	<b>Lifelong Learning Skills and Communities</b>	<b>Policy Document</b> Safeguarding of Children and Protection of Vulnerable Learners	Issue Date:	Oct 08
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			Issued by:	Dee Desgranges, Assistant Director Lifelong Learning, Skills and Communities
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## Safeguarding - Vulnerable Learners and Learner Protection Policy Statement

### Scope

This policy includes the following areas:

**The Protection of Vulnerable Adult Learners**  
**Safeguarding of Children**  
**Prevent**

This policy regards the issues relating to these three areas of activity as having common issues and therefore the term 'vulnerable learner' is used and designed to be interchangeable with either 'vulnerable adult' or 'child' in referring to those that are in our care or where we have a responsibility to ensure their safety.

This policy should be considered alongside other related policies of Sheffield City Council.

These are for example:

Harassment, Discrimination, Victimisation and Bullying  
Dignity and Respect at Work  
Health and Safety  
Recruitment and Selection  
Valuing Equality & Diversity

This policy should be read in conjunction with DfE guidance with specific reference to 'Keeping children safe in education' and 'Working Together to Safeguard children'.

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>  
<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

This policy covers learners or participants involved in all Lifelong Learning Skills and Communities (LLSC) programmes whatever the source of funding.

### The Purpose of this Policy

To identify action to be taken to ensure the Health, Safety and Welfare of vulnerable learners.

**Definition:** A vulnerable learner is defined as:

- A young person under the age of 18 years who is undertaking a programme of training within the scope of the LLSC provision
- A learner who by the nature of identifiable circumstances, or condition is perceived to be at a greater risk of exploitation or significant harm.

### **Vulnerable Learners Protection Policy**

The LLSC recognises the responsibility placed upon its staff to deal with actual and suspected abuse in a positive and effective way.

Staff will endeavour to recognise and deal with concerns as quickly as possible and in accordance with the procedures outlined in this policy.

Allegations of physical/sexual abuse made against a member of staff will be dealt with under the City Councils agreed procedure (as published on the SCC intranet) for the Management of Allegations of Learner Abuse made against members of staff.

The LLSC recognises the contribution that Providers can make to protect learners by:

- Providing a Positive Learning environment
- Identifying an identified Safeguarding Lead within each Provider who has undergone Advanced Safeguarding training.
- Following agreed procedures
- Provide all staff with safeguarding training relevant to their role

### **The Prevent Duty**

The Counter Terrorism and Security Act 2015 introduced the Prevent Duty in July 2015 for bodies including all schools and their extended provision, FE colleges, adult education providers and independent learning providers with SFA funding or with over 250 students enrolled.

The Prevent duty is entirely consistent with providers' existing safeguarding responsibilities and should not be burdensome. Ofsted's revised common inspection framework for education, skills and early years, which came into effect from 1 September 2015, makes specific reference to the need to have safeguarding arrangements to promote pupils' welfare and prevent radicalisation and extremism. The statutory guidance on the Prevent duty summarises the requirements in terms of four general themes: risk assessment, working in partnership, staff training and IT policies.

All providers have a duty to safeguard their students and Prevent is about safeguarding our students to keep them both safe and within the law.

### **Female Genital Mutilation**

Staff should be aware of the new reporting requirements with regards to known cases of female genital mutilation (FGM). Further details -

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

## **What is Abuse?**

Abuse may fall into a number of categories: physical injury, sexual abuse, emotional abuse and neglect. Somebody may abuse or neglect a learner by inflicting harm, by failing to act to prevent harm, or by failing to ensure safety and adequate care.

Harm may occur intentionally or unintentionally. Learners may be abused in a family or in an institutional or community setting: by those known to them or, by a stranger, or via social media or on line.

## **LLSC Commitment**

We recognise that for learners, high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult helps prevention.

All education provision arranged through LLSC will therefore:

- a) Establish and maintain an ethos where learners feel secure and are encouraged to talk, and are listened to;
- b) Ensure that learners know that there are adults who they can approach if they are worried or are in difficulty
- c) Include in the curriculum activities and opportunities which equip learners with the skills and qualifications to contribute to the local economy and strive for economic wellbeing
- d) Include in the curriculum, materials which will help learners develop realistic attitudes to the responsibilities of adult life
- e) Promote an ethos which creates a positive, supportive and secure environment and which gives all learners and adults a sense of being respected and valued;
- f) Ensure regular liaison with other professionals and agencies who support the learner and their families;
- g) Show a commitment to develop productive, supportive relationships with parents, whenever it is in the learner's interest to do so;
- h) Ensure the development and support of a responsive and knowledgeable staff team, trained to act appropriately in learner protection situations.

