



**Norman Mackie & Associates LTD**

**Trading As**

**Works 4 U Support Services**

## **Policies & Procedures**

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Last updated September 2021

Note any questions or comments relating to these policies should be addressed to:  
Wendy Mackie – Managing Director – Works4U Support Services – 0161 303 1069

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## **Statement of Purpose**

### **Our Mission**

*“We seek to enhance the lives of learners using our services by helping them to raise their self-esteem, build their confidence and achieve their full potential in terms of education, vocational training, recognised qualifications, employment and skills enhancement.”*

*Our aim is to build an expandable, profitable business with an excellent reputation as alternative provision to mainstream education.*

### **WORKS 4 U – Our Aims and Objectives**

- We will work with learners, their school, parents/carers and other relevant professionals to identify and design study programmes that seek to address the learner’s hopes, needs and aspirations
- Enable learners to identify their potential education, training and work aspirations.
- To help learners to develop their independent living skills
- Help learners gain recognised qualifications during their learning journey with us
- Assist learners with recreational, enrichment and sporting activities
- Help learners to build their self-esteem and confidence and lead a healthy lifestyle
- Give learners a supported insight into the world of work
- To facilitate individual advice and guidance, both within the business and external partners to enable informed choices
- To promote British values within the positive culture of our business
- To recognise and respond appropriately to any disability or significant disadvantage of any learner
- To meet the training and support needs of employers/employees
- To respond positively to the identified needs of the school and other organisation purchasing our services
- To ensure that every young person exiting our provision on completion of their programme, have an achievable progression plan

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Safety Statement

## **1.1 General Statement**

The health and safety of our employees and students is of paramount importance. We aim to provide and maintain safe and healthy working conditions, equipment and systems of work for all our employees and students to provide them with the necessary information, instruction and training to achieve this aim.

Appropriate preventive and protective measures are, and will continue to be implemented following the identification of work related hazards and assessments of the risks associated with them.

We recognise the importance of employer/employee/student consultation on matters of health and safety and value of individual consultation prior to allocating specific health and safety functions.

We also accept our responsibility for the health and safety of other persons who may be affected by our activities.

The allocations of duties for safety matters, the identity of competent person's appointment with particular responsibilities, and the arrangements made to implement this policy are set out herein and/or associated health and safety documents and records.

Expert advice will be sought as necessary when determining health and safety risks and the measures required to guard against them.

The objectives of the safety statement can only be achieved through the support and co-operation of employees and students and all other persons who use the premises e.g. contractors, visitors.

The company will make available whatever funds necessary to achieve the standards and commitment contained in this policy.

The contents of this statement will be kept up to date to reflect the changes in the nature of the activities and size or complexity of the organisation/establishment. We will review its effectiveness as appropriate and in any case, at least annually.

## 1. Organisation

Health and Safety Function(s)  
Responsibility(ies)

1. Ultimate responsibilities for  
Health and Safety matters

Wendy Mackie  
Managing Director within the company

2. Managing Director will  
delegate the performance  
of this task to the Centre  
Manager, who will act  
as Health and Safety  
Manager and will implement  
the Health and Safety policy.

Mark Hyde  
Centre Manager

3. Health and Safety Manager  
is responsible for carrying  
out risk assessments supported  
by Health and Safety Co-ordinates.

Mark Hyde  
Centre Manager  
Samantha Fletcher  
Deputy Centre Manager

4. The company will provide such  
resources to Health and Safety,  
technology and training as is  
necessary to discharge his  
responsibilities.

5. Written systems and procedures  
for achieving the Standards of  
health and Safety specified in this  
statement are contained in the  
health and Safety manual.

6. Every employee will take responsible  
care for Health and Safety of  
themselves and of others who may  
be affected by their acts or  
omissions at work.

## **2. Visitors**

We operate the following system for admitting and authorising people into our work place.

1. Prior appointments must be made.
2. An official licence must support visits from i.e. building, fire and safety inspectors.
3. Signatory for all visitors with time, date and establishment.

The receptionist has a daily list of all visitors who are expected during the course of the day, no 'on spec' visitors will be allowed access.

If strangers are seen within the constraints of the premises, then the site manager will be notified, and in turn will either guide the person to their required destination or ensure they are escorted off the premises.

## **3. Fire Procedures**

On hearing the fire alarm, we must use the following procedures.

1. Leave your workstation and head for the nearest fire exit, keeping calm and walk in an orderly manner.
2. Make your way to the fire assembly point at the front of the building, if fire is extensive then move to a safer vantage point.
3. Stay where instructed unit head counts have been made and verified, under no circumstances should you re-enter the building until directed to do so.

## **4. Location Rules**

Please adhere to these rules whilst on the site

- This is a non-smoking site. Smoking is not permitted on any part of the site.
- Drugs and alcohol are not permitted on the site and anyone believed to be under the influence of drugs or alcohol will be asked to leave the site and may be refused further access.
- Please wear appropriate safety shoes and clothing at all times and follow the instructions of your tutor.
- All visitors should report to the reception office and should be accompanied by a member of staff at all times.



## **5. Site Rules**

All visitors to the site are expected to adhere to the following rules of conduct.

- Horseplay or behaviour likely to cause injury to yourself or others will not be permitted
- Aggressive behaviour or threats to other learners or staff will be dealt with in a serious manner.
- Racial comments of an abusive nature will not be tolerated.
- Bullying in any form will be dealt with in a serious manner.

## **6. Medication Policy**

Wherever possible we will encourage young people to take prescribed medication before attending our centre.

At the initial referral stage we ask the school/parents/carers if the young person is receiving any prescribed medication.

Where a young person needs to receive prescribed medication during the hours of attendance at our centre we will require a written consent form from the parent/carer to issue the medication.

We would request that any prescribed medications taken by a young person are deposited with our nominated first aider at the centre where it will be kept safe, and issued only by the first aider.

All medications issued to young people on the authority of parent/carers will be recorded in our first aid log.

## **7. No Smoking Policy**

Works 4 U has a no smoking policy to provide a safe working environment for staff and students. Smoking is not allowed on-site due to the ban stated in the Health Act 2006.

We have enforced the ban as of the 1st July 2007, as requested by the Government. Works 4 U does not allow smoking in our public area.

## **8. Drug Policy**

The purpose of the Works 4 U drug policy

This policy has been written, taking into account national and local guidance, in particular, guidance from the DFES ref: 0092/2004 and f00202357/Drug policy framework.

The aim of this policy is to acknowledge and clarify the role of the Works 4 U service in drug prevention and education and ensure it is appropriate to student's needs. The policy provides information and guidance about drug education, as well as procedures to respond to anti-drug related incidents, for students, teachers, support staff and outside agencies or individuals.

The policy aims to ensure that the approach taken on the issue of drugs is whole Works4U service one and part of our commitment to and concern for the health and well-being of the whole Works4U service community. Teachers will need to be confident and skilled to teach drug education and students need to receive up to date, relevant and accurate information as well as support.

This policy aims to make clear procedures for responding to and managing drug-related incidents. Sanctions for incidents will be consistent with the centre's Behaviour policy. As a matter of course all staff, parents/carers and students are reminded of this policy on an annual basis. This policy applies at all times to the Works4U, Works4U transport as well as Works4U visits/trips/fieldwork/residential etc.

Definition: "Drugs" are taken here to mean those that are legal, such as alcohol, tobacco and solvents over the counter and prescribed drugs and illegal drugs such as cannabis, ecstasy, amphetamines, heroin, crack/cocaine, LSD, legal highs etc. The Works 4 U service believes that the possession and or use of such drugs in the Works 4 U service, during the Works 4 U day or when on Works 4 U business or visits offsite or while travelling to and from the Works 4 U, or in the vicinity of the Works 4 U service is inappropriate. The drugs/substances covered by this policy are not to be bought, sold or otherwise exchanged or brought onto Works 4 U premises, or while students are on Works 4 U visits. Individual's exceptions may be made for students who require prescription medicines where appropriate and are subject to written approval by the Service Manager.

**1. Where and to whom the policy applies:**

This policy applies to all staff, students, parents/carers, managers and partner agencies working in Works 4 U. It includes journeys to and from the work experience, informal visits, residential trips and training courses. Students must not bring controlled drugs, cigarettes or alcohol onto the Works 4 U site or in the vicinity of the Works 4 U service at any time. Alcohol may only be brought onto the Works 4 U site with the express written permission of the Centre Manager.

**2. The definition of a drug given by the United Nations Office on Drugs and Crime is:**

A substance people take to change the way they feel, think or behave. The term "drugs" and "drug education", unless otherwise stated, is used throughout this document to refer to:

- All illegal drugs (Those controlled by the Misuse of Drugs Act 1971)
- All legal drugs, including alcohol, tobacco, volatile substances (those giving off a gas or vapour which can be inhaled), ketamine, that and alkyl nitrites (known as poppers)
- All over-the-counter and prescription medicines.

### **3. The Works 4 U Service stance towards drugs, health and the needs of students:**

Works 4 U has a zero tolerance policy towards the possession, use or supply of illegal and unauthorised drugs within the training centre boundaries, and as in matters involving criminal activity the Works 4 U service will work closely with the police in dealing with such incidents.

### **4. Definition of a drug related incident.**

In the Works 4 U service, a drug-related incident includes any incidents involving any drug that is unauthorised and therefore not permitted within the works 4 U boundaries. Drug related incidents do not always involve illegal substances but can involve: Students smoking cigarettes in the centre, a parent/carer collecting their child whilst drunk, students selling cigarettes to other students, misusing another students' asthma inhaler, disclosing concern about a family member who has a drug problem, giving medicines to another student, a teacher with information about the illegal sale of cigarettes at a local newsagents, staff finding used syringes in the playground, a member of the public phoning a centre to say they have seen Works 4 U students' smoking in the area.

In all drug-related incidents the following principles will apply:

- The service manager, Wendy Mackie, will be informed immediately.
- All situations will be carefully considered before deciding on the response.
- The need of the student will always come first, whilst also taking into account of the needs of the Works 4 U service as a whole.
- Parents/carers, and where appropriate the school, will be involved at an early stage and throughout any investigations.
- Support agencies, including the police will be involved as appropriate and in keeping with legal requirements]a range of responses will be considered including disciplinary and counselling/support responses.
- If at all possible, permanent exclusion will be a final resort and only when all other avenues have been explored.
- Any action taken will be in line with the Works 4 U service behaviour policy.
- Decisions about the response will depend on the severity of the situation, whether the offence one of the series or a first time and whether the person involved is putting themselves and others at risk. The centre manager, in consultation with key staff will decide whether a disciplinary and counselling action should take place.

Responses for Managing Drug Related Incidents

#### **4.1 Possession of cannabis and other class C drugs or alcohol**

- Incident reported to Centre Manager Wendy Mackie.
- Cannabis or other drugs confiscated.
- Offender given a written warning.
- Counselling help offered.
- Learner encouraged to complete our drugs awareness activity.

- Letter sent to school and parents.
- Parents invited to attend a review meeting.
- Intervention plan agreed with school, parent/carer and young person.

#### **4.2 Possession of a suspected class A or B drug**

- Substance confiscated – incident reported to **Mark Hyde**
- Appropriate action decided after investigation by **Mark Hyde**
- School, parents and police informed.
- Intervention plan agreed with all parties, including young person, school and parents.

#### **Dealing or supplying**

- Substance confiscated.
- School, parent/carer and police contacted

Non-controlled drugs The Works 4 U service recognises that there are instances where other non-controlled drugs may legitimately be in school.

#### **4.3 Medicines**

Some students may require medicines that have been prescribed for their medical condition during the Works 4 U day. Staffing, administration, storage and record keeping procedures are all clearly set out the medication and first aid policy. The medicines policy also sets out the circumstances in which a student may take non-prescribed/over-the-counter medicines, such as those providing relief from period pains or hay fever. Works 4 U Service staff do not give non-prescribed medication to students unless supplied with a written authorisation by parent/carer.

#### **4.4 Volatile substances**

Some solvents or hazardous chemicals are legitimately used by Works 4 U staff or students. These substances are stored securely (in line with COSHH regulations) and managed to prevent inappropriate access or use. Arrangements are set out in the Works 4 U Service health and safety policy. Students must not bring these substances on site.

#### **4.5 Alcohol**

Use and consumption of alcohol in the Works 4 U centre can only be authorised by the Centre Manager. In keeping with our duty of care, employees are not permitted to consume alcohol during the working day, or at any time when they will be subsequently supervising young people. The Works 4 U service recognises that there may be occasions when a member of staff may experience difficulties in relation to alcohol misuse outside of work. Staff are encouraged to discuss this with line managers so that support can be put into place. An occupation health referral can be put in place if appropriate.

#### **4.6 Tobacco**

Works 4 U service is a non-smoking site, smoking is not permitted anywhere on the Works 4 U grounds. The first concern in dealing with medical emergency involving drugs is the health and safety of Works 4 U community and meeting the needs of the students. Appropriate help/first aid should be summoned before further issues are addressed.

