



Safeguarding and Prevent Duty Policy

Safeguarding and Prevent Duty Policy

1. Scope and purpose

Talented Training is committed to prioritising and promoting safeguarding and protecting young people and vulnerable adults from harm.

The term 'safeguarding children and young people' embraces both child protection and a preventative approach to keeping young people safe. Therefore safeguarding encompasses student health and safety, preventing and dealing with abuse, bullying, meeting the medical needs of those with medical conditions, providing first aid, security (including e-safety), safeguarding from drugs, substance and alcohol abuse. This policy encompasses all aspects of safeguarding including e-safety, bullying and harassment (in person or electronically) and due regard to the prevention of young people becoming extremist or being radicalised in accordance to the Prevent Duty July 2015.

- ❖ 'Safeguarding and promoting the welfare of children' is defined as:
- ❖ Protection from abuse and neglect
- ❖ Ensuring safety and care
- ❖ Ensuring optimum life chances
- ❖ Promotion of health and development

Talented Training extends these responsibilities, within the scope of this policy, to students with learning difficulties, irrespective of age, if they are vulnerable to abuse as a result of their learning difficulty. The policy also applies to people enrolled as students of Talented Training or for whom Talented Training has accepted a responsibility for care.

This policy applies to all groups regardless of age, disability, gender (including transsexual), marital status, parental responsibilities, sexuality, race, religion, and it is the duty of all staff, governors, students, visitors and contractors to follow it.

1.1 Key Principles

The following principles underpin all of our work with young people and vulnerable adults. Our approach will:

- ❖ be learner centred
- ❖ actively involve students and their families
- ❖ support the achievement of best possible outcomes for students
- ❖ be holistic in approach
- ❖ ensure equality of opportunity
- ❖ be multi/ inter-agency in approach
- ❖ be a continuing process rather than an event
- ❖ be designed to identify and provide the service required and to monitor the impact its provision has on a students' developmental progress
- ❖ be informed by evidence

1.2 Helping Students to keep themselves safe

Students will be advised about Talented Training procedures in relation to safeguarding as part of their induction into the Talented Training. Talented Training documentation including the online resources and Student Handbook will provide students with reminders about who to contact should they have a safeguarding concern. Students will be advised about health and safety procedures to ensure that they know how to stay safe within the Talented Training classroom or work environment; whilst undertaking practical activities and when on placement.

Students will be provided with guidelines about keeping themselves safe on-line as part of their induction into using the Talented Training Internet resources.

Through one-to-one and tutorials, students attend and participate in activities designed to raise awareness of issues and concerns which may impact on the ability of the learner to keep themselves safe. These include e-safety, sexual health and exploitation, drugs and alcohol awareness, domestic violence, crime, road safety, anti-bullying, equality and diversity emotional resilience and the dangers of being drawn into extremism or radicalisation. These activities are aimed at different levels and abilities to enable all students to participate.

1.3 Promoting the Welfare of Children, Young People and Adults at risk

Talented Training recognise that through regular contact with young people, staff are well placed to observe the outward signs of abuse. Talented Training will therefore:

- ❖ Establish and maintain an environment where students feel secure, are encouraged to talk, and are listened to.
- ❖ Ensure that young people and vulnerable adults know that there are adults in the Talented Training workforce whom they could approach if they are worried.
- ❖ Include opportunities in the curriculum (tutorial) for young people/ vulnerable adults to develop the skills they need to recognise and stay safe from abuse.

1.4 Definitions of Abuse and Neglect

Abuse is a form of maltreatment. A learner may be abused or neglected by having harm inflicted upon them or by a person failing to act to prevent harm. Students may indirectly or directly witness, or be subject to such forms of abuse.

Talented Training recognises the following definitions with regard to abuse, neglect and harm:

Physical abuse which may cause harm. It may involve hitting, shaking, throwing, poisoning, burning, scalding, drowning or suffocating. It may be done deliberately or recklessly or be the result of failure to prevent injury occurring. It can also occur when a parent or carer fabricates the symptoms of ill health or deliberately causes ill health to the child, young person or vulnerable adult who they are looking after.

