

**Adult & Community Learning Handbook  
Appendix A**

**Safeguarding is Everybody's Responsibility**

**THIS DOCUMENT IS CORRECT AT THE TIME OF WRITING AND IS SUBJECT  
TO CHANGE – DECEMBER 2018.**

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## SAFEGUARDING IS EVERYBODY'S RESPONSIBILITY

- Learners registered on adult learning programmes must be aged 19 and over.
- There is an expectation that all staff and volunteers have been trained in safeguarding adults at risk and children at an appropriate level for their role.
- You need to ensure that you and your learners have a good understanding of your organisation's policies, procedures and processes in relation to safeguarding.
- You and your learners need to know the Designated Safeguarding Officer (DSO) and the deputy DSO in your organisation, and how and when to contact them.

**Safeguarding Adults** is used to describe all work to help adults at risk stay safe from abuse. Whilst the safeguarding adults procedure focuses on responding to potential abuse, its prevention must always be the primary objective. Members of the public, staff, volunteers and organisations all have a role in preventing abuse.

**Adult At Risk** (aged 18 or more) means an adult at risk of abuse or neglect. This is an adult who has care and support needs, and who is unable to protect themselves from abuse or neglect because of their care and support needs. In a small number of cases, it may include an adult with support needs, such as an unpaid carer of someone with care and support needs. It *might* be because of their age, mental or physical incapacity, sensory loss, or physical or learning disabilities. It might be someone who is usually able to manage, but is unable to do so because of an accident or illness. (Safeguarding Adults West and North Yorkshire and York Multi-Agency Policy and Procedures). This adult may have an Education Health Care Plan (EHCP) and tutors need to be aware of this.

Abuse of an adult at risk can take many forms including physical, sexual, emotional/psychological, financial, neglect, discriminatory or organisational abuse. It may also include domestic violence, modern slavery and self-neglect.

Abuse is a violation of an individual's human and civil rights by any other person or persons. All adults should be able to live their lives free from fear and harm. Some may find it hard to get the help and support they need to stop the abuse.

In accordance with the **Mental Capacity Act (2005)**, it should be assumed that an adult has capacity to make their own decisions, unless it is established that they lack capacity to make a decision for themselves. It is the right of adults who have capacity to make their own choices, irrespective of how unwise or eccentric we might consider that decision to be.

However the following are examples of when a decision to raise a concern may still be appropriate:

- It is in the public interest, for example:
  - there is a risk to other 'adults at risk', or
  - the concern is about organisational or systemic abuse, or
  - the concern or allegation of abuse relates to the conduct of an employee or volunteer within an organisation providing services to adults at risk, or
  - the abuse or neglect has occurred on property owned or managed by an organisation with a responsibility to provide care.

Actions may also be required in the person's vital interests (to prevent serious harm or distress or life-threatening situations).

### Safeguarding Children:

A **child** is a child from their birth and until their 18<sup>th</sup> birthday. You also need to consider the safety of unborn children i.e. during pregnancy.

Safeguarding and promoting the welfare of children means:

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

(Working Together 2015)

The abuse or neglect of a child can be caused by inflicting harm or by failing to act to prevent harm and includes:

1. Physical abuse
2. Neglect
3. Sexual abuse
4. Emotional abuse.



## **SAFEGUARDING BOARDS**

Kirklees Adult Learning providers must comply with multi-agency policies and procedures of:

**Kirklees Adults Safeguarding Board** [www.kirklees.gov.uk/safeguarding](http://www.kirklees.gov.uk/safeguarding)

### Reporting abuse

- What Safeguarding adults is
- Report abuse of a vulnerable adult
- Identify signs of abuse
- Report concerns about a health and social care provider

### Safeguarding information for professionals

- Policies, procedures and guidance
- Training and development
- National and regional guidance publications
- Safeguarding news

### Mental Capacity and deprivation of liberty

- Protection for people in care homes and hospitals
- What depriving people of their liberty is
- Report abuse or concerns
- Policies, procedures and guidance

## **Kirklees Safeguarding Children Board**

Go to the [Kirklees Safeguarding Children Board website](#) for information on:

- Reporting child abuse
- Procedures and protocols
- Training courses
- E-learning 'An Awareness of Child Abuse and Neglect'
- Safeguarding information for professionals, parents and carers, children and young people.

### Safeguarding children procedures (external website)

These are the procedures agencies in Kirklees work to when children are at risk of being harmed. This guidance makes reference to, and is compliant with:

- West Yorkshire Consortium Safeguarding Children Procedures  
[www.kirkleessafeguardingchildren.co.uk](http://www.kirkleessafeguardingchildren.co.uk) or go direct to the manual at:  
<http://www.proceduresonline.com/westyorksrb/>

Key Department for Education (DfE) documents:

Keeping Children Safe in Education (DfE 2015)

[www.gov.uk/government/publications/keeping-children-safe-in-education--2](http://www.gov.uk/government/publications/keeping-children-safe-in-education--2)

Working Together to Safeguard Children (DfE 2015)

[www.gov.uk/government/publications/working-together-to-safeguard-children--2](http://www.gov.uk/government/publications/working-together-to-safeguard-children--2)

What to do if you're worried a child is being abused (DfE 2015)  
[www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2](http://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2)

More information about specific types of abuse are included below:

## **Responding to Allegations**

Those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly all staff will handle disclosures with sensitivity.

Such information cannot remain confidential and staff will immediately communicate what they have been told to the Designated Safeguarding Officer (DSO) and make a contemporaneous record. They will contact the appropriate body.

Safeguarding Children:

- Referral and Response Service - 01484 456848
- Kirklees Emergency Duty Service - 01484 414933 (outside office hours)
- NSPCC Helpline: 0808 800 5000
- NSPCC email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)
- NSPCC text: 88858 (free service)
- NSPCC [ONLINE FORM](#)
- Local Authority Designated Officer (LADO) Ann Crossley:01484 221000
- mobile number : 07875 297860
- LADO email address: [kirklees.LADO@kirklees.gcsx.gov.uk](mailto:kirklees.LADO@kirklees.gcsx.gov.uk)

## **Useful websites, guidance documents, training materials**

### **Websites**

- Kirklees Safeguarding Children Board  
[www.kirkleessafeguardingchildren.com](http://www.kirkleessafeguardingchildren.com)
- (Safeguarding children procedures and training)
- Child Protection in Education (CAPE) [www.cape.org.uk](http://www.cape.org.uk)

### **Safeguarding Adults:**

Telephone: 01484 414933 to report abuse line (24 hours)

Email: [secure.gatewaytocare@kirklees.gcsx.gov.uk](mailto:secure.gatewaytocare@kirklees.gcsx.gov.uk)

To Raise a Safeguarding concern or seek advice contact:

- Gateway to Care: **01484 414933** (24 hours)
- Emergency Duty Team (Out of Hours): **01484 414933**
- Emergency Duty Team: [gatewaytocare@kirklees.gov.uk](mailto:gatewaytocare@kirklees.gov.uk)

For additional information please visit: [www.kirklees.gov.uk/safeguardingadults](http://www.kirklees.gov.uk/safeguardingadults)

**When dealing with an incident that involves the abuse of an adult at risk, staff may need to call the police and/or ambulance (dial 999), if for example:**

- someone is alleging that they have been sexually assaulted

- someone has been injured as a result of a physical assault
- an allegation is made regarding a recent incident of theft
- the person alleged to have caused harm needs to be removed
- the person alleged to have caused harm is still believed to be near the premises
- there is reason to believe that a crime is in progress
- there is likely to be evidence that needs to be preserved, in the case of physical or sexual assault the police will be able to arrange for medical evidence to be collected.

### **Principles:**

Staff will not investigate but will, wherever possible, elicit enough information to pass on to the designated safeguarding lead in order that s/he can make an informed decision of what to do next.

### **Staff will:**

- listen to and take seriously any disclosure or information that a person may be at risk of harm
- try to ensure that the person disclosing does not have to speak to another member of staff
- clarify the information
- try to keep questions to a minimum and of an 'open' nature e.g. 'Can you tell me what happened?' rather than 'Did x hit you?'
- try not to show signs of shock, horror or surprise
- not express feelings or judgements regarding any person alleged to have harmed the person
- explain sensitively to the person that they have a responsibility to refer the information to the designated safeguarding lead
- reassure and support the person as far as possible
- explain that only those who 'need to know' will be told
- explain what will happen next and that the person will be involved as appropriate.

### **Written Records**

The organisations designated person will retain a copy of the report and any other relevant information relating to the matter. Copies of reports, notes etc should be kept secure at all times. The member of staff who has cause for concern should make a full record as soon as possible. The record should include the nature of the allegation and any other relevant information including:

- date, time and place where the alleged abuse took place
- name of others present
- name of the complainant and, where different, the name of the person who has allegedly been abused
- description of any injuries/incidents observed and the account which has been given of the allegation.

A copy of all documents should be kept centrally and securely.

The Designated Safeguarding Officer (DSO) will also inform the relevant contract manager at Kirklees Adult Learning (Emma Bolton). If she is not available please contact Jeanette Palmer / Phil Mark/ DSO and deputy DSO for KACL.

## **SAFEGUARDING POLICIES AND PROCEDURES**

All organisations delivering programmes funded by Kirklees Adult Learning must:

1. Have their own **safeguarding of learners policy, which is reviewed and updated annually by trustees/governors**, with robust procedures on how to deal with alleged or suspected cases of abuse, regarding both the person experiencing the abuse and the alleged perpetrator. This policy must include procedures for dealing with allegations of abuse against staff and volunteers.
2. Include in their **safeguarding of learners policy** an adherence to the Safeguarding Boards policies and procedures and their willingness to work with other agencies who are partners in the Safeguarding Boards. This policy must also detail how the provider will meet the duty to report concerns under the Prevent Strategy.
3. Include in their **safeguarding of learners policy** a specification that any incidence of alleged or suspected abuse must be reported to a **designated safeguarding officer** in their organisation who should be a senior member of staff. There should also be a named Deputy Designated Officer. Both should have received safeguarding training of a suitable nature to this role.
4. Ensure that learners are aware of and understand safeguarding policies and procedures including who is responsible for safeguarding within the organisation and who they can talk to both inside and outside the organisation.
5. Ensure that safeguarding records are clear and transparent and are kept centrally and securely.
6. Include in their **safeguarding of learners policy** reference to Prevent Duty where Prevent is about understanding the factors which make people vulnerable to be drawn into terrorism. A separate Prevent policy or distinct section on Prevent should be included.
7. Ensure that all members of staff cover Safeguarding of Learners, Prevent, Code of Conduct, Whistle Blowing and Professional Boundaries in their Induction programme.
8. Ensure that members of staff involved with education are adequately trained in Safeguarding of Learners at a level appropriate for their role and have a schedule for receiving on-going training on a regular basis which is reported to Kirklees Adult Learning.
9. Provide learner information which includes a section on Abuse, Bullying and Harassment, explaining the types of abuse and giving examples of what may constitute abuse.
10. Provide learner information that includes a policy on Bullying and Harassment, explaining the procedures learners should follow to report their concerns.
11. Have procedures in place to ensure safe recruitment including ensuring that qualifications and previous employment history are checked, and that professional references are obtained before acceptance into a post. A record of the checks should be held centrally.
12. Have a Code of Conduct for the guidance of staff, including processes for eliminating personal gain through position. Staff:
  - are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions
  - work in an open and transparent way
  - work with other colleagues where possible in situations open to question



- discuss and/or take advice from management over any incident which may give rise to concern
  - record any incidents or decisions made
  - apply the same professional standards regardless of gender, sexuality or disability
  - comply and are aware of the confidentiality policy
  - are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.
13. Ensure that staff have the appropriate level of Disclosure and Barring Service (DBS), (formerly CRB) checks for post that they hold and that these are regularly reviewed. Enhanced DBS checks should be completed for all staff and volunteers. It is good safeguarding practice to renew DBS checks every three years.
14. Ensure that there are effective arrangements in place to sign in at reception and undertake ID checks.
15. Have policies and procedures in place to address online safety and ensure appropriate filtering and control mechanisms are in place.
16. Notify Kirklees Adult Learning about all incidents and ensure monthly nil returns of the safeguarding, Prevent and incident log are completed if there are no incidents.

## **SELF-ASSESSMENT – SAFEGUARDING OF LEARNERS**

Providers should check to ensure compliance with the safeguarding and prevent duty requirements outlined in the tutor handbook.

Senior managers, management committees or those in positions of responsibility need to show leadership, be informed about, and take responsibility for staff and volunteers who are providing services relating to adult learning. This means having a named senior person to champion the importance of safeguarding and the Prevent agenda throughout the organisation. Senior managers, management committees or those in positions of responsibility are also responsible for making sure the behaviour of their staff safeguards learners and ensure that safeguarding becomes everybody's responsibility. This includes ensuring all learners are listened to appropriately, including adults at risk from abuse and any concerns regarding children and young people, and that concerns expressed are taken seriously and responded to in an appropriate manner.

These arrangements will be monitored in contract review meetings.

## **SPECIFIC SAFEGUARDING ISSUES**

These include:

- Bullying including cyberbullying [www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)
- Domestic violence [www.gov.uk/domestic-violence-and-abuse](http://www.gov.uk/domestic-violence-and-abuse)
- Drugs

[www.gov.uk/government/publications/drugs-advice-for-schools](http://www.gov.uk/government/publications/drugs-advice-for-schools)

- Fabricated or induced illness  
[www.gov.uk/government/publications/safeguarding-children-in-whom-illness-is-fabricated-or-induced](http://www.gov.uk/government/publications/safeguarding-children-in-whom-illness-is-fabricated-or-induced)
- Faith abuse  
[www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief](http://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief)
- Forced marriage  
[www.gov.uk/forced-marriage](http://www.gov.uk/forced-marriage)
- Gangs and youth violence  
[www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/418131/Preventing\\_youth\\_violence\\_and\\_gang\\_involvement\\_v3\\_March2015.pdf](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/418131/Preventing_youth_violence_and_gang_involvement_v3_March2015.pdf)
- Gender based violence  
[www.gov.uk/government/policies/violence-against-women-and-girls](http://www.gov.uk/government/policies/violence-against-women-and-girls)
- Mental health  
[www.gov.uk/government/publications/the-mental-health-strategy-for-england](http://www.gov.uk/government/publications/the-mental-health-strategy-for-england)
- Private fostering  
[www.gov.uk/government/publications/children-act-1989-private-fostering](http://www.gov.uk/government/publications/children-act-1989-private-fostering)
- Sexting  
[www.ceop.police.uk/Media-Centre/Press-releases/2009/What-does-sexting-mean/](http://www.ceop.police.uk/Media-Centre/Press-releases/2009/What-does-sexting-mean/)
- Teenage relationship abuse  
[www.gov.uk/government/collections/this-is-abuse-campaign](http://www.gov.uk/government/collections/this-is-abuse-campaign)
- Trafficking  
[www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance](http://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance)
- **Child Sexual Exploitation (CSE)**  
[www.gov.uk/government/publications/what-to-do-if-you-suspect-a-child-is-being-sexually-exploited](http://www.gov.uk/government/publications/what-to-do-if-you-suspect-a-child-is-being-sexually-exploited)

CSE involves exploitative situations, contexts and relationships 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. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual

bullying including cyberbullying and grooming. However, it also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

- **Female Genital Mutilation (FGM)**

- [www.gov.uk/government/publications/female-genital-mutilation-guidelines](http://www.gov.uk/government/publications/female-genital-mutilation-guidelines)

- <https://www.gov.uk/government/publications/fact-sheet-on-mandatory-reporting-of-female-genital-mutilation>

FGM is defined by the World Health Organisation as "all procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons". There is no cultural or religious justification for FGM and it has been illegal in this country since 1985. If it is performed on a British citizen in the UK or overseas it is a crime. It can leave women and girls traumatised as well as in severe pain, cause difficulties in child birth, and in some rare cases it can lead to death. Current prevalence studies estimate that as many as 60,000 women and girls in the UK could be at risk of FGM, and over 125,000 may already be living with the consequences

The main countries of origin where FGM is practiced include Africa and the Middle East.

FGM frequently involves young girls between the ages of infancy and 15 years of age.

Professionals need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

### **Warning signs of Girls at Risk:**

- Member of a community whose country of origin practises FGM and that is less integrated into UK society
- A girl whose sister or other relatives have undergone FGM
- A girl whose parents have withdrawn her from lessons featuring FGM (where other warning signs are also present)
- Families making preparations for an extended holiday, including arranging vaccinations in the country of origin.
- Families may practice FGM in the UK when a female family member elder is visiting from the country of origin.
- You may hear reference to FGM in conversation, for example a girl may tell other children about it.
- There is a duty to report to the Police where FGM appears to have been carried out on a girl under 18 years of age.

## **PREVENT: Preventing Radicalisation**

[www.gov.uk/government/publications/prevent-duty-guidance](http://www.gov.uk/government/publications/prevent-duty-guidance)

Prevent is one strand of the UK's overall counter terrorism strategy, known as CONTEST. Prevent aims to stop people becoming terrorists or supporting terrorism by focusing on the following 3 objectives;

- challenging **ideologies** that support terrorism and those who promote it;
- protecting vulnerable **individuals** from being drawn into extremism through appropriate advice and support;
- supporting sectors and **institutions** where there is a risk of radicalisation.

Section 26 of the Counter Terrorism and Security Act 2015 places a statutory duty on specified authorities to have '*due regards to the need to Prevent People from being drawn into terrorism*'. Specified authorities identified as part of this duty apply to bodies which have significant interaction with children, young people and adults who could be vulnerable to radicalisation and extremism. The authorities listed within this duty include early years and out of school settings, schools, colleges and private and voluntary services that exercise functions in relation to children, for example children's homes and private fostering agencies.

### **Prevent in Kirklees**

The Kirklees Prevent Strategy tackles all forms of extremism and contributes towards the delivery of the "Protecting people from serious harm" theme within the Kirklees Community Safety Partnership Plan. The Kirklees Prevent Hub which is overseen by the Prevent Coordinator, is a partnership approach between West Yorkshire Police and Kirklees Council, is your main point of contact for Prevent enquiries and concerns across Kirklees.

### **Channel and raising concerns**

Channel is a multi-agency safeguarding program run in every local authority in England and Wales. It works to support vulnerable people from being drawn into extremism and provides a range of support such as mentoring, counselling and assistance with education, employment and training. Channel focuses on early intervention to protect vulnerable people from being radicalised.

The role of the Kirklees Channel panel is to develop an appropriate support package to safeguard those at risk of being drawn into extremism based on an assessment of their vulnerability. The Kirklees Channel panel is chaired by Carol Gilchrist, Head of Safe and Cohesive Communities and meetings are held on a monthly basis.

The panel is made up of a number of professionals with safeguarding experience from a variety of organisations and services including children and adults safeguarding, education, health, and West Yorkshire Police.

Channel may be appropriate for anyone who is vulnerable to radicalisation or being drawn into any form of extremism. Channel aims to safeguard children and adults of any faith, ethnicity or background before their vulnerabilities are exploited by those that would want to cause them or others harm.

Participation in Channel is voluntary and requires consent to be given by the individual (or their parent or guardian in the case of anyone under 18) in advance of support measures being put in place. Referrals made to Channel should contain concerns based on a person's vulnerability to radicalisation and should not be because of the persons faith or ethnic origin. Ideally, the person considering making the referral will be the designated safeguarding officer for their school/ placement and have a good understanding of safeguarding and Prevent.

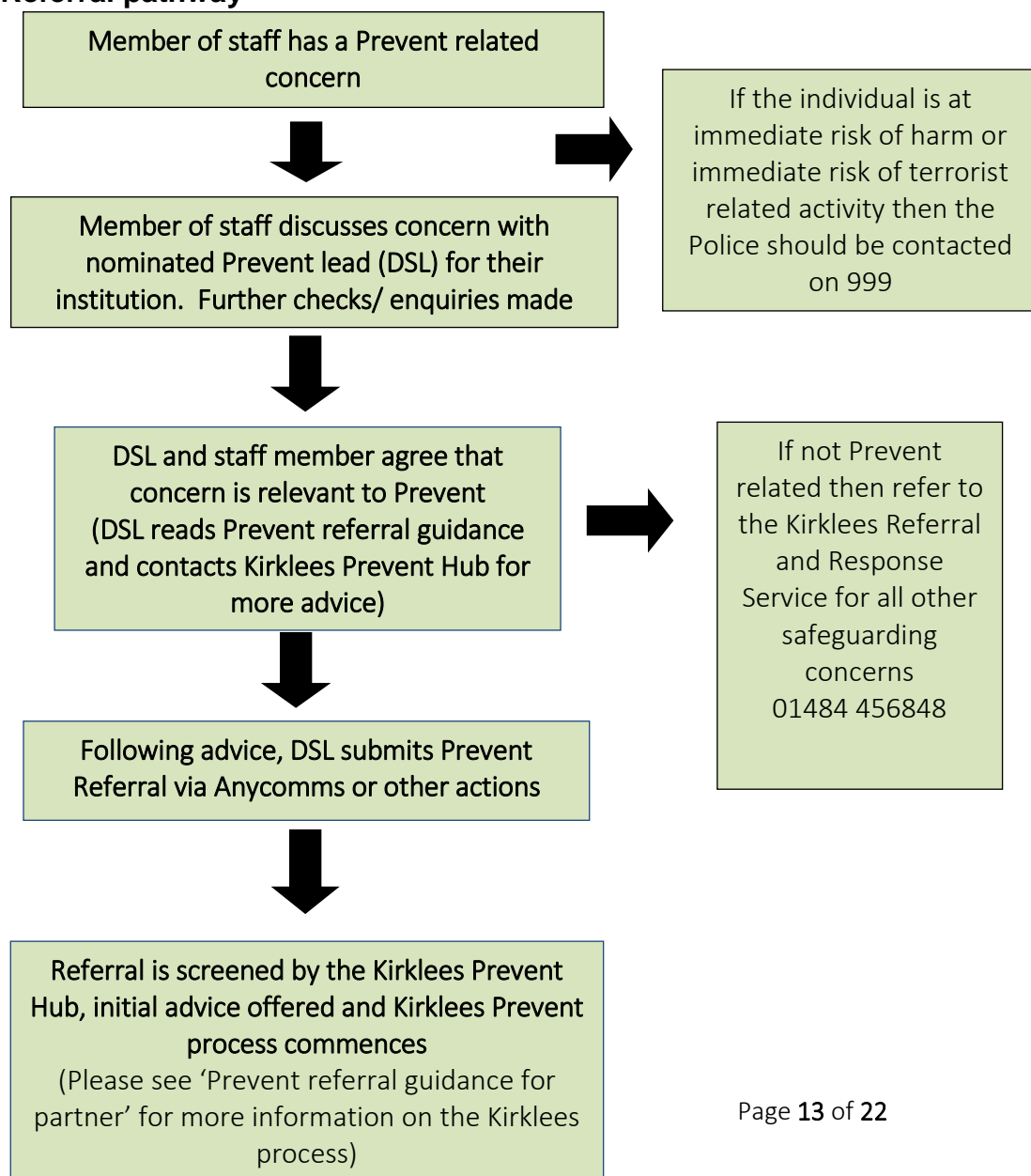
### Training and support

The Kirklees Prevent Hub offer training to organisations, community groups, education establishments and front line staff who engage with children, young people and individuals or groups who may be susceptible to being radicalised or drawn into extremist narratives. This includes projects and resources that can be delivered as part of alternative curriculum days or embedded within the curriculum for students and young people across a number of key stages.

**For more information about Prevent in Kirklees, including referral forms and project examples please visit the Kirklees Prevent website**

**[www.kirklees.gov.uk/prevent](http://www.kirklees.gov.uk/prevent) or contact the hub via 01924 483747/  
[Prevent@kirklees.gcsx.gov.uk](mailto:Prevent@kirklees.gcsx.gov.uk)**

### Kirklees Prevent Referral pathway





## **Prevent Contact Details:**

### **Prevent Coordinator Kirklees Council**

Lee Hamilton  
lee.hamilton@kirklees.gov.uk  
01484 221000  
07528 988798

### **The FE/ HE North East Regional Prevent Coordinator**

Chris Sybenga ([chris.sybenga@education.gov.uk](mailto:chris.sybenga@education.gov.uk))

### **Prevent answerphone Prevent referral**

01924 431154  
[preventreferral@kirklees.gov.uk](mailto:preventreferral@kirklees.gov.uk)

### **Channel Coordinator Counter Terrorism Unit (CTU)**

07595 006652

### **Community Contact Officer Counter Terrorism Unit (CTU)**

07515 200472

## **PREVENT RISK ASSESSMENT?**

The Prevent risk assessment should cover all aspects of a provider's work and should be updated as and when necessary. [The Prevent for Education and Training website](#) provides a number of examples.

Senior staff are required to report on the risk assessment and action plan to the Board. The risk assessment and action plan should be robust and fit for purpose, and comply with the Prevent duty.

The following factors should be included in a risk assessment.

- Staff, student, volunteer and board members training and knowledge of the Prevent duty
- Safeguarding
- Funding of partners
- IT and cyber-security
- Premises security
- Monitoring of literature/posters
- Chaplaincy and prayer room
- Letting of provider premises
- External speakers
- Whistle-blowing procedures
- Estates management
- Disciplinary policy
- Information sharing
- Student union organisations
- Knowledge and involvement in the local Prevent structures
- Tensions in the student body

- Effective communication
- Freedom of expression
- Staff and volunteers policy and procedures
- Critical management plan
- Charity fundraising
- Placements for students including apprentices

Further help and guidance can be found at:

<http://www.preventforfeandtraining.org.uk/> where you can also access the Prevent training module. Guidance in the training module for managers recommends that providers complete a Prevent risk assessment and action plan.

## **ONLINE SAFETY**

In the post-16 sector online safety must be a two-way process. Learners and providers have responsibilities to fulfil. The key to staying safe online lies in raising awareness, improving skills and in encouraging an understanding of the implications of unsafe or irresponsible behaviour. Cultivating responsible behaviours in both staff and learners is key to raising awareness and enabling individuals to protect themselves, each other and the organisation. Staff and learners should be made aware of the issues, enabled to act to protect themselves, each other and the organisation.

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation- technology often provides the platform that facilitates harm. An effective approach to online safety empowers the organisation to protect and educate their learning community in their use of technology and establishes mechanisms to identify intervene and escalate into three areas of risk:

- content: being exposed to illegal, inappropriate or harmful material
- contact: being subjected to harmful online interaction with others
- conduct: personal online behaviour that increases the likelihood of, or causes, harm

Online Safety means:

- enabling staff to develop their skills and knowledge
- encouraging learners to become informed users, able to identify risks and act to protect themselves and others
- ensuring that all users are aware of and avoid potential misuse of technology
- supporting staff and learners in identifying risks and acting to protect themselves
- persuading users to behave responsibly online through education, policies and sanctions
- provision of a clear procedure and confidential support process, so that users have a mechanism to report any concerns or communications they have encountered online.

We recommend an approach that promotes digital values and encourages everyone to think about the consequences of their behaviour online, even when they can be anonymous and don't know the people they are talking to.

## **Managing and Safeguarding IT systems**

The organisation will ensure that access to the IT system is as safe and secure as is **reasonably possible**.

### **Filtering**

In order to be compliant with the Prevent Duty of 2015, the organisation will:

- As part of the Prevent duty, carry out an annual assessment of the risk to learners of exposure to extremist content .
- Ensure that all reasonable precautions are taken to prevent access to illegal and extremist content. Web filtering of internet content is provided by our IT provider. However it is not possible to guarantee that access to unsuitable or inappropriate material will never occur and we believe it is important to build resilience in learners in monitoring their own internet activity.
- Acceptable Use policies are in place for learners for this purpose.
- Inform all users about the action they should take if inappropriate material is accessed or discovered on a computer. Deliberate access of inappropriate or illegal material will be treated as a serious breach of the AUP and appropriate sanctions taken.
- Expect tutors to check websites they wish to use prior to sessions to assess the suitability of content.
- Post notices in classrooms and around organisations as a reminder of how to seek help.

### **Monitoring**

In order to be compliant with the Prevent Duty, the organisation will:

- Use the findings of the annual Prevent risk assessment to put appropriate internet and network monitoring systems in place.
- Learners are always supervised by staff while using the internet as this reduces the risk of exposure to extremist, illegal or inappropriate material; direct supervision also enables staff to take swift action should such material be accessed either accidentally or deliberately.
- Internet and network use is monitored every term by the staff to identify access to websites or internet searches which are a cause for concern.
- A seating plan is kept for every session to note where learners are sat for each computer.

### **Acceptable User Statement**

Each organisation should share with learners and staff an IT acceptable user statement. An acceptable user statement is a single statement that users agree to before accessing IT systems. The statement will include the following:

- Ensuring users of the service are not involved in any unacceptable behaviours including sending, receiving, storing, distributing, transmitting, posting, uploading or downloading any material or data which is:
  - illegal, offensive, obscene or indecent (including grooming for sexual exploitation and/or grooming for radicalisation)
  - designed to cause annoyance, inconvenience or anxiety
  - defamatory
  - an infringement of copyright of another person
  - unauthorised
  - in danger of corrupting or destroying other users' data
  - violating the privacy of others online



- using the network in such a way that it denies the service to others.
- Security awareness such as using strong passwords and not sharing them.
- Cautious information sharing – yours and everyone else’s. Don’t share anyone’s information without their permission.
- Respect for yourself and protecting your digital identity. Think about how others will see you now – and in the future.
- Ownership – copyright and referencing. Collaboration online may be easy but is it always legal?
- Take care with web forms, text messages and emails. Exploring digital literacy skills will help you to raise your understanding of the risks and how to deal with them.
- Respect for others in online communities. Reflecting on the way we behave in anonymous online communities and how that would appear face to face.

**The complete Online Safety policy and guidance for schools:**

[http://www.kirkleessafeguardingchildren.co.uk/safeguarding\\_education.html](http://www.kirkleessafeguardingchildren.co.uk/safeguarding_education.html)

The organisation will be doing all that they reasonably can to limit learners’ exposure to the above risks from the IT system and that there are appropriate filters and monitoring systems in place. Whilst considering their responsibility to safeguard and provide learners with a safe environment in which to learn, governing bodies and proprietors will consider the proportionality of costs versus risks.

The appropriateness of the filtering and monitoring systems in place will be informed in part by the risk assessment required by the Prevent duty.

Whilst it is essential that providers should ensure that appropriate filters and monitoring systems are in place; they should be careful that “over-blocking” does not lead to unreasonable restrictions as to what learners can be taught with regards to online teaching and safeguarding.

The following link provides further guidance on what “appropriate” might look like:

[www.saferinternet.org.uk/advice-and-resources/teachers-and-professionals/appropriate-filtering-and-monitoring](http://www.saferinternet.org.uk/advice-and-resources/teachers-and-professionals/appropriate-filtering-and-monitoring)

**Using mobile phones**

Personal mobile devices belonging to learners including mobile phones **are permitted in agreement with the course tutor according to the ground rules/ code of conduct established.** Personal devices are brought onto provider premises by learners at their own risk. The provider does not accept liability for loss or damage of personal devices. During session time we expect all mobile phones belonging to staff to be switched off unless there is a specific agreement for this not to be the case. Staff will never use personal mobile phones in any situation where their mobile phone number or other personal details may be revealed to a learner. *[In an emergency, staff should use their own device and hide (by inputting 141) their own mobile number for confidentiality purposes.]*

Unauthorized or secret use of a mobile phone or other electronic device, to record voice, pictures or video is forbidden. Publishing of such material on a web site which causes distress to the person(s) concerned will be considered a breach of discipline, whether intentional or unintentional. The person responsible for the material will be expected to remove this immediately upon request. If the victim is another learner or staff member we do not consider it a defense that the activity took place outside session hours.

The sending or forwarding of text messages, emails or other online communication deliberately targeting a person with the intention of causing them distress is online bullying; this will be considered a disciplinary matter.

### **Using wearable technology**

Wearable technology includes electronic fitness trackers and internet enabled 'smart' watches. Wearable technology **is permitted in agreement with the course tutor according to the ground rules/ code of conduct established.** Personal devices are brought onto provider premises by learners at their own risk. The provider does not accept liability for loss or damage of personal devices. Wearable technology is not to be worn during tests or examinations.

### **Using mobile devices**

We recognise that the multimedia and communication facilities provided by mobile devices (e.g. iPad, iPod, tablet, netbook, Smart phones) can provide beneficial opportunities for learners. However their use in session time will be with agreement from the tutor and within clearly defined boundaries. Learners are reminded to use them responsibly.

### **Using other technologies**

We will keep abreast of new technologies and evaluate both the benefits for learning and teaching and also the risks from an online safety point of view. We will regularly review the online safety policy to reflect any new technology that we use.

Staff or learners using a technology not specifically mentioned in this policy, or a personal device whether connected to the provider network or not, will be expected to adhere to similar standards of behavior to those outlined in this document.

### **Key features of good and outstanding practice adapted from Inspecting e-safety in schools OFSTED April 2014**

|  |   |
|--|---|
| <p><b>Whole organisation consistent approach</b></p> | <ul style="list-style-type: none"> <li>• All teaching and non-teaching staff can recognise and are aware of e-safety issues.</li> <li>• High quality leadership and management make online safety a priority across all areas of the organisation.</li> <li>• A high priority is given to training in e-safety, extending expertise widely and building internal capacity.</li> <li>• The contribution of wider stakeholders is valued and integrated.</li> </ul> |
|--|---|

|   |   |
|---|---|
| <b>Robust and integrated reporting routines</b> | <ul style="list-style-type: none"> <li>• Organisation based reporting routes that are clearly understood and used by the whole organisation, for example online anonymous reporting systems.</li> <li>• Report abuse. Clear, signposted and respected routes to key members of staff. Effective use of peer mentoring and support.</li> </ul>   |
| <b>Staff</b>                                    | <ul style="list-style-type: none"> <li>• All teaching and non-teaching staff receive regular and up-to-date training.</li> <li>• One member of staff is the SPOC (Single Point of Contact) for safeguarding issues including Prevent. A deputy SPOC is also named.</li> </ul>   |
| <b>Policies</b>                                 | <ul style="list-style-type: none"> <li>• Rigorous online safety policies and procedures are in place, written in plain English, contributed to by the whole organisation, updated regularly and ratified by Board of Trustees.</li> <li>• The online safety policy is integrated with other relevant policies such as safeguarding and anti-bullying.</li> <li>• The online safety policy incorporates an <i>acceptable user statement</i> that is understood and respected by learners, staff and other key stakeholders.</li> </ul>   |
| <b>Education</b>                                | <ul style="list-style-type: none"> <li>• An age appropriate online safety approach that is flexible, relevant and engages learners' interest; that is used to promote online safety through teaching learners how to stay safe, how to protect themselves from harm and how to take responsibility for their own and other users' safety.</li> </ul>  |
| <b>Infrastructure</b>                           | <ul style="list-style-type: none"> <li>• Recognised internet service provider (ISP) together with age-related filtering that is actively monitored.</li> </ul>  |
| <b>Monitoring and evaluation</b>                | <ul style="list-style-type: none"> <li>• Risk assessment taken seriously and used to good effect in promoting e-safety.</li> <li>• Using data effectively to assess the impact of e-safety practice and how this informs strategy.</li> </ul>   |
| <b>Management of Personal Data</b>              | <ul style="list-style-type: none"> <li>• The impact level of personal data is understood and data is managed securely and in accordance with the statutory requirements of the Data Protection Act 1998.</li> <li>• Any professional communications that utilise technology between the organisation, learners, external stakeholders and external agencies: <ul style="list-style-type: none"> <li>▪ take place within clear and explicit professional boundaries</li> <li>▪ are transparent and open to scrutiny</li> <li>▪ do not share any personal information with a learner</li> </ul> </li> </ul> |

### **Legal aspects**

Meeting legal requirements and satisfying inspection criteria have been key drivers for e-responsibility. Online safety measures will still be considered at inspection so providers need to demonstrate and evidence a whole organisational approach linked to their safeguarding procedures and policies which should be proactive, based on a realistic assessment of the risks learners actually face and developed with their involvement.

Some users may be more at risk online than others and this may be due to age (children or older people), disability or health. It is also worth remembering that some disabled learners may be at particular risk online due to difficulties in understanding, communication, and/or limited access to and interaction with information.

# STAY SAFE ONLINE

|   |   |
|---|---|
| S | SAFE: Keep safe by being careful not to give out personal information – such as your full name, email address, phone number, home address or photos - to people you are chatting with online. |
| M | MEET: Meeting someone you have only been in touch with online can be dangerous.   |
| A | ACCEPTING: Accepting emails, IM messages, or opening files, pictures or texts from people you don't know or trust can lead to problems- they may contain viruses or nasty messages.           |
| R | RELIABLE: Information you find on the internet may not be true, or someone online may be lying about who they are. Make sure you check information before you believe it.                     |
| T | TELL: Tell a trusted person (such as your tutor) if someone or something makes you feel uncomfortable or worried, or if you or someone you know is being bullied or groomed online.           |

**Kirklees Adult and Community Learning Safeguarding contacts:**  
**October 2018: Please note, these details are subject to change at any time.**

**Safeguarding Adults:**

**How to report abuse or seek advice:**

If you suspect someone is being abused, talk to us as soon as possible.

Tel: **01484 414933**

Email: [secure.gatewaytocare@kirklees.gcsx.gov.uk](mailto:secure.gatewaytocare@kirklees.gcsx.gov.uk)

In an emergency call the police on **999**

If the person is not in immediate danger now, call the police on **101**

**To Raise a Safeguarding Concern**

Gate way to Care: **01484 414933** (24 hours)

Emergency Duty Team (Out of Hours) **01484 414933**

[gatewaytocare@kirklees.gov.uk](mailto:gatewaytocare@kirklees.gov.uk)

**For information/advice:**

Safeguarding Adults Partnership Team, 3rd Floor Kirkgate Building, Byram Street, Huddersfield, HD1 1BY. Telephone: **01484 221717**

Fax number: 01484 226949. E-mail: [protection@kirklees.gov.uk](mailto:protection@kirklees.gov.uk)

For additional information please visit: [www.kirklees.gov.uk/safeguardingadults](http://www.kirklees.gov.uk/safeguardingadults)

**Safeguarding Children:**

Duty Social Workers      Duty and Advice Team      01484 414960/ 01484 456848

If you need to contact Kirklees – Duty and Advice Team

In a non-emergency you can request a verbal consultation call back using email

[DutyandAdvice@kirklees.gcsx.gov.uk](mailto:DutyandAdvice@kirklees.gcsx.gov.uk)

**Out of Hours**

Emergency Duty Service

01484 414933

Local Authority Designated Officer (LADO):

Ann Crossley 01484 221000

Mobile number 07976 497654

LADO email address [kirklees.LADO@kirklees.gcsx.gov.uk](mailto:kirklees.LADO@kirklees.gcsx.gov.uk)

**Prevent**

- Kirklees Prevent Hub 01924 483747
- Lee Hamilton - Prevent Coordinator 01484 221000
- Daniel Dearnley - Channel Coordinator 01484 221000
- Mark Gilchrist - Prevent Engagement Manager 01484 221000
- [Prevent@Kirklees.gcsx.gov.uk](mailto:Prevent@Kirklees.gcsx.gov.uk)
- [@Kirkleesprevent](https://www.kirklees.gov.uk/prevent)
- If your inquiry is an urgent referral then please contact the police via 101 or 999