## **Frameworks**

This framework does not operate in isolation and must sit alongside individual safeguarding policies that operate in all referring schools. Learner protection is the responsibility of all adults and especially those working with learners. The development of appropriate procedures and the monitoring of good practice in respect of child protection are the responsibilities of Sheffield Safeguarding Board. LLSC will maintain good links with the CYPS representatives.

## Roles and Responsibilities

There are key post holders within LLSC who have specific responsibilities under Learner Protection procedures. These are listed in the procedural framework attached to this policy. Each provider should have a Designated Safeguarding Lead (DSL) who will provide support to staff members within their organisation to carry out their safeguarding duties and who will liaise with schools, LLSC and other services, The DSL should undergo updated child protection training every two years.

## Procedures

Specific procedures are outlined in the procedural framework attached to this policy but cover the following:

**a) Risk Assessment** - All work areas / learner environments to be subject to suitable and sufficient risk assessment with particular regard to the potential increased risk associated with vulnerable learners. This assessment to include the limitations, if applicable of the workplace and the ability to provide a safe learning environment.

**b) Staff Training** – Under existing contractual requirements, providers will ensure that all staff have received suitable and sufficient child protection training, including Prevent, to enable them to carry out their duties in a safe and secure manner without risk to themselves or others who may be affected by their acts or omissions. The training will be arranged by the provider to current staff where applicable and to form part of the induction process of new staff across the range of provision supported through programmes and projects held or managed by LLSC. Training should be regularly updated

**c) DBS Checks** - All staff are subject to Enhanced DBS checks (subject to clarification by SCC HR in line with HM Government Vetting and Barring Procedures).<sup>1</sup>

Existing staff are subject to the same level of check and outcome to be recorded and held by the Senior Manager at each site. A centralised record is to be held and maintained by the provider and this will be monitored through the contract monitoring process undertaken by LLSC on a termly basis.

DBS recorded details are to be reviewed and updated every three years or sooner if deemed necessary.

Placements with our providers will not be made until details of DBS checks are completed to a satisfactory outcome.

**d) Placement Vetting** - Where learners are placed with an external organisation, the external organisation must have in place suitable and sufficient procedures to ensure the Health, Safety and Welfare of vulnerable learners and access to such processes must be available to the LLSC in order to verify suitable levels of provision.

**e) Disclosure** - Where issues are identified under the requirements of a vulnerable learner, the member of staff must refer this knowledge to the identified member of staff who has responsibility for action in case of need on behalf of the vulnerable learner. The identified member of staff **must** refer this incident to both the 14-25 Progressions Team and to the Lead Safeguarding Officer at the referring school for their immediate attention. Where necessary, the identified member of staff will also liaise with CYPS Safeguarding board to

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<sup>1</sup> Changes to disclosure and barring: What you need to know. HM Government 2012

agree if further action needs to be taken to report the incident to the ISA.

**f) Staff Support** - All members of staff who have regular access to vulnerable learners, must have available suitable access to appropriate Advice, Guidance and Support where necessary.

**g) Learner Support** – Learner induction to advise learners of the available support mechanisms in place to ensure their Health, Safety and Welfare whilst associated with their placement.

**h) Staff Recruitment** – LLSC in-house providers are advised to adopt similar recruitment process for staff and volunteers as those used by SCC and outlined in this policy . Alternative Provision providers must recruit staff in line with contractual requirements around Safeguarding and Prevent.

### **Professional Confidentiality**

It is important that LLSC and all contracted AP providers offer learners a confidential service that does not compromise the Health, Safety and welfare of other young people or other vulnerable learners.

It is important that the learners are aware that information will at times be shared with colleagues within the 14-25 Progressions Team and the learner's school ideally with the permission of the young person. However it is important that learners are aware information that indicates their own safety or that of others is at risk will need to be shared with appropriate safeguarding leads within and outside the provider without permission.

Anything recorded will be kept locked in a private drawer or cabinet. Learner protection records are not, and should not be, available for perusal by anyone else, including anyone with parental responsibility.