Emotional abuse is persistent emotional ill-treatment such as to cause severe and persistent adverse effects on emotional development. It may involve conveying to children that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of another person. It may include not giving a child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmental inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capacity as well as over protection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill treatment of another. It may involve serious bullying (including cyberbullying) causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual – sexual abuse involves a child, a young person, or vulnerable adult being allowed, forced or coerced into participating in or watching sexual activity. It is not necessary for the child to be aware that the activity is sexual and the apparent consent of the child is irrelevant. The acts may involve physical contact including penetrative or non-penetrative acts.

They may involve non-contact activities such as involving children in looking at or in the production of pornographic material, watching sexual activities or encouraging children to behave in a sexually inappropriate way or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect – the persistent or severe failure to meet basic physical or psychological needs. Neglect is likely to result in a physical impairment of the individual's health or impairment.

It may involve a failure to provide adequate food, clothing or shelter. Failure to protect from physical harm or danger or failure to ensure access to appropriate medical care or treatment. A child going missing from education (failing to attend with no reason given) is also a potential indicator of neglect or abuse especially on repeat occasions.

Where specific safeguarding issues arise expert and professional organisations will be contacted to provide up to date guidance and practical support.

These will include the NSPCC advice which can be found on the TES website and on www.nspcc.org.uk . These issues could be about:

- ❖ Child sexual exploitation
- ❖ Bullying including cyberbullying
- ❖ Domestic violence
- ❖ Drugs
- ❖ Fabricated or induced illness
- ❖ Faith abuse
- ❖ Female genital mutilation
- ❖ Forced marriage
- ❖ Gangs and youth violence
- ❖ Gender-based violence/ violence against women and girls (VAWG)
- ❖ Mental health
- ❖ Private fostering
- ❖ Extremism and radicalisation
- ❖ Sexting
- ❖ Teenage relationship abuse
- ❖ Trafficking

1.5 Learner Behaviour and Equality of Opportunity

Talented Training recognises that young people/ vulnerable adults who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helpless, humiliated and some sense of blame. Learning may be the only stable, secure and predictable element in the lives of young people at risk. At times their behaviour may be challenging and defiant or they may withdraw from learning activities. Talented Training will endeavour to support the young person by ensuring that:

- ❖ The Talented Training promotes a positive, supportive and secure environment and gives students a sense of being valued.
- ❖ The Talented Training's behavioural expectations are aimed at supporting vulnerable students. Talented Training will ensure that students know that certain behaviour is unacceptable, but they are valued and not to be blamed for any abuse which has occurred towards them.
- ❖ Talented Training will liaise with other agencies that can support the learner such as the Integrated Youth Service, Children's Social Care, Child and Adolescent Mental Health Service (CAMHS), the Education Welfare Service; the Independent Psychology Service (TIPS), Preservation Around Self-Harm (PASH), 0-25 SEN/ Disability Service and local agencies where support can be local to learners.
- ❖ Statutory policies that are relevant to safeguarding and promoting the welfare of young people are implemented and reviewed.

3 Process/Procedure

3.1 Framework

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002, and in line with government publications: "Working Together to Safeguard Children 2013", "Framework for the Assessment of Children in Need and their Families" 2000, "What to do if You are Worried a Child is Being Abused" 2003, statutory guidance 'Keeping children safe in education' April 2014 and Wiltshire Safeguarding Children Board Safeguarding (WSCB) procedures.

The Criminal Records Bureau (CRB) and the Independent Safeguarding Authority (ISA) merged in Dec 2012 to become the Disclosure and Barring Service (DBS). CRB checks are now called DBS checks. The Talented Training will operate within the guidelines of the Code of Practice and explanatory Guide for Registered Persons and other recipients of Disclosure Information, issued by the Disclosure & Barring Service. The Disclosure and Barring Service (DBS) requires employers to complete the DBS application for all employees who regularly come into contact with children and vulnerable adults.

The Children Act 1989 defines a child as a person under the age of 18 years.

A vulnerable adult is defined (under the Protection of Vulnerable Adults Regulations 2002)

as:

"A person aged 18 or over who is receiving services of a type listed in paragraph (2) below and in consequence of a condition of a type listed in paragraph (3) below has a disability of a type listed in paragraph (4) below".

The services are:

- (a) Accommodation and nursing or personal care in a care home;
- (b) Personal care or nursing or support to live independently in his/her home;
- (c) Any services provided by an independent hospital, independent clinic, independent medical agency or National Health Service body;
- (d) Social care services; or
- (e) Any services provided in an establishment catering for a person with learning difficulties.

