

## **Safeguarding Policy.**

### **1. Vision / Scope**

Our vision is to be a strong independent training provider characterised by a clarity of purpose, to be outstanding in every-thing we do and become renowned for the creative and innovative way through which we deliver learning.

This policy applies to all learners and staff who are covered by the relevant legislation. It works with our strategy “Excellence through Learner First within a safe and Inspiring Learner Environment”.

### **2. Values**

Our values arise out of our vision:

- We put learners at the heart of everything we do
- We believe diversity is an asset to learning
- We value and celebrate the pleasure of learning and support learners and staff in meeting their potential
- We treat learners and staff as individuals, listening, respecting and responding to their needs
- We provide a safe and inspiring environment in which to work and study
- We value our learners beyond their time at the College and will, wherever possible, continue to support them for as long as they need us
- We value the importance of meeting the needs of employers, partners and our local community through responsive, innovative and high quality services

These values underpin and inform all our strategies, plans, behaviours and actions. They are embedded through a positive culture in which our team work and operates in conjunction with other policies, such as Equal Opportunities and Safe Recruitment.

### **3. Definitions**

#### **3.1 - A vulnerable adult**

A vulnerable adult is someone aged 18 or over: Who is, or may be, in need of community services due to age, illness or mental or physical disability who is, or may be, unable to take care of himself/herself, or unable to protect himself/herself against significant harm or exploitation.

### **3.2- A Child**

A child is classified as a person under 18 years of age.

### **3.3- Abuse**

Abuse (physical, emotional, sexual or neglect) is a form of maltreatment of a person. Somebody may abuse or neglect a person by inflicting harm, or by failing to act to prevent harm. Children or vulnerable adults may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults, or another child or children.

### **3.4- Prevent**

Prevent is the government's national counter-terrorism strategy and aim to stop people being drawn in terrorism. It aims to reduce the risks of radicalisation, and ensure people are given advice and support.

### **3.5- Extremism**

Extremism is 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. This also includes extremism calls for the death of members of the armed forces, whether in the UK or overseas (Home Office, 2015).

### **3.6- Radicalisation**

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

### **3.7- DSL**

Designated Safeguarding Lead

## **4. Purpose and Underlying Principles**

**4.1** - As a centre we embrace a preventative approach to keeping learners safe. We do this through responsive, innovative and high quality services. We challenge discrimination and promote equality and diversity. We treat learners and staff as individuals by listening, respecting and responding to their needs. We value the pleasure of learning and support learners/staff in meeting their full potential. We support them if possible beyond their time at the organisation.

Cano Training Services carries out a safe recruitment process and ensures that all appropriate checks are carried out on new staff that will work or come into contact with any learners. The Disclosure and Barring Service (DBS) is an executive agency of the Home Office and its primary purpose is to help employers make safer recruitment decisions and appointments. Cano Training services will conduct DBS as part of the recruitment process.

We also promote safeguarding through inductions, course representatives and workshops. We are excellent role models, contributing to discussions positively involving people in developing safe practices. This is a continuing process rather than an event.

Cano Training works in accordance with the Counter-Terrorism and Security Act 2015. This is known as the Prevent Duty. We comply with the 'prevent' duty, by using thorough risk assessments, effective engagement with the learner's family and staff training. We have a professional duty of care to promote learners safety and to seek to protect them, so extra care should always be taken in regards to extremism and/or radicalization.

The staff of Cano Training Services Ltd are concerned to ensure that all vulnerable students are protected from risk of abuse or ongoing abuse and recognise that it is

the duty to work together to ensure this. Specific post holders have been identified to take action on behalf of Cano Training Services Ltd as the need arises. It is the safeguarding officer's duty to monitor the volume of disclosures, revising our policies annually.

All staff will receive effective training on their induction and be annually updated. We have a designated safeguarding officer, who will also be able to provide awareness and support on staff behaviour with regard to safeguarding.

#### **4.2- 4R's**

**Cano Training Services Ltd operates a culture of openness and transparency and embeds the Principles of the 4R's across all our services and ensure all staff understand their responsibilities about Safeguarding. The 4R's are to be actioned for responding to any safeguarding allegation:**

- **Recognise** the signs and indications of abuse
- **Respond** as soon as possible
- **Record** everything you have heard, was said or any actions seen
- **Refer** to the Designated Safeguarding Officer

**4.3 – Harassment.** No learner or staff member shall be harassed. No learner or staff member shall harass any visitor, client customer or employer. Harassment can be of two kinds – civil harassment linked to discrimination under the Equality Act 2010 and criminal harassment linked to the Protection from Harassment Act 1997 or racial harassment under a range of Police laws. Learners have the right to complain about harassment. Staff also have this right. Staff have the same rights to protection as learners.

**4.4 – Bullying.** Although bullying is not precisely defined in law, any physical or mental duress which makes a person feel as though they are being forced against their will to act in an inappropriate way or to feel unduly stressed, or to be alarmed at the thought of coming to work, will be deemed to be bullying and may also be harassment.

However, the reasonable requests of Line Managers for staff to do their work to the required quality and for learners to actively take part in learning cannot be misconstrued as bullying. In respect of all learners/clients all staff, will act in an understanding way taking into account any disability, learning difficulty or personal circumstances that could impact on an individual's sense of vulnerability.

**4.5 – Harm.** Staff are to carefully note the following. Any queries or request for additional information should be addressed to the safeguarding officer. Although adults will understand the general meaning of harm and abuse in normal parlance, it is not possible to say that a person has 'harmed' a child or adult in a legal sense unless we understand what legal harm is. Section 47 of the Children Act 1989 places a duty on local authorities to make enquiries where it is suspected that a child is suffering, or is likely to suffer, significant harm, to enable it to decide whether it should take any action to safeguard and promote the welfare of the child. The framework for assessing such children is set out in chapter 5 of Working Together to Safeguard Children – the key document for defining the role and actions of Safeguarding Officers. Our Safeguarding Officer is to liaise with the local authority on these matters.

## **5. Staff Responsibilities**

**5.1 – DSL.** The Designated Safeguarding Lead (DSL) with lead responsibility for child protection and safeguarding issues is: REBECCA CANO-LOPEZ, COMPANY DIRECTOR, The DSL has a key duty to take lead responsibility for raising awareness amongst staff of issues relating to the welfare of young people and vulnerable adults, and the promotion of a safe environment for the learners. The DSL will take the lead in raising awareness within the company of issues relating to the welfare of children and vulnerable adults and maintaining Cano Training Services Policy annually.

**5.2 – Staff.** All staff have the professional duty to promote students' safety and welfare and to seek to protect them from actual or likely harm. In **all** circumstances, the student's welfare is paramount.

All staff have a mandatory obligation to familiarise themselves with this policy. However, staff working directly with children and vulnerable adults will be expected to attend Safeguarding training, where necessary. Staff will have a duty to inform their manager immediately if they are involved in any incident that could have an impact on their DBS disclosure such as a caution or being charged with an offence. All members of staff have a legal duty to report any disclosure, allegation or suspicion of abuse. Allegations must not be investigated by the individual but must be reported to the DSL immediately by telephone and then confirmed in writing. If necessary we recognise our duty to work with outside agencies to ensure the issue is resolved. Confidentiality is always taken into account.

**5.3 – Learners.** Cano Training Services will ask all Learners to disclose during application and at enrolment any unspent criminal convictions. Students with convictions for minor offences may be allowed to continue with the enrolment process, while more serious concerns will be referred to the DSL where a risk assessment is carried out. Learners will be asked to inform their Tutors of any changes to their conviction status during their training.

## **6. Recording incidents and action to take once someone makes a disclosure to you:**

**6.1 –** The welfare of the individual concerned, including the welfare of any others who may be at risk must always take precedence over confidentiality.

**6.2 - If someone confides in you:**

- Remain calm, approachable and receptive
- Explain that you cannot offer confidentiality and based on what you hear, you may need to report this to your company Safeguarding Officer/designated person
- Listen carefully without interrupting
- Make it clear that you're taking what is being said seriously
- Acknowledge you understand how difficult this may be
- Reassure them they've done the right thing in telling
- Let them know that you'll do everything you can to help them

### **6.3 - Then you must**

- Record carefully using their words and sign, date and time your notes  
**(Appendix B)**
- Continue to be caring and supportive for them

### **6.4 - Best working practice**

- Be friendly, courteous and kind- a good role model
- Treat all with dignity and respect regardless of age, sex, ethnicity, disability or sexuality
- Be available to listen and ready to refer to someone more experienced- in this case the safeguarding officer or the deputy designated personnel
- Respect personal privacy but recognise the difference between privacy and offering confidentiality
- Be sensitive to the needs and preferences of others
- Never make belittling or discouraging remarks
- Do not use inappropriate language and subject matter. Be careful not to do or say anything that could be misunderstood or be interpreted as innuendo
- Avoid any questionable behaviour /communication in face to face: telephone: email and social media activities
- Challenge unacceptable behaviour and report any allegations or suspicions of abuse
- Be firm and fair with children- avoid favouritism and singling out those who cause trouble
- Remember it is the bad behaviour that is blameworthy not the individual
- Never ignore or trivialise bullying. Refer to the HIT safeguarding and anti-bullying policies and if further guidance is required contact HR
- Take every reasonable precaution to minimise risk while providing demanding, challenging and enjoyable activities
- Ensure that all, and especially those who are vulnerable are kept safe from harm whilst they are involved in and with the organisation
- Follow this policy and contact the Safeguarding officer or designated personnel if you are not sure about what to do

**6.5 - If you feel the safeguarding concern you have reported is not being dealt with effectively by the safeguarding team please refer to the Designated safeguarding Lead.**

**If you disagree with the outcome of a safeguarding referral outcome please refer to the Safeguarding lead for guidance or you may also follow the local safeguarding board escalation procedure – found on their local authority website.**

### **Appendix A Categories of abuse**

Your Duty is to be aware of the signs and indicators of Abuse and to report these in line with Cano Training Services procedures.

Investigation are the responsibility of the Social Care Professionals and the Police.

1. Physical abuse, which may involve: • hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm • someone fabricating the symptoms of, or deliberately inducing, illness.
2. Psychological abuse which includes emotional abuse may involve: • conveying to a young person that they are worthless or unloved, inadequate, or valued only because they meet the needs of another person • not giving the young person opportunities to express their views, deliberately silencing them or making fun of what they say or how they communicate. • imposing expectations that are inappropriate to the age or development of the young person (especially where there are additional areas of vulnerability; for example, a learning disability) or preventing them from taking part in normal social interaction • serious bullying, including cyberbullying, which causes the young person to frequently feel frightened, intimidated or in danger • exploitation or corruption. Psychological abuse also includes radicalising a young person who may be subsequently drawn into terrorist-related activity.
3. Sexual abuse which may involve: • physical contact, including assault by penetration (eg rape or oral sex) or non-penetrative acts (eg masturbation, kissing, rubbing and touching outside of clothing) • non-contact activities, such as involving young people in looking at or producing sexual images, watching sexual activities, or encouraging young people to behave in sexually inappropriate ways, or grooming a young person in preparation for sexual exploitation – including via the internet.
4. Neglect and acts of omission may involve a parent or carer failing to: • provide adequate food, clothing and shelter, including excluding the young person from home or abandoning them • protect a young person from physical and emotional harm or danger • ensure access to appropriate health, education or social care services. It also includes: • being unresponsive to a young person's basic needs • deliberately withholding information about a person's rights or entitlements.
5. Financial or material abuse which may involve: • theft or exploitation in financial matters or transactions • the misuse or misappropriation of possessions or benefits.

6. Discriminatory abuse which may involve: • racist, sexist and religious abuse • abuse that is based on a person's disability, size, age, gender or marital status • (including harassment, slurs or similar treatment).
7. Organisational abuse; for example, in care homes, young offenders' institutions, pupil referral units, services for those with learning difficulties, substance treatment centres may involve: • letting an organisation's procedures or routines get in the way of a person's individual needs • insufficient staff or high turnover resulting in poor quality education or care • not taking account of individuals' cultural, religious or ethnic needs • run-down or overcrowded establishment • lack of leadership and supervision • abusive and disrespectful attitudes towards people • failure to respond to abuse appropriately.
8. Domestic abuse – including psychological, physical, sexual, financial, emotional abuse, so called 'honour' based violence. Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. What is controlling and coercive behaviour? • Controlling behaviour is a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour. • Coercive behaviour is an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim.
9. Modern slavery – encompasses slavery, human trafficking, forced labour and domestic servitude. Traffickers and slave masters use whatever means they have at their disposal to coerce, deceive and force individuals into a life of abuse, servitude and inhumane treatment.
10. Self-neglect – this covers a wide range of behaviours, including neglecting to care for one's personal hygiene, health or surroundings and includes behaviour such as hoarding. Other forms of abuse Child Sexual Exploitation • Child sexual exploitation (CSE) involves exploitative situations where young people receive something (for example, food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. • Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. • Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. • It also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.
11. Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse. Professionals

in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. Mandatory reporting duty for FGM requires regulated health and social care professionals and teachers in England and Wales to report known cases of FGM in under 18-year-olds to the police. While mandatory reporting is limited to specified professionals, if you suspect that a girl under the age of 18 has had the act of FGM carried out on her or observe physical signs which appear to show that an act of FGM has been carried out, then you should report this to your designated safeguarding lead.