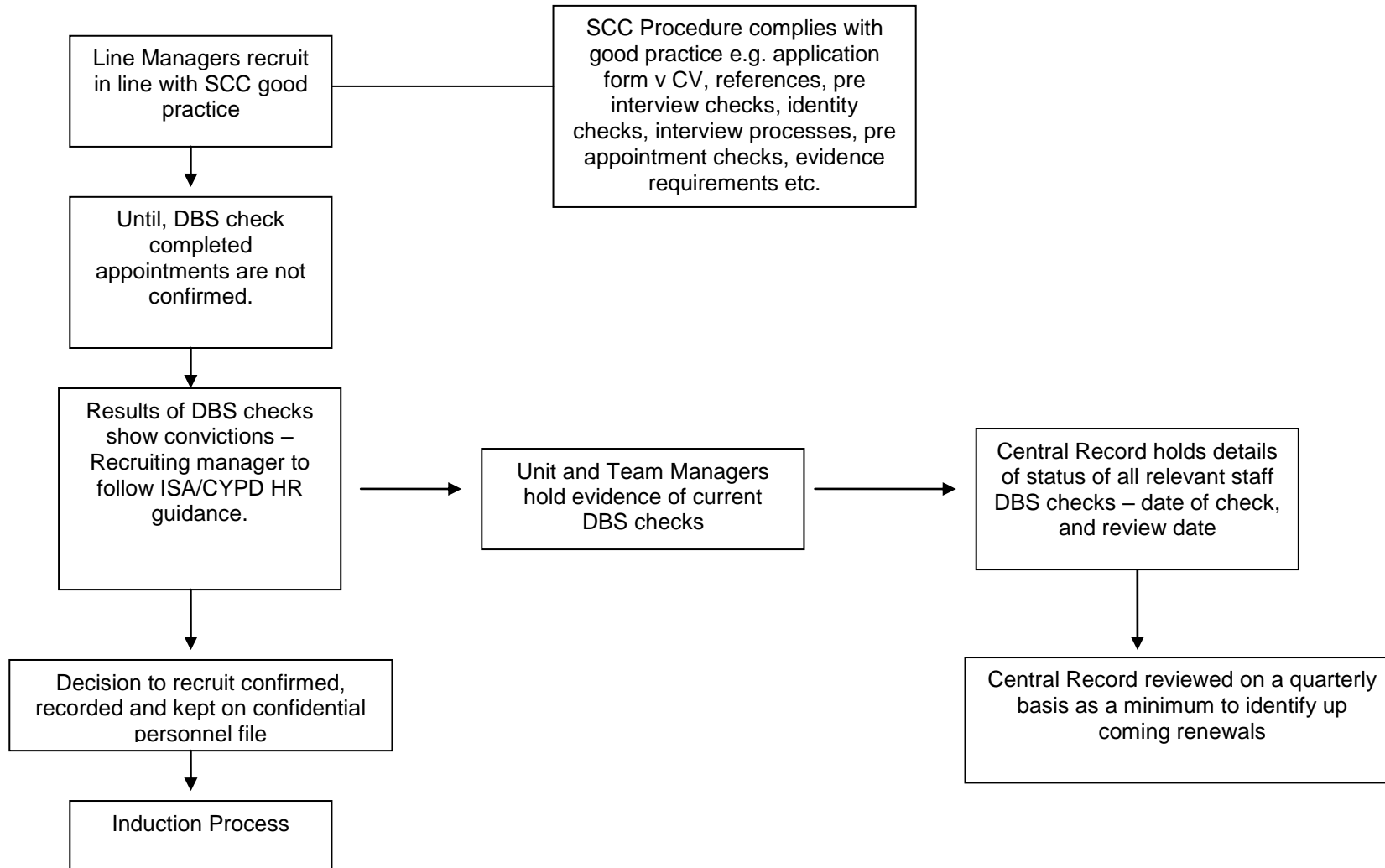
Staff to be informed will be kept to a minimum in the early stages and then only informed on a "need to know" basis

### **Records and Monitoring**

LLSC and the 14-25 Progressions Team recognise the need for providers to record concerns held about a learner through an incident report form and for these to be submitted to the 14-25 Progressions Team and shared with schools. LLSC recognises the status of such records and when and if these records should be passed over to other agencies.

