

HR 4.6 Safeguarding Policy and Procedures for staff, learners, employers and stakeholders



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Safeguarding policy and procedures for staff, learners,
employers and stakeholders

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Safeguarding policy

Statement of Intent: Training Plus merseyside (**tpm**) fully recognises and takes seriously its responsibilities on safeguarding and safeguarding young people.

This policy document is in part intended to publicly communicate the levels of responsibility of tpm, (the training provider), their staff and the employing establishments where learners are 'placed' or 'employed'.

This policy document and its contents are not intended to be exclusive or comprehensively authoritative on safeguarding issues; moreover it is a guide for tpm staff, learners and their employers and placement providers to follow and / or consult when training and working with apprentices.

Throughout the policy and procedures, reference is made to "learners and young people". This means "those under the age of 18 years" and those over 18 years of age whom would be considered to be particularly vulnerable for some valid reason, such as a disability or learning difficulty.

This policy and the procedures detailed within apply to all staff, learners, sub-contractors, guest trainers and associated agencies working in and on behalf of the organisation. There are six main elements to our policy:

- Ensuring we practice safe recruitment in checking the suitability of staff to work with young and or vulnerable people.
- Raising awareness of safeguarding issues and equipping learners and young people with the skills needed to keep them safe.
- Developing and then implementing effective procedures for identifying and reporting cases, or suspected cases, of abuse or neglect.
- Supporting learners who disclose abuse/neglect or are suspected by a staff member or employer/placement manager of being abused, in accordance with our policies and procedures.
- Establishing and maintaining safe environment/s in which learners and young people can learn and develop.
- Ensuring the safe use of ICT networks and 'Online Safety Guidelines' for access to internet facilities.

Responsibility

We recognise that because of the day-to-day contact with learners and young people, staff employed by the Company and employer/placement managers are well placed to observe the outward signs and symptoms of abuse. The organisation and its' employer/placement organisations will therefore:

- Establish and maintain an environment where learners and young people feel secure, are encouraged to talk, and are listened to.
- Ensure learners and young people know that there are adults in the organisation whom they can approach if they are worried and want to talk.

We will follow the guidelines set out by the Local Safeguarding Children's Board and take account of guidance issued by the Department for Children Schools and Families to:

- Ensure that Brian Quinn the designated Director responsible for safeguarding has received appropriate training and support for this role.
- Ensure that Tamasine Vickery the designated safeguarding officer responsible for safeguarding has received appropriate training and support for this role.
- Ensure every member of staff (including temporary or guest trainers/facilitators) know the name of the designated safeguarding officer and Director responsible for safeguarding and understand their role.
- Ensure all staff understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated safeguarding officer.
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding safeguarding matters including attendance at case conferences.
- Consult with local safeguarding professionals in the development and maintenance of this policy and procedures.
- Keep written records of concerns about learners and young people, even where there is no need to refer the matter immediately.
- Ensure all records are kept securely; separate from the learner personal file, and in locked locations.
- Develop and then follow internal procedures where an allegation is made against a member of staff. Utilise Company Discipline & Grievance Procedures where appropriate and relevant.
- Ensuring safe recruitment practices are always followed in accordance with the Company's employment and training policies and the UK legislation, specifically in respect of the Criminal Records Bureau and Independent Safeguarding Agency.
- Ensure all staff are subjected to Enhanced CRB Disclosures, renew these every three years and maintain an up to date Central List of details
- Ensure that the safe use of company ICT network and 'Online safety Guidelines' for internet access are displayed prominently, distributed, explained and understood and that Acceptable Learner User Policy and Procedures are followed by staff and learners alike.
- Ensuring access to a range of information advice and guidance on staying safe, promoting safe health care and well-being, including access to, or referrals with external agencies.
- Providing systems of security such as visitor, learner and staff ID checking arrangements and safeguarding including technology, including IP cameras, door

access and vision panels remain robust and ensure the potential for learners to stay and feel safe are maximised.

- Providing educational opportunities for learners to develop safeguarding skills and knowledge
- Clearly signpost systems for learners on how to disclose any perceived threat to their safety, including 'Learner Voice, Grievance Procedures and disclosure of abuse.

Recognising and reducing risks

We recognise that learners and young people, who are abused, neglected or witness violence may find it difficult to develop a sense of self worth. They may feel helplessness, humiliation and some sense of blame. The organisation may be the only stable, secure and predictable element in the lives of learners and young people at risk. When at college their behaviour may be challenging and defiant or they may be withdrawn. The college will endeavour to support the learners:

- Through the content of the programme.
- Understanding the provider's ethos which promotes a positive, supportive and secure environment and gives learners a sense of being valued and ensures they operate Zero Tolerance stand on Discrimination.
- Developing a sound understanding of how to stay safe and secure when involved in work and study including being safe online and becoming a responsible digital citizen.

Designated Safeguarding Officer

At tpm the designated safeguarding officer Tamasine Vickery is responsible for:

- Overseeing the referral of any cases of suspected abuse or allegations of the same.
- Providing advice and support to staff on safeguarding issues.
- Maintenance of records (Safeguarding Log) on safeguarding referrals, complaints or concerns raised.
- Liaison and advice for employers that receive learners or young people on long-term placements to ensure that appropriate safeguards are put in place.
- Ensuring that staff receive training in safeguarding issues and are aware of the company's policies and procedures.
- Ensuring appropriate Continuous Professional Development training and awareness for all Company staff.
- Liaison with the Director responsible on all safeguarding Issues that arise and ensuring all safeguarding decisions are shared.
- Implementation and review of policy and procedures to ensure that these remain effective in safeguarding learners and young people and that the policy is legally compliant.

Dealing with Disclosure of Abuse and Reporting Concerns

In circumstances where a learner decides to disclose an incident of abuse or neglect to a staff member or in a situation where the staff member suspects a young person is being abused or is at risk, **tpm** staff should respond according to the following:

Receive Reassure React Record

<p>Receive</p> <ul style="list-style-type: none"> • Stay calm • Listen • Don't show shock • Accept what the person discloses • Find a comfortable place to talk 	<p>Reassure</p> <ul style="list-style-type: none"> • Stay calm – tell the person they have done the right thing • Never promise to keep a secret • Tell the person who you will need to inform and about your legal duty • Alleviate any feelings of guilt • Acknowledge the difficulty of telling • Empathise • Treat information disclosed seriously
<p>React</p> <ul style="list-style-type: none"> • Do not ask leading questions • Do not criticise the perpetrator • Do not ask the person to repeat the disclosure to someone else • Explain what YOU need to do next and who YOU need to contact • If disclosure is about immediate abuse do not offer shower, bath or change of clothes • Contact tpm Designated Safeguarding Officer or Social Care Officer and LA Safeguarding Team/Officer • Make the persons wishes known throughout 	<p>Record</p> <ul style="list-style-type: none"> • Write things down – at that time • Keep the original notes; even a scrap of paper or a post-it note if used • Designated Officers use the 'Safeguarding Log' • Record the actual words the person says, word for word • Use a body map (see appendix) if appropriate: date and sign it • Do not use assumption or interpretation

Remember:

- Staff should not investigate concerns or allegations themselves, but should report them immediately to the designated person responsible for safeguarding at tpm.
- Follow the tpm procedures (see flow chart page 16).

Definitions of Abuse

i. Physical abuse

Physical abuse causes harm to a person. This may involve hitting, throwing, shaking, burning, scalding, poisoning, drowning or suffocating. It may be a result of deliberate failure to prevent an injury or a deliberate act or action. Some of the recognised signs of physical abuse are:

- Unexplained burns.
- Scratches.
- Bruising and abrasions.
- Drowsiness from misuse of medication.
- Anxiety in the presence of an abuser.

ii. Neglect and acts of omission

Neglect is the persistence or failure to meet a learner or young person's basic physical and/or psychological needs. This may include 'ignoring medical or physical care needs, failure to provide access to appropriate health, social care or educational services, the withholding of necessities of life, such as medication, adequate heating and nutrition'. Some of the recognised signs of neglect and acts of omission are:

- Dehydration.
- Infections.
- Malnutrition.
- Hypothermia.

iii. Sexual Abuse

Sexual abuse involves a learner or young person being coerced or forced into participating or watching pornographic material or sexual activities. This may include 'rape and sexual assault or sexual acts to which a vulnerable person has not consented or could not consent or was pressured into consenting'. Some of the recognised signs of sexual abuse are:

- Changes in behaviour.
- Torn, stained or bloody underclothing.
- Bruising around breasts or genital area.
- Sexually transmitted diseases.
- Difficulties in walking or sitting.
- Sexualised behaviour.

iv. Psychological/Emotional abuse

Most definitions of abuse generally include either psychological or emotional abuse. There is strong similarity between the descriptions of these. Emotional abuse is generally described as an element of psychological abuse. Psychological abuse may include emotional abuse, threats of harm or abandonment, deprivation of contact, humiliation, blaming, controlling, intimidation, coercion, harassment, verbal abuse, isolation or withdrawal from services or supportive networks. Some of the recognised signs of psychological or emotional abuse are:

- Fear.
- Passivity.
- Confusion.
- Apathy.
- Lack of eye contact.
- Low self esteem.
- Disturbed sleep patterns.
- Reluctance to talk openly.

v. Discriminatory abuse

This may include abuse, bullying and harassment based on the individual's age, sex, gender, disability, religion and or belief, race-nationality-country of origin or sexual orientation. Some of the recognised signs of discriminatory abuse might be very similar to the psychological and emotional abuse.

Employer Agreement

tpm will ensure that all employers and work-placement providers entering into training agreements with tpm receive comprehensive orientation to their responsibilities within the Employer Agreement and the learning and training process. The **Employer Agreement** itself, a separate document stipulates clearly certain immediate and obvious employer placement responsibilities which include:

- **Criminal Records Bureau Enhanced Disclosures** – Where an employer is legally required to conduct CRB disclosures for any and all staff it employs; tpm asserts it is the responsibility of the employer or work-placement to carry out CRB Enhanced Disclosures on all staff including learners, whether employed or non-employed status. This will also include requirements under the auspices of the new Independent Safeguarding Agency from October 2009.
- **Supervision of Unqualified Apprentices:** tpm recognises and asserts here within this Policy document and within each individual **Employer Agreement** that:
 - (Childcare Only) Employer/Placement managers agree that apprentices (Level 2 trainees) will not under any circumstances be left alone in charge of any children or young people without an occupationally qualified member of staff supervising their work activity.
 - (Other occupational sectors) Employers agree in accordance with legally binding Learner Training Agreements and Employer Agreements; that they will undertake all guidance provided by tpm relating to the health, safety, safeguarding and well being of all apprentices including, compliance in full, on safeguarding learners and young people from all forms of discrimination, as provided for in the tpm equality and diversity policy (Employer Manual).
- **tpm Board of Directors** is responsible in so far as to ensure that its own staff: undertake **Criminal Records Bureau** enhanced disclosures during their recruitment process, and ensures that staff will not be unaccompanied with learners until such time as the checks are completed satisfactorily. Similarly, in accordance with employment and training policy and procedures, become registered nationally in accordance with the Independent Safeguarding Authority (ISA) and that it makes appropriate disclosures of staff information according to the requirements of the ISA regulations. No responsibility for learners undertaking CRB checks or ISA requirements will be incurred by tpm except where tpm employs that learner.

Learner Induction by tpm

tpm will ensure that all learners are fully inducted by assessment staff and that Induction Phase 2 (1st Assessment Plan) have been completed and signed; ensuring that the following were covered:

- Orientation to safeguarding policy/procedures or guidelines for:
 - OFSTED: Employer's Own Arrangements (Childcare Only).
 - tpm (Policy & Procedures – Employer Manual, and Learner Handbook)
 - All Employer or Work-Placement Policy & Procedures

Learner Induction by Employer or Work-placement provider

tpm recognises and asserts:

- That it is the responsibility of the employer or placement provider to ensure that their recruitment, application and interview processes are: legally compliant whilst care is taken to verify adequate professional references and prior work history, CRB Enhanced Disclosures and ISA requirements for all staff (where the occupational sector or legislation requires).
- That it is the responsibility of the employer or work-placement provider to fully induct all learners into the workplace and to ensure that learners are clear about:
 - Where the tpm Employer Manual (which contains all of the training providers policies and procedures including those for safeguarding and Health & Safety and Equality and Diversity) is stored for their reference information and guidance.
- (Childcare Only) OFSTED – Standards. Clearly places a responsibility on the registered person to ensure:
 - All new staff receive adequate training which includes safeguarding policies and procedures in their **first week of employment** sufficient to ensure that all staff understand how to conduct themselves when faced with a safeguarding matter.
 - How and where to access the employers own Safeguarding Policy and procedures when required.

Dealing with learners implicated in a safeguarding matter

When a safeguarding issue arises in the workplace and the person who is implicated is an apprentice who is in training with **tpm**, the employer or work-placement Manager will:

- Suspend the learner, immediately follow their own published workplace guidelines and inform the ‘*nominated person in charge of safeguarding matters*’ and notify Tamasine Vickery or Brian Quinn at **tpm** on 0151 709 6000 without delay.

Similarly, **tpm** (Tamasine Vickery or Brian Quinn) must be notified without delay if **any learner** regardless of employment status is involved in some capacity such as witnessing any incident, which may be considered a safeguarding matter.

N.B. **tpm** is operationally bound to work within the contractual terms of certain organisations such as the Local Authority or other agent who fund apprentice and advanced apprenticeship learning. This means that the company has responsibilities under its contractual agreements to notify funding agents or other authorities of safeguarding incidents involving government funded learners.

The procedure detailed by the flowchart in this policy document at (page 18 below) must be adhered to in all cases when dealing with **tpm** learners and safeguarding matters.

The procedure which is outlined in the flowchart in the ‘Appendix’ of this policy is taken from a standard Safeguarding Text Book and may be of use for **tpm** staff or employers in induction or training when supporting learners to understand safeguarding procedures in the workplace.

Implementation of Policy

Monitoring: the purpose of monitoring a policy is to ensure that it is being implemented. Learner and employer documentation will evidence circulation of and orientation to policies and procedures. All reported incidents will be reported directly to the Board of Directors by the Director responsible for safeguarding who will also support policy and procedure reviews and legal compliance with the safeguarding officer. Confidential records of notified incidents will in part evidence the implementation of this policy and associated procedures.

Contravention of the policy

The body of people who comprise **tpm** have a responsibility to ensure that learners are inducted, trained and supported in partnership with employers and work-placement providers. **tpm** will ensure action and support in the event of a contravention of any of its policies.

In the event of any contravention of this policy **tpm** would investigate promptly and fully. The investigation would aim to establish that everything had been done to ensure that learners were inducted, trained, supervised and instructed in partnership with their employers and work-placement providers to achieve clarity understanding and best practice in relation to staying safe and safeguarding issues and associated procedures.

It is understood that people are often afraid to report incidents, for fear that no one will believe them or that they will be ostracised and or victimised. At worst, people can feel that they will be accused of provoking the incident or fear a denial of future opportunities

or training/promotion. **tpm** will take seriously any employer-reported incident and investigate it according to the procedure/s detailed at (page17 below or if applicable detailed in the **tpm** 'Internal Flow Chart' at page 16).

Public Interest Disclosure Act 1998 (Whistle blowing) and Victimisation

It is imperative that in order for this policy and associated procedures to be implemented fully and effectively, that any professional, learner or parent/carer to whom this policy relates understands the importance of the Public Interest Disclosure Act 1998. This protects individuals who raise a complaint externally where an organisation has failed to act upon information or complaints received internally.

Victimisation is punishing or treating an individual unfairly because they have made a complaint (safeguarding disclosure) or are believed to have made a complaint, or who has or believed to have supported someone who has made a complaint/grievance or reported a discriminatory incident. Victimisation is covered in all equalities legislation and is illegal. It is unlawful to treat less favourably than another person/s, someone who has made a complaint of discrimination or someone who has given evidence in a complaint, where that complaint was brought in good faith.

Victimisation can occur for example, by 'overlooking' the (complaining) individual for promotion or a pay rise, giving unnecessary burdensome duties or finding some spurious reason for dismissal.

In order to successfully and effectively implement this Policy **tpm** will not tolerate victimisation in any form and will take seriously any occurrence of victimisation in an attempt to quell or disguise a genuine safeguarding disclosure or matter.

Confidentiality

Within any workplace or educational setting information about safeguarding issues should be shared with other staff only on a 'need to know' basis. Records are confidential and should be kept in a locked filing cabinet or cupboard. Access to these records should be only for the nominated person in charge of safeguarding matters in the workplace.

Complaints & Grievance Procedures

All companies should have written complaints and/or grievance and disciplinary procedures to ensure the fair treatment of their staff and clients.

If you feel that you have been unfairly treated or harassed at work, you should not be afraid to take action and follow these procedures. In the first instance you should speak to your workplace supervisor or line manager and ask how to make a grievance. If you want, you can speak to a member of staff at **tpm** at anytime, if you need help and support to address an issue of concern, call 0151 709 6000. A copy of **tpm**'s Learner Grievance Procedure is included in the 'Appendix' of this document.

If you are aware that another person is unsafe in some way, being unfairly treated or harassed at work you should encourage them to seek support and speak out in whatever way they feel they can, send an e-mail, a letter, ask someone else to say it for them, but do what you can to ensure they get help to follow their company procedures.

N.B. Remember that whether you are employed or not; as a **tpm** learner, funded by the UK Government or otherwise, you are covered by the principles and covenants of this policy and as such entitled to ask for our help if you have concerns relating to any related issues.

Reporting and dealing with allegations of abuse against a member of staff at tpm.

Introduction: On rare occasions staff in educational organisations have been found responsible for learner/young person abuse. Due to their proximity to young people in educational settings, staff may encounter allegations of abuse, against them.

tpm recognises that an allegation of learner/young person abuse made against a member of staff, may be made for a variety of reasons and that the facts of the allegation may or may not be true. It is imperative that those dealing with an allegation maintain an open mind and that investigation are thorough and not subject to delay.

Similarly the organisation recognises that the Children Act 1989, states that the welfare of the child/young person is of paramount concern. It is also recognised that hasty or ill informed decisions in connection with a member of staff can irreparably damage an individuals' confidence, reputation and career. Therefore those dealing with such allegations within the organisation will do so with sensitivity and will act in a careful measured manner.

Receiving an allegation from a learner/young person

A member of **tpm** staff receives an allegation about another member of staff from a learner or young person must follow the procedure detailed in the flow chart on page 16.

The allegation must be reported immediately to the nominated safeguarding officer Tamasine Vickery, unless the allegation is being made in respect of this person, in which case the report should be made to the Director responsible for safeguarding Brian Quinn and vice versa.

The safeguarding officer (or the Director responsible if the allegation is against the safeguarding officer) should:

1. Obtain written, signed and dated details of the allegation from the person who received it. The written details should be countersigned and dated by the safeguarding officer (or Director).
2. Record information about times, dates, locations and names of potential witnesses.

Initial Assessment: The safeguarding officer (Director) should make an initial assessment of the allegation, consulting with the Director responsible and the Area safeguarding Committee as appropriate.

Where the allegation is considered to be either a potential criminal act or indicates that the learner/young person has suffered, is suffering or is likely to suffer significant harm, the matter should be reported immediately to Social Services. It is important that the safeguarding officer (Director) does not investigate the allegation. The initial assessment should be on the basis of the information received and a decision to inform Social Services or other agency is a decision made on what is presented, whether or not the allegation warrants further investigation.

Other potential outcomes:

1. The allegation represents inappropriate behaviour or poor practice by the member of staff and is neither potentially a crime nor a cause of significant harm to the learner/young person. The matter should be addressed in accordance with the **tpm's** disciplinary procedures.
2. The allegation can be shown to be false because the alleged details could not possibly be true.
 - a. False allegations may be indicative of problems of abuse elsewhere. A record should be kept and consideration given to a referral to the Area Safeguarding Committee in order that other agencies may act upon the information.
 - b. In consultation with the Director responsible the safeguarding officer shall:
 - i. Inform the member of staff against whom the allegation is made verbally and in writing that, no further disciplinary or safeguarding action will be taken. Consideration should be given to counselling and or support through established company systems such as Employee Support Programme.
 - ii. Inform the parent/carer of the learner/young person who brought the allegation that an investigation has taken place and the outcome.
 - iii. In circumstances where a young person makes the allegation of abuse on someone else's behalf; consideration should be given to informing the parent/carer of that young person.
 - iv. Prepare a report outlining the allegation and giving the reasons for the conclusion that the allegation had no foundation and confirming that the actions in points (b. i, ii and iii) above have taken place.

Enquiries and investigations: Safeguarding enquiries by Social Services or the Police are not to be confused with internal disciplinary enquiries by **tpm**. The Company may be able to use the outcome of external agency enquiries as part or to inform its own procedures. The safeguarding agencies, including the Police have no power to direct tpm to act in a particular manner; however the Company should assist the agencies with their enquiries.

tpm should suspend its own internal enquiries while the formal Police or Social Services investigations proceed; to do otherwise may prejudice the investigation. Any internal enquiries shall conform to the existing staff disciplinary procedures.

If there is an investigation by an external agency, for example the Police, the safeguarding officer (Director responsible) normally need to be involved, and contribute to the inter-agency strategy discussions. The safeguarding officer (Director responsible) is responsible for ensuring that the Company gives every assistance to the agency's enquiries. S/he will ensure that appropriate confidentiality is maintained in connection with the enquiries, in the interests of the member of staff about whom the allegation is made. The safeguarding officer (Director responsible) shall notify the staff member that s/he is legally entitled to consult with a representative for example a trade union.

Subject to objections from the Police or other investigating agency, the safeguarding officer (Director responsible) shall:

1. Inform the learner/s young person/s or parent/carer making the allegation that the investigation is taking place and what the likely process will involve.

2. Ensure that the parent/carer of the learner/young person making the allegation has been informed that the allegation has been made and what the likely process will involve.
3. Inform the member of staff against whom the allegation was made of the fact that the investigation is taking place and what the likely process will involve.
4. Inform the Board of Directors of the allegation and the investigation.

The safeguarding officer shall keep a written record of the action taken in connection with the allegation.

- This Policy document was formed by Brian Quinn and Tamasine Vickery on behalf of the tpm Board of Directors and approved for use by the Company in consultation with external partners, which has committed to:

‘develop, monitor, implement, foster ownership of and encourage best practice methods of safeguarding young people and safeguarding amongst all employees, learners, employers or work-placement providers and sub-contractors or guest trainers/consultants’.

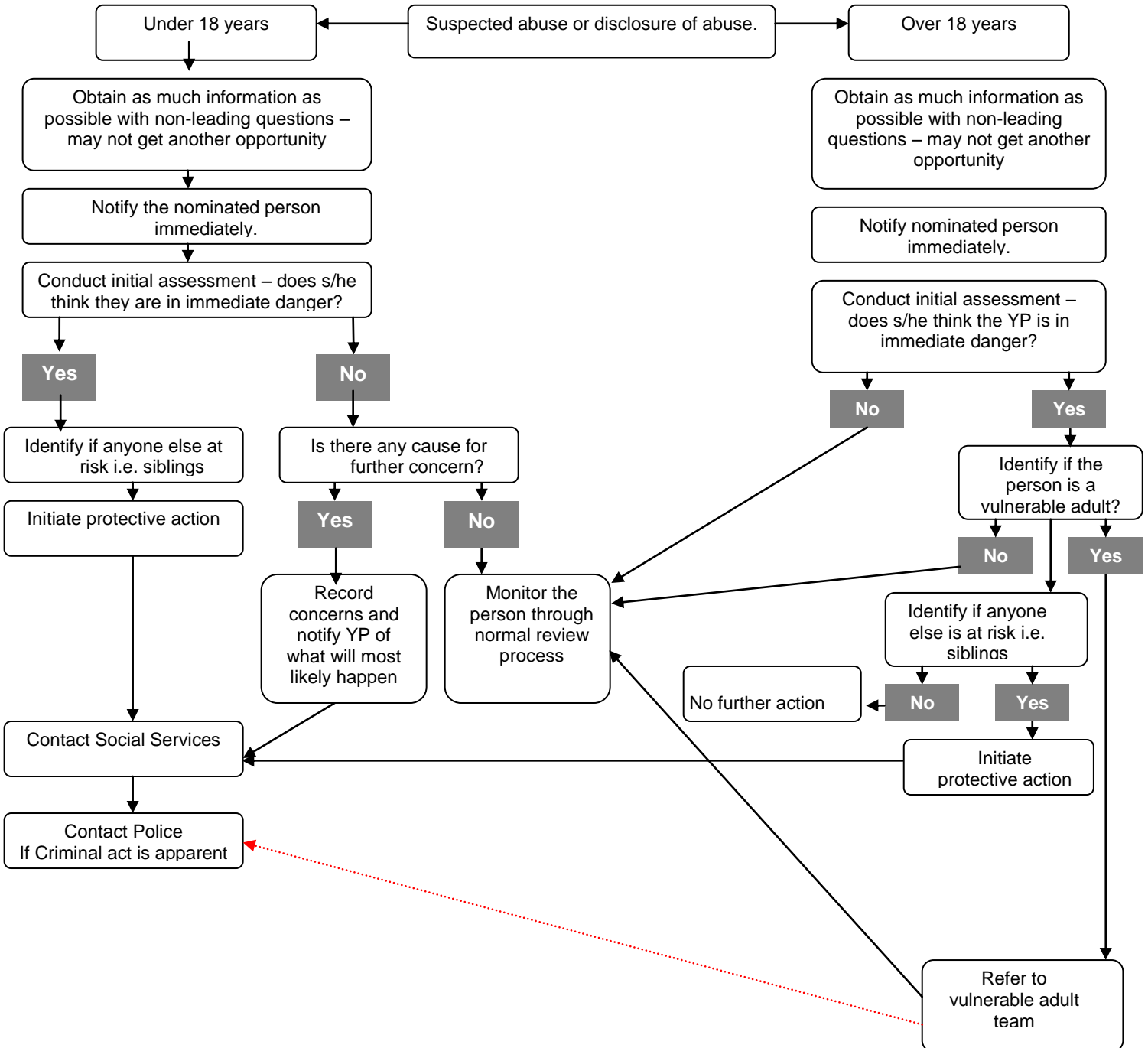
Signed: Date: April 2010

Signed..... Date: April 2010

Tamasine Vickery Childcare Programme Manager
Brian G. Quinn: Company Director

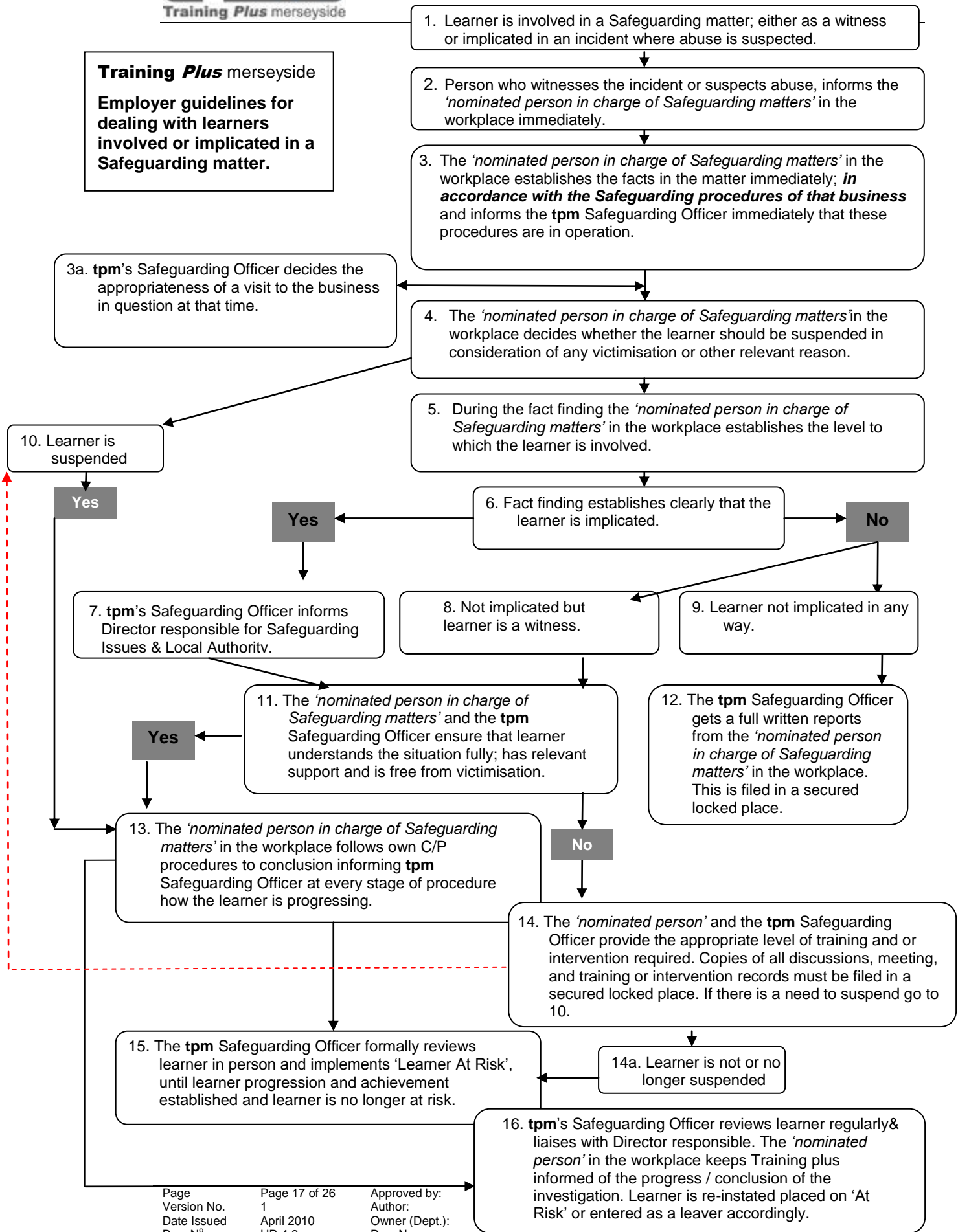
This policy was reviewed in draft & ratified formats with the kind support of the childcare team and Suzanne Tawakol-Bell: Greater Manchester Police.

**Training Plus merseyside
Internal Safeguarding Procedures Flow Chart.**



Receive Reassure React Record

Training Plus merseyside
Employer guidelines for dealing with learners involved or implicated in a Safeguarding matter.



GLOSSARY OF TERMS

The following are fairly simple definitions and are intended only to inform and raise awareness.

Discrimination

Discrimination results from prejudice and arises only when these prejudices are actually applied and involves treating people 'less favourably' on the grounds of gender, marital status, skin colour, race, age, sexual orientation, religion or belief, nationality or ethnic origins. There are two types of discrimination - direct and indirect (examples of these are given in the Training Plus merseyside Equality & Diversity Policy & Learner work book).

Victimisation

Victimisation is punishing or treating an individual unfairly because they have made a complaint (Safeguarding disclosure) or are believed to have made a complaint, or who has or believed to have supported someone who has made a complaint/grievance or reported a discriminatory incident. Victimisation is covered in all equalities legislation and is illegal. It is unlawful to treat less favourably than another person/s, someone who has made a complaint of discrimination or someone who has given evidence in a complaint, where that complaint was brought in good faith.

Oppression

The process of treating people with cruelty, denial of choice and opportunity or injustice often signified by some sort of discrimination.

Prejudice

A judgment or opinion based on a personal belief that people of, for example, other genders, cultures, races and beliefs are inferior to one's own. This is usually based on generalisation, labelling or stereotyping.

Racism

Negative discrimination, prejudice and oppression based on racial origin, for example the oppression of black people by white people i.e. prejudice + power = oppression.

Sexism

Behaviour, policy, language or other actions (often) by men which express the view that women are, in some way, inferior.

Stereotyping

Making assumptions or generalisations about people or certain groups of people; usually through ignorance or fear.

Vulnerable adult

A vulnerable adult is defined as a person 'who is or may be in need of community care services by reason of mental or other disability, age or illness; and who is or may be unable to take care of him or herself, or unable to protect him or herself against significant harm or exploitation'.

Appendix 1. Learner Grievance Procedure

The Grievance Procedure

1. PURPOSE

This grievance procedure is intended to enable individual learners to raise grievances with Company management about aspects of their training and assessment experience or their relationships with staff and or other learners either by themselves or with a representative. It should be a simple and rapid operation.

Why have grievance procedures?

This procedure provides an open and fair way for learners to make known their problems and enables grievances to be resolved quickly before they fester or escalate and become major problems.

The procedure aims to settle grievances fairly and as quickly as possible. It acknowledges and recognises that most routine complaints and grievances are resolved informally in discussions with the people concerned. This procedure outlines:

- how and with whom to raise the issue
- whom next to apply to if not satisfied
- time limits to each stage of the procedure
- the right to be represented
- the right to appeal and how to do it

The grievance procedure is every bit as important as that for dealing with discipline. For it to be used effectively, all staff are trained in how to deal with complaints honestly, professionally and promptly.

2. INFORMAL DISCUSSIONS

If you have a grievance about your training, assessment, the college environment, a member of staff or another learner or a work related problem you should first discuss it with the person/s concerned. If for any reason you cannot solve your grievance in this way you should discuss it informally with your personal assessor or Programme/IV Manager, without delay as they may be able to support/mediate the discussion for you and the person/s concerned. We anticipate that the majority of concerns will be resolved at this stage.

3. Grievance Procedure (Stage 1. Put it in writing)

If you feel that the matter has not been resolved through informal discussions, you should put your grievance in writing to your Programme/IV Manager. Any member of Training Plus Merseyside staff can help you with this.

The Programme/IV Manager must inform a Senior Manager immediately on receipt of your grievance; who will ensure that your Programme/IV Manager works with you to resolve the matter quickly. This will be by means of a meeting with your Programme/IV Manager and the Senior Manager detailed in the next point:

4. Grievance Procedure (Stage 2. Meet & Discuss)

The Company Senior Manager must inform The HR Director (or a Company Director) immediately on receipt of your grievance; he/she will ensure that your Senior Manager works with you and your Programme/IV Manager to resolve the matter quickly and are given a response within 5 working days.

At this stage you will be given the opportunity to attend a formal meeting. The senior Manager will chair and decide on the outcome of the grievance hearing. You may be represented or accompanied at this meeting by a fellow learner or by an official representative of your choice.

Grievance Hearing Panel

The Grievance Hearing Panel will normally consist of the following members:

- Programme/IV Manger (responsible for the learner bringing the grievance)
1. A Senior Company Manager
 2. Learner bringing the grievance
 3. Learner's representative

5. Grievance Procedure (Stage 3. Appeal)

If the matter is not resolved to your satisfaction, you should put your Appeal in writing to the Equal Opportunities Co-ordinator (or a Company Director) within 7 working days of the panel decision.

You will be entitled to have a formal meeting with the equality and diversity co-ordinator or Company Director to discuss your appeal. The equality and diversity co-ordinator or Company Director will give their decision within 7 working days of the grievance appeal meeting being conducted.

The equality and diversity co-ordinator or Company Director decision is final.

Appendix 2. Online Safety Guidelines

BE WISE

Always ask **Why** a website or someone you make friends with on the Internet would need your personal information.

Be Inspired. The Internet offers great tools for learning, discovering and creating.

Be Secure. There are constantly new scams, hoaxes, viruses and spyware on the Internet. Install security software to keep your computer and data safe.

Evaluate the stuff you read, see or receive through the Internet. Just because its on the Internet does not make it true, reliable or genuine.

BE SMART

Keep **Safe** by being careful not to give out your personal information - such as your name, email, phone number, address, College name, any Bank details, PIN numbers or passwords - to people online.

Meeting someone you have only been in touch with online can be dangerous – Tell an adult and **Don't** do it alone!

Accepting emails, messages on IM or opening files, pictures or texts from people you don't know or trust can lead to problems.

Reliable? Someone online may be lying to you about who they are.

Tell your parent or tutor immediately, if someone or something on-line makes you feel uncomfortable or worried.

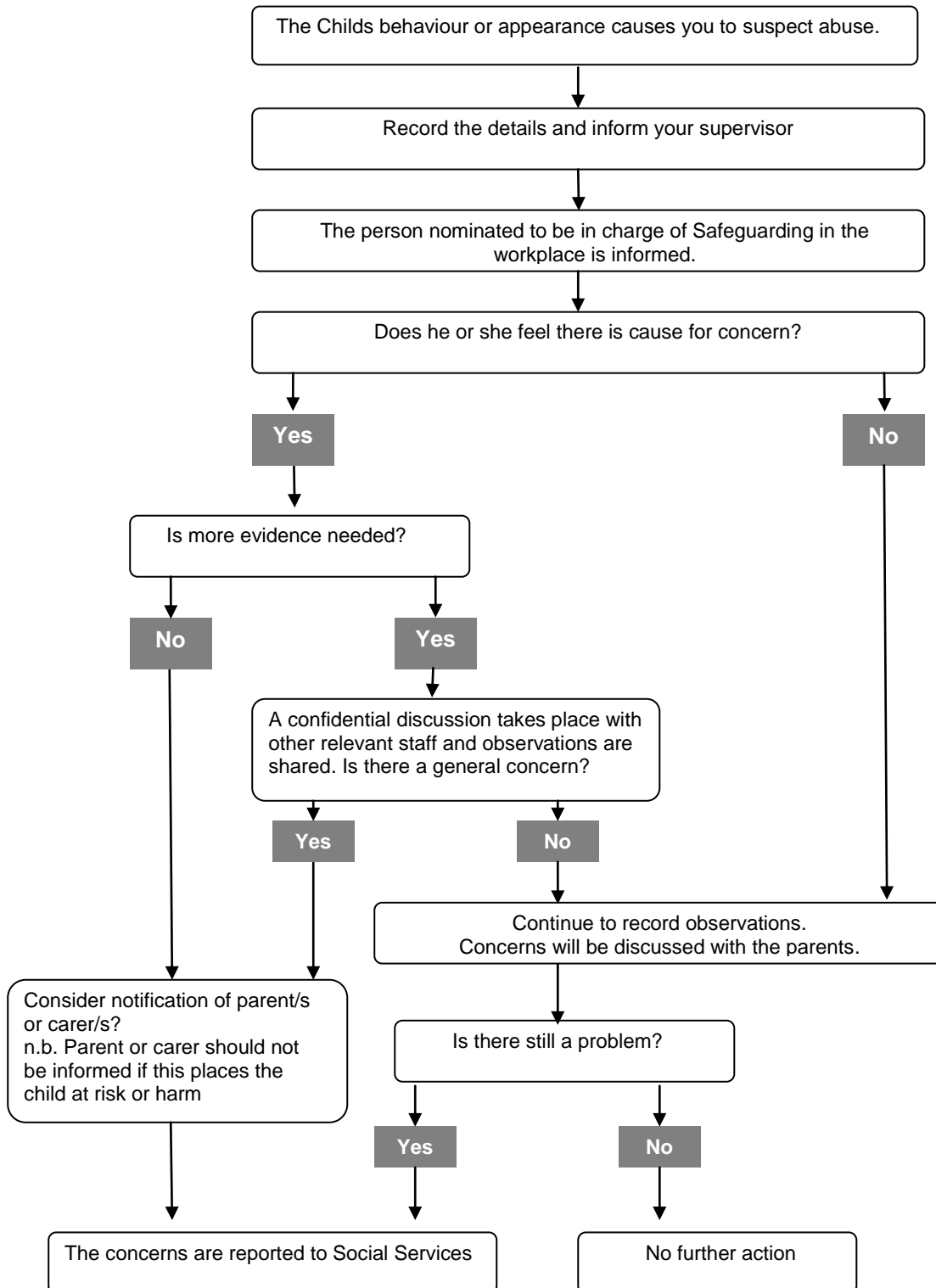
Staying Safe on Social Networks and Instant Messenger

- **Do you know everyone on your buddy or contacts list?** Think carefully about who is on your list. People on IM, like in chat, may not be who they say they are, so a friend of a friend is not necessarily a friend.
- **Keep your personal information secret** when talking to someone you don't know in the real world. Also think about what visible information you have, for example in your Profile or Member directory.
- **Learn how to keep an archive/save a copy of your conversation**, and don't be afraid to tell someone you are saving their conversation.
- Learn how to block, ignore and report people.
- **Check you know how**, to report something you feel uncomfortable about to the Messenger or Social Networking provider.
- **Use a nickname**, not your real name, and a nickname that is not going to attract the wrong type of attention.
- **Keep your username and password private**, and change your password on a regular basis.
- **Don't reply to abusive messages.** Don't send abusive messages either. It's best not to say anything on IM or a Social Network that you wouldn't say to someone's face.
- Don't accept messages from people you don't know.
- **Meeting someone you have only been in touch with online can be dangerous.** If you feel that you 'have to' meet, then for your own safety you **must tell your parent or carer** and take them with you – at least on the first visit – and meet in a public place in daytime.
- **Don't pass the buck** - if someone you have accepted on your buddy or contacts list is acting weird, don't pass them on to a friend. You could be putting your friend at risk. Just block them and report them to an adult, Parent or carer.

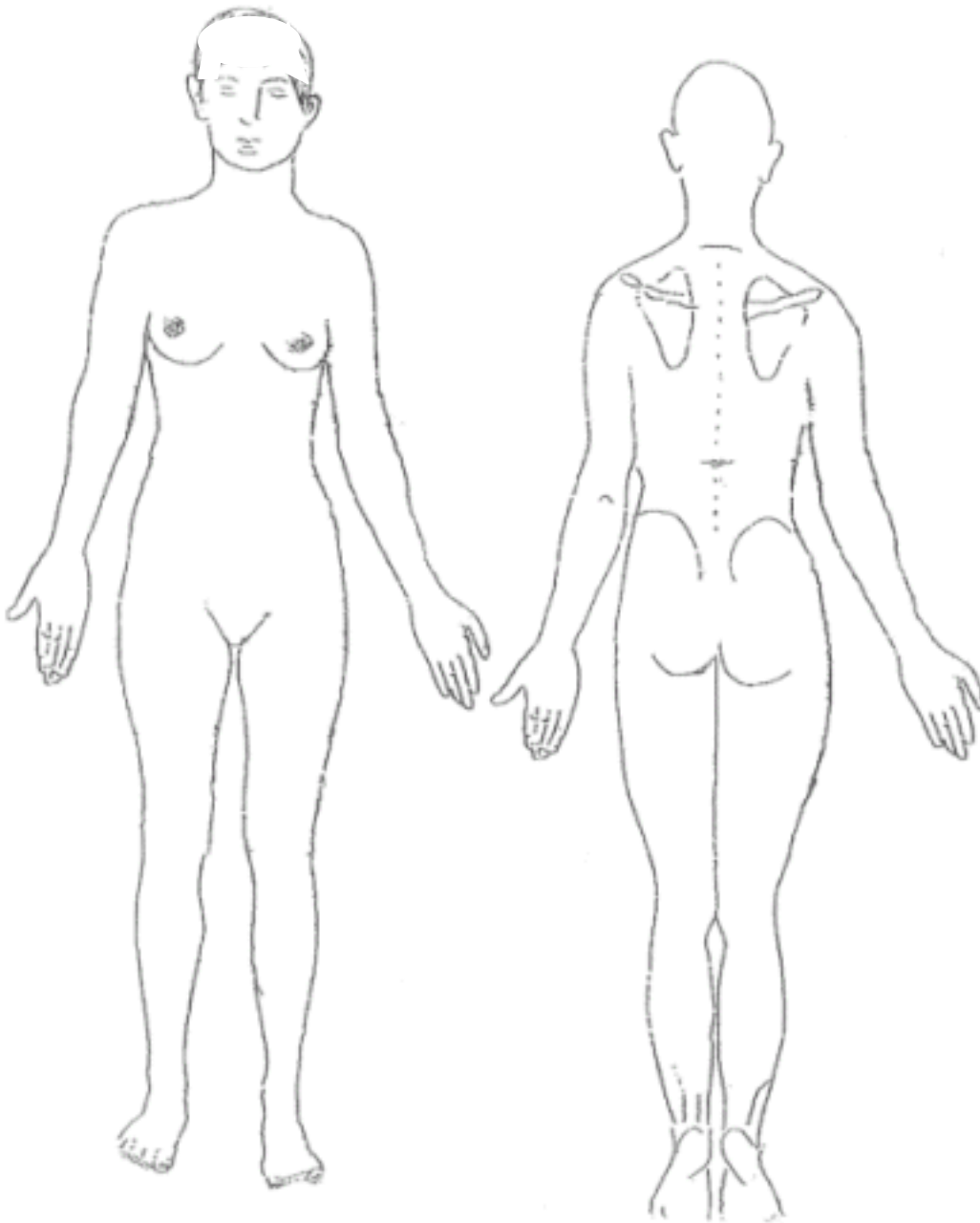
Appendix 3.

UNDERSTANDING SAFEGUARDING PROCEDURES IF ABUSE IS SUSPECTED.

Every workplace has its own procedures, and it is important that you are familiar with those, and know to whom you report concerns about a child. Those procedures will be similar to these described in the flow chart below which is for training purposes.



Female Body Map



Completed By

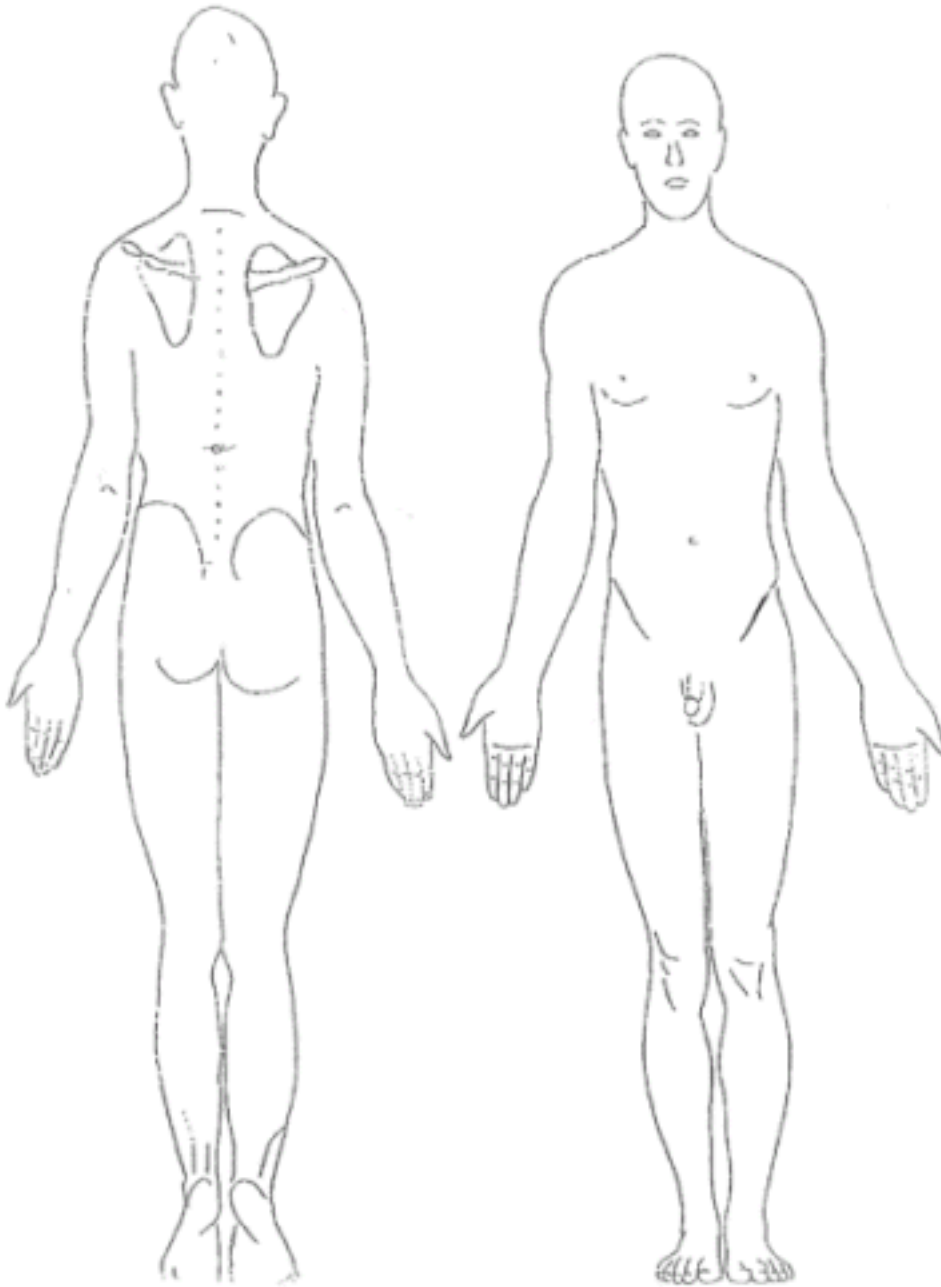
Name:

Role/Title:

Date:

Signature:

Male Body Map



Completed By

Name:

Role/Title:

Date:

Signature:

Useful contacts

NSPCC Safeguarding Helpline

0808 800 5000

Contact: <http://www.nspcc.org.uk>

Liverpool Safeguarding Children Board.

Contact: yvonne.smith@liverpool.gov.uk LSCB development Officer

The LSCB has representation from the following agencies:

- Alder Hey; Crown Prosecution Service; Liverpool City Council; Liverpool North PCT; Merseycare NHS Trust; National Probation Service – Merseyside; North Mersey Community Trust; NSPCC; St. Anne's Street Police Station; Sure Start; Walton Prison.

Social Services: The Integrated Children's Service

0151 233 3029

Careline Children's Service

0151 233 3700

Careline Adult Services

0151 233 3800

(for all queries about people aged 18 and over)

Deaf or hard of hearing people can use the Minicom

0151 225 2500

The Liverpool Safeguarding Team

0151 737 1999

Contact: Alex Leith / Carolyn Welsh

aleith@nspcc.org.uk

cwelsh@nspcc.org.uk

- Focuses on domestic violence, offering a range of services aimed at empowering children and young people and adult victims to keep themselves safe, and helping them overcome any negative effects of their exposure to domestic violence. In addition the team are currently working to develop a multi-agency response to substance misuse and its links to domestic violence.

Merseyside police on

999 or 0151 709 6010