Safeguarding and Prevent Duty Policy

Apprenticeship and Vocational Training Programmes, UK

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Title: Safeguarding and Prevent Policy relating to Vocational Training, Apprenticeship Operations and Cyber Academy Operations in the UK	Date of latest Update: 16 October 2023
	Function: UK Country Operations Apprenticeships & Cyber Academy
	Authorised By: Manager, Business Operations UK

Table of Contents

1   Purpose

Raytheon Professional Services (RPS) is committed to meeting its obligations for the Prevent Duty and Safeguarding the welfare of all learners on the RPS Apprenticeship Programmes and Vocational Training Programmes, UK. This policy provides guidance to all persons working in support of RPS Apprenticeship Programmes and Vocational Training, UK.

This policy applies to employees, agency workers, contractors, vendors, consultants and volunteers ("Staff" or "You") working on the RPS Apprenticeship Programmes and/or Vocational Training programmes.

This policy has been generated utilising the following guidance documentation:

- Working together to safeguard children, 2018
- Keeping Children Safe in Education, 2023
- Counter-Terrorism and Security Act 2015

1.1   What is Safeguarding and who do we Safeguard?

All children and young people have the right to be protected from harm. Safeguarding the welfare of children and young people is intended to keep them safe and to protect them from harm.

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

RPS is committed to taking all reasonable measures in order to Safeguard learners. Whilst the focus of this policy is directed to learners who have not yet attained the age of 18, or are vulnerable adults, RPS make a Safeguarding commitment to all learners within its provision. RPS commit to ensure that the risks of harm to individual welfare are minimised; and where there are concerns about an individual's welfare, we will take all appropriate actions to address those concerns, working to agreed policies and procedures and working in partnership with other local agencies.

1.2   Mental Health

The prevalence of Mental Health Disorders has risen exponentially in recent years. Mental Health disorders include anxiety, depression, addiction, eating disorders, disassociation, paranoia and many more. RPS recognises that in order to maintain thorough Safeguarding practices and protection of learners, there is a need to ensure advice and guidance is provided in order for learners to be able to recognise if they, or others around them, need help.

RPS additionally identify that people with Mental Health concerns often don't know where to turn, or feel embarrassed and as a result suffer in silence. RPS commits to remaining vigilant to the individual needs of learners in our care and as a result, encourage learners to feel comfortable and secure in the knowledge that we have a dedicated team that are able to help.

This policy identifies measures and resources in place that apply not just to overall Safeguarding, but focus on Mental Health Disorders too.

1.3   What is the Prevent Duty?

Section 26(1) of the Counter-Terrorism and Security Act 2015 ("the Act") imposes a duty on "specified authorities", when exercising their functions, to have due regard to the need to Prevent people from being drawn into terrorism.

Extremism is defined as "*vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs"*. ("Prevent Duty Guidance for Further Education Institutions in England and Wales")

2   Responsibilities

2.1   Raytheon Professional Services' Responsibilities

RPS is responsible for

- having appropriate arrangements in place to provide a safe and secure environment for learners
- having procedures to deal with issues concerned with suspected or reported abuse or radicalisation
- practising safe recruitment by checking the suitability of staff; including Disclosure and Barring Service checks
- working with relevant government agencies and co-operate as required
- ensuring any IT equipment provided by RPS has the appropriate filtering to prevent learners accessing harmful material
- ensuring learners and staff understand what is and what is not permissible when using IT equipment, mobile technologies and social media; and their associated risks
- having a system for assessing and rating risk of when learners may be drawn into terrorism
- including opportunities in the curriculum for our learners to develop the skills they need to recognise and stay safe from abuse, promote British Values that reflect fairness in our society as well as respect and tolerance in a diverse society

2.2   Your Responsibilities

You must

- report any concerns for the well-being of learners in accordance with this policy, as quickly as possible (at most, within 24 hours) if a learner is in immediate danger or at risk of harm, a referral should be made *immediately* to the Designated Safeguarding Officer
- safeguard the well-being of learners and help prevent them from being abused or radicalised
- help learners recognise their responsibilities through raising awareness, guidance, support and training
- All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing. If in doubt about recording requirements, staff should discuss with the Designated Safeguarding Officer.

2.3   Business Operations Manager Responsibilities

The Business Operations Manager – UK is responsible for:

- annual review of this policy to ensure it meets its purpose and legislative requirements
- making adjustments to this policy in consultation with senior management of RPS in the event of changes in legislation or recommended Safeguarding practices
- ensuring that all staff undertake Safeguarding and Prevent training as appropriate
- keeping up-to date with developments in child and vulnerable adult protection issues
- appointing the Designated Safeguarding Officer(s) and ensuring they receive appropriate training and support for the role

2.4 Responsibilities of the Designated Safeguarding Officer(s) – Programme & Quality Managers

The responsibilities of the Safeguarding Officer(s) are:

- reporting cases of suspected abuse, extremism, grooming or allegations and refer to relevant organisations/government agencies
- providing advice and support to staff and learners on issues relating to protection from abuse
- recording and maintaining all complaints or concerns, even if it does not lead to a referral. Such records are to be kept confidential, stored securely in a locked place and separate from general learner records

2.5 HR Responsibilities

Where an allegation of abuse or inappropriate behavior is made against a member of Staff, RPS Human Resources will advise and guide the line manager.

3 Policy

3.1 Control Measures and Procedures

Learners

3.1.1 RPS reserves the right to refuse to admit a learner to a RPS Apprenticeship Programme or Vocational Training Programme, if it judges that the adaptations necessary to Safeguard that learner's wellbeing go beyond what is reasonable and proportionate

3.1.2 We will notify Social Services if there is an unexplained absence of more than two days of a child/young person who is on the child protection register

3.1.3 Where a criminal conviction is rightfully disclosed, which indicates that the individual poses a potential risk to other learners, RPS has the right to deny admission to the particular learner

3.1.4 Learners are provided with the Safeguarding and Prevent Policy at Induction to the programme. The policy is always made available via RPS Learner Management System where it is updated accordingly by RPS.

Staff

3.1.5 All RPS staff are advised to maintain appropriate boundaries in their dealings with learners at all times, in particular when on a one to one basis. When possible, staff

| Form Number: **RPS-POL1** | Issue: **8** | Page 4 of 13 | Created: **19/03/09** Updated: **16/10/23** | Created by: **DM** Updated by: **SW** |

Document Location: X:\Apprenticeship Admin\Quality Assurance\Apprentice Policies

should always interview or work with a learner in view of other adults. Additional care should be taken when a member of staff is dealing with a learner of the opposite sex.

3.1.6 RPS reserves the right to deny employment to individuals where Disclosure and Barring Services checks suggest that they might pose a danger.

3.1.7 RPS reserves the right to suspend, dismiss or prevent staff from dealing directly with learners for a failure to comply with this policy.

3.1.8 Where an allegation of inappropriate behaviour, abuse or neglect is made against a member of staff, RPS will carry out a full investigation into the circumstances. It may be necessary to suspend the individual, for their own protection, until this is concluded.

3.1.9 Any member of staff who faces allegations of inappropriate behaviour, abuse and/or neglect from either a young person or staff member in the first instance should disclose this to the Safeguarding Officer.

3.1.10 All staff are reminded of the offence of abuse of positions of trust under sections 16 to 19 of the Sexual Offences Act 2003.

3.1.11 Ensure all records are kept securely, and in locked locations.

3.2 Other groups

Where children of learners, staff or visitors are present on RPS premises, they remain the responsibility of their parent/guardian, unless they are enrolled as learners, or are otherwise involved in a RPS-managed activity.

3.3 Staff Training

All Staff responsible for apprenticeship learning will, within 3 months of their employment complete:

- Children Protection Awareness
- Preventing Bullying Behaviour.
- Initial Prevent Training

All Staff responsible for learners will within 12 months of the start of their employment with RPS complete.

- Prevent Level 2 Training
- Level 2 Child Protection – Safeguarding Training
- Mental Health First Aid

Refresher Safeguarding and Prevent training will be carried out annually, at minimum.

The Safeguarding and Prevent policy is re-distributed to staff when amended and is stored on the secure server to ensure accessibility to staff at all times.

3.4 Learner Training

All learners are provided with training in regards to the following areas:

- Safeguarding

- Prevent Duty
- British Values
- Cyber Safety
- Mental Health Awareness
- Managing Stress
- Managing Anxiety
- Road Safety
- Drug & Alcohol Awareness

All learners on technical programmes are provided with certifiable training in regards to the following areas:

- First Aid for Appointed Persons
- Fire Safety

3.5   Resources

Alongside Safeguarding and Prevent related training, RPS has put in place additional resources and made additional commitments to improve our provision to learners. Combined, these resources enable learners to have access to support 24 hours a day, regardless of the provisions opening hours.

- Pastoral Support on MS Teams – there is a dedicated Pastoral Support section on MS Teams that learners can access 24 hours a day. This includes information and referrals on a wide variety of topics including, mental health and wellbeing, finance and debts, anxiety and stress, addiction and substance misuse and cyber safety. Learners can also start a MS Teams chat with a member of the Pastoral team, giving them instant access to pastoral support.

- MS Teams – Learners have access to confidential cause for concern forms on MS Teams. These can be completed and submitted at any time and instantly go to the Pastoral team. This ensures a safe method for learners to raise a concern, whether for themselves or another learner and include safeguarding concerns and bullying and harassment concerns.

- Pastoral Care – RPS has a dedicated member of the team who provides one to one additional support, separate to programme delivery staff. This team member will research all available signposting opportunities, aligned to individual needs, and maintain regular contact with the learner to ensure consistent support.

3.6   Reporting Procedure

Details of the reporting procedure are set out in Appendix A: "Procedure for Dealing with Safeguarding or Prevent Incident" and Appendix B: Procedure for Prevent Escalation

Learners, parents, employers or schools who need to report an issue can contact:

Business Operations Manager - UK
Raytheon Professional Services, c/o Doncaster GTA Limited, Rands Lane Industrial Estate, Armthorpe, Doncaster, DN3 3DY, United Kingdom

Staff contact the designated Safeguarding Officer who will escalate, where required, to Business Operations Manager, UK. If the designated Safeguarding Officer is not available please contact Business Operations Manager, UK (details above)

3.7 Confidentiality

It is important for all Staff to follow the statement of confidentiality outlined below:

Information that is given to us will be treated confidentially. Information will only be passed to third parties with the consent of the individual concerned. If there are concerns about the child's safety, wellbeing or legal requirements, the information may be shared with professionals in the local authority/policy or health agencies, after approval from the RPS Contracts Department.

Therefore, <u>Staff must not promise confidentiality.</u>

3.8 Monitoring

The number of Safeguarding cases will be reviewed by the Business Operations Manager – UK on an annual basis.

All Safeguarding and Prevent concerns are recorded on the Safeguarding register. The designated Safeguarding Officer(s) review all Safeguarding and Prevent concerns on a monthly basis as a minimum. However, when active concerns are of immediate nature, the designated Safeguarding Officer will maintain regular, sometimes daily, at a minimum weekly, contact with the learner and/or trainer/Apprentice Employment Coach.

4 Revision History
Initial Version: March 2009
Version 2: May 2012
Version 3: May 2013
Version 4: November 2015
Version 5: September 2019
Version 6: March 2021
Version 7: May 2021
Version 8: October 2023

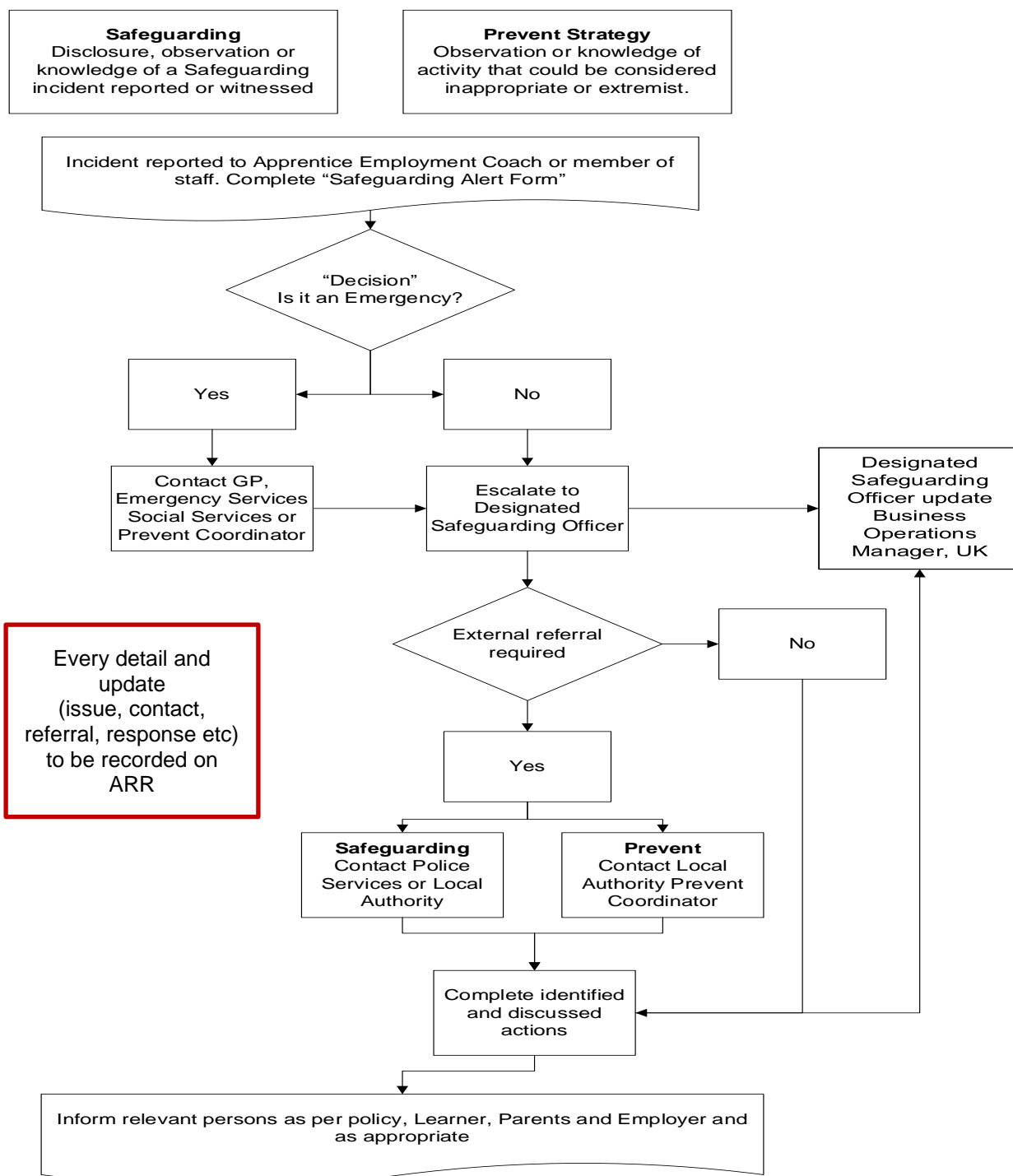## 5 Related Information

The policy should be read in conjunction with the following policies:
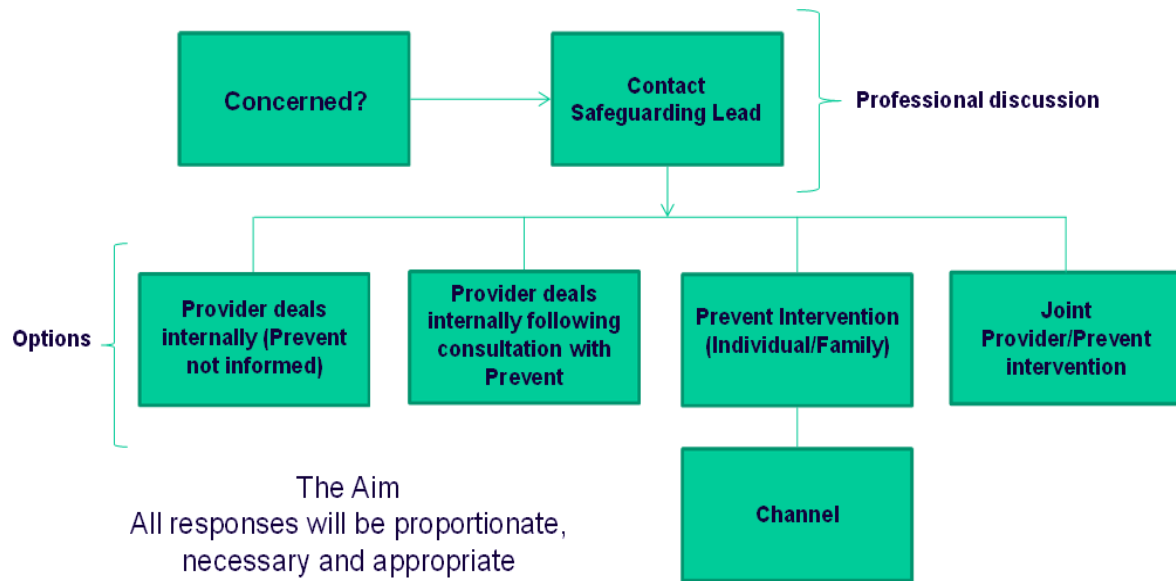
Policy No: RPS-POL2: Equality, Diversity and Inclusion Policy - Apprenticeship Programmes
Policy No: RPS-POL27: Health and Safety Policy
Policy No: RSL – HR 0036: Recruitment of Permanent & Fixed Term Staff
Policy No: RPS-POL3: Anti Bullying and Harassment
Policy No. RPS-POL18: Raytheon E-Safety Policy

6 Appendix A: Procedure for Dealing with Safeguarding or Prevent Incident

Safeguarding
Disclosure, observation or knowledge of a Safeguarding incident reported or witnessed

Prevent Strategy
Observation or knowledge of activity that could be considered inappropriate or extremist.

Incident reported to Apprentice Employment Coach or member of staff. Complete "Safeguarding Alert Form"

"Decision"
Is it an Emergency?

Yes

No

Contact GP, Emergency Services Social Services or Prevent Coordinator

Escalate to Designated Safeguarding Officer

Designated Safeguarding Officer update Business Operations Manager, UK

External referral required

No

Every detail and update (issue, contact, referral, response etc) to be recorded on ARR

Yes

Safeguarding
Contact Police Services or Local Authority

Prevent
Contact Local Authority Prevent Coordinator

Complete identified and discussed actions

Inform relevant persons as per policy, Learner, Parents and Employer and as appropriate

7 Appendix B - Procedure for Prevent escalation (courtesy of Nottinghamshire Police Prevent Team)

8   Appendix C Further Guidelines for Staff

1.   The 5 Rs of Safeguarding:

Safeguarding the welfare of our learners is vital. All staff and others have a responsibility to actively make the learning environment safe and secure for all.

To do so staff will find it helpful to consider and act on the **5 Rs:**

- **Recognition**

The ability to recognise behaviour that may indicate abuse is of fundamental importance. We recognise that children/young people/adults 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. RPS may be the only stable, secure and predictable element in the lives of those at risk. When at RPS facilities, their behavior may be challenging and defiant or they may be withdrawn.

- **Response**

An appropriate response is vital. Any report of or concern voiced about possible abuse should never be ignored.

- **Reporting**

Report your concerns to your line manager in the first instance or to the Safeguarding Officer. Should this be inappropriate for whatever reason, please report to the Operations Manager.

- **Recording**

Record precisely what has been alleged, using the words of the complainant.

- **Referral**

The designated Safeguarding Officer will make a decision to refer a complaint or allegation, having gathered and examined all relevant testimony and information - unless it is an emergency.

2.   Types of Abuse

The following definitions are taken from "Working Together to Safeguard Children" 2015 which is a statutory guidance issued by the Department for Education[1] .

Abuse and neglect are forms 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 (e.g via the internet). They may be abused by an adult or adults or another child or children.

Physical abuse

Physical abuse 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

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children 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 the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber-bullying), 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, though it may occur alone.

Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of 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 (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Child sexual exploitation

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Neglect

Neglect is 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 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)
- ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness, to a child's basic emotional needs.

3. The concept of significant harm

Some children are in need because they are suffering or likely to suffer significant harm. The Children Act 1989 introduced the concept of significant harm as the threshold that justifies compulsory intervention in family life in the best interests of children. It gives local authorities a duty to make enquiries to decide whether they should take action to safeguard or promote the welfare of a child who is suffering, or is likely to suffer significant harm.

A court may make a care order (committing the child to the care of the local authority) or supervision order (putting the child under the supervision of a social worker, or a probation officer) in respect of a child if it is satisfied that:

- the child is suffering, or is likely to suffer, significant harm, (including impairment suffered from seeing or hearing the ill-treatment of another); and
- the harm or likelihood of harm is attributable to a lack of adequate parental care or control (section 31 of the Act).

There are no absolute criteria on which to rely when judging what constitutes significant harm. Consideration of the severity of ill-treatment may include the degree and the extent of physical harm, the duration and frequency of abuse and neglect, the extent of premeditation, and the presence or degree of threat, coercion, sadism and bizarre or unusual elements. Each of these elements has been associated with more severe effects on the child, and/or relatively greater difficulty in helping the child overcome the adverse impact of the maltreatment. Sometimes, a single traumatic event may constitute significant harm, for example, a violent assault, suffocation or poisoning. More often, significant harm is a compilation of significant events, both acute and long-standing, which interrupt, change or damage the child's physical and psychological development. Some children live in family and social circumstances where their health and development are neglected. For them, it is the corrosiveness of long-term emotional, physical or sexual abuse that causes impairment to the extent of constituting significant harm. In each case, it is necessary to consider any maltreatment alongside the child's own assessment of his or her safety and welfare, the family's strengths and support services, as well as an assessment of the likelihood and capacity for change and improvements in parenting and the care of children and young people.

As well as neglect, physical, emotional and sexual abuse, children, young people and adults may need to be protected from:

- bullying, including on-line bullying
- racist, disability and homophobic or transphobic abuse
- gender-based violence/violence against women and girls
- radicalization and/or extremist behavior
- child exploitation and trafficking
- the impact of new technologies on sexual behavior, for example sexting
- teenage relationship abuse
- substance misuse
- issues that may be specific to a local area or population, for example gang activity and youth violence
- domestic violence
- female genital mutilation
- forced marriage

4. Further Information

Working together to safeguard children:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/942454/Working_together_to_safeguard_children_inter_agency_guidance.pdf

Keeping Children Safe in Education
Keeping children safe in education - GOV.UK (www.gov.uk)

Child Abuse Concerns: A Guide for Practitioners:
https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2

Relevant Council's / Local Authorities / Governments Child Protection procedures
Safeguarding Adults – NHS England https://www.england.nhs.uk/wp-content/uploads/2017/02/adult-pocket-guide.pdf

Revised Prevent Duty Guidance: for further education institutions in England and Wales:
https://www.gov.uk/government/publications/prevent-duty-guidance