## Safeguarding Vulnerable Learners - Procedural Framework

### Recruitment of Staff



## Safeguarding Vulnerable Learners - Procedural Framework

### Staff Induction

The objectives for induction include -

- Providing information about the Safeguarding Policy
- confirm the conduct expected of staff
- provide opportunities for a new member of staff or volunteer to discuss any issues or concerns about their role or responsibilities
- enable the person's line manager or mentor to recognise any concerns or issues about the person's ability or suitability at the outset and address them immediately

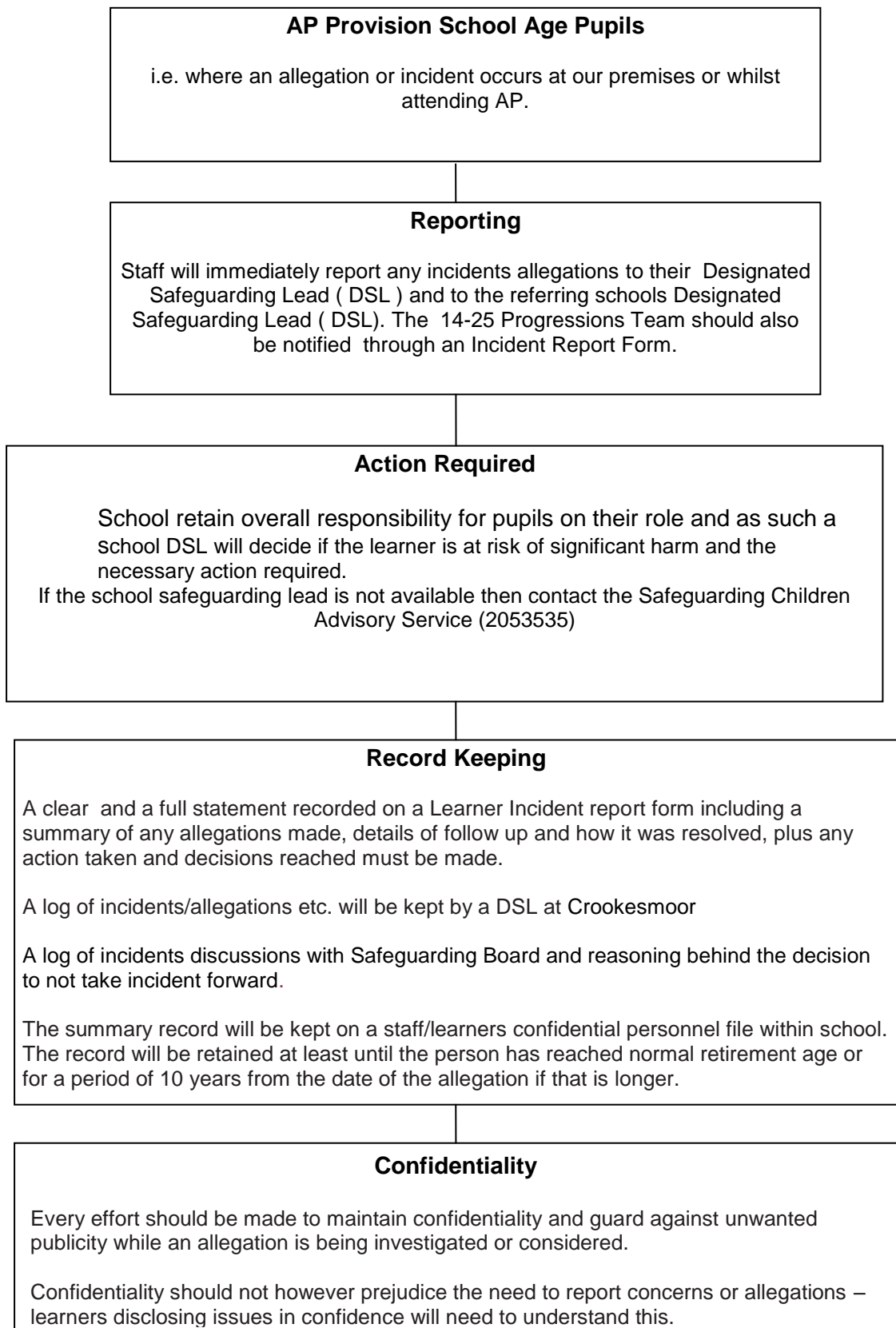
### Staff Training

Conducting training to ensure staff:

- are aware of the standards of behaviour and the boundaries of appropriate behaviour expected of staff and learners that is understood and endorsed by all
- have regular briefing and discussion of relevant issues
- are familiar with the good practice guidance in Annex A of the DFE guidance
- a clear reporting system if a pupil, learner, member of staff or other person has concerns about the safety of children or vulnerable adults

## Safeguarding Vulnerable Learners - Procedural Framework

### Dealing with Incidents/Allegations or Concerns of Abuse





## Safeguarding Vulnerable Learners - Procedural Framework