The conditions are:

- (a) A learning or physical disability;
- (b) A physical or mental illness, chronic or otherwise, including an addiction to alcohol or drugs; or
- (c) A reduction in physical or mental capacity.

The disabilities are:

- (a) A dependency upon others in the performance of, or a requirement for assistance in the performance of, basic physical functions;
- (b) Severe impairment in the ability to communicate with others; or
- (c) Impairment in a person's ability to protect himself (herself from assault, abuse or neglect).

Talented Training recognise that all adults including temporary staff, volunteers, tutors and SMT have a full and active part to play in protecting our students from harm, and that learner's welfare is our paramount concern.

All staff have a role in providing a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual learner. To this end, following the safeguarding and the prevent duty guidance is considered to be "everybody's responsibility".

3.2 The aims of this Policy are:

- ❖ To support the development of all students in ways that will foster security, confidence and independence.
- ❖ To provide an environment where students feel safe, secure, valued, respected, and feel confident, knowing how to approach staff if they are in difficulties, believing they will be effectively listened to.
- ❖ To raise the awareness of all teaching and support staff of the need to safeguard young people and vulnerable adults and of their responsibilities in identifying and reporting possible cases of abuse or concerns under the prevent duty guidance.
- ❖ To provide a systematic means of monitoring young persons and vulnerable adults known or thought to be at risk of harm, and ensure Talented Training, contribute to assessments of need and support packages for them.
- ❖ To emphasise the need for good levels of communication between all members of staff.
- ❖ To develop a structured procedure which will be followed by all members of Talented Training in cases of suspected abuse or concerns in relation to the prevent duty.
- ❖ To develop and promote effective working relationships with other agencies, especially the Local Authority, the Local Safeguarding Children Board, the Youth Offending Team, the Police and Social Care.
- ❖ To ensure that all staff working within Talented Training who have substantial access to vulnerable adults have been checked as to their suitability, including verification of them identify, qualifications, and a robust vetting policy aligned to the DBS process and a single central record of checks is maintained.

4.0 Implementation

Talented Training has a Safeguarding and Prevent Officer (SPO) The Director has ultimate decision making.

Talented Training will follow the guidelines set out by DfE 'Safeguarding Children, Young People and Vulnerable Adults Policy' (More information can be found at Leeds Safeguarding Board website: <https://www.leedsscp.org.uk/Home>)

Talented Training will:

- ❖ Ensure that all staff are aware of their individual responsibility for the protection of vulnerable adults in their care and that they are aware of the reporting procedure.
- ❖ Arrange basic training for all staff in child abuse awareness and prevent duty awareness, that will include what to do if they are worried about a child or vulnerable adult and how to respond to a child or vulnerable adult who tells them about abuse. This is online training delivered through e-Study and classroom delivery record of completion held on HR employee file, refresher held annually.
- ❖ Set up a good, accurate record-keeping system to monitor all learner about whom concerns have been raised, whether or not these concerns lead to a child protection or prevent duty referral. These records will be held electronically in a secure drive.
- ❖ Ensure that clearance is received from the Disclosure and Barring Service (DBS) service for all staff who may, in the course of their work, be alone with a learner.
- ❖ Talented Training to develop effective links with other agencies, such as Social Services, police, and health and contribute to inter-agency enquiries, child protection or prevent duty conferences, common assessments framework meetings and other related groups as appropriate.
- ❖ Make available this policy for the protection of children and vulnerable adults in student resources and information to staff, parent/ carers, employers and other partner organisations as is appropriate.

- ❖ Fulfil any special responsibilities or task required in the care of children on the child protection register.
- ❖ Ensure all members of staff are provided with safeguarding and prevent duty awareness at induction.
- ❖ Ensure that child protection type concerns or allegations against adults working for or on behalf of Talented Training are referred to the Local Authority Designated Officer (LADO) for advice, and that any member of staff/persons found not suitable to work with children will be notified to the Disclosure and Barring Service for consideration for barring, following resignation, dismissal, or when we cease to use their service in the case of a volunteer.

Staff will be trained and supported in the task of overseeing all child protection matters within the organisation. All staff members of the Safeguarding and prevent duty team will undertake refresher training and update training every two years and on appointment and will attend any such training that is recommended by the Director.

Talented Training undertakes to adhere to the principles and practices of the Common Inspection Framework (CIF) (termed 'Early Help' and 'Signs of Safety' 2014) when referring students in need of multi-agency support.

4.1 How Talented Training will support learners

Talented Training recognises the importance of high self-esteem and self-confidence in keeping learners safe. Our activities are designed to promote the well-being of learners and give them personal safety information. The increased vulnerability of people with special needs, Looked after Children and those who have been bullied or isolated by their peers is recognised and early intervention strategies put in place as soon possible using information shared as part of the transition process or flagged up on enrolment. Talented Training seeks to support those students who may be especially vulnerable to abuse through sensitive monitoring and by ensuring that all students have around them a network of people they can go to for help when necessary.

Students will be supported by:

- ❖ Encouraging self-esteem and self-assertiveness, through the curriculum, one-to-one's, as well as our relationships, whilst not condoning aggression or bullying.
- ❖ Promoting a caring, safe and positive learning environment.
- ❖ Liaising and working together with all other support services and those agencies involved in the safeguarding of children and young people.
- ❖ Notifying Social Care as soon as there is significant concern.
- ❖ Providing continuing support to a learner about whom there have been concerns who leaves Talented Training by ensuring that appropriate information is copied under confidential cover to the learner's new Learning Provider or other educational setting where known and forwarded as a matter of priority.

4.2 Confidentiality

Talented Training recognise that all matters relating to child protection and prevent duty need to be handled sensitively but confidentiality should not be promised.

The SPO will only disclose any information about a learner to other members of staff on a 'need to know' basis only.

All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children, young people and vulnerable adults and prevent any risk to others under the prevent duty guidance.

All staff must be aware that they **cannot promise a young person to keep secrets** which might compromise the young person's safety or wellbeing or that of others who may be at risk.

We will always undertake to share our intention to refer a young person to Social Care with their parent/ carers unless to do so could put the young person or others at greater risk of harm, or impede a criminal investigation. If in doubt, professional advice will be sought from local agencies or police authorities.

4.3 Supporting Staff

Talented Training recognise that staff who have become involved with a young person who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful and upsetting. The Director will support staff by providing an opportunity to talk through their anxieties with a competent person.

4.4 Roles and Responsibilities

The Director recognises that under section 175 (section 157 for the Independent sector) of the Education Act 2002, it has a statutory duty to make arrangements to ensure all its functions are discharged with regard to safeguarding and prevent duty by promoting the welfare of young people.

Talented Training recognises that the Local Authority and the Local Safeguarding Children Board has a statutory responsibility to monitor training provider's compliance with the statutory guidance.

Talented Training will execute its duty to ensure that the policies, procedures and training at Talented Training are effective and comply with the law at all times by:

- ❖ The SPO will hold operational responsibility for the purpose of safeguarding and promoting the welfare of children receiving education or training with Talented Training.
- ❖ The SPO will update on Safeguarding and Prevent Duty action plans and details of numbers and types of incidents and concerns which have arisen, and confidential records.
- ❖ The SPO will be remedying any deficiencies or weaknesses in safeguarding and prevent arrangements without delay
- ❖ Talented Training safeguarding and prevent duty policy will be reviewed and updated annually to satisfy statutory requirements as outlined in the 'Working Together to Safeguard Children' A guide to inter-agency working to safeguard and promote the welfare of children March 2013
- ❖ Talented Training staff will follow a code of conduct which provides staff/ volunteers with clear guidelines about expected behaviour and handling of allegations made against staff/volunteers and complies with policies and procedures, balance the need to protect children whilst protecting staff/ volunteers from false/ unfounded accusations.
- ❖ The SPO will be responsible for liaising with partner agencies, as appropriate in the event of the allegation of abuse being made against Talented Training

4.6 The Role of the Talented Safeguarding and Prevent Duty Officer (SPO)

The SPO of Talented Training will ensure that:

- ❖ Policies and procedures are fully implemented and followed by all staff
- ❖ Sufficient resources and time are allocated so that the safeguarding and prevent duty team can attend strategy discussions, inter-agency meetings, contribute to assessments etc.
- ❖ Staff/ volunteers feel able to raise concerns about poor/unsafe practices by addressing these sensitively and effectively in a timely manner in accordance with whistle blowing policies
- ❖ Policy/ procedures are available to parents, service users and learners on request
- ❖ Safer recruitment is adhered to and checks on new staff and volunteers carried out.
- ❖ Cases are reported to the Disclosure and Barring Service (DBS) if a person ceases to work in an education setting and there are grounds for believing he/ she may be unsuitable to work with children, or may have committed misconduct.

4.7 Talented Training Safeguarding and Prevent Duty Officer (SPO) will:

- ❖ Refer cases of suspected abuse or allegations to the relevant investigating agencies.
- ❖ Act as a source of support, advice and expertise within Talented Training when deciding whether to make a referral by liaising with relevant agencies.
- ❖ Liaise with SMT to inform of any issues/ ongoing investigations, and ensure there is always cover for the role.
- ❖ Arrange training in how to recognise signs of abuse or prevent concerns, and when it is appropriate to make a referral
- ❖ Use working knowledge in how Local Safeguarding Children Board's (LSCB) work, the conduct of case conferences, and be able to attend and contribute to these when necessary.
- ❖ Ensure all staff have access to and understand Talented Training Safeguarding and Prevent Duty Policy.
- ❖ Ensure all staff have induction training and are able to recognise and report any concerns as they arise.
- ❖ Provide update training every three years or where significant changes take place, for all Talented Training staff.
- ❖ Ensure that detailed, accurate and secure written records of referrals/ concerns are kept
- ❖ Have access to resources and attend relevant or refresher training courses at least every 2 years.
- ❖ Ensure the Safeguarding and Prevent Duty Policy is updated and reviewed annually by SMT.
- ❖ Ensure students/ parents/ carers see copies on request of the Safeguarding and Prevent Duty Policy, which alerts them to the fact that referrals may be made, and the role of Talented Training.
- ❖ Where a young person leaves Talented Training and progresses or transfers within an educational establishment, ensure that file/ information is transferred to the new establishment.
- ❖ Make a referral if there are concerns about possible abuse or prevent duty risk or concern, via the relevant referral process and acting as a focal point for staff to discuss concerns. Referrals should be made in writing, following a telephone call.

- ❖ Keep written, chronological records of concerns about a learner even if there is no need to make an immediate referral.
- ❖ Ensure that all such records are kept confidentially and securely, separate from learner records, until the young person's **25th birthday**, and are copied on to their next education provider.
- ❖ Ensure that an indication of further record-keeping is marked on the learner records chronologically.
- ❖ Liaise with other agencies and professionals as necessary and appropriate.
- ❖ Ensure that either they, a member of the safeguarding or prevent duty team or the personal tutor attends case conferences, core groups, or other multi-agency planning meetings, contributes to assessments, and provides a report which has been shared with the parent/ carers.
- ❖ Ensure that any learner currently with a child protection plan who is absent without explanation for two days is referred to their key worker's Social Care Team.
- ❖ Provide an annual report, detailing any changes to the policy and procedures; training undertaken by self, staff with specific responsibility and all other; number and type of incidents/ cases, and number of young people with child protection plans (anonymised).

4.8 Role of all staff and duty of care

Staff must:

- ❖ prioritise the safeguarding and prevent duty policy and adopt a preventative approach to engagement
- ❖ promote a safe environment for all students
- ❖ identify students who are experiencing or are likely to experience significant harm
- ❖ Identify students who they consider may be in danger of becoming radicalised or engaging in extremist behaviour
- ❖ seek assistance from the SL prevent duty team when appropriate as stated in the Safeguarding and Prevent Duty Policy
- ❖ promote the welfare of young people and vulnerable adults
- ❖ promote the ethos of Talented Training that students feel secure, valued and listened to

- ❖ promote learner health and safety at induction and throughout their period of study
- ❖ access first aid/ medical resources when required
- ❖ promote the learner's well-being primarily via integration into the tutorial and curriculum programmes
- ❖ recognise students experiencing distress and to act to support
- ❖ challenge behaviour where it isn't appropriate e.g. bullying, substance misuse active discrimination

Duty of Care

Staff are accountable for the way in which they exercise authority, manage risk, use resources, and actively protect children and young people from discrimination and avoidable harm

Staff should develop respectful, caring and professional relationships between themselves and young people. Staff behaviour should demonstrate integrity, maturity and good judgement. e.g. management of risk in external visits/ residential visits.

(See: Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings March 2009)

4.9 Students who may pose a risk

Where a learner's history indicates that they pose a risk to other students/ staff, a risk assessment must be undertaken by appropriate professionals. This will establish whether Talented Training is an appropriate environment for that person, and if so, what arrangements can be put in place to support that person to ensure the safety of others and their own safety. This is usually undertaken at a Safeguarding Board Panel meeting or by the Independent Psychological Service (TIPS), as deemed appropriate given the profile of the individual concerned).

4.10 Staff Training

All staff will receive adequate training to familiarise themselves with safeguarding and prevent duty issues and be clear of their responsibilities in-line with these policies.

Key messages for staff are:

- ❖ Child abuse can affect any young person, and may be carried out by anyone. It is usually carried out by someone well known to the young person
- ❖ Safeguarding is everyone's responsibility
- ❖ Abuse has a profound emotional and/ or physical effect on the young person, the family and the wider community
- ❖ All people who work with young people need to know of their responsibilities
- ❖ Some groups of young people seem to have an increased risk of abuse, for example, looked after children, children with disabilities or children living in stressful, violent or chaotic situation

Consideration will also be given to:

- ❖ The prevalence of abuse
- ❖ Signs which may indicate abuse
- ❖ Up to date legislation and guidance
- ❖ The roles of individual agencies, and the importance of working together

5 Associated Safeguarding Procedures

The Safeguarding and Prevent Duty Policy is supported by a set of procedures which include:

- ❖ Safer recruitment and employment
- ❖ DBS registration of contractors/ self-employed people
- ❖ Responding to an allegation/ disclosure of abuse
- ❖ Responding to an allegation/ disclosure against a member of staff
- ❖ Responding to an allegation/ disclosure in the evening
- ❖ Responding to an allegation/ disclosure of bullying
- ❖ Responding to a concern of self-harm
- ❖ Responding to concerns about risky behaviour including use of alcohol and drugs
- ❖ Prevent Procedure

5.2 Whistleblowing

Talented Training recognise that young people cannot be expected to raise concerns in an environment where staff fail to do so.

All staff and students should be aware of their duty to raise concerns, where they exist, which may include the attitude or actions of colleagues, and are encouraged to do so.

5.7 Health & Safety

Our Health & Safety policy, set out in a separate document, reflects the consideration we give to the safety and security of our students within the learning environment, and when away from Talented Training when undertaking work placements and as an employed apprentice.

Talented Training Staff may be made aware that a child or vulnerable adult may have been abused through an incident being relayed to them by a learner or by another person, or from their own observations.

All complaints, allegations or suspicions of abuse shall be taken seriously. However, staff should not investigate suspected incidents since this may contaminate evidence in a future investigation by the Police or Social services. The Police or Social services who are specially trained in this area take responsibility for investigations.

Where safeguarding concerns have an impact on the student being able to commence or complete a programme of study a Safeguarding Panel meeting will be convened. The Safeguarding and Prevent Duty team will, in conjunction with the reporting individual review the issues and produce a safeguarding risk assessment if the student is to commence or continue with their study.

6. Associated Documents

Talented Training recognises that a Safeguarding and Prevent Duty Policy does not in isolation summarise its absolute

commitment to safeguard, protect and promote the welfare of children, young people and vulnerable adults.

This policy should therefore be read alongside the following policies and protocols: -

- ❖ Talented Training Student Charter
- ❖ The Equality and Diversity Policy and Procedure
- ❖ The Health and Safety Policy
- ❖ The Risk Assessment Procedure
- ❖ The Workplace Vetting Procedure
- ❖ The Data Protection Policy
- ❖ The Acceptable Use Policy (AUP)
- ❖ The Student Charter for conduct and disciplinary procedure
- ❖ The Staff Code of Conduct and Disciplinary procedure
- ❖ Talented Training Complaints Procedure
- ❖ Staff Recruitment and Selection Policy
- ❖ Teaching and Learning Policy
- ❖ Prevent Procedure and Action Plan
- ❖ Prevent and Channel Procedures

7. Equality Impact Assessment

It is intended that this policy is fair to all. Where any part could potentially lead to unequal outcomes, the policy then justifies why this is a proportionate means of achieving a legitimate aim.