12. Early help If early help is appropriate, the designated safeguarding lead (or deputy) will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner. Any such cases should be kept under constant review and consideration given to a referral to children's social care for assessment for statutory services, if the child's situation does not appear to be improving or is getting worse.

### **Additional Risks**

13. Looked after children A Looked After Child (sometimes referred to as 'LAC') is a child who is accommodated by the local authority, a child who is the subject to an Interim Care Order, full Care Order or Emergency Protection Order, or a child who is remanded by a court into local authority accommodation.

14. Young people missing from education A young person going missing from education is a potential indicator of abuse or neglect and such persons are at risk of being victims of harm, exploitation or radicalisation. College staff should follow their procedures for unauthorised absence and for dealing with students that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future.

15. Serious Violence Children and young people can become involved in many different forms of serious violence. They may feel peer pressure, a sense of belonging, that they are protected from harm, or fear retribution if they don't become involved. Not every child or young person is affected by serious violence, but for those who are, the impact on them, their families and communities is significant. Those involved in this type of activity can be at risk of criminal or sexual exploitation and violence. Recognising changes in a young person's behaviour will help to identify a child that is being exploited and at risk of serious violence. These changes may include increased absences from college or university, a change in friendship groups or unexplained possessions and/or injuries.

16. Preventing Radicalisation If staff have concerns about a student/member of staff who may be at risk of radicalisation, they should report it to a



nominated or designated safeguarding officer. Radicalisation refers to the process by which a person comes to support forms of extremism and terrorism. Radicalisation can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer.

17. Peer on Peer Abuse . All staff should be aware that safeguarding issues can manifest themselves via peer-on-peer abuse. This is most likely to include, but may not be limited to, bullying (including cyberbullying), gender based violence/sexual assaults and sexting. • They can be sent using mobiles, tablets, smartphones, laptops – any device that allows you to share media and messages. • Sexting may also be called: trading nudes, dirties, pic for pic.

## **Appendix B**

### **SAFEGUARDING INCIDENT REPORT FORM**

This form is to be used to record basic information in the light of an allegation, suspicion or disclosure of a potential safeguarding concern.

**Completing this record should not stand in the way of contacting Police or Emergency Services in the event of an emergency.**

|   |
|---|
| Name of the person completing this form:                                |
| Date and time of completing this form:                                  |
| Your position or relationship to wo your safeguarding concern is about: |
| Your telephone number:  |
| Your address:   |
| Name/Names of person/s the safeguarding concern or incident is about:   |
| Address (if known):   |
| Telephone number (if known):  |
| Name and Address of Parent, carer or guardian of alleged victim:        |
| Telephone Number:   |
| Age and Date of Birth of alleged victim (if known):                     |
| Date and time of any incident:  |
| What have you seen of heard:  |

|   |
|---|
| <p>Has the alleged victim said anything to you (do not lead or investigate) – Just record actual details):</p> <p>Any other relevant information:</p> |
| <p>Action taken so far:</p>   |
| <p><b>ACT NOW – SPEAK WITH YOUR DSL IF YOU ARE UNSURE WHAT TO DO</b></p>  |
| <p>Signed:</p> <p>Date:</p>   |

| <b>TO BE COMPLETED BY DSL BELOW</b>       |  |
|---|--|
| <p>Social Services</p> <p>Yes / No</p>    | <p>If yes – which:</p> <p>Name, Contact number and details of the advice received:</p> |
| <p>Police</p> <p>Yes / No</p>             | <p>If yes – which:</p> <p>Name, Contact number and details of the advice received:</p> |
| <p>Local Authority</p> <p>Yes / No</p>    | <p>If yes – which:</p> <p>Name, Contact number and details of the advice received:</p> |
| <p>Other (eg. NSPCC, OFSTED?)</p>         | <p>Which:</p> <p>Name, Contact number and details of the advice received:</p>          |
| <p>Name:</p> <p>Signed:</p> <p>Dated:</p> |  |

**Revised Date: October 2021**  
**Rebecca Cano-Lopez**  
**Company Director**  
**Cano Training Services Ltd**