#### **4.7. Staff with key responsibilities for drugs:**

- Drugs education co-ordinator: And
- Management of drug related issues in the centre: **Mark Hyde**
- If any member of staff has concerns about any drug related incident then they should immediately inform **Mark Hyde**

#### **Drug Education**

##### **The Works 4 U service delivers a balanced curriculum which:**

Promotes the spiritual, moral, cultural, mental and physical development of students at the centre and of society Prepares students at the centre for the opportunities, responsibilities and experiences of adult life Drug education: The centre provides a planned drug education curriculum through the following:

##### **I. The National curriculum science order outlines the content of the statutory drugs education-**

Key Stage 3, 11-14 year olds will be taught that abuse of alcohol, solvents, tobacco and other drugs affects health; that the body's natural defences may be enhanced by immunisation and medicines; and how smoking affects lung structure and gas exchange Key Stage 4, 14-16 year olds will be taught the effects of solvents, tobacco, alcohol and other drugs on body functions (ii) PSHE reflects other discretionary topics that reflect knowledge, understanding, attitudes and social skills: This will:

- Enable students to make healthy, informed choices
- Promote positive attitudes to healthy lifestyles
- Provide accurate information about substances
- Increase understanding about the implications and possible consequences of use and misuse
- Widen understanding about related health and social issues
- Enable young people to identify sources of appropriate advice and personal support
- On the whole, it will be teachers who will teach drug education but, where appropriate, outside visitors may make a contribution. Such visitors should be used in a planned way and be their contributions evaluated. Teachers will have access to on-going advice, support and training as part of their own professional development. The Works 4 U Service actively cooperates with Professional agencies such as the police, health and drug agencies.

**A).** Methodology and resources Drug education is delivered within a safe, secure and supportive learning environment. Ground rules are set out, and teachers and students right to privacy is

respected. Boundaries of discussions are made clear. Group agreements are made to help to foster mutual respect and an environment in which students feel comfortable and ready to listen to and discuss each other's opinions. Distancing techniques can be adopted through role play/anonymous question boxes. Staff are advised to sometimes answer difficult questions on an individual basis. A variety of teaching resources are outlined in the PSHE scheme of work. External contributors could include the Police, Local drug awareness services.

**B).** Monitoring and reviewing the teaching of drug education will be monitored and reviewed via the subjects within which it is taught. This will be completed through the centres monitoring policy. Drug management

**C).** Management of drugs at the Works 4 U Searches the Works 4 U Service will seek consent and ensure that a second adult witness is present, preferably the Centre manager. If this is refused they will consider whether to call the police. Searches will be conducted in such a way as to minimise potential embarrassment or distress.

**D).** Personal searches when a person is suspected of concealing illegal or other unauthorised drugs staff will seek consent and then carry out a personal search; this includes the searching of outer clothing and inside pockets. Every effort will be made to persuade the person to hand over voluntarily any drugs, in the presence of a second adult witness, again preferably the Centre Manager. Where the individual refuses and the drug is believed to be illegal, and the school wishes to proceed along formal lines, then the matter should be dealt with by the police. Searches of property Staff may search centre property, for example, students' lockers or desks if they believe drugs to be stored there. Prior consent will be sought, however individuals will be made aware that if consent is refused the Works 4 U Service may proceed with a search. Where consent is refused, the Works 4 U Service will balance the likelihood that an offence has been committed against the risk of infringing the individual's privacy without just cause. Searches of personal property The Works 4 U will not search personal property without consent. If the Works 4 U Service wishes to search personal property, including students' property stored within Works 4 U property, for example a bag or pencil case within a locker, they will ask for consent. Where consent is refused they will consider, in the case of students, notifying parents/carers, who may persuade their child to give consent or if they wish to proceed along formal lines calling the police. After any search involving students, parents/carers will normally be contacted by the centre regardless of whether the result of the search is positive or negative. The law permits Works 4 U staff to take temporary possession of a substance suspected of being an illegal drug for the purposes of preventing an offence from being committed or continued in relation to that drug providing that all reasonable steps are taken to destroy the drug or deliver it to a person lawfully entitled to take custody of it. In taking temporary possession and disposing of suspected illegal drugs staff will:

- ensure that a second adult witness is present throughout
- Seal the sample in a plastic bag and include details of the date and time of the seizure/find and witness present.
- Store it in the Works 4 U safe without delay notify the police, who will be asked to collect it and then store or dispose of it. The law does not require the Works 4 U Service to divulge to the police the name of the student from whom the drugs were taken but in the case of an illegal drug will

normally do so. Liaison will take place to ensure the safe disposal of any substances. Where a student is identified the police will be required to follow set internal procedures

- Record full details of the incident, including notes of any discussions with the students. These should include date, time place and people present. The police incident reference number should also be included.

**E).** Staff should not attempt to analyse or taste unknown substances. Police may advise on analysis and formal identification. If formal action is to be taken against a student, the police will make arrangements for them to attend a local police station accompanied by an appropriate adult for interview. An appropriate adult should always be present during interviews, preferably a parent/carer or duty social worker.

### **Legal Drugs**

**F).** The police will not always necessarily be involved in incidents involving legal drugs, but the Works 4 U Service will inform trading standards or police about the inappropriate sale or supply of tobacco, alcohol or volatile substances to students in the local area. Alcohol and tobacco Parents/carers will be informed and informed that the alcohol/tobacco has been disposed of. In cases where a disciplinary proceeding is necessary, items will be disposed of, once this has taken place. Volatile substances Given the level of danger posed by volatile substances, the Works 4 U service will arrange for their safe disposal. Medicines Parents/carers will be informed and will be asked to collect and dispose of unused or date-expired medicines. Further details are outlined in the medicines policy. Disposal of drug paraphernalia Needles or syringes found on Works 4 U premises will be placed in a sturdy, secure container, using gloves. A tin is kept in the office for this purpose, out of reach of students. Used needles and syringes will be disposed of appropriately and not put in domestic waste. 16. Confidentiality Teachers cannot and should not promise total confidentiality. The boundaries of confidentiality should be made clear to students. If a student discloses information which is sensitive, not generally known, and which the student asks not to be passed on, it should be discussed with the centre manager. The request will be honoured unless this is unavoidable in order for teachers to fulfil their professional responsibilities in relation to:

- child protection
- co-operating with a police investigation
- referral to external services.

Every effort will be made to secure the student's agreement to the way in which the Works 4 U intends to use any sensitive information. It may be necessary to invoke local child protection procedures if a student's safety is under threat. It will be only in exceptional circumstances that sensitive information is passed on against a student's wishes, and even then the Works 4 U will inform the student first and endeavour to explain why this needs to happen. These exceptions are defined by a moral or professional duty to act:

- Where there is a child protection issue
- Where a life is in danger.

**G).** Involvement of parents/carers/visitors In any incident involving illegal and other unauthorised drugs the Works 4 U centre will normally involve the child's parents/carers and explain how they intend to respond to the incident and to the student's needs. Where the Works4U Service suspects that to do this might put the child's safety at risk or if there is any other cause for concern for the child's safety at home, then the Works4U Service will exercise caution when considering involving parents/carers. In any situation where a student may need protection from the possibility of abuse, the Academy's child protection coordinator should be consulted and local child protection procedures followed. Parents/carers are encouraged to approach the Works4U Service if they are concerned about any issue related to drugs and their child and the Works4U service will refer parents/carers to other sources of help, for example, specialist drug agencies or family support groups, as required. If parents/carers are suspected of being under the influence of drugs or alcohol on Works 4 U premises, staff should attempt to maintain a calm atmosphere and call for a second adult, if necessary. On occasion, a teacher may have concerns about discharging a student into the care of a parent/carer. In such instances, the Works4U Service will discuss with the parent/carer if alternative arrangements could be made, for example asking another parent/carer to accompany the child home. Wendy Mackie Works4U. Managing Director.

## **9. Feedback Policy**

Works 4 U is constantly trying to improve and update systems and methods of work. This policy refers to current procedures in place to help improve services, see details listed below:

- Questionnaires to be completed by students' mid-way and at the end of completing a programme with Works 4 U.
- Staff reviews to be carried out over 3-monthly periods to ensure staff are maintaining records and following procedures fully.
- Staff Training Meetings on a regular basis, every 3-6 months, to guarantee unified understanding of any procedural changes or any issues regarding complaints and general issues relating to students/ staff.

## **10. Behaviour Management**

Our aim is to seek to address the understanding causes of difficult behaviour as well as to manage the behaviour itself. Behaviour management implies a range of possibilities rather than a single strategy for all difficult situations. Our prime concern is to protect the interest and wellbeing of all the young people using our service and for the safety and respect of our staff. The word 'discipline' where used in the policy means that which supportively controls young people who have difficulty controlling themselves. The concept of punishment is seen that which relieves others frustrations and therefore unproductive for supportive control. It is seen to be more positive to think about the consequences' or 'sanctions' when working out strategies to help young people learn about control. Supportive control is anything that: Sets limits and helps the young people to stay within them. Does not harm self-esteem, Say's "I want things to go well for you", Is also about affection therefore and say's "I care about you", Say's "I know it's scary for anyone to be out of control", Is supportive therefore, Helps young people learn about control, Implies they will learn it for themselves one day,



Is good role modelling for this. The situation is complex and different strategies will be appropriate depending on the nature of the behaviour and the staff assessment of the situation. However, the golden rule is that:

- No form of corporal punishment is to be used in any circumstances.
- Young people must not be locked in rooms or cupboards.
- The sanction of confiscation of goods should be applied of a consequence that young people know about beforehand and is not therefore the source as a bullying response.

Time-out for young people is to be done as a short-lived supportive control measure and not therefore the source of punishment or depriving young people of adult support. Physical restraint is to be seen as an extreme strategy for use in extreme circumstances. Government guidance states that it must only be used to prevent likely injury to the young person or others, or likely serious damage to property. Restraint if used must be a last option. The type of restraint must be supportive holding only, that is, there must be no intention to hurt, only to keep safe.

Calling the police in violent situations must be seen as a last resort and only when staff feels the situation is beyond their control and may result in serious injury or damage. Staff members must avoid hitting, lashing out or pushing in the heat of the moment. This does not prevent a staff member from taking responsible action to defend him/her or others if attacked by a young person, particularly if a weapon is used. Giving feedback is considered to be a crucial part of the process in all management of difficult behaviour. At the same time when everyone is calm, it is necessary to talk to the young person to try to gain some understanding of the situation, how it arose, what they wanted, whether there was a course of action that would have worked better for all concerned. It is very important that all serious incidents of difficult behaviour are reported to the service manager as soon as possible. The service manager will advise on any follow up actions necessary and how the incident and it's handling be recorded. The decision to send young people home or contact their parents should only be made in consultation with the service manager or the team leader. Particular on going strategies to deal with the behaviour management of individual young people must be discussed and approved by the service manager.

### **10.1 List of Prohibited Sanctions:**

1. Corporal punishment.
2. Any corporal assault of any kind (e.g. pinching, twisting skin, anything done with the intention to hurt).
3. All on the 'bullying list' [Please see "Bullying", Page 16.]

**10.2 Exclusion Policy** - as described above, it will always be our intention to seek young person's modification to acceptable behaviour. However, there may be circumstances where a young person's behaviour results in their exclusion from our centre. Examples could include:

- Behaviour that threatens the health, safety and wellbeing of the young person, other learners, members of staff or visitors to our centre

- Verbal abuse to other learners or staff
- Young people under the influence of drugs or alcohol
- Behaviour that strongly impedes the learning, testing or examining of other learners
- Refusal to carry out a reasonable instruction or request by a member of staff
- Any other behaviour deemed to be unacceptable by the Centre Manager

### **10.3 Exclusion Procedure**

If the danger is imminent, the young person may be asked to leave the premises immediately.

If it is felt that the serious threat to any individuals or property exists, the Centre Manager may decide to involve the police. The school and parents will be notified by telephone of the action taken.

If the Centre Manager feels it appropriate, a member of staff will accompany the young person back to school or home.

The Centre Manager will conduct a full investigation into the incident before deciding whether it would be safe for the young person to return to the centre and any conditions attached to that return.

Detailed records will be kept of the incident or behaviour, the investigation and any follow-up action.

## **11. Bullying**

Bullying is a type of physical, verbal or emotional abuse, or any combination of these, of one or more person(s) by one or more person(s). It can be one time incident or repeated over a period of time.

### **11.1 Bullying includes:**

Name calling

Teasing

Offensive comments (including by text, letter or email)

Mocking

Taunting

Taking from another against their will

Kicking

Spitting

Hitting

Pushing

Threatening

Creating feelings of powerlessness for another as a deliberate/harmful act

Creating isolation for another as a deliberate/harmful act

Coercion

Humiliation  
Intimidating behaviour  
Using obscenities  
Using obscene gestures  
Abuse of organisational power  
Abuse of adult power  
Abuse of power of status

Bullying exists because:

There are those who seek to make themselves feel powerful via harmful behaviour towards others; bullies can act in subversive / secretive, and therefore undetectable ways; the victims of bullying may be afraid to tell; those in authority can deny that bullying is happening; those in authority may have no strategies to stop bullying; some believe that bullying is an acceptable and normal part of life.

### **11.2 Young People being bullied:**

For Works 4 U all forms of bullying are entirely unacceptable. If any of our young people are being bullied:

- We will always work to empower those children.
- We will always work to prevent/stop bullying.
- We will all work to ensure that there is an adequate authority measure put in place for those bullying.
- We will always work to help those who are being bullied.
- We will always work with the family/carer to produce strategies to help those who are bullied.

### **11.3 Young People Bullying: If any of our young people are bullying:**

- We will always work to stop bullying.
- We will always work to put appropriate boundaries around their behaviour as soon as possible.
- We will always work to help those who bully to help find better ways to be with others.
- We will always work with families/carers to produce strategies to help those who bully.

If another person tells you that a young person is being bullied, or your child is bullying or you think a young person is being bullied:

- Carefully record all the details.
- Talk to a support worker.
- Follow any guidance given/plans made.
- There will then be specific steps to follow if the bullying is happening at school.

If a young person tells you they are being bullied:

- Tell the child they have done the right thing talking to you.
- Tell the child that you will get help from a support worker urgently.

- Carefully record the details.
- Talk to a team leader.
- There will then be specific steps to follow if the child is being bullied.

Please ensure that we take all incidents/patterns of bullying very seriously. It is the task of Works 4 U to ensure that steps are taken to bring about an end to bullying of any young person within our establishment.

#### **11.4 Cyberbullying**

Advice for parents and carers (DFE Nov 2104)

Cyberbullying is bullying that takes place using technology. Whether on social media sites, through a mobile phone, or gaming sites, the effects can be devastating for the young person involved. There are ways to help prevent a child from being cyberbullied and to help them cope and stop the bullying if it does happen.

##### **Advice for children**

The following are some things that parents may wish to consider teaching their children about using the internet safely:

- Make sure you use the privacy settings.
- Always respect others – be careful what you say online.
- Be careful what pictures or videos you upload. Once a picture is shared online it cannot be taken back.
- Only add people you know and trust to friends/followers lists online. When talking to strangers, keep your personal information safe and location hidden.
- Treat your password like your toothbrush – keep it to yourself and change it regularly.
- Block the bully – learn how to block or report someone who is behaving badly.
- Do not retaliate or reply to offending e-mails, text messages or online conversations.
- Save the evidence. Always keep a copy of offending e-mails, text messages or a screen grab of online conversations and pass to a parent, a carer or a teacher.
- Make sure you tell an adult you trust, for example, a parent, a carer, a teacher, or the anti-bullying co-ordinator or call a helpline like Childline on 08001111 in confidence.
- Most social media services and other sites have a button you can click on to report bullying. Doing this can prevent a bully from targeting you and others in the future. Many services take bullying seriously and will either warn the individual or eliminate his or her account.
- While you are on your mobile phone make sure you also pay attention to your surroundings.

Getting offensive content taken down if online content is upsetting and inappropriate, and the person or people responsible are known, you need to ensure they understand why the material is unacceptable or offensive and request they remove it. If the person responsible has not been identified, or refuses to take down the material you should contact the social networking site directly to make a report and request the content is taken down. The material posted may be in breach of the service provider's terms and conditions of use and can therefore be removed. Some service providers will not accept complaints lodged by a third party. In cases of mobile phone abuse, where the person being bullied is receiving malicious calls and messages, the account holder will

need to contact the provider directly. Before you contact a web service provider, it is important to be clear about where the content is, for example by taking a screen shot of the material that includes the web address. If you are requesting they take down material that is not illegal, be clear to point out how it breaks the site's terms and conditions. Where the material is suspected of being illegal you should contact the police directly. NSPCC Netware: Your guide to the social network your kids use – stay up to date and keep your child safe in today's digital world stay up to date and keep your child safe in today's digital world.

All Works4U staff have access to National Online Safety which includes many different online courses/training to help educate staff on what to expect and how to deal with bullying/cyber bullying.

Sessions are completed to educate the learners of cyber bullying, the dangers and how deal with them.

### **11.5 Further Guidance:**

Any individual, learner, parent, carer or teacher who has a concern that incidents of bullying are taking place at Works4U should contact Wendy Mackie, Safeguarding Officer.

Number: 0161 303 1069

Email: [wendy@normanmackie.com](mailto:wendy@normanmackie.com)

### **National Agencies and Support**

#### **Advisory Centre for Education**

Advice line for parents on all matters concerning schools.

Contact: 0300 0115 142

[enquiries@ace-ed.uk](mailto:enquiries@ace-ed.uk)

#### **Anti-bullying Campaign**

Advice line for parents and children

Contact: 0207 378 1446 (9.30am – 5.00pm)

#### **Child line**

Free confidential help-line for children and young people in any kind of trouble, worry or danger

Contact: 0800 1111

#### **Kidscape [www.kidscape.org.uk](http://www.kidscape.org.uk)**

Charity established to prevent bullying and promote child protection. Advice for young people, professionals and parents.

#### **Parent line**

Free confidential help-line, dealing with a wide range

Contact: 0808 800 2222 (limited times)

[www.thinkuknow.org](http://www.thinkuknow.org)

Resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers.

[www.digizen.org](http://www.digizen.org)

Provides online safety information for educators, parents, carers and young people.

[www.ditchthelabel.org](http://www.ditchthelabel.org)

Ditch the Label – one of the largest pro-equality and ant-bullying charities in the world

**NSPCC**

<https://www.nspcc.org.uk/>

**The Anti- Bullying Alliance**

<https://www.anti-bullyingalliance.org.uk/>

[www.youngstonewall.org.uk](http://www.youngstonewall.org.uk) – support can be found about issue of bullying because of gender or sexual orientation.

## **12. Data Protection Act**

Our approved training centre and the awarding body for your award, hold information on candidates and in doing so have to follow the Data Protection Act 1998. This means, amongst other things that the data held about candidates must only be used for specific purposes allowed by law. We are therefore writing to tell you about the types of data held, why that data is held, and to whom it may be passed on.

The centre holds information on all candidates in order to support their learning, to monitor their progress, to provide appropriate support and to determine how well the centre as a whole is doing. This information includes all of the details you have provided on the course application form.

From time to time we are required to pass some of this data to the Awarding Body, the Qualifications and Curriculum Authority (QCA), the Scottish (SQA) or inspecting authorities such as, OFSTED.

You have the right to seek access to our files containing your personal data at any time.

It is the policy and practice of our organisation not to share data with any third party without the candidates' knowledge.

If you have any concerns regarding Data Protection, please contact us on:

0161 303 1069

OR

The QCA's Data Protection Officer at QCA

The Scottish Qualifications Authority (SQA) Data Protection Officer.

## **13. Equality of Opportunity Policy**

### *Addressed Sections:*

- Practice of Equal Opportunities Policy
- Learning support and assessment
- Candidates with Special Assessment Requirements
- Access to Assessment
- Current Legislation

### **13.1 Practice of Equal Opportunities Policy**

Norman Mackie & Associates Ltd [Works4U] is fully committed to a policy and strategy of equality of opportunity through all aspects of our work. Our policy is reflected in our day-to-day work, products, services and activities. We will pursue policies and operate practices that are non-discriminatory and will eliminate unfair treatment of any person regardless of race, gender, religion or disability. In addition, we embrace the policy on access and equal opportunities recommended by QCA and the Awarding Bodies.

Any person who believes that she/he is being discriminated against or in any way treated unfairly is advised to raise the issue through the Operations Manager of NMA Ltd [Works4U].

Our practices seek to ensure that:

- Our programmes and qualifications are available to all providing they meet the entry requirements as stipulated by the Awarding Body or by the assessment requirements of any particular award
- Our staff, at all times will refrain from any form of harassment or bullying of candidates and will uphold and promote all forms of non-discrimination in all aspects of their work
- We will deal strongly with any learner, trainer, assessor or sub-contractor found to be operating discrimination, victimisation, and harassment or bullying practices
- Our website will not be used by any member of staff, assessor or candidate to use derogatory or offensive language or terms, defame, abuse, harass or threaten other users of the website or to publish, post, upload, distribute or disseminate obscene or unlawful material or information.
- We will seek to ensure access to all of our provision for individuals with disabilities.

### **13.2 Learning support and assessment**

We seek to ensure candidates on any of our programmes who have an identified need for additional support, guidance or help with their programme are given that help within the constraints of the resources we have available.

- Assessment for the awards we offer will be available to all those who are able to achieve the required standard, by whatever means, and free from barriers which may restrict access and progression.
- Our assessment process and procedures will be free from discrimination with regard to gender, race and creed, with due regard paid to the special needs of individuals, including those with physical or sensory disabilities or learning difficulties, who may require support to undertake assessment
- Assessment will be free from age restrictions, unless legally required or imposed by the assessment criteria of particular awards.

### **13.3 Candidates with Special Assessment Requirements & Access to Assessment**

There are wide ranges of difficulties that candidates may encounter during the course of their programme. These circumstances which may fall into the following categories, or include a form of disability, which could be:

- Limited access to information, advice or assistance
- Newly promoted personnel to those undergoing radical vocational rearrangement, e.g. recent redundancy
- The practices of the employing organisation
- Genuine, severe time constraints
- Domestic situation, e.g. illness of candidate or family
- Change of circumstances
- Learning difficulties
- Access difficulties due to disability
- Cultural and language differences

In all of these cases, special consideration will be given and/or arrangements made by all staff that are working with the candidate. Disability and difficulties encountered should not be a drawback for the candidate. Promotion of self-help, choice and realism should prevail in order to maximise an individual's full potential, and there should be no discriminatory factors within the design of the programme.

### **13.4 Current Legislation**

We constantly review our policies, procedures and practices to ensure that we comply with all current legislation relating to equality of opportunity and access. In particular, we seek to comply with the Equality Act 2010, Sex Discrimination Act 1975, the Race Relations Act 1976, the Disability



Discrimination Act 1995 and 2005, the Human Rights Act 1998, the Data Protection Act, the Special Educational Needs and Disability Act 2001, and the Age Discrimination Act 2006.

We welcome any comments or suggestions from our service users about any ways in which we can improve our adherence to any of the above legislation.

All our premises have good access and facilities for individuals with physical disabilities or mobility needs and we encourage visitors to tell us in advance if possible of any special needs they may have.

If at any time during your contact with our organisation, you have any concerns about equality issues or unfair treatment, please do not hesitate to contact the Centre Manager or any member of staff.

Mark Hyde  
Centre Manager  
NMA Ltd [Works 4 U]

#### **Policy 0906/4.1**

#### **14. Complaints/Compliments Procedure**

Norman Mackie & Associates [Works 4 U] takes complaints about any aspect of our service seriously. Complaints give us an opportunity to put things right and the lessons learned can often influence our practices.

“We know we are not perfect. But we aim to be. That is why we have a Complaints Procedure. Sometimes we can sort things out right; sometimes we can only explain ourselves and apologise. But we do want to learn from our mistakes. What you tell us helps us to improve our service”

It is hoped that any complaints or dissatisfaction with the service can be dealt with on an informal basis and it will always be our intention to deal with complaints as quickly as possible. Some people, however, prefer to pursue their complaint on an official footing. Our service, therefore, has a structure to ensure that all complaints from clients are handled within the same framework. There is also a degree of further review and independence built into the system.

The complaints process is for all complaints- or expressions of dissatisfaction from our service users, including those who have tried, but failed to access Norman Mackie & Associates [Works 4 U] services. It does not cater for disgruntled third parties. It should be noted that a separate policy and procedure applies to any learner wishing to appeal against any assessment decisions related to awards or qualifications.

## **14.1 Complaints Procedure for Service Users**

What you should do:

Start by discussing the problem with your support worker. Misunderstandings can often be sorted out on an informal basis. Don't be afraid to contact the Centre Manager – he may be able to iron out the problem straight away. Otherwise move to Stage 1.

### **14.1.1 STAGE 1**

Ask your support worker or the Centre Manager for a complaints form or if you prefer, put the information in a letter to the operations manager. The Norman Mackie & Associates Centre Manager [Works 4 U] will investigate your complaint.

If it is upheld, you will get a full apology and, where appropriate, be given details of any action that the service is taking to put things right.

If you are not satisfied with the outcome, you can ask the Centre Manager for a further review. If it is the Centre Manager you are unhappy with, you can go straight to stage 2 anyway.

### **14.1.2 STAGE 2**

If you request a review, this is the responsibility of the person with ultimate authority, the Managing Director of the company. She/he will check that the investigation so far has been carried out fully and properly; check that the fundamental point of the complaint has been addressed; and look at any outstanding issues.

## **15. Procedure for Assessment/Referrals and Appeals**

*Procedure to follow if you are unhappy about an assessment decision.*

In the Event of assessment referrals and appeals made by any candidates, the assessor must inform the individual candidate of any assessment outcome and also provide both an explanation and guidance to any candidate who has failed to achieved and specified criteria and/or standards. In the events of a non-completion of work or sufficient evidence, it is the responsibility of the Tutor/Assessor to inform the student of the requirements for a reassessment.

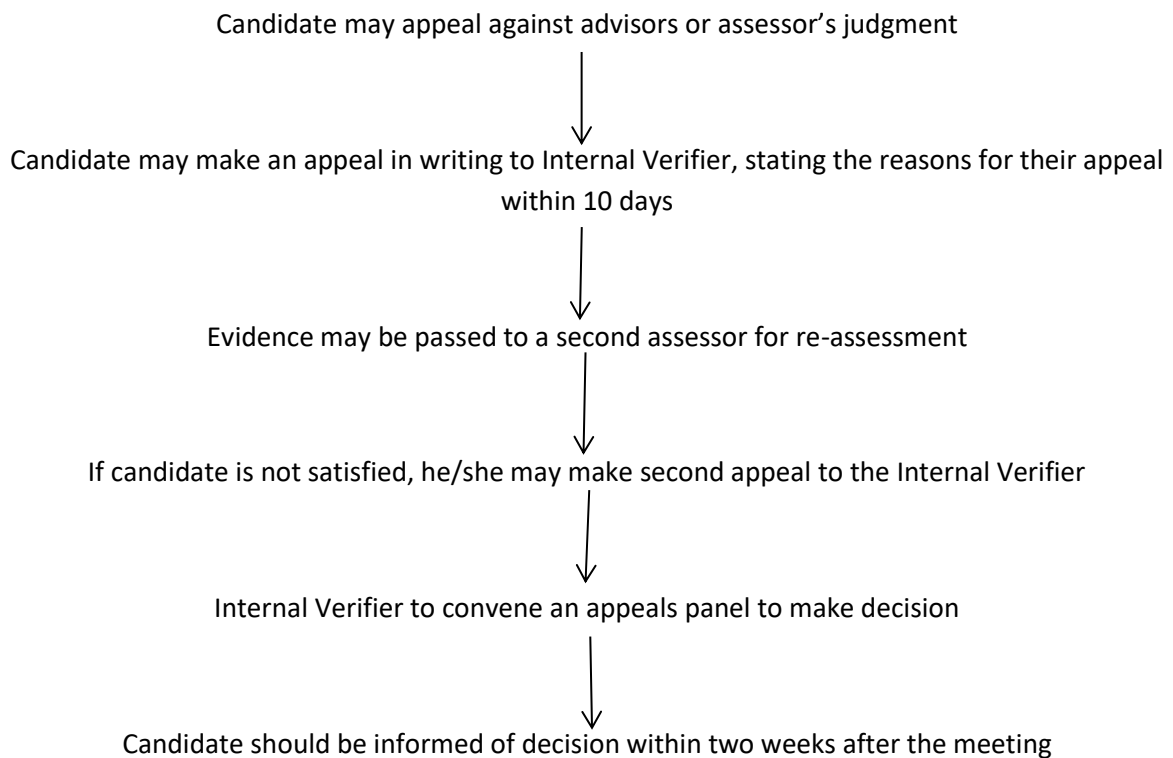
Should a candidate decide to apply for a formal appeal against an assessment decision, it is the responsibility of the Tutor/Assessor to inform the IV regarding the appeal and also to provide all the relevant documentary evidence linked to the assessment. The appeal information will be recorded on an appeals form. Should an occasion occur where an appeal cannot be resolved, it then becomes the responsibility of the IV to convene an appeal panel and notify the candidate of the details of the panel meeting.

It is the responsibility of the IV to prepare all the written evidence in support of the appeal. All evidence should be made available to panel and any supplementary information must be collected

prior to the meeting. The student must be advised of his/her the right to appear in person and be accompanied by a person of his/her choice.

Any decision made by the appeals panel should be made within 2 weeks after the meeting. It is the responsibility of the programme manager to inform the candidate of the appeal's panel decision and ensure that all documentation is completed and filed securely.

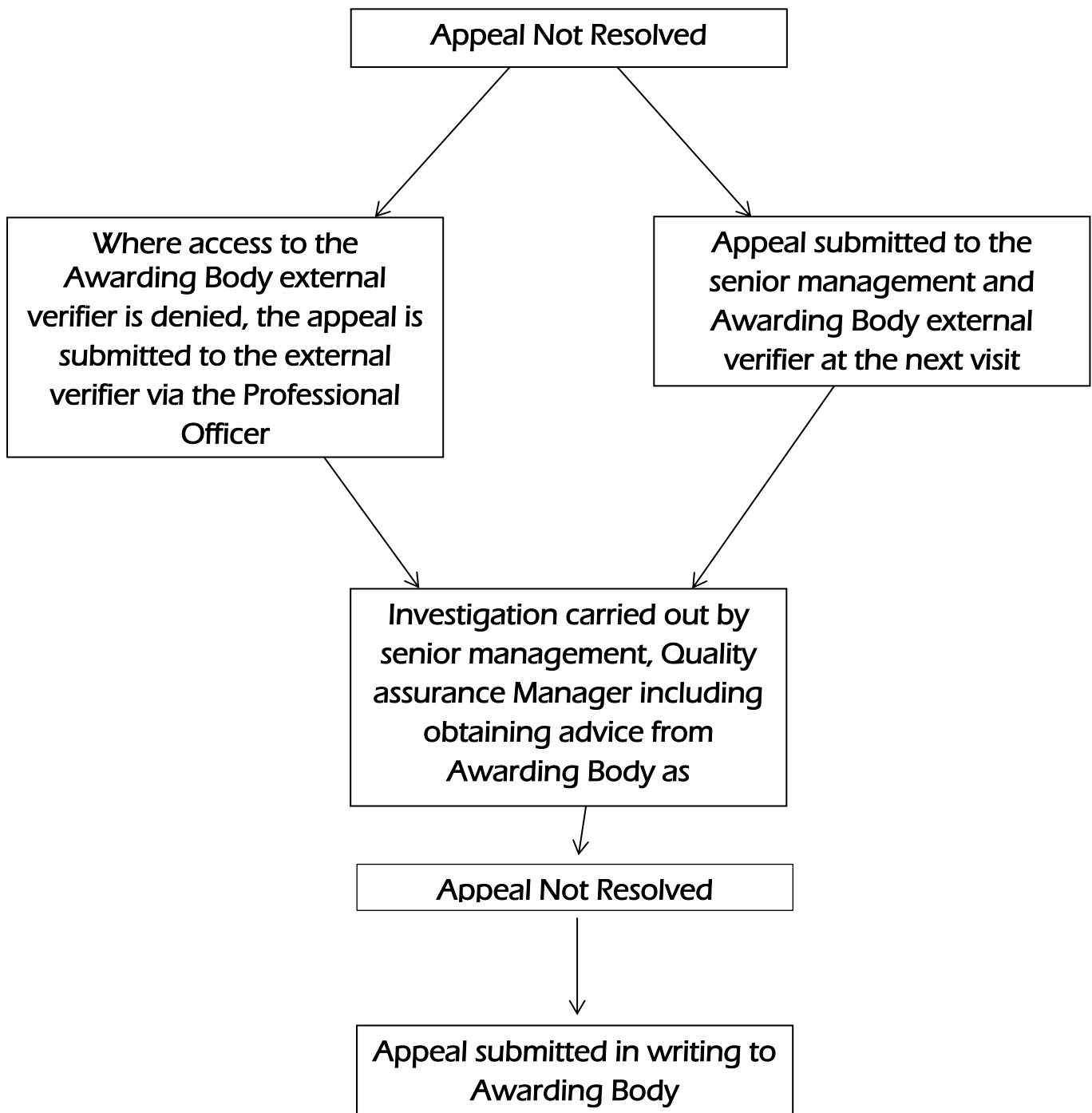
### 15.1 Procedure for Appeals



If candidate is still not satisfied, the assessor should inform Internal Verifier, Coordinator, who must contact the External Verifier.

From this point, the Awarding Body Appeals Procedure operates.

## 15.2 Diagram - Appeals Procedure



## 16. Vulnerable & Disadvantaged Adult Protection Policy

### General Principles

People seeking any of our Training Services or other help should feel safe and be able to trust all those who work with them in any capacity. We have a responsibility to protect our organisations and services by safeguarding clients and the wider community, particularly children and adults, from harm and abuse of all kinds.

Judgements relating to client protection will err on the side of protecting clients from possible risks or perceptions of risk, which may deter someone in need from using the service.

All management, staff, voluntary and paid, and any others working on behalf of the organisation will adhere to the current policy and guidelines set out by the organisation. Failure to do so could have implications for the organisation as a provider of services and to its reputation.

The aim of the policy is to ensure the organisation has procedures to provide a speedy and effective response for dealing with concerns about a vulnerable adult.

Within this policy, a vulnerable or disadvantaged adult is defined as anyone who has reached the age of 16 and either:

- Is suspended from normal educational learning
- Is referred from a number of sources for further educational or vocational training
- Is in residential accommodation
- Is in sheltered housing
- Receives domiciliary care
- Is detained in lawful custody
- Is under supervision by virtue of an order of a court
- Receives welfare service of a prescribed description
- Receives payments (personally or via a third party) under the Health and Social Care Act 2001
- Requires assistance in the conduct of their own affairs
- Requires assistance due to age, health, physical or mental disability or substance abuse.

The welfare of our clients is paramount. Adherence to these guidelines protects vulnerable or disadvantaged adults and also organisations staff and the reputation of the service.

It is recognised that the 'organisations' staff often work with those who are defined as vulnerable or disadvantaged adults. The organisation is committed to ensuring that such clients are protected from any potential form of abuse whilst using our services.

Where allegations of abuse against a vulnerable adult are made, these will be reported to the organisations safeguarding officer, Wendy Mackie.

The Organisation recognises that client welfare is paramount, that vulnerable adults regardless of gender, ethnicity, sexuality or beliefs have the right to be protected from abuse. We will take all allegations of abuse against a vulnerable adult seriously.

### ***Procedures following allegation or suspicion of abuse***

The person responsible for dealing with allegations of abuse against a vulnerable adult:

Wendy Mackie

In Wendy's absence allegations of abuse should be brought to Mark Hyde's attention as soon as possible. You might have reason to believe that a vulnerable or disadvantaged adult is subject to

emotional, physical, sexual, financial abuse or neglect. If an allegation of abuse is made by a client or a third party acting on behalf of the client:

- The staff member will make a note of the time and date that the allegation was made, who made the allegation, and the nature of the allegation
- They will record only the facts, preferably in the language/words used by the person making the allegation, and will not ask any questions which may seem to be 'leading'
- They will then report the allegation to their manager immediately - and the person making the allegation will be made aware that this will happen. The person making the allegation will also be made aware that whilst the Manager will not automatically report the allegation to the authorities, this may be a possibility.
- The organisation will not participate in any form of 'investigation' i.e. must not start a process of 'fact finding'. If the organisation is subsequently required to take part in a criminal investigation or a Serious Case Review, the Manager will speak to organisations legal advisor.
- In the majority of cases the organisation should offer to support the person making the allegation and make them aware of the options that are available to them i.e. contacting the local social services or police. In some cases the adviser may offer to help them make initial contact with these agencies. If, however, there is a clear and immediate danger to an individual then confidentiality will be broken, and priority given to the safety of that individual
- Equally if a client or third party makes an allegation of abuse, and it becomes clear to the organisation that no further action has been taken since the interview, then it may be that the organisation decides to take steps to report the allegation.

If the Manager is considering reporting allegations of abuse and/or breaching confidentiality, they will seek the assistance of our legal advisors.

***Protecting vulnerable or disadvantaged adults from abuse and staff/volunteers from allegations of abuse***

No member of the organisations staff will:

- Visit a vulnerable adult in their home unless on an official pre-arranged visit
- Transport a vulnerable or disadvantaged adult alone in their car unless prior arrangements have been made with the manager of the organisation or in case of a medical emergency
- Make any comments with sexual overtones, even in humour, or partake in any 'horse play' with a vulnerable adult
- Allow a vulnerable or disadvantaged adult into their home
- Engage in rough physical games – apart from structured sports activities, which may be part of a community event etc.
- Allow or engage in inappropriate touching of any form
- Allow a vulnerable or disadvantaged adult to use inappropriate language unchallenged
- Make sexually suggestive comments about or to a vulnerable or disadvantaged adult, even in fun
- Let allegations a vulnerable or disadvantaged adult makes go unchallenged or unrecorded
- Do things of a personal nature for a vulnerable or disadvantaged adult that they can do for themselves

- Lend money to or borrow money or possessions from a vulnerable or disadvantaged adult. They will not agree to make any purchases, or undertake any financial transactions, on behalf of the service user.

***In addition:***

- If the client has access to third party support i.e. a social worker, then it is advisable for that person to attend appointments at the organisation, if possible
- If an adviser has any concerns about visiting a vulnerable or disadvantaged adult on their own, then steps should be taken to ensure another staff member attends
- Anyone undertaking home visits must have been CRB-screened.

**Further precautions**

Recruitment The organisations will ensure that sound recruitment practices are in place to ensure that anyone considered to be a risk to children, vulnerable or disadvantaged adults does not enter our service. The following precautions will reduce this risk:

- Anyone applying to work for the organisation will be interviewed and asked to provide two references from former employers
- If an applicant is unable to provide employer references, they should provide references from a community leader etc.
- Thorough induction training will be provided to ensure that staff/volunteers are aware of the service's core values, confidentiality and best practice
- Staff and volunteers will be given regular supervision and have training needs assessed
- All new staff, whether paid or volunteer, who have unsupervised contact with clients will be CRB-screened
- Regular case checking should be adopted and any unusual or excessive contact with a vulnerable or disadvantaged adult recorded.

Regular review of policies and procedures: The organisations vulnerable or disadvantaged adult protection policies and procedures will be reviewed annually. Necessary changes that are identified in the interim period, as a result of amendment to legislation, will be made as required.

## ***SAFEGUARDING AND CHILD PROTECTION POLICY***

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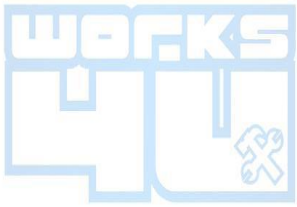
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**NOTE: THE WORKS4U SAFEGUARDING AND CHILD PROTECTION POLICY MUST BE READ IN CONJUNCTION WITH THE TAMESIDE SAFEGUARDING CHILDREN BOARD:- GUIDANCE FOR SAFE WORKING PRACTISE FOR ADULTS WHO WORK WITH CHILDREN AND YOUNG PEOPLE!**





## **SAFEGUARDING AND CHILD PROTECTION POLICY**

### **1. INTRODUCTION**

1.1 The purpose of this policy document is to give staff, organisations using our services, young people and their families and employers, clear guidance on our policy and strategy for ensuring the health, safety and well-being of all young people accessing our services.

The policy has been developed to ensure that all adults at Works 4 U are working together to safeguard and promote the welfare of learners.

1.2 This policy describes the management systems and arrangements in place to create and maintain a safe learning environment for all learners, staff and visitors. It identifies actions that should be taken to redress any concerns about a young person's welfare.

1.3 The Managing Director, Wendy Mackie, is the organisations designated Safeguarding Officer and in her absence, Mark Hyde, Centre Manager. However, it is the duty and responsibility of every member of staff to ensure the provision of a safe learning environment.

1.4 Safeguarding and promoting the welfare of learners goes beyond implementing basic Child Protection Procedures. It is an integral part of ALL activities and functions at Works 4 U. This policy compliments and supports the relevant policies of schools and Local Authorities referring service users to Works 4 U.

1.5 Under the Education Act 2002 all schools have a duty to safeguard and promote the welfare of their pupils and, in accordance the guidance set out in 'Working Together to Safeguard Children'. Works 4 will work in partnership with schools and other organisations where appropriate to identify any concerns about welfare and take action to address them.

### **2. ETHOS**

2.1 Works 4 U aims to create and maintain a safe learning environment where all learners and adults feels safe, secure and valued and know they will be listened to. Our organisation is committed to 'Every Child Matters' and implements policies, practices and procedures which promote safeguarding and the emotional and physical procedures which promote safeguarding and the emotional and physical well-being of children, young people and staff.

2.2 We recognise that a very significant number of young people referred to our service have high support needs, are vulnerable and in many cases, are at risk of abuse. We seek to ensure through our referral process, that sufficient information is sought from schools, young people, their family/carers and other significant individuals about the individual needs of each young person and any factors that may contribute to their vulnerability in a training or work place environment.

2.3 The Continuum of Needs and Response and the Common Assessment Framework is embedded into every day practice and procedures when responding to children's needs.

The children have access to appropriate curriculum opportunities, including emotional health and well-being to support the development of the skills needed to help them stay safe and healthy,

develop their self-esteem and understand the responsibilities of adult life, particularly in regards to child care and parenting skills.

2.4 Access to cross-curricular activities will provide opportunities to develop self-esteem and self-motivation and to help learners respect the rights of others, particularly those groups who may be considered a minority.

2.5 We operate stringent inspection and approval procedures prior to placing a young person in a training or work experience environment. By conducting appropriate 'Risk Assessments' before placing a young person in training or work placements, we seek to ensure:

- That the young person will not be placed at unacceptable risk in their work place activities.
- Will not be exposed to foreseeable dangers of abuse or exploitation.
- Will have an agreed training programme for the activities and tasks they will be asked to undertake.
- That appropriate CRB checks are conducted for staff employed by the organisation.
- That we conduct regular on site monitoring visits to ensure the Health and Safety and well-being of the young person.
- That the organisations staff are sufficiently trained to listen to young people and to identify and act appropriately on signs or possible indicators of abuse or exploitation.

### **3. THE CURRICULUM**

3.1 All learners have access to an appropriate curriculum, differentiated to meet their needs.

The enables them to learn and to develop the necessary skills to build self-esteem, respect others, defend those in need, resolve conflict without resorting to violence, question and challenge and to make informed choices in later life.

3.2 Learners are encouraged to express and discuss their ideas, thoughts and feelings through a variety of activities and to have access to a range of social, recreational and cultural opportunities which promote respect and empathy for others. There is access to information and materials from a diversity of sources which promote social, spiritual and moral well-being and physical and mental health.

3.3 Personal Health and Social Education, Citizenship and Religious knowledge learning opportunities will enable learners to discuss and debate a range of subjects including lifestyles, forced marriage, family patterns, religious beliefs and practices and human rights issues.

3.4 All learners will have a designated Support Worker and will know that there are individuals in the organisation who they can approach in confidence if they are in difficulty or feeling worried and that their concerns will be taken seriously and treated with respect.

### **4. ATTENDANCE AND EXCLUSIONS**

4.1 In accordance with the Works 4 U Attendance Policy, non-approved absences are rigorously pursued and recorded. Works 4 U, in partnership with schools, appropriate agencies and where possible parents/carers, takes action to pursue and address all unauthorised absences in order to safeguard the welfare of learners in its care.

4.2 The attendance requirements stipulated in the Service Level Agreement with the school, identifies how individual cases are, managed and how we will work proactively with parents/carers, to ensure that they understand why attendance and engagement is important. In certain cases this may form

part of a Common Assessment Framework (CAF) or a parenting contract. It may also include pick up and drop off arrangements for individual learners by Works4U staff.

4.3 Learners attending Works 4 U alternative provision remain on the school register and Works 4 U recognises the necessity to fully co-operate with the schools requirements in respect of attendance notification and reports, in accordance with the individual Service Level Agreement.

4.4 Exclusion from the Works 4 U provision will always be an absolute last resort and will only take place following discussion with the referring school or agency.

## **5. RECORD KEEPING, REPORT WRITING AND REVIEWS**

5.1 Works 4 U will maintain comprehensive records of young people's attendance, engagement, learning activities, progress and achievements, behaviour and any other information relevant to the learner's well-being including any other significant events in a child or young person's life.

Those records will be maintained in a confidential manner but will be shared with the school in the interest of the Safeguarding Policy and Procedure

5.2 Weekly/Monthly reports will be provided to the school on the learner's progress and achievements in accordance with the specific requirements of the Service Level Agreement and in the style and format requested by the school unless otherwise agreed.

5.3 Staff from Works 4 U will attend young people's reviews, including for example, LAC or TAC reviews, planning meetings or other significant meetings called by the school or other agencies to deal with aspects of the young person's education or well-being. They will provide formal reports for such meetings and make appropriate inputs to the process.

## **6. ROLES AND RESPONSIBILITIES**

6.1 The Managing Director of Works 4 U (Wendy Mackie) will ensure that:

- The Policies and Procedures designed to safeguard and promote the welfare of learners are fully implemented and followed by all staff including volunteers.
- Safe recruitment and selection of staff and volunteers is practiced.
- Designated staff for Child Protection i.e. Team Leaders receive appropriate on-going training, support and supervision.
- Sufficient time and resources are made available for designated staff to discharge their responsibilities, including attending inter-agency meetings, contributing to the assessment of learners, supporting colleagues and delivering training as appropriate.
- All staff and volunteers receive appropriate training which is updated on an annual basis.
- All temporary staff and volunteers are made aware of the Works 4 U Safeguarding Policy and arrangements.
- All staff and volunteers feel safe about raising concerns about poor or unsafe practice in regards to the safeguarding and welfare of the learners and such concerns will be addressed sensitively and effectively.
- Parents/carers are aware of and have an understanding of the organisations responsibilities to promote the safety and welfare of its learners by publishing this policy on the Works 4 U website and answering any questions relating to the implementation of the policy.

6.2 The Directors of Works 4 U will ensure that Safeguarding and Child Protection continues to be a top priority in all aspects of the organisation services and provision and that our Safeguarding Policy and Procedures are continually reviewed and updated.

6.3 Our Designated Safeguarding Officer, Wendy Mackie, has a specific responsibility for championing the importance of safeguarding and promoting the welfare of learners accessing Works 4 U Services and will:

- Act as the first point of contact with regards to all safeguarding matters.
- Attend updated training on an annual basis.
- Provide information to schools and relevant agencies on how Works 4 U carries out its safeguarding duties.
- Provide support and training to staff and volunteers on safeguarding issues on an annual basis.
- Ensure that the organisations actions and practices are in line with the Safeguarding Policy.
- Make effective referrals to the Children and Families Service and any other agencies where there are concerns about the welfare of a child.
- Keep copies of all referrals to Children and Families Services and any other agencies related to safeguarding children.
- Ensure that all staff and volunteers receive information on Safeguarding Policies and Procedures from the point of induction.
- Ensure that all staff undertake Safeguarding training on an annual basis and receive regular information on Safeguarding Policies and Procedures from the point of induction.
- Manage and keep secure the school's safeguarding records.
- Ensure that all staff and volunteers understand and are aware of the organisation's reporting and recording procedures and are clear about what to do if they have a concern about a child.
- Liaise with school's designated Safeguarding Officer about and safeguarding issues.
- Ensure that the Safeguarding Policy and Procedures are regularly reviewed and updated.
- Ensure that all safeguarding incidents are properly investigated and necessary actions taken.

## **7. SAFE RECRUITMENT AND SELECTION OF STAFF**

7.1 The recruitment and selection process is based upon the DCSF guidance set out in 'Safeguarding Children and Safer Recruitment in Education Settings' (April 2012)

## **8. WORKING WITH OTHER AGENCIES**

8.1 Works 4 U has developed effective links with schools and other agencies and co-operates as required with any enquires regarding Child Protection issues.

Works 4 U will notify the school within an agreed time scale of (normally before 10.00am) when a child fails to attend the centre.

## **9. CONFIDENTIALITY AND INFORMATION SHARING**

9.1 Staff ensure that confidentiality protocols are followed and information is shared appropriately. The safeguarding officer discloses any information about a learner to other members of staff on a need to know basis only.

9.2 All staff and volunteers must understand that they have a professional responsibility to share information with other agencies in order to safeguard children. All staff and volunteers must be clear with children and that they cannot promise to keep secrets.

## **10. TRAINING FOR STAFF AND VOLUNTEERS**

10.1 Training is provided for all staff and volunteers. Induction training includes basic safeguarding information about Works4U policies and procedures, signs and symptoms of abuse (emotional and physical), how to manage a disclosure from a child as well as when and how to record a concern about the welfare of a child.

10.2 All staff and volunteers who are in regular contact with learners will receive basis level 1 training which is updated by refresher training every 3 years. The safeguarding officer will receive refresher training every two years as well as further training at level 2 and above.

10.3 All staff are required to attend the Works4U in-house staff development programme which includes particular safeguarding issues and case studies.

10.4 All support staff are required to achieve a level 3 diploma which includes Health and Safety and safeguarding modules.

## **11. RECORDING AND REPORTING CONCERNS**

11.1 All staff, volunteers and visitors have a responsibility to report any concerns about the welfare and safety of a child and all such concerns must be taken seriously, See appendix B. If a concern arises all staff, volunteers and visitors must:-

- Immediately bring their concerns to the attention of the safeguarding officer, Wendy Macki or Mark Hyde.
- Complete a welfare concern form and give it to the safeguarding officer.
- Agree with the safe
- Guarding officer what action should be taken, by who and when it should be reviewed?
- Staff/Safeguarding leads are to document any concerns using the School Pod system with a clear comprehensive summary of the concern. Include details of how the concern was followed up and resolved and include notes of any action taken, decisions reached and the outcome.

*“It is important for children to receive the right help at the right time to address safeguarding risks, prevent issues escalating and to promote children’s welfare”.*

*Section 73 Keeping Children Safe in Education 2021*

## **12. INFORMING SCHOOLS, PARENTS/CARERS**

12.1 Where a safeguarding issue arises Works4U will bring it to the attention of the schools designated person and agree the manner in which the issue is to be dealt with in the first instant.

12.2 Works4U’s approach to working with parents/carers is one of transparency and honesty and our responsibility is to safeguard and promote the welfare of all the children in our care. We aim to do this in partnership with our parents/carers. In most cases parents and carers will be informed when concerns are raised about the safety and welfare of their child. Parents and carers should be given the opportunity to address any concerns.

12.3 Parents and Carers will be informed if a referral is to be made to the children. Families and social care service and any other agency.

12.4 Parents/Carers will not be informed if it is believed that by doing so would put the child at risk. In such cases the safeguarding officer (Wendy Mackie) will seek advice from the children, families and social care services First Response Team.

### **13 DOMESTIC ABUSE**

13.1 Works4U is aware that learners development, as well as their social and emotional resilience, is affected by many factors including, exposure to domestic abuse within the family situation and is a safeguarding issue.

13.2 Children and young people react to domestic abuse in similar ways to other types of abuse and trauma.

13.3 Information about Domestic Abuse and its potential effects upon learners will be incorporated into staff safeguarding and child protection training and briefings and the Works4U Child Protections Policies and Procedures will be used to protect children and young people exposed to, and at risk from, domestic abuse.

13.4 Any learner thought to be at immediate risk will be referred without delay to the appropriate safeguarding children board.

13.5 Works4u will seek to ensure that any learners they are aware of who may be exposed to domestic abuse situations receive appropriate counselling and support.

### **14 FORCED MARRIAGE**

14.1 Works4U is sensitive to differing family patterns and lifestyles and child-rearing patterns that vary across different racial, ethnic and cultural groups. Forced marriage is a form of child, adult and domestic abuse and, in line with statutory guidance, is treated as such by the school, Child abuse cannot be condoned for religious and cultural reasons.

14.2 Information about forced marriage will be incorporated into staff safeguarding and child protection training and briefings and Works4U's safeguarding and child protection policies will be used to protect a victim or potential victim of forced marriage.

14.3 If a case of forced marriage is suspected, parents and carers **will not** be approached or involved about a referral to any other agencies.

### **15. CHILD PROTECTION POLICIES**

**15.1** Works4U fully recognises its responsibilities for child protection.

Our policy applies to all staff and volunteers working at Works4U. There are five main elements to our policy:

1. Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
2. Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
3. Developing and then implementing procedures for identifying and reporting cases, or suspected cases of abuse.
4. Supporting learners who have been abused in accordance with his/her agreed child protection plan.

5. Establishing a safe environment in which children can learn and develop.

We recognise that because of the day to day contact with children, Works4U staff are well placed to observe the outward signs of abuse. Works4U will therefore:

1. Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
2. Ensure children know that there are adults at Works4U who they can approach if they are worried.
3. Include opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse.

We will follow the procedures set out by the local safeguarding children board (formerly the Area Child Protection Committee) and take account of guidance issued by the department for education and skills to:

1. Ensure we have a designated senior person for child protection who has received appropriate training and support for this role.
2. Ensure that all senior managers/directors fully support the child protection policies and procedures.
3. Ensure every member of staff and volunteers knows the name of the designated senior person responsible for child protection and their role.
4. Ensure all staff and volunteers understand their responsibilities in being alert for the signs of abuse and responsibility for referring any concerns to the designated person responsible for child protection.
5. Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the Works4U prospectus.
6. Notify children, families and social care services if there is an unexplained absence of more than two days of a learner who is subject to a child protection plan.
7. Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences.
8. Keep written records of concerns about children, even when there is no need to refer the matter immediately.
9. Ensure all records are kept securely, separate from the main learner file, and in locked locations.
10. Develop and then follow procedures where an allegation is made against a member of staff or volunteer.
11. Ensure safe recruitment practices are always followed.

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. Works4U may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. Works4U will endeavour to support the learner through:

1. The content of the curriculum.
2. Works4U's ethos which promotes a positive, supportive and secure environment and gives learners a sense of being valued.
3. Works4U's behaviour policy which is aimed at supporting vulnerable learners at Works4U. Works4U will ensure that the learner knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.
4. Liaison with other agencies that support the learner such as children, families and social care, child and adult mental health service, school attendance improvement service and educational psychology service.

5. Ensuring that, where a learner is subject to a child protection plan, their information is transferred to the new school immediately and that the child's social worker is informed.

## **15.2 Peer on Peer Abuse**

The College recognises that children are capable of abusing their peers. This can happen both inside and outside of college and online. All staff should recognise the indicators and signs of peer-on-peer abuse and know how to identify it and respond to reports. College staff should understand that even if there are no reports in the College, this does not mean it is not happening; it may be the case that it is just not being reported. As such it is very important that if staff have any concerns regarding peer-on-peer abuse, they should speak to the Deputy Master Pastoral & Co-Curricular (or a Deputy Designated Safeguarding Lead). All staff must understand the importance of challenging inappropriate behaviours between peers. Downplaying behaviours, for example dismissing sexual harassment as 'just banter', 'just having a laugh', 'part of growing up' or 'boys being boys' can lead to a culture of unacceptable behaviours, an unsafe environment for children, and in worst-case scenarios, a culture that normalises abuse, leading to children accepting it as normal and not coming forward to report it. Peer-on-peer abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery);
- upskirting (see below); and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

## **15.3 Upskirting**

Upskirting happens where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Upskirting is a criminal offence. Persons of any gender can be a victim of upskirting.

Staff must always type up and report any peer on peer abuse onto the safeguarding tab within SchoolPod and all staff are to made aware of any incidents.

Dependent on the severity of the incident, police will be contacted and the incident reported.

Parents/carers will be informed. Meetings with parents/carers will be arranged with staff/police to discuss the incident. All incidents are to be dealt with efficiently and in accordance with the statutory guidance.



## **16. CHILD PROTECTION CONFERENCE AND CORE GROUP MEETINGS**

16.1 Members of staff are likely to be asked to attend an initial case conference or other relevant core group meetings about an individual Learner and will need to have as much relevant updated information about the child as possible. A case conference will be held if it is considered that the child/children are suffering or at risk of suffering significant harm and/or abuse.

16.2 All reports for a case conference should be prepared in advance of the meeting and will include information about the child's physical, emotional, intellectual development and well-being as well as relevant family related issues. This information will be shared with the parents/carers.

## **17. MANAGING ALLEGATIONS AND CONCERNS AGAINST STAFF AND VOLUNTEERS**

17.1 Works4U follows the procedures recommended by the MSCB when dealing with allegations made against staff and volunteers.

17.2 All allegations made against a member of staff and volunteers including contractors or security staff working on site, will be dealt with quickly and fairly and in a way that provides effective protection for the child while at the same time providing support for the person against whom the allegation is made.

## **18. COMPLAINTS OR CONCERNS BY LEARNERS, STAFF OR VOLUNTEERS**

18.1 Any concern or expression of disquiet made by a learner will be listened to seriously and acted upon as quickly as possible to safeguard his or her welfare.

18.2 We will make sure that the child or adult who has expressed the concern or made the complaint will be informed not only about the action to be taken out but also where possible about the length of time required to resolve the complaint. We will endeavour to keep the child or adult informed about the progress of the complaint/expression of concern.

## **19. SERIOUS CASE REVIEWS**

19.1 The Manchester Safeguarding Children Board will always undertake a serious case review when a child or young person dies (including death by suicide) and abuse or neglect is known or suspected to be a factor in their death. The purpose of the serious case review is to:

- Find out if there are any lessons to be learnt from the case about how local professionals and agencies work together to safeguard and promote the welfare of children and young people.
- Identify what those lessons are, how they will be acted on and what is expected to change as a result of the serious case review.
- Improve inter-agency working to better safeguard and promote the welfare of children and young people.

19.2 if required Works4U will provide an individual management report for a serious case review and will co-operate fully with implementing outcomes to the review including reviewing policy, practice and procedures as required.

**WORKS4U – LINKED POLICIES AND REFERENCE MATERIALS:**

- Health and Safety policy
- Visitors
- Fire Procedures
- Site location rules
- Medication Policy
- No Smoking Policy
- Drug Policy
- Feedback Policy
- Behaviour Management
- Bullying
- Data Protection
- Equal Opportunities
- Complaints Procedure
- Assessments/Referrals/Appeals
- Adult Protection Policy
- Environmental Sustainability Strategy
- Risk Assessment Policy
- COSHH Policy
- Employer Liability Insurance

**MSCB POLICIES AND REFERENCE MATERIALS** (on MSCB website at [www.msccb.org.uk](http://www.msccb.org.uk))

- Managing allegations and concerns against staff and volunteers
- Forced Marriage Guidance
- Domestic Abuse
- Missing from Home and Care
- Private Fostering
- Child Sexual Exploitation
- Young People at risk of Gang/Firearm activity
- Acceptable use Policy
- Homophobic Bullying
- Information Sharing (a pocket guide)
- Child Employment
- Cyber Bullying
- Recruiting Safety
- Guidance for safe working practice for the protection of children and staff in education setting
- Guidance for safer working practice for adults who work with children and young people.
- Guidance for reporting/referral procedures
- The protection of children in England Action Plan
- Safeguarding Children
- Keeping Works4U Safe.

## ***THE FOLLOWING DEFINITIONS ARE FROM KEEPING CHILDREN SAFE IN EDUCATION 2021***

### ***ABUSE***

A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

### ***PHSYICAL ABUSE***

A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

### ***EMOTIONAL ABUSE***

The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the 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 developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from 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 ABUSE***

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue (also known as peer on peer abuse) in education and all staff should be aware of it and of their school or college's policy and procedures for dealing with it,

### ***NEGLECT***

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a

parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

### **SUPPORTING VICTIMS OF ABUSE**

*"All staff should know what to do if a child tells them they are being abused, exploited or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the designated safeguarding lead (or a deputy) and children's social care. Staff should never promise a child that they will not tell anyone about a report of any form of abuse, as this may ultimately not be in the best interests of the child".*

*"All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report".*

*Section 17 & 18 from Keeping Children Safe in Education 2021*

**NAMED STAFF AND RESPONSIBILITIES**

<b>STAFF</b>	<b>TITLE</b>	<b>ROLE</b>	<b>RESPONISBILITIES</b>
<b>Wendy Mackie</b>	<b>Managing Director</b>	<b>Safeguarding Officer</b>	<b>Responsible for overseeing the organisations Safeguarding Policies and Procedures.</b>
<b>Mark Hyde</b>	<b>Centre Manager</b>	<b>Deputy Safeguarding Officer</b>	<b>Substitution for Wendy in her absence</b>
<b>Molly Mackie</b>	<b>Deputy Safeguarding Manager</b>	<b>Deputy Safeguarding Officer</b>	<b>Responsible for the day to day welfare of learners</b>
<b>Jackie Anderson</b>	<b>Quality Assurance Manager</b>	<b>Quality Assurance</b>	<b>Oversees all Quality Assurance across awarding bodies and HR</b>
<b>James Mackie</b>	<b>E-Safety Lead</b>	<b>Internet Safety</b>	<b>Working alongside IT champion for all staff and learners</b>
<b>Kirsty McDonough</b>	<b>Finance Administrator</b>	<b>Head of finance</b>	<b>Overseeing the company's finances</b>
<b>Samantha Fletcher</b>	<b>Deputy Centre Manager</b>	<b>Management and Leadership of delivery teams and ensuring a safe learning environment</b>	<b>Responsible for the day to day welfare of learners in specific locations</b>
<b>Support Workers</b>	<b>Key Workers</b>	<b>1:1 Support</b>	<b>Responsible for the Mentoring and support of allocated learners</b>
<b>Support Workers</b>	<b>Tutors/Support Workers</b>	<b>Delivery of learning and Support Services</b>	<b>Responsible for the general safety and wellbeing of individual learners.</b>
<b>Admin and Support Workers</b>	<b>Admin and Support Staff</b>	<b>General Duties</b>	<b>Responsible for maintaining a safe learning environment.</b>



## **TRAINING OR WORK EXPERIENCE ON EMPLOYERS PREMISES**

- E1 Works4u operates stringent inspection and approval procedures prior to placing a young person in a training or work experience environment.

We conduct appropriate “Risk Assessments” before placing a young person in training or work placement to ensure:

- That the young person will not be placed at unacceptable risk in their workplace activities.
- Will not be exposed to foreseeable dangers of abuse or exploitation.
- Learners will have an agreed training programme for the activities and tasks they will be asked to undertake.
- That appropriate CRB checks are conducted for staff employed by the organisation.
- That the organisations staff are sufficiently trained to listen to young people and to identify and act on signs or possible indicators of abuse or exploitation.
- That the organisation has in place current employer and public liability insurance.

- E2 Works4u Staff will conduct regular on – site monitoring visits to ensure that Health & Safety and well-being of the young person. Monitoring visit reports will be completed following each visit.

- E3 Works4u will monitor on a daily/ weekly basis young people’s attendance on work experience placements as well as their progress and achievements.

- E4 A “ Risk Assessment” will be carried out and will include the following questions and observations:

- Are there any work tasks or equipment, which the young person should not operate?
- Is there any specific safety equipment or clothing that will need to be issued to the young person?
- Is there any specific Health & Safety training, which the young person must undertake before undertaking any work tasks?
- Will the young person be adequately supervised at all time in the work placement?
- Are there any other identifiable risks to the young person’s Health & Safety and well-being in the proposed work place?

The answer to the above questions will be recorded by the member of staff conducting this risk assessment.

- E5 All accidents will be recorded and reported through the Organisations accident reporting system and appropriate investigation and follow up action taken.

**DEALING WITH SUSPECTED CASES OF ABUSE OR YOUNG PEOPLE AT RISK OF ABUSE, HARM AND NEGLECT.**

**INTRODUCTION**

The organisation accepts both its statutory and moral responsibility for seeking to ensure the safeguarding and well-being of young people accessing our service; it is our responsibility to provide a safe learning environment.

The list of situations which may give rise to concern is not exhaustive but will include:

- Children who disclose to staff that they have suffered abuse including, physical, mental or sexual either within their learning environment, at home or in any other circumstances.
- Children who display behaviour or signs that might indicate possible abuse, including self-harm or emotional/mental states that give rise to concern.
- Children who have signs of significant neglect, including undernourishment and/or very poor personal appearance or hygiene.
- Any signs that may indicate significant concern for young person's health, safety or well-being.

All of our staff undertake training in recognising and dealing with possible signs of abuse.

The person responsible for initiating action where abuse is disclosed, reported or suspected is Mark Hyde, the Centre Manager.



## **PROCEDURE**

1. All staff must be vigilant to signs of abuse, neglect or harm to young people  
Accessing our service.
2. Key workers and team leaders should make themselves aware of the content of risk assessments and risk management plans in place for individual young people and their role in facilitating its plan.
3. Where staff, have concerns about the health, safety or well-being of a young person, they must raise that concern immediately with their team leader or in the absence of the team leader, the Centre Manager.
4. Where a young person discuss details of abuse or potential abuse to a member of staff. That staff must report those details to the Centre Manager, even in circumstances where young people have specifically requested that the staff member keeps it to themselves. The young person safety should be seen as paramount. However it is important for staff to maintain confidentiality and to discuss any concerns on a “need to know” basis only
5. It is not the role of individual staff to investigate any suspected cases of abuse, but rather to ensure that the concerns are reported as above. The Centre Manager is responsible for implementations of reporting and investigating process in conjunction with the school or referring agency.
6. It is important for members of staff to read the details of the disclosure or identification of concerns on the appropriate report form as soon as possible and to ensure that factual details and actual words of a young person are recorded.
7. The Centre Manager will inform the appropriate authorities of cases of disclosure or suspected abuse in line with the school of LA’s policy and procedures.
8. Where an allegation of abuse involves a member of staff, that person will be relieved of duties immediately and will be instructed not to make contact with the young person or his/her family.
9. Both the organisation and individual member of staff will fully cooperate with the statutory investigative safeguarding procedures of the respective local authority.
10. All matters relating to disclosures, allegations, suspected abuse or safeguarding issues will be dealt in line with the organisation confidentiality policy.

## **18. Works 4 U Support Service – Environmental Sustainability strategy and action plan.**

### ***Introduction***

“Sustainability development” meets the needs of the present without preventing future generations from meeting their own needs.

A key part of this is to ensure that we protect the environment.

Works 4 U has a key role to play in making our area a more environmentally sustainable place for future generations and we are fully committed to reducing our environmental impact by using this environmental strategy and action plan to achieve our goals.

This strategy along with our action plan demonstrates how we: -

- Will lead by example to deliver sound environmental outcomes by managing and mitigating, as far as possible, the impact of our activities on the environment;
- Will make environmental issues central to our operational and policy decisions so that we continue to be responsible recipient of public funding;
- Will work towards key environmental outcomes whilst providing a service that maintains the highest standards of confidentiality through careful disposal of sensitive information.

### ***Scope***

- This strategy addresses all the relevant aspects of the operation of Norman Mackie Associates/Works 4 U Support Service.
- It applies to all Works 4 U employees, volunteers and premises, to services, agency staff and contractors funded by our service and to service users.

### ***Wider Links***

This strategy will support the government’s key priority areas around the environment; it will also support the council’s targets.

### ***Our Aim***

The overarching aim of the strategy is to . . . . .

“Reduce, reuse and recycle wherever possible in all activities so that Works 4 U can concentrate to a local, national and global sustainable future”. The Key government priority areas are: -

- Sustainable development
- Sustainable public purchasing
- Sustainable business and resource efficiency
- Sustainable products and consumers
- Waste and recycling
- Natural environment biodiversity
- Adapting to climate change
- Mitigating climate change

Further information can be found at <http://ww2.defra.gov.uk/environment/economy/>

### ***Themed objectives to achieve our aim***

To successfully achieve the aim, the following themed objectives have been identified.

#### ***Recycling of materials***

- We are committed to reducing the environmental impact of our operations, and will seek to reduce supplies and products used.
- We will ensure the maximum recycling of paper (subject to confidentiality), cardboard, glass, plastic, tins, batteries and printer cartridges. If specific recycling bins are used they will be labelled appropriately.
- We will minimise as far as possible the use of paper by increasing electronic communication.

#### ***Dispose of waste***

- The organisation encourages the reuse and repair of products, to avoid premature disposal.
- Redundant I.C.T equipment will be donated to other users or recycled once data has been removed in line assurance and confidentiality.

#### ***Transport***

- We will restrict car travel to necessary trips, using whenever possible public transport (bus, train and underground) or bicycle, and will encourage car sharing whenever possible.
- We will reduce the number of face-to-face meetings where feasible by increasing use of telephone conferencing.
- We will ensure that training venues and meeting locations are easily accessible by public transport.

#### ***Use of energy***

- We will reduce the amount of energy used within our premises.
- We will ensure that all our premises are as energy efficient as possible.
- We will try to influence the managers of building in which we have outreaches to make their premises and practices as sustainable as possible.

#### ***Use of water***

- We will reduce the amount of water used within our premises.
- We will ensure that all our premises are water efficient and water is used appropriately.
- We will seek to influence the managers of buildings in which we have outreaches to make their premises and practices sustainable as possible.

#### ***Suppliers and purchasing***

- We will monitor supply chain employment conditions and will take reasonable steps to assess suppliers' policies and practices.

- We will not purchase goods or services from suppliers if supply chain employment conditions or environmental impacts are found to be unacceptable.
- Wherever possible, products used will be zero-waste products, produced in an environmentally sustainable manner, repairable, non-toxic and reusable or recyclable.

### ***Awareness and education***

- We will maximise the above impacts by training staff and volunteers, as workers who are well informed are more likely to assist in reducing the environmental impact.
- We will work with our partners and external organisations to raise awareness even further.

### ***Delivering the strategy The strategy will be overseen by:***

- The senior manager who will provide the overall strategic direction.

### ***The strategy will be delivered by:***

- **Mark Hyde** who will be the nominated environmental lead manager.

### ***The action plan***

The themed objectives will be delivered through an annual action plan.

**Wendy Mackie** will be responsible for overseeing the day-to-day delivery of this action plan.

### ***Review***

The strategy and action plan will be reviewed by senior management.

- We will include environmental sustainability topics within our training/learning programmes.

## ***19. Risk Assessment Policy.***

We recognise that risk assessment is an important step in protecting the learners and visitors who use our services and our workforce; as well as complying with the law. Our risk assessment policy and procedures help us to focus on the risks to young people and vulnerable adults, with the potential to cause real harm.

Our risk assessment procedure is based upon the following five steps taken from the HSE guidelines:

- Step 1 – Identifying the hazards which could cause substantial harm
- Step 2 – Decide who might be harmed and how
- Step 3 – Evaluate the risks and decide on appropriate precautions
- Step 4 – Record the findings of the risk assessment in our learner’s documentation
- Step 5 – Continuously review our assessments and update as necessary

Our risk assessments procedures apply to three broad areas of activity.

- All young people referred to our services and the activities they will undertake, including the learning environment.
- All work experience placements in which we place young people
- Our staff activities and working practices

Detailed procedures for Carrying out risk assessments are contained in our staff handbook.

## **20. COSHH Policy**

We recognise the importance of controlling substances at work so that they do not cause ill health to learners, our staff or members of public entering our premises.

In addition to providing adequate protection, our policy and procedures are designed to comply with the Control of Substances hazardous to Health (COSHH) Regulations 2002, which apply to the way we work with these Substances.

Our COSHH policy should be read in conjunction with our risk assessment policy and procedures we seek to:

- Identify which substances are harmful
- Identify the tasks or activities in which the substance is used
- Conduct a risk assessment aimed at identifying, reducing and controlling the amount of exposure to the substance
- Developing and implementing appropriate control measures
- Ensuring the provision of appropriate Personal Protective Equipment (PPE)
- Ensuring that all learners and workers receive adequate training, information and guidance on the dangers and precautions
- Providing adequate management controls for the monitoring and maintenance of safe working practice

## **21. Online Safety**

Internet use is part of the statutory curriculum and it is a necessary tool for learning. The Internet is part of everyday life for education, business and social interaction. The College has a duty to prepare pupils so that have a firm grounding in digital technology for their future so that they can be active participants in an exciting and dynamic world. Learners use the internet widely outside college and need to learn to evaluate Internet information and to take care of their own safety and security.

The purpose of Internet use in college is to raise educational standards, to promote learner achievement, to support the professional work of staff.

Internet access is an entitlement for learners who show a responsible and mature approach to its use.

The internet gives us access to world-wide educational resources including museums and art galleries. It is hugely beneficial for teaching/learning and gives access

# Guidelines for Students

## Acceptable Use Agreement for the Internet, Email and other technologies

In order for students at [Works 4 U](#) to browse the Internet or make use of Email and other technologies, we require each student (and their parent or carer) to sign to show that they understand the importance of adhering to these strict rules:

- I will only use the Internet when I have permission and I am supervised.
- I will only send emails to people my teacher has approved. I understand that racist or bad language will not be tolerated and my emails will be polite at all times. I will not use email as a way to bully another child or adult.
- I will not give out my address, home or mobile telephone number, photograph or college name and address on the Internet or in an email. I will not give out personal details of another student or adult either.
- I agree never to meet someone I communicate with through email and I will tell a teacher, parent or carer straightaway if a stranger tries to contact me on the Internet or by email.
- I will tell my teacher straightaway if I come across any unsuitable pictures or information on the Internet by accident or if anything makes me feel uncomfortable or upset.
- I will only use search engines or websites that have been chosen by a teacher. I will not try to access any inappropriate websites, chat rooms, Instant Messaging or Social Networking sites in college.
- I will not use my mobile phone during the normal college day. I agree not to use the camera on a mobile phone to take pictures of people without their permission and understand that any form of bullying by text message is unacceptable and will not be tolerated. I will not accept any files sent by a stranger to my mobile phone via Bluetooth.
- I will not download any files from the Internet in college unless I have permission.

The following are specifically **not** permitted:

- Wilfully damaging computers, systems or networks
- Giving out your passwords to others
- Using passwords of others
- Sending or displaying offensive messages or pictures
- Using obscene language
- Harassing, attacking or insulting others.

Members of staff have the right to view any student's activity on the college network. This includes checking emails etc. Periodic checks will be made to ensure that there is no abuse of the system.

**Student**

I understand the rules above and agree to follow them. If I break any of these rules, I understand that:

1. A letter might be sent home;
2. I might be banned from using the Internet for a given period of time.
3. More serious action might be taken.

Student Signature: \_\_\_\_\_

Date: \_\_/\_\_/\_\_

**Parent or Carer**

I give permission for my child to use the Internet, email and other technologies in college. I understand that pupils will be held accountable for their own actions and agree to appropriate sanctions being imposed if rules are broken. I am aware that some materials on the Internet may be offensive and I accept responsibility for setting standards for my child to follow when selecting, sharing and exploring information and media.

Name of Student: \_\_\_\_\_

Parent/Carer Signature: \_\_\_\_\_

Date

## 22. Norman Mackie and Associates 46



### Zurich certificate of employers' liability insurance

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(Where required by regulation 5 of the Employers' Liability (Compulsory Insurance) Regulations 2008 (the Regulations), a copy of this certificate must be displayed at all places where you employ persons covered by the policy or an electronic copy of the certificate must be retained and be reasonably accessible to each employee to whom it relates.)

**Policy Number:** PC159135

**Policyholder:** Norman Mackie & Associates Limited t/as Works 4 U & Bower Fold Events Ltd

**Date of commencement of insurance policy:** 22/04/2021

**Date of expiry of insurance policy:** 21/04/2022

We hereby certify that subject to paragraph 2:

1. The policy to which this certificate relates satisfies the requirements of the relevant law applicable in Great Britain, Northern Ireland, the Isle of Man, the Island of Jersey, the Island of Guernsey and the Island of Alderney (b)
2. (a) the minimum amount of cover provided by this policy is no less than £5 million (c)

**Signed for and on behalf of Zurich Insurance plc (Authorised insurer)**

A handwritten signature in black ink that reads 'Tim Bailey'.

Tim Bailey

Chief Executive Officer of Zurich Insurance plc, UK Branch

**Notes:**

- (a) Where the employer is a company to which regulation 3(2) of the Regulations applies, the certificate shall state in a prominent place, either that the policy covers the holding company and all its subsidiaries, or that the policy covers the holding company and all its subsidiaries except and specifically excluded by name, or that the policy covers the holding company and only the named subsidiaries.
- (b) Specify applicable law as provided for in regulation 4(6) of the Regulations.
- (c) See regulation 3(1) of the Regulations and delete whichever paragraphs 2(a) or 2(b) does not apply. Where 2(b) is applicable, specify the amount of cover provided by the relevant policy.

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**Zurich Insurance plc**

A public limited company incorporated in Ireland. Registration No. 13460/Registered Office: Zurich House, Ballsbridge Park, Dublin 4, Ireland. UK Branch registered in England and Wales Registration No. BR07985. UK Branch Head Office: The Zurich Centre, 3000 Parkway, Whiteley, Fareham, Hampshire PO15 7JZ.

Zurich Insurance plc is authorised and regulated by the Central Bank of Ireland. Authorised by the Prudential Regulation Authority and with deemed variation of permission. Subject to regulation by the Financial Conduct Authority and limited regulation by the Prudential Regulation Authority. Details of the Temporary Permissions Regime, which allows EEA-based firms to operate in the UK for a limited period while seeking full authorisation, are available on the Financial Conduct Authority's website. Our FCA Firm Reference Number is 203093.



## Works 4U

### Forced Marriage Policy

Works 4U recognise the potential threat of forced marriage to young people accessing our service. In the interest of safeguarding good practice, we acknowledge and adopt the policies and guidelines of our local Safeguarding Children's Board upon which our policy is based.

#### **Mission Statement**

Forced marriage is a child abuse and child protection problem. It often affects the 14-18 year old age group. Also the Children of forced marriage are often at greater risk of abduction and abuse. The aim is to put the safety of victims or potential victims first and to focus on prevention, protection and provision.

Victims of Forced Marriage come from various ethnic backgrounds, faiths and communities. The government's Forced Marriage Unit has dealt with cases involving families from the Indian sub-continent, East Asia, the Middle East, Europe and Africa.

Forced Marriage cannot be justified on religious or cultural grounds. There is no major world religion that gives consent to Forced Marriage.

Any young person who cannot understand fully the concept of marriage or give consent could be vulnerable to pressure to marry. Young people with learning disability are particularly vulnerable to forced marriage.

Works 4U understands forced marriage to be a form of abuse and a breach of human rights. It is therefore important to safeguard any children or young people that experience forced marriage or attempted force marriage.

Note;

Comprehensive information and guidelines on working with young people facing forced marriage are available from your safeguarding officer Wendy Mackie.

## **IMPORTANT**

**If any member of staff at Works 4U has any reason to believe a young person accessing our service may be in danger of a Forced Marriage or have already undergone a Forced Marriage they MUST immediately bring it to the attention of our safeguarding officer Wendy Mackie.**

### **We will**

- Seek to assure the young person that we provide a safe, secure and confidential environment in which they can share their fears and concerns.
- Listen to them and seek to protect them.
- Act in their best interest.

### **We will not**

- Send the individual away or disregard them in the belief this is merely a private domestic matter and not one that we should respond to.
- Ignore what the young person has told us or dismiss the possibility that the young person may require immediate protection.
- Approach the young person's family, friends or those with influence in the community, unless the individual expressly ask us to do so and our safeguarding officer has reviewed and sanctioned such action.
- Attempt to be the mediator as this can be a dangerous response to Forced Marriage.
- Share information with anyone without the express consent of the individual unless we have concerns about the significant harm or the likelihood of criminal activity. Our child protection procedures will be followed if there is concern about significant harm.

### **Note**

A Forced Marriage is not the same as an arranged marriage which is a non-abusive contract between two consenting adults and is therefore fundamentally different from a Force Marriage.

## **Works 4U**

### **Prevent Duty – Policy**

We recognise that as part of our wider safeguarding role, we have a duty to help protect young people from the risk of radicalisation and to help in the promotion of fundamental British values which challenge extremist views.

It is important to emphasise that our prevent policy does not seek to stop students and staff from debating controversial issues. On the contrary, we endeavour to provide a safe space in which our students and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments. To this end, we will include topics aimed at building pupils' resilience to radicalisation in our Personal, Social and Health Education (PSHE) curriculum which aims to teach students to recognise and manage risk, make safer choices and recognise when pressure from others threatens their personal safety and well-being. When any member of staff has concerns about a student's well-being in respect of extremist views or the danger of radicalisation, they must at the earliest opportunity bring their concerns to the safeguarding officer Wendy Mackie, who will give the lead on the action to be taken and liaise with the appropriate professionals.

Risk assessments are a core part of our safeguarding policy and procedures and as part of our risk assessment process we will seek to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology.

Staff in relations to risk assessments should be alert to students who;

- Strongly express view which could be seen as active opposition to fundamental British values, including democracy the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.
- Advocate violence against other members of our society because of their race, beliefs, position in society or public roles or any other reason.
- Promote its values or benefits of supporting extremist groups or being a member of any such groups
- Seek information on the internet of a submissive, violent, radical or extreme motive.
- Seek to impose their views on others through bullying or aggressive means

### **Working in Partnership**

We will work closely with the statutory organisations to ensure that our prevent policy and strategies are adequately implemented and that students are sign posted to professional help where there is cause for concern. In particular we will follow the guidance of our LSCB in carrying out our prevent duty.

## Works 4U

### Policy and Guidelines on female genital mutilation (FGM)

Works 4U recognises that FGM or a threat of FGM as a serious child protection issue and must be dealt with within our child protection policy and procedures.

In implementing our policy and guidelines staff should be mindful that it is not our job or role to investigate suspected cases of FGM or the threat of FGM to a student. This is the function of statutory agencies and / or the police.

We recognise that young females attending Works 4U may be threatened with or have undergone FGM.

Staff may become aware of a student because she appears anxious, depressed, emotionally withdrawn or in physical discomfort. They may be presented with a sudden decline in her performance, aspirations or motivation. There may be occasions when a student comes to Works 4U, absents herself from class or spends long periods of time in the toilet.

When a member of staff suspects a student is threatened with FGM or has had FGM carried out they should bring their concerns to the attention of our safeguarding officer Wendy Mackie at the earliest opportunity, who will give the lead on action to be taken and liaise with the appropriate professionals.

We will.

- Treat our suspicions or any disclosures with the upmost sensitivity and confidentiality.
- Talk to the students about FGM in a professional and sensitive manner.
- Explain that FGM is illegal in the UK and that they will be protected by law.
- Recognise and respect their wishes where possible but child welfare must be paramount. FGM is child abuse and against the law. If we believe that a girl is at risk of FGM, or has already undergone FGM, the police and social services will be informed, even if this is against the girls' wishes. If we do take action against the girls wishes we will inform her of the reasons why.
- We will continue to support the girl and ensure that she is informed of the long term health consequences of FGM to encourage her to see and accept medical assistance.
- We will at all times act in a professional manner and maintain appropriate levels of confidentiality.

## **26. Peer on Peer Abuse**

### Managing Safeguarding between Students (Peer on Peer abuse)

At Works 4 U we believe that all students have a right to attend college and learn in a safe environment. Students should be free from harm by adults in the college and other students. We recognise that some learners will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the educational establishment's Behaviour Policy.

### Managing Safeguarding allegations between students

It is important to remember that Peer-On-Peer Abuse does not occur in a vacuum. It occurs in a society where there are structures and norms that shape young people's views, experiences and behaviours, as well as responses to them. Consequently, there are different issues of gender that will need to be considered when responding to allegations made against students by others in school which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual exploitation, child on child sexual abuse, child on child sexual violence and sexual harassment. It is likely that to be considered a safeguarding allegation against a student, some of the following features will be found. The allegation:

- Is made against an older student and refers to their behaviour towards a younger student or a more vulnerable student
- Is of a serious nature, possibly including a criminal offence
- Raises risk factors for other students in the educational establishment
- Indicates that other students may have been affected by this student
- Indicates that young people outside the educational establishment may be affected by this student

Examples of safeguarding issues against a student could include:

- Physical Abuse
- Violence, particularly pre-planned
- Forcing others to use drugs or alcohol
- Emotional Abuse
- Blackmail or extortion
- Threats and intimidation
- Sexual Abuse
- Indecent exposure, indecent touching or serious sexual assaults
- Forcing others to watch pornography or take part in sexting
- Sexual Exploitation
- Encouraging other children to attend inappropriate parties
- Photographing or videoing other children performing indecent acts

Although unlikely with regard to our student population we must remain alert to the possibility that in areas where gangs are prevalent, students may attempt to recruit other students using any or all of the above methods. Young people suffering from sexual exploitation themselves may be forced to recruit other young people under threat of violence.

## Minimising the risk of safeguarding concerns towards students from other students

We will:

- Provide a developmentally appropriate PSHE syllabus which develops students' understanding of acceptable behaviour and keeping themselves safe
- Have a school ethos in place for any student to raise concerns with staff, knowing they will be listened to, believed and valued
- Deliver targeted work on assertiveness and keeping safe to those students identified as being at risk

On occasion, some students will present a safeguarding risk to other students. School should be informed that the young person raises safeguarding concerns, for example, if they have experienced serious abuse themselves. These students will have these needs added to their individual risk management plan to ensure that other students are kept safe and they themselves are not laid open to malicious allegations. There is a need to balance the tension between privacy and safeguarding.

### What to do when an allegation is made by a student against another student

Members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern this should be recorded through the CPOMS recording system and the DSL should be informed. A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances. The DSL should contact The Public Service Hub to discuss the case. It is possible that Children's Social Care are already aware of safeguarding concerns around this young person. The DSL will follow through the outcomes of the discussion and make a statement of referral where appropriate. The DSL will make a record of the concern, the discussion and any outcome and keep a copy in the files of both students' files. If the allegation indicates a potential criminal offence has taken place, the police should be contacted at the earliest opportunity and parents informed (of both the student being complained about and the alleged victim). Where neither Children's Social Care nor the police accept the complaint, a thorough school investigation will take place into the matter using the school's usual disciplinary procedures/behaviour policy. In situations where our school considers a safeguarding risk is present, a risk assessment will be prepared along with a preventative, supervision plan. The plan will be monitored and a date set for a follow-up evaluation with everyone concerned.

## Child Sexual Exploitation

- Child sexual exploitation (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 is also important that we recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse. Staff are more likely to see victims on a regular basis than almost any other professional. They will notice recurrent or prolonged absences and significant changes in behaviour. Our college will enable these patterns to be identified. They are key to identifying students at risk and raise concerns at an early stage, to potentially halt the grooming process before sexual exploitation has begun. Staff will highlight concerns about missing students as they may be at risk of child sexual exploitation. Some of the following signs may be indicators of sexual exploitation:

- Students who appear with unexplained gifts or new possessions
- Students who associate with other young people involved in exploitation
- Students who have older boyfriends or girlfriends
- Students who suffer from sexually transmitted infections or become pregnant
- Students who suffer from changes in emotional well-being
- Students who misuse drugs and alcohol
- Students who go missing for periods of time or regularly come home late
- Students who are absent from school

Due to the nature of the grooming methods used by their abusers, it is very common for students and young people who are sexually exploited not to recognise that they are being abused. Practitioners should be aware that young people particularly aged 17 and 18 may believe themselves to be acting voluntarily and will need practitioners to work with them so they can recognise that they are being sexually exploited. As much as possible it is important that the young person is involved in decisions that are made about them. Link to DfE 'What to do if you suspect a child is being sexually abused': This should be read in conjunction with statutory guidance - <https://www.gov.uk/government/publications/what-to-do-if-you-suspect-a-child-is-being-sexually-exploited> Link to DfE Statutory Guidance outlining how organisations and individuals should work together to protect young people from sexual exploitation - <https://www.gov.uk/government/publications/safeguarding-children-and-young-people-from-sexual-exploitation-supplementary-guidance>

All Works4U staff are to complete the PREVENT against Radicalisation & Extremism and the Induction to Safeguarding Level 1 training as part as the induction process.

## **Mental Health**

“ All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Education staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children’s experiences, can impact on their mental health, behaviour, and education.

Schools and colleges can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies. More information can be found in the mental health and behaviour in schools guidance, colleges may also wish to follow this guidance as best practice. Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among children. See Rise Above for links to all materials and lesson plans. ([Mental wellbeing | Overview | PHE School Zone](#))”

“If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy, and speaking to the designated safeguarding lead or a deputy.”

[Mental health and behaviour in schools - GOV.UK \(www.gov.uk\)](#)

Works4U have an onsite nurse to help with any questions our learners may have regarding their mental health. [Nurse@normanmackie.com](mailto:Nurse@normanmackie.com) is the email address to use for any concerns.