Porchlight Salvation Army The Salvation Army The Bridge Trust YMCA/YWCA	0800 5677699 01892 523849 01892 523849 01732 368363 01892 542209	NSPCC Advice Line (FGM)	0800 0283550
		Operation Willow (CSE)	101
		Tonbridge Police	101
		Tunbridge Wells Police	101
		FGM	101
Young Minds (up to 25 yrs) www.youngminds.org.uk	0808 802 5544 9.30-16.00	Crimestoppers	0800 555 111
MIND (13-24 years) www.mind.org.uk	0300 123 3393	Anxiety UK – www.anxietyuk.org.uk	08444 775 774 9.30-5.30
National Drugs Helpline	0800 776600		

SAFEGUARDING REPORT FORM

This form is to be used to record incidents or safeguarding concerns (such as abuse) in young or vulnerable adults.

Name of member of staff completing report:	
Date and time of referral:	
Name of learner:	
Learner's date of birth:	
Learner's address:	
Name of person reporting alleged abuse/concern:	
Details of abuse or alleged concern (when and where it happened, dates, time, who is allegedly responsible):	
Description of harm/injuries observed:	
Names and details of any other person(s) present at the time of abuse or disclosure:	

Other relevant information incl names and contact details of family members, siblings, social worker etc:

Signed by person completing form:

Signed by person making the complaint or allegation:

Contact name and details of contact if referral made to Children's Services/Chanel Co-ordinator

Date of referral:

Details of action taken with an external agency and/or reference given:

OR

Details of other action taken and reason for non-referral:

Signed by nominated person:

Date: