



# KEY POLICY BOOKLET 2024

Contracting Services (Education and Skills) Ltd

# Equality & Diversity Policy

## GENERAL

CSES Ltd (t/a Management Training Plus) is committed to a policy of equal opportunities for all employees, workers, Apprentices and applicants and shall always adhere to such policy and will review on an on-going basis on all aspects of recruitment to avoid unlawful or undesirable discrimination. CSES Ltd (t/a Management Training Plus) will treat everyone equally irrespective of sex, sexual orientation, marital status, age, disability, race, colour, ethnic or national origin, religion, political beliefs or membership or non-membership of a Trade Union and place an obligation upon all staff to respect and act in accordance with the policy. CSES Ltd (t/a Management Training Plus) is committed to providing training for all its staff in equal opportunities practice.

CSES Ltd (t/a Management Training Plus) shall not discriminate unlawfully when deciding which candidate/temporary worker/Apprentice is submitted for a vacancy or assignment or in any terms of employment or terms of engagement for temporary workers. CSES Ltd (t/a Management Training Plus) will ensure that each candidate is assessed only in accordance with the candidate's merits, qualification and ability to perform the relevant duties required by the particular vacancy. CSES Ltd (t/a Management Training Plus) will not accept instructions from clients that indicate an intention to discriminate unlawfully.

## Policy Promotion

This policy will be promoted to all employees, associates, sub-contractors, learners and employers. This will include the following:

- All employees will be required to confirm they have read and understood the terms of this policy as part of their induction. Staff will sign to confirm.
- All associates and sub-contractors will sign agreements to confirm they have read and will abide by the terms of the policy.
- All learners are required to read the policy and confirm that they have done so. This is recorded via the electronic portfolio system that they use
- All employers are required to confirm that they have an equal opportunity / equality & diversity policy and where this does not exist, they confirm that they will abide by our policy terms.

## Aim and Scope

The policy aims to ensure that all individuals and groups:

- Are treated fairly and with respect in all interactions with them.
- Have the right to be free from harassment and bullying of any description.
- Do not suffer unwanted behaviour, whether based on age, disability, trans-gender status, marital status, civil partnership status, pregnancy, race, religion or belief, sex or sexual orientation.
- Have an equal chance to contribute to achieve their potential, irrespective of any defining feature that may give rise to unfair discrimination.

CSES Ltd (t/a Management Training Plus) recognises that many individuals and protected groups may experience unlawful discrimination and disadvantage on the grounds of their age, disability, trans-gender status, marital status, civil partnership status, pregnancy, race, religion or belief, sex or sexual orientation. We believe that equality for all is a basic human right and actively oppose all forms of unlawful and unfair discrimination. We value and celebrate the diversity in our society and are striving to promote and reflect that diversity within the Organisation. The Equality and Diversity Policy and Procedures set out our aims and how we will meet and, in some areas, exceed the legal requirements identified in the Equality Act 2010.

The Equality and Diversity Policy applies to:

- Prospective students and staff (in relation to admissions and recruitment arrangements).
- Current students and staff (including those absent, temporarily excluded, students on work placements, those in work-based learning and students studying remotely as relevant).
- Former students and staff (if there are a continuing relationship based on them having been a student or member of staff at the Organisation).
- Visitors, contractors, volunteers (while they are on Organisation premises or carrying out Organisation business).
- Partners and employers where students have work placements, are work based or study remotely.
- Pre-16 learners.
- Parents and carers.

All of the above have a responsibility to give full and active support for the Equality and Diversity Policy and Procedures by ensuring:

- The Equality and Diversity Policy and Procedures are known, understood and implemented.
- Their behaviour considers the sensitivities of others and everyone is treated with respect and dignity.
- Behaviour not in accord with the Equality and Diversity Policy is challenged safely and appropriately.
- Behaviour outside working time and Organisation premises may also fall into the scope of the policy, eg the Organisation has a duty to act where discriminatory behaviour or harassment by a member of staff outside working hours affects a member of staff or a student either directly or indirectly.
- Breaches of the policy may be dealt with via the Organisation's Staff or Student Disciplinary Policy.

Within this general responsibility there are some specific responsibilities for:

- Directors and managers for the effective implementation and championing of the Equality and Diversity Policy, Procedures and actions.
- The Directors for provision of reports, meeting statutory equality duties, links with regional and national equality bodies, achievement of recognised equality standards, arranging agreed training.
- The Organisation to take positive action to identify and address equality issues and prevent actions taking place that contravene legislation, in particular the Equality Act 2010 provisions.

CSES Ltd (t/a Management Training Plus) will not accept instructions from clients that indicate an intention to discriminate unlawfully.

## **SEX AND RACE DISCRIMINATION**

Unlawful sex or race discrimination occurs in the following circumstances.

### **Direct Discrimination**

Under the Sex Discrimination Act 1975 and the Race Relations Act 1976 direct discrimination occurs where one individual treats another individual less favourably on ground of their sex or race than he/she treats or would treat other persons.

It is unlawful for a recruitment consultancy to discriminate against a person on the grounds of their sex, colour, race, nationality, ethnic or national origins: -

- In the terms on which the recruitment consultancy offers to provide any of its services;
- By refusing or omitting to provide any of its services;
- In the way it provides any of its services.

Direct discrimination would also occur if a recruitment consultancy accepted and acted

upon a job registration from an employer which states that certain persons are unacceptable because of their sex, colour, race, nationality, or ethnic or national origins, unless one of the exceptions apply.

### **Indirect Discrimination**

A claim of indirect discrimination arises when an employer applies a requirement or condition generally, but which is such a proportion of persons from one racial group who can comply with it is considerably smaller than the proportion of persons not of that racial group who can comply with it.

Indirect discrimination would also occur if a recruitment consultancy accepted and acted upon an indirect discriminatory instruction from an employer.

CSES Ltd (t/a Management Training Plus) will not discriminate unlawfully when selecting candidates or temporary workers for submission or vacancy or assignment or in any terms of employment or terms of employment for temporary workers. If the vacancy falls within the definition of a genuine occupational qualification or any other exception CSES Ltd (t/a Management Training Plus) will not deal further with the vacancy unless the client provides written confirmation of the genuine occupational qualification.

### **DISABILITY DISCRIMINATION**

Under the Disability Discrimination Act 1995, as amended in 2004, disability discrimination occurs if for a reason which relates to the disabled person's disability an individual:

- Treats him/her less favourably than they treat or would treat others whom reason does not or would not apply and,
- The employer cannot show that the treatment in question is justified.

CSES Ltd (t/a Management Training Plus) will not discriminate against a disabled job applicant or employee on the grounds of disability –

- In the arrangements i.e. application form, interview and arrangements for selection for determining to whom a job should be offered, or
- In the terms on which employment or engagement of temporary workers is offered, or
- By refusing to offer, or deliberately not offering the disabled person a job for reasons connected with the disability, or
- In the opportunities afforded to the person for receiving any benefit, or by refusing to afford, or deliberately not affording him/her any such opportunity, or
- By subjecting him/her to any other detriment (detriment will include refusal of training, transfer, demotion, reduction of wage or harassment)

CSES Ltd (t/a Management Training Plus) will accordingly make career opportunities available to all people with disabilities and every practical effort will be made to provide for the needs of staff, candidates and clients.

Wherever possible CSES Ltd (t/a Management Training Plus) will make reasonable adjustments to hallways, passages, and doors in order to provide and improve means of access for disabled employees and workers. However, this may not always be feasible.

### **AGE DISCRIMINATION**

CSES Ltd (t/a Management Training Plus) will encourage clients not to include any age criteria or other subjective criteria in job specifications and every attempt will be made to persuade clients to recruit based on competence and skill not age.

CSES Ltd (t/a Management Training Plus) is committed to recruiting and retaining employees whose skills, experience and attitude are appropriate to the recruitment of the various positions regardless of age.

Only in the most exceptional circumstances will age requirements be stated in any job advertisements on behalf of the company.

CSES Ltd (t/a Management Training Plus) will request age as part of its recruitment process but information will not be used in any detrimental way and is for compilation of personal data, which the company holds on all employees and workers.

## **EQUAL PAY ACT 1970**

CSES Ltd (t/a Management Training Plus) will pay, and will encourage our clients to pay an individual the same contractual pay and benefits as a person of the opposite sex in the same employment, where the man and the woman are doing the same work, work rated as equivalent work, or work of equal value.

## **COMPLAINTS AND MONITORING PROCEDURES**

CSES Ltd (t/a Management Training Plus) has in place procedures for dealing with complaints of discrimination. These are available from the branch manager or head of department and are on the Good Practice Guide (GPG). These procedures relate to both employees and learners.

CSES Ltd (t/a Management Training Plus) monitor equal opportunity / equality & diversity information on a monthly basis and report statistical information at monthly standardisation meetings.

## **PART-TIME WORKERS**

This Equal Opportunities Policy also covers the treatment of those employees and workers who work on a part time basis. CSES Ltd (t/a Management Training Plus) recognises that it is an essential part of its policy that part time employees are treated on the same terms as full time employees and are treated on the same terms as full time employees (albeit on a pro rata basis) in matters such as rates of pay, holiday entitlement, maternity leave, parental and domestic incident leave. CSES Ltd (t/a Management Training Plus) also recognises that part time employees must be treated the same as full time employees in relation to training and redundancy situations.

## **IMPLEMENTATION OF THE POLICY**

The Organisation will ensure that:

- Meetings/inductions are held which introduce staff/learners to the concept, the policy and procedures eg Organisation Management Team, and monthly management meetings, curriculum team meetings where the concept, specific instructions and any special responsibilities are discussed.
- The Directors and all staff working with or on behalf of the Organisation, whether employed directly or indirectly, and including volunteers and external contractors, will receive a level of training appropriate to their role and level which will familiarise them with equality and diversity issues, clarify roles and responsibilities and the Organisation policies and procedures, with refresher training at least every year. All staff have any such training recorded on their CPD record and receive regular updates via monthly departmental meetings.
- Work based learners/Apprentices and learners on work placement are placed where the employer is fully aware of their duties in terms of equality and diversity and all learners are given guidance prior to their employment or placement on equality and diversity and the support available from the Organisation.
- There are procedures in place to identify and support all Organisation users. All teaching and assessment observations and quality assurance processes and learner journey quality audits include the opportunity to report on equality and diversity and will be included in the lesson observation and quality briefings/training.

Apprentices and Learners receive ongoing training on equality and diversity throughout the time on their course some of which will be embedded in the learning resources and materials

- CSES Ltd (t/a Management Training Plus) materials are monitored and evaluated on a regular basis to ensure that they promote equality and diversity and do not disadvantage groups of students. There are clear and designated procedures for all students, including remote students and staff to report breaches of the Equality and Diversity Policy.

## MONITORING

- The Organisation will monitor the effectiveness of the Equality and Diversity Policy through the Equality and Diversity Meetings.
- The Organisation will seek to ensure that Organisation policies and procedures, via Equality Impact Assessments are assessed on a regular basis to ensure they do not have a negative impact on any particular groups of people.
- The Directors will provide reports
- The following information is reviewed to monitor the effectiveness of the policy across the organisation community:
  - Enrolment trends and statistics
  - Staff data
  - Learner surveys and general feedback
  - Self-assessment reports
  - Equality and Diversity Impact Measures (EDIM)
  - Equality impact assessments
  - Lesson observations
  - Examples of good practice
  - Complaints, compliments and any subsequent actions
  - Any other relevant data, such as demographic changes
  - Enrichment Opportunities
  - Attendance/Punctuality
  - Progression
  - Complaints record
  - Closing achievement gaps
  - Disciplinary records
  - Quality audits
  - Assessments
- The policy will be reviewed annually or as a result of legislative changes with any amendments approved by the Directors.

## ASSOCIATED GUIDANCE

The Equality and Diversity Policy is informed by:

- Race Relations Acts (1976 and Amendment Act 2000)
- Sex Discrimination Acts (1975 and 1986)
- Disability Discrimination Acts (1995 and 2001)
- Special Educational Needs and Disability Act 2001
- Work and Families Act (2006)
- Employment Equality (Religion and Belief) Regulations 2003
- Employment Equality (Sexual Orientation) Regulations 2003 and 2007
- Human Rights Act (1998)
- Employment Rights Act (1996)
- Criminal Justice and Public Order Act 1994
- Protection from Harassment Act 1997
- Gender Recognition Act 2004
- Employment Equality (Age) Regulations 2006
- Equality Act 2010

Signed Lewis Blain .....*Lewis Blain*.....03/12/2024

# Compliments Policy

## Introduction

CSES Ltd.is committed to providing the best possible service that it can. We encourage positive feedback from customers where appropriate and have developed a Compliments Policy that explains our broad approach to handling compliments.

## Aim

CSES Ltd. aims to use compliments about a service or individual member of staff to share good practice among the Company and encourage staff to continue to provide excellent services.

## Implementation

The CSES Ltd.Compliments Policy will be made readily available to customers.

## What is a compliment?

A compliment is an expression of satisfaction with a service made by a customer about the organisation or a member of the Mercury team. A compliment may be made about an individual member of staff or our service as a whole.

## Who is a customer?

A customer is anyone who contacts CSES Ltd.to request a service or is in receipt of a Service.

## How can a compliment be given?

Any customer wishing to make a compliment can do so in person to any member of the CSES Ltd.team at our offices, by phone, e-mail, and letter or by completing the feedback page on the CSES Ltd.website.

## Monitoring

CSES Ltd.is committed to continuous improvement in service delivery. As part of this commitment a monthly monitoring report will be prepared for the Managing Director.

Signed Lewis Blain .....*Lewis Blain*.....03/12/2024

# Complaints Policy – CSES Ltd. (t/a Management Training Plus)

Effective from 03/12/2024

## Definition

We aim to give you an excellent experience when dealing CSES Ltd. (t/a Management Training Plus), so we welcome your comments, suggestions and feedback about the service you have experienced when contacting us or when using any of our products or services.

1) A complaint is an expression of dissatisfaction from you about our products, services or the complaints-handling process itself where it is clear that you expect us to identify the cause of the problem and to take remedial action. We aim to ensure that:

- making a complaint is as easy as possible;
- we treat a complaint as a clear expression of dissatisfaction with our service which calls for an immediate response;
- we deal with it promptly, politely and, when appropriate, confidentially;
- we respond in the right way, for example by giving you an explanation or an apology
- where we have got things wrong, and letting you know what action we've taken;
- we learn from complaints and we use them to improve our service

2) It is not possible to provide a definitive list of examples of complaints, but the following are examples of situations that would constitute a complaint:

- certificate spelling errors
- lack of response to queries
- lack of access to tutor
- delay with receipt of certificates
- non-compliance with the stated CSES Ltd. (t/a Management Training Plus) process e.g. not adhering to published timescales or processes

## Process.

In the first instance you must try and resolve your complaint with your coach, but if you feel the problem needs to be escalated then please lodge your complaint with the Operations Director; Lesley Blain. Many matters can be resolved informally so do contact your coach, or the Office on 07905 535266 as we may be able to iron out the problem straight away. But if you feel the problem needs to be put on a more official footing, please follow the process below:

Raise your concern by emailing [lewis@managementtrainingplus.com](mailto:lewis@managementtrainingplus.com), explaining the problem as clearly and fully as possible, including any action taken so far. You can also contact a member of the team by phoning 07905 535266

## Confidentiality.

Except in exceptional circumstances, we will try to ensure that your complaint remains confidential but in some cases the circumstances giving rise to the complaint may make it impossible to maintain confidentiality. In these situations, we will discuss this with you.



**The Investigation.**

We will appoint an appropriate person to investigate the matter on your behalf. We'll acknowledge your complaint within 2 working days and let you know who will be dealing with it.

We aim to resolve complaints within 10 working days but if it's going to take longer than that we'll keep you fully informed.

**Outcome and Action.**

Once we have completed our investigation, we will explain what went wrong and why, apologise when it is appropriate and take action to remedy the situation as soon as possible. If you are not satisfied with the response you receive to your complaint, you can take the matter further by contacting the Managing Director by emailing [lewis@managementtrainingplus.com](mailto:lewis@managementtrainingplus.com) setting out why you are dissatisfied.

He will review the details of the original complaint, the evidence collected by the person who investigated the matter on your behalf and their initial response. He may consult with other parties, including other staff within before writing a report setting out our proposed response and any further action to be taken. He will then contact you in person to discuss the outcome and actions proposed.

**Continuous Improvement.**

All complaints are reported and reviewed internally each month. They are also reviewed by the directors.

We aim to improve our business processes and our response to customers in the light of learning from the feedback we receive.

*Lewis Blain*

Signed Lewis Blain .....

03/12/2024

# Health and Safety Policy

## General statements of intent

1. Management Training plus/ Contracting Services (Education and Skills Ltd) intends to provide and maintain safe premises and healthy working environments.
2. It intends to assess risks effectively and apply measures to control them. It aims to provide and maintain safe plant, equipment and associated operating procedures.
3. It intends to identify substances that are potentially hazardous to health and make sure arrangements are made to control the risks they pose.
4. It intends to provide information, instruction, training, and supervision, to ensure everyone is able to carry out their work safely. These provisions will be refreshed periodically or when anything that could affect Health and Safety changes significantly.
5. It intends to involve and consult with worker representatives on Health and Safety issues.
6. It intends to investigate accidents, incidents and cases of work-related illness, so it can identify and put right any shortcomings in its Health and Safety management processes.
7. It intends to have effective arrangements in place to deal with injuries and reduce the effects of any incidents that could result in injury, ill health or damage to the environment.
8. It intends to make sure information on Health and Safety issues is shared across the business.
9. It intends to set targets for continuous improvement in Health and Safety performance, make sure resources are available to help it deliver those targets, and review its Health and Safety policies and procedures at least once a year.

## General information

1. The business employs five (5) or less employees. Its sole place of business is: BA12 9LE.
2. The business is compliant with the Employers' Liability (Compulsory) Insurance Regulations 1998 and is displaying copies of its Certificate of Insurance at its place of business.

Organisation of Health and Safety responsibilities within Contracting Services (Education and Skills) Ltd trading as Management Training Plus

Everyone within Contracting Services (Education and Skills) Ltd trading as Management Training Plus has a responsibility for ensuring that the business operates safely. Specific responsibilities are listed below.

1. The senior management through Lewis Blain will ensure that there are effective policies, codes of practice and instructions to staff for health, safety and welfare, issued on behalf of the business, for all workers in the business whether employed, self-employed or contractors working on site.
2. The senior management through Lewis Blain has delegated the day-to-day responsibilities for Health and Safety to Lewis Blain who has the following specific responsibilities:
  - 2.1. Lewis Blain is to ensure that the business is given current information regarding Health and Safety legislation.
  - 2.2. Lesley Blain is to assist Lewis Blain in identifying the business's responsibilities and to initiate and advise on amendments to the Health and Safety policy, Codes of Practice and any safety instructions.
  - 2.3. Lewis Blain shall disseminate information on health, safety and welfare within the organisation as appropriate.
  - 2.4. Lewis Blain shall be the custodian of the business's Health and Safety records.
  - 2.5. Lewis Blain shall co-ordinate the business's Health and Safety audits and inspections/risk assessments and supervise the general administration arising from Health and Safety matters.
  - 2.6. Lewis Blain shall arrange for workers' safety representatives to be appointed (where appropriate) and trained and shall ensure that they perform their duties satisfactorily.
  - 2.7. Lewis Blain shall ensure that records are kept of the business's activities in respect of:
    - 2.7.1. Training given to all workers (including safety representatives);
    - 2.7.2. Copies of all inspection/audit and risk assessment reports; and
    - 2.7.3. Accident/incident reports and statistics.
  - 2.8. Lewis Blain shall compile the following

- 2.8.1. An annual report on the state of Health and Safety within the business which shall give an overview of the training of workers, any repairs and maintenance that are required in the interests of Health and Safety, recommendations on procedures that need to be introduced to comply with current and forthcoming Health and Safety legislation and accident statistics for the business.
- 2.9. Lewis Blain will ensure that workers' reports are completed where accidents and incidents occur, that appropriate entries are made in the accident book and that when required, the accidents/incidents are reported to the appropriate enforcing authority.
- 2.10. Lewis Blain will arrange Health and Safety training courses for all workers (where appropriate) including induction training.
- 2.11. Lewis Blain will liaise with the fire authorities, environmental health officers, and other official bodies as appropriate.
- 2.12. Lewis Blain will arrange for the testing and inspection by a competent contractor, of fire alarms, firefighting appliances, and emergency lighting within the business areas. Records will be kept of those tests and inspections.
- 2.13. Lewis Blain will monitor the safety performance of the business as a whole by monitoring the accident books, the use of first aid facilities, the length of time that is taken before action is taken on repairs and maintenance, and reports from enforcement authorities, safety representatives and Health and Safety advisers.
- 2.14. Lewis Blain will monitor the appointment of contractors to perform work for the business, and will ensure, by reference to materials supplied by the contractors in respect of Health and Safety enquiries, that they are competent to carry out the work. During the period that the contractors are on the premises, Lewis Blain will continue to monitor the work of those contractors by liaison with the person to whom the contractors are to report.
- 2.15. Lewis Blain will ensure that risk assessments are performed, reviewed, and recorded as required by legislation.
- 2.16. Lewis Blain will arrange for occupational health medical examinations to be undertaken where necessary.
3. All workers have the following responsibilities:
- 3.1. To read and understand this Health and Safety policy and to perform their work in accordance with the requirements of this document;
- 3.2. To read and understand any Codes of Practice and any safety instructions that are issued from time to time, and to perform their work in accordance with the requirements of those documents; and
- 3.3. To comply with Section 7 and Section 8 of the Health and Safety at Work etc Act 1974 in respect of their work and in particular:
- 3.3.1. To take care of their own Health and Safety and that of others who may be affected by their acts or omissions;
- 3.3.2. To co-operate with the employer to enable the business to comply with any legal duty or requirement placed upon it or its workers;
- 3.3.3. Not to recklessly or intentionally interfere with anything provided in the interests of Health and Safety;
- 3.3.4. To work in a safe manner and not take unnecessary risks that could endanger themselves or others;
- 3.3.5. Where possible, to remove hazards or protect persons, as far as is reasonably practicable;
- 3.3.6. To follow laid down procedures and report to their line manager:
- 3.3.6.1. Any injury to themselves or others caused by work activities;
- 3.3.6.2. Any hazards that they find;
- 3.3.6.3. Any damage or defect to equipment, machinery, etc;
- 3.3.7. To suggest ways of improving the Health and Safety policy and working methods, to their immediate line manager;
- 3.3.8. To ensure that equipment is kept in good condition, and use the correct equipment for the task to be undertaken;
- 3.3.9. Not to use equipment etc. for which it was not intended, or for which they have not been trained;
- 3.3.10. Where using, visiting, or working on premises other than those under the control of the company, to ensure that they are aware of any Health and Safety policies and procedures that may apply and are in force;
- 3.3.11. Not to take risks while working or indulge in 'horseplay', practical jokes, etc.;
- 3.3.12. To ensure that any young or inexperienced person working on the premises is not put at risk;
- 3.3.13. To know the emergency procedures that may apply to the premises, and familiarise themselves with the escape routes, fire alarm system, and firefighting equipment; and
- 3.3.14. To take care of visitors and others when having meetings on the premises, ensuring that they are not put at risk, are aware of any hazards on the premises and follow the emergency procedures if necessary.

### **Regular surveillance**

1. Lewis Blain will perform an inspection of the business's workplace on a regular basis to ensure that hazards and risks are reduced to the lowest level reasonably practicable.

**Smoking**

- 1. Smoking is prohibited throughout the entire workplace with no exceptions.
- 2. The business has a smoking policy. Overall responsibility for the smoking policy implementation and review rests with Lewis Blain. All workers are obliged to adhere to and facilitate the implementation of the policy. Lewis Blain shall inform all existing workers, consultants and contractors of the policy and their role in the implementation and monitoring of the policy. Lewis Blain will also give all new personnel a copy of the policy on recruitment/induction. Appropriate 'No Smoking' signs will be clearly displayed at the entrances to, and within the premises. Local disciplinary procedures will be followed if a worker does not comply with this policy. Those who do not comply with the smoking law are also liable to a fixed penalty fine, and possible criminal prosecution. The business will provide support for smokers who want to stop.

**Risk assessments**

- 1. The business has prepared or is preparing various risk assessments of specific risks arising within its business. Workers should contact Lewis Blain for information on specific risks.
- 2. The business shall review these risk assessments at least as often as may be required in accordance with applicable regulations.

Signed Lewis Blain .....*lewis blain*.....03/12/2024

# Safeguarding Policy

## Safeguarding Definition

For the purposes of this document, Safeguarding is defined as:

- Protecting children\* from maltreatment and extremism
- Preventing impairment of children's healthier development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

This is the definition used in the Children Act 2004 and the DCSF (now Department for Education) guidance document Working together to Safeguard Children (2013, page 7.2), which focuses on safeguarding. In addition, the Counterterrorism and Security Act 2015 contains a duty on specified authorities to have due regard to the need to prevent people from being drawn into extremism/terrorism.

\*In this context the term 'children' should be taken to include all young people and vulnerable adults.

A vulnerable adult is defined as a person who has either a dependency upon others in the performance of, or a requirement for, assistance in the performance of basic functions; a severe impairment in the ability to communicate with others, or has a reduced ability to protect himself or herself from assault, abuse or neglect. This can be as a result of a learning or physical disability (not normally to include dyslexia) a physical or mental illness chronic or otherwise (including an addiction to alcohol or drugs) or a reduction in physical or mental capacity.

Specifically, CSES LTD recognise the need to work with other agencies in undertaking its safeguarding commitments, including:

- to designate a member of staff as having lead responsibility for safeguarding and ensure that they receive appropriate training
- to operate safe recruitment procedures
- to have in place procedures to deal with concerns/suspensions about all learner's welfare
- to have in place procedures to deal with allegations of abuse against members of staff and learners
- to liaise with all providers regarding new learners
- to ensure all staff working with learners receive appropriate safeguarding training and are aware of their responsibilities
- to review this policy and specific sub-policies and procedures annually;

## Types of abuse

CSES LTD recognise that at times learners may be subject to abuse or neglect. It is therefore important to be clear what this may entail.

Abuse can be physical abuse, neglect, sexual abuse and/or emotional abuse.

Recognising abuse and neglect the definitions and types of abuse

- Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child or vulnerable adult by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.
- Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child or vulnerable adult.
- Emotional abuse: the persistent emotional maltreatment of a child or vulnerable adult such as to cause severe and adverse effects on their 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 them 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 them. These may include interactions that are beyond their developmental capability as well as overprotection and limitation of exploration and learning or preventing them participating in normal social interaction. It may involve seeing or

hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing them 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 or vulnerable adult, although it may occur alone.

- Sexual abuse: involves forcing or enticing a child, young person or vulnerable adult to take part in sexual activities, not necessarily involving a high level of violence, whether they are 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 or vulnerable adults in looking at, or in the production of, sexual images, watching sexual activities, encouraging children or a vulnerable adult to behave in sexually inappropriate ways, or grooming a child, young person or vulnerable adult 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.
- Neglect: the persistent failure to meet a child or vulnerable adult's basic physical and/or psychological need, likely to result in the serious impairment of their 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 or vulnerable adult 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.
- 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 using technology.
- Child Criminal Exploitation: County Lines Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered.
- Domestic abuse the cross-government definition of domestic violence and abuse is: Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality.
- Female Genital mutilation (FGM) is a criminal offence – it is child abuse and a form of violence against women and girls. Female genital mutilation comprises all procedures involving the partial or total removal of the female external genitalia or other injury to the female genital organs for nonmedical reasons.
- Forced marriage is one entered without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture to coerce a person into marriage.
- Homelessness Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The safeguarding team are aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. the designated safeguarding lead should ensure appropriate referrals are made based on the child's circumstances.
- 'Honour' based violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so-called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the designated safeguarding lead.
- Peer on peer abuse Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals. Sexual violence and sexual harassment Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children

sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, likely, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support.

## **Prevent**

Another aspect of safeguarding is the PREVENT duty, which requires the Education sector to have "due regard to the need to prevent people from being drawn into terrorism", supporting terrorism or being drawn into non-violent extremism. Counterterrorism and Security Act Sect 26 CTS Act places a duty on certain bodies to have "due regard to the need to prevent people from being drawn into terrorism".

Guidance is issued under Section 29 of the Act:

- Respond to the ideological challenge of terrorism and the threat we face from those who promote it
- Prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support
- Work with sectors and institutions where there are risks of radicalisation that we need to address

## **Purpose of Prevent**

- Prevent aims to safeguard vulnerable individuals (both adults and children) who may be at risk of potentially becoming involved in terrorist activities.
- It also aims to support institutions, such as schools, colleges and universities where this may happen.
- All frontline staff have a responsibility to report any instances where they think they have identified a Safeguarding issue to their Safeguarding Officer Responsibilities All provider staff have a legal responsibility under the Prevent Duty to make sure that:
  - They have undertaken training in the Prevent Duty as identified by their management
  - They are aware of when it is appropriate to refer concerns about learners to the Prevent officer, usually the provider's Safeguarding officer
  - They exemplify British values of "democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs" into their practice

The Prevent Strategy will specifically

- Respond to the ideological challenge of terrorism and the threat we face from those who promote it
- Prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support and work with sectors and institutions where there are risks of radicalisation which we need to address

## **What is CONTEST?**

CONTEST is the Government's Counter Terrorism Strategy, published in July 2006 and refreshed in March 2009. The aim of the strategy is 'to reduce the risk from international terrorism, so that people can go about their lives freely and with confidence.'

CONTEST has four strands, often known as the four Ps. The aims of the 4 Ps are:

- PREVENT - to stop people becoming terrorists or supporting violent extremism
- PURSUE - to stop terrorist attacks through disruption, investigation and detection
- PREPARE - where an attack cannot be stopped, to mitigate its impact
- PROTECT - to strengthen against terrorist attack, including borders, utilities, transport infrastructure and crowded places

## **What is Extremism?**

The Government has defined extremism as "vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs". This also includes calls for the death of members of the British armed forces

## **What is Terrorism?**

An action that endangers or causes serious violence to a person/people, causes serious damage to property or seriously interferes or disrupts an electronic system. The use of threat must be designed to influence the Government or to

intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

### **What is radicalisation?**

People can be drawn into violence or they can be exposed to the messages of extremist groups by many means. The risk of radicalisation is the product of several factors and identifying this risk requires that staff exercise their professional judgement, seeking further advice as necessary. It may be combined with other vulnerabilities or may be the only risk identified. Potential indicators include:

- Use of inappropriate language
- Possession of violent extremist literature
- Behavioural changes
- The expression of extremist views
- Advocating violent actions and means
- Association with known extremists
- Seeking to recruit others to an extremist ideology

The Government has defined extremism as "vocal or active opposition to fundamental British Values", which include:

- Individual liberty
- Rule of law
- Democracy
- Mutual respect and tolerance of different faiths and beliefs.

### **CSES Ltd PREVENT strategy has five key objectives:**

1. To promote and reinforce shared values; to create space for free and open debate;

and to listen and support the learner voice.

2. To break down segregation among different student communities including by

supporting inter-faith and inter-cultural dialogue and understanding, and to engage all

Learners in playing a full and active role in wider engagement in society

3. To ensure learner safety and that the Provider is free from bullying, harassment and discrimination

4. To provide support for Learners who may be at risk and appropriate sources of advice and guidance

5. To ensure that Learners and staff are aware of their roles and responsibilities in preventing violent extremism.

In order to achieve these objectives, the strategy will concentrate on three areas;

### **Leadership and Values**

To provide an ethos which upholds core values of shared responsibility and wellbeing for all

Learners, staff and visitors and promotes respect, equality and diversity and understanding.

This will be achieved through:

- Promoting core values of respect, equality and diversity, democratic society, learner voice and participation



- Building staff and student understanding of the issues and confidence to deal with them
- Deepening engagement with local communities
- Actively working with local schools, local authorities, police and other agencies

### **Teaching and Learning**

To provide a curriculum which promotes knowledge, skills and understanding to build the resilience of Learners, by undermining extremist ideology and supporting the learner voice.

This will be achieved through:

- Embedding equality, diversity and inclusion, wellbeing and community cohesion
- Promoting wider skill development such as social and emotional aspects of learning
- A curriculum adapted to recognise local needs, challenge extremist narratives and promote universal rights
- Teaching and learning strategies which explore controversial issues in a way which promotes critical analysis and pro social values
- Use of external programmes or groups to support learning while ensuring that the input supports Providers goals and values.
- Encouraging active citizenship and learner voice.

### **Learner Support**

To ensure that staff are confident to take preventative and responsive steps working with partner professionals, families and communities. This will be achieved through:

- Establishing strong and effective student support services
- Listening to what is happening in the Providers and the community
- Implementing anti-bullying strategies and challenging discriminatory behaviour
- Helping Learners and staff know how to access support in Providers and/or through community partners
- Supporting problem solving and repair of harm
- Supporting at risk Learners through safeguarding and crime prevention processes
- Focusing on narrowing the attainment gap for all Learners

## DESIGNATED PERSON WITH LEAD RESPONSIBILITY FOR ISSUES RELATING TO THE SAFEGUARDING OF VULNERABLE ADULTS

### Appointment

The Managing Director shall nominate a member of staff with lead responsibility for issues relating to the safeguarding of learners. They will undertake appropriate training.

### Name and contact details

The Designated Safeguarding Person's name is Lesley Blain who can be contacted on 07789 930837  
She is supported by all members of staff who act as support persons

### Training

- They will receive training in safeguarding issues and inter-agency working and will receive refresher training at least every two years.
- They will also be required to keep up to date with any developments in safeguarding issues.

### Responsibilities of Directors

- The Directors of CSES LTD have ultimate responsibility for the safeguarding of all vulnerable learners.
- This includes the making and reviewing of organizational policy and monitoring of its implementation.

## CODE OF CONDUCT FOR STAFF AND VOLUNTEERS

- All staff are required to demonstrate exemplary behaviour in order to maintain high professional standards and act as a role model. Such behaviour also has the advantage of protecting staff from allegations of misconduct.
- Similarly, volunteers are expected to conduct and protect themselves properly and effectively when they are in the presence of learners
- The following are common sense examples for staff and volunteers of how to create a positive culture and climate.

### Good practice means:

- always try to work in an open environment (e.g. avoiding private or unobserved situations and encouraging open communication)
- as a rule, try to avoid being alone with participants. There may be rare occasions when a confidential interview or a one-to-one meeting is necessary and, in such circumstances, the interview should be conducted in a room with an open door or visual access. Where this is not possible, the member of staff should ensure that there is another adult nearby or that another adult is aware of their meeting, its purpose and expected duration. The other adult should maintain awareness of the progress of the meeting and should feel free to question the venue, duration or any aspect of the meeting with which they feel uncomfortable.
- never make gratuitous physical contact with a participant. There may be occasions where a distressed participant needs comfort which may include physical comforting and staff should use their discretion to ensure that it is appropriate and not unnecessary or unjustified contact. Be cautious where physical Contact is inescapable (e.g., to demonstrate equipment or a particular exercise/move) staff should be aware of the limits within which such contact should take place and of the possibility for misinterpretation of such contact;

- treat all adults equally and with respect and dignity. CSES LTD will take positive action to eliminate discrimination against any person or group of people. Staff should ensure that learners are protected from discrimination on any grounds (including ability) and challenge discriminating comments and behaviour. Activities should be designed to include all adults and to promote positive attitudes towards differences. Be clear about what the objectives of the activity are before it begins and always put the welfare of each learner first, before winning or achieving goals
- maintain a safe and appropriate distance with learners (e.g. it is not appropriate for staff or volunteers to have an intimate relationship with any learner)
- Build balanced relationships based on mutual trust, which empowers learners to share in the decision-making process.
- never use physical force against a learner, unless it constitutes reasonable restraint to protect her/him or another person or to protect property. If it is necessary to restrain a learner because they are an immediate danger to themselves or others or to property, then the minimum amount of force should be used for the shortest amount of time. Remain calm and get the attention and support of other staff. The incident should be recorded in writing, with a witness statement (where possible), immediately afterwards.
- keep a written record of any injury sustained by a learner, along with the details of any treatment given;
- never make sexually suggestive comments to a learner, even in fun;
- never allow allegations made by a learner to go unchallenged, unrecorded or not acted upon
- never do things of a personal nature for learners if she/he can do it for her/himself. However, it may sometimes be necessary for staff to do things of a personal nature for learners, particularly if they are disabled. These tasks should only be carried out with the full understanding and consent of their carer or themselves. Staff should be responsive to a person's reactions. If a person is fully dependent on you talk with her/him about what you are doing and give choices where possible. This is particularly so if you are involved in any physical contact, lifting, or assisting someone to carry out particular activities. Avoid taking on the responsibility for tasks for which you are not appropriately trained;
- never offer learners lifts or arrange personal meetings that fall outside the policies and procedures of the training organization
- always refer any problems to the Designated Person

## DEALING WITH DISCLOSURE OF ABUSE AND THE PROCEDURE FOR REPORTING CONCERNS

If a learner tells a member of staff about possible abuse:

- listen carefully, stay calm and do not pre-judge
- do not interview the learner, although if necessary you may seek to clarify, using open questions and without putting words into the young person's, in order to be sure that you understand what she/he is telling you, but keep questions to the minimum needed for clarity
- reassure the learner that by telling you, they have done the right thing
- Inform the learner that you must pass the information on, but that only those that need to know about it will be told. Tell them who you are going to report the matter to
- note the main points carefully, specifically: date and time of report; date, time and place of alleged abuse
- your name and name of complainant
- name of learner alleged to have been abused, if different from above
- nature of alleged abuse

- Staff should record the young person's disclosure carefully and aim for a verbatim account if possible. It is important to report the disclosure as factually as possible. Opinion should be avoided or clearly presented as an opinion
- description of any injuries observed, if any
- any other information given, including siblings if relevant
- confirmation that the learner has been advised of the next steps
- A member of staff may have concerns or suspicions of abuse without having received a disclosure from a learner. In these circumstances, the member of staff should record their concerns as factually as possible, reproducing verbatim any words used by any learners concerned, and avoid expressing opinions. Where opinions are unavoidable, they should be clearly presented as such
- Staff should not investigate concerns or allegations themselves but should report them immediately to the Designated Person or Support Persons. They will then make a referral to the Wiltshire Safeguarding Adults Board
- If abuse is suspected but not disclosed, it may be appropriate to remind the student about the availability of an appropriate counselling service.

## **Dealing with a disclosure**

If a child or young person tells a member of staff about possible abuse the following guidance should be followed:

Listen carefully to what is being said without displaying shock. Do not interview the child or person concerned; listen only asking questions when necessary to clarify in order to be sure that you understand what they are telling you.

Allow the person to speak freely ensuring you do not put words into the child or person's mouth.

Reassure them that by telling you, they have done the right thing. Do not promise to keep what they tell you confidential.

Explain to them that you may have to pass the information on to a member of the safeguarding team, but that only those that need to know about it will be told.

Complete the Safeguarding recording sheet form. Add as much detail as possible using the learners' own words.

Make a detailed note of the date, time, place, what the child or person said, give a full account of your conversation, including anything else that concerns you.

Staff should not investigate concerns or allegations themselves but should report them immediately to the Designated Safeguarding Person.

The Safeguarding reporting sheet form must be handed to one of the Designated Safeguarding Person in person, it must not be emailed or put in the post.

When appropriate the Designated Safeguarding Person's will undertake any required discussions and communication with parents and carers

## **WHISTLEBLOWING**

Whistle blowing is an important aspect of safeguarding. This is where staff and learners are encouraged to share genuine concerns about a colleague's behaviour in confidence, with the Designated Person

Working with vulnerable persons places staff and volunteers in positions of power. In order to retain the trust of vulnerable persons, it is essential that all reasonable steps are taken to ensure this power is exercised responsibly.

There may be situations whereby staff or volunteers have genuine concerns about the conduct of a colleague towards a participant. All at CSES LTD have the right and the responsibility to raise concerns, without prejudice to their own position, about the behaviour of staff, managers, volunteers, or learners, which may be harmful to those in their care and will receive appropriate support when doing so.

In accordance with the Public Interest Disclosure Act 1988 and CSES LTD Public Interest Disclosure Procedure (Whistle blowing), CSES LTD will support and protect those staff and learners who, in good faith and without malicious intent, report suspicions of abuse or concerns about colleagues and their actions.

Whistle blowing should be part of transparent work practices and is not intended to set up mistrust or suspicion among staff and volunteers.

Staffs who want to get free confidential advice about whistle blowing can contact Public Concern at Work on 020 7404 6609 or visit their website at [www.pcaew.org.uk](http://www.pcaew.org.uk).

### Support for staff

Members of staff personally affected by particular cases (e.g., where they have handled disclosure) may wish to talk through their concerns with the Designated Person and may also be referred to appropriate counselling.

### REPORTING AND DEALING WITH ALLEGATIONS OF ABUSE AGAINST MEMBERS OF STAFF

#### Application

These procedures apply to all staff and volunteers.

#### Dealing with an allegation

- It is imperative that those dealing with an allegation maintain an open mind and that investigation are thorough and not subject to delay.
- Recognises that the welfare of the learner is the paramount concern. It also recognises that hasty or ill-informed decisions in connection with a member of staff can irreparably damage an individual's reputation, confidence and career.
- Therefore, those dealing with such allegations within will do so with sensitivity and will act in a careful, measured way.

#### Receiving an allegation

- A member of staff who receives an allegation about another member of staff should follow the previous guidelines for dealing with disclosure.

The allegation should be reported immediately to the Managing Director, unless the Managing Director is the person against whom the allegation is made, in which case the report should be made to the Designated Person

- The Managing Director or Designated Person if the allegation is against the Managing Director should: obtain written details of the allegation from the person who received it, that are signed and dated. The written details should be countersigned and dated by the Managing Director or Designated Person and record information about times, dates, locations and names of potential witnesses.

#### Initial Assessment by the Managing Director or Designated Person

The Managing Director or Designated Person should make an initial assessment of the allegation, consulting with the Wiltshire Safeguarding or Social Services as appropriate.

Where the allegation is considered to be either a potential criminal act or indicates that the Learner has suffered, is suffering or is likely to suffer significant harm, the matter should be reported immediately to Wiltshire Safeguarding Unit.

It is important that the Managing Director or Designated Person does not investigate the allegation. The initial assessment should be based on the information received and is a decision whether or not the allegation warrants further investigation.

Other potential outcomes are:

- The allegation represents inappropriate behaviour or poor practice by the member of staff and is potentially neither a crime nor a cause of significant harm to the learner. The matter should be addressed in accordance with Staff disciplinary procedure.
- The allegation can be shown to be false because the facts alleged could not possibly be true.

### **Enquiries and investigations**

- CSES LTD may use the outcome of external agency enquiries as part of its own procedures. However, CSES LTD shall assist the agencies with their enquiries.
- CSES LTD shall hold in abeyance its own internal enquiries while the formal police or social services investigations proceed. To do otherwise may prejudice the investigation. Any internal enquiries shall comply with Staff CSES LTD Disciplinary Procedure
- If there is an investigation by an external agency, for example the police, The Managing Director or Designated Person need to normally be involved in, and contribute to, the inter-agency strategy discussions. The Managing Director or Designated Person is responsible for ensuring that CSES LTD gives every assistance with the agency's enquiries. She/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 Managing Director or Designated Person shall advise the member of staff that she/he should seek advice from a friend or representative, e.g. through a trade union.
- The Managing Director or Designated Person will consult with the police or other investigating agency (e.g. social services), particularly in relation to timing and content of the information to be provided, and shall inform the Learner making the allegation that the investigation is taking place and what the likely process will involve;
- 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.
- The Managing Director or Designated Person shall keep a written record of the action taken in connection with the allegation.

### **Suspension of staff**

- Suspension should not be automatic. In respect of staff other than the Managing Director suspension can only be carried out by the Managing Director in accordance with the Staff CSES LTD Disciplinary Procedure
- Suspension may be considered at any stage of the investigation. It is a neutral, not a disciplinary act and shall be on full pay. Consideration should be given to alternatives: e.g. paid leave of absence; agreement to refrain from attending work; change of, or withdrawal from, specified duties.
- There must be good reason to suspend in each case, for example where a Learner is at risk; where the allegations are potentially sufficiently serious to justify dismissal on the grounds of gross misconduct, Where necessary for the good and efficient conduct of the investigation.
- If suspension is being considered, the member of staff should be encouraged to seek advice, for example from a trade union.
- Prior to making the decision to suspend, the Managing Director should interview the member of staff. This should take place with the approval of the appropriate agency [identified by the Safeguarding Unit]. In particular, if the police are engaged in an investigation the officer in charge of the case shall be consulted.

- The member of staff shall be advised to seek the advice and/or assistance of her/his trade union and should be informed that they have the right to be accompanied by a friend.
- The member of staff shall be informed that an allegation has been made and that consideration is being given to suspension. It shall be made clear that the interview is not a formal disciplinary hearing, but solely for raising a serious matter, which may lead to suspension and further investigation.
- During the interview, the member of staff shall be given as much information as possible; in particular, the reasons for any proposed suspension, if doing so would not interfere with the investigation into the allegation. The interview is not intended to establish the member of staff's innocence or guilt, but to give the opportunity for the member of staff to make representations about possible suspension.
- The member of staff shall be given the opportunity to consider any information given to her/him at the meeting and prepare a response, although that adjournment may be brief.
- If the Managing Director considers that suspension is necessary, the member of staff shall be informed that she/he is suspended from duty. Written confirmation of the suspension, with reasons, shall be dispatched as soon as possible and ideally within one working day.
- Where a member of staff is suspended, the Managing Director shall address the following issues:
  - the Managing Director shall be informed of the suspension in writing that a member of staff has been suspended pending investigation (minimal information given)
  - Where the Managing Director has been suspended, the Managing Director will act to address the Management of CSES Ltd
  - Consideration shall be given to informing the learner making the allegation of the suspension.
  - senior staff who need to know of the reason for the suspension shall be informed.
  - depending on the nature of the allegation, the Designated Person in consultation with the Director shall consider whether a statement to learners and the press should be made, taking due regard of the need to avoid unwelcome publicity.
  - The Director shall consider carefully and review the decisions as to who is informed of the suspension and investigation. The relevant external investigating authorities shall be consulted on this point.
  - The suspended member of staff shall be given appropriate support during the period of suspension. She/he shall also be provided with information on progress and developments in the case at regular intervals.
  - The suspension shall remain under review in accordance with the Staff CSES LTD Disciplinary Procedure
  - The disciplinary process shall be conducted in accordance with the CSES LTD Staff Disciplinary Procedure
  - The member of staff shall be informed of the disciplinary charge against her/him.
  - Her/his entitlement to be accompanied or represented by a trade union representative or friend.
- Where the member of staff has been suspended and no disciplinary action is to be taken, the suspension shall be lifted immediately, and arrangements made for the member of staff to return to work. It may be appropriate to offer counseling.
- The learner making the allegation shall be informed of the outcome of the investigation and proceedings. This shall occur prior to the return of the member of staff (if suspended) to CSES LTD

The Designated Person in consultation with the Managing Director shall consider what. Information should be made available to employees and learners of CSES LTD.

#### **Allegations without foundation**

- False allegations may be indicative of problems of abuse elsewhere. A record shall be kept, and consideration given to a referral to the [local social services department or agency as determined by local arrangements] in order that other agencies may act upon the information.
- In consultation with the Designated Person the Managing Director will where the member of staff has been suspended and no disciplinary action is to be taken, deem that the suspension shall be lifted immediately, and arrangements made for the member of staff to return to work.
- The learner making the allegation will be informed of the outcome of the investigation and proceedings. This shall occur prior to the return of the member of staff (if suspended) to CSES LTD

- The Designated Person in consultation with the Managing Director shall give consideration to what Information should be made available to employees and learners of CSES LTD In consultation with the Designated Person the Managing Director shall:
- Inform the member of staff against whom the allegation is made orally and in writing that no further disciplinary or safeguarding action will be taken. Consideration should be given to offering counseling/support.
- where the allegation was made by a learner other than the alleged victim, consideration shall be given to informing them of the outcome.
- Prepare a report outlining the allegation, giving reasons for the conclusion that it had no foundation, and
- confirming that the above action had been taken.

### **Independent Safeguarding Authority**

If a member of staff is dismissed or resigns before the disciplinary process is completed, she/he should be informed about the duty of CSES Ltd

(from October 2009) to inform the Secretary of State for Education under the Independent Safeguarding Authority.

### **Monitoring effectiveness**

- Where an allegation has been made against a member of staff, the Designated Person shall, at the conclusion of the disciplinary process, consider whether there are any matters arising from it that could lead to the improvement of the CSES LTD procedures/policies and/or which should be drawn to the attention of the relevant agency.
- Consideration shall also be given to the training needs of staff.

### **POLICY AND PROCEDURES ON THE RECRUITMENT AND SELECTION OF EMPLOYEES AND ON THE VETTING OF APPLICANTS TO COURSES WHICH INVOLVE CONTACT WITH**

#### **VULNERABLE CLIENT GROUPS**

- CSES LTD has in place a formal policy safe recruitment and selection of staff. This includes a formal policy and procedure on vetting job applicants through the Vetting and Barring Scheme.
- These policies and procedures shall be reviewed annually.

#### **CONFIDENTIALITY, RECORDS MANAGEMENT AND DATA PROTECTION**

- A good working relationship between staff and learners depends largely on the establishment of trust. This may be described as a 'confidential relationship'. However, guarantees of absolute confidentiality should not be given, as it may prove necessary to make a referral to an appropriate agency.
- If a learner discloses abuse to a member of staff, it is important that the boundaries of confidentiality and the need to pass on that information be explained to them. It is often easier to explain to the learner that you have a responsibility to pass on information on certain matters than to get into a situation where you break a confidence. CSES LTD will need to break confidences in the following exceptional circumstances with or without the learner's consent if necessary, where, in her/his professional judgment:
  - there is a serious risk of the learner harming themselves or being harmed.
  - there is a serious risk of another person being harmed.
  - there is a risk of a serious crime being committed.
- All written case records shall be passed to the Designated Person.
- The Designated Person shall keep all case records in secure conditions for a period of six years.
- Case records shall include a written record of the outcome and details of any disciplinary action taken. Where an allegation has been found to be without substance, a record of the allegation, investigation and outcome shall be retained.



- Once the six-year period has elapsed, the Designated Person shall arrange for the records to be destroyed under controlled conditions.
- Case records are confidential. They may be accessed by the subject of the record but not by any third party other than the Managing Director, the Designated Person.
- Other staff must not keep any records relating to a safeguarding case.

Managing Director Lewis Blain [lewis@managementtrainingplus.com](mailto:lewis@managementtrainingplus.com)  
Safeguarding Lead Lesley Blain [lesley@managementtrainingplus.com](mailto:lesley@managementtrainingplus.com)

Signed Lewis Blain .....*lewis blain*.....03/12/2024

# **Bullying and Harassment**

## **Policy 2024**

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### **Statement Of Intent**

Everyone at CSES Ltd.is working together to create a community where **bullying** in any form or of any description, will not be tolerated, this includes **Cyber Bullying/Bullying online**. CSES LTD. reviewed ICT Policies in 2024 which include filtering and monitoring of online websites, social media sites and staff emails, Code of Conduct and Equality and Diversity Policies which are regularly reviewed.

1. As part of its CSES LTD. equality policies and intent, CSES Ltd.is committed to ensuring that all employees and learners are treated with dignity and respect while at work or in working with the training school, irrespective of race, gender reassignment, sex or marital status, disability, sexual orientation, age, religion or belief, pregnancy and maternity .
2. The Governors and Directors of CSES Ltd.are committed to creating an environment of positive working relationships. To establish and protect such an environment, CSES Ltd.has policies and procedures (e.g. complaints) which enable staff, learners and employers to raise concerns and allow these to be addressed.
3. This policy is concerned with the prevention of harassment and **bullying** in the workplace and aims to provide a means of challenging unreasonable or unjustifiable behaviour. It is not intended to inhibit reasonable and effective management of staff.
4. **Harassment and bullying** in the workplace and at the Training School will not be permitted or condoned by the CSES Ltd.and may be treated as a disciplinary offence.
5. Requires compliance to Equality and the intent of this policy by all staff. CSES Ltd.will promote and publicise this policy among our staff.

### **Aims of the Policy**

#### **Who does this policy apply to:**

Governors, Directors, employees and learners who have a responsibility to comply with this policy. Management has particular responsibility to implement the policy by creating a good working environment and culture of equality, managing people through respect and in a professional, caring manner.

#### **Definition and effects of bullying are:**

- characterised as aggressive, intimidating, malicious or insulting behaviour or abuse or misuse of power through means intended to undermine, humiliate, degrade or injure the recipient.

1. **Bullying** does not always derive from supervisor/subordinate relationships or vice versa; unacceptable peer pressure can also amount to **bullying**.

Examples of **bullying** include:

- displays of rage at a colleague in public and/or in private
- personal insults and name-calling
- persistent unjust criticism and public humiliation
- setting objectives with impossible deadlines
- removing areas of responsibility and inflicting menial tasks instead
- ignoring or excluding an individual, or talking only to a third party to isolate another
- spreading malicious rumours
- insulting someone
- copying someone into an email who do not need to know
- ridiculing or demeaning someone
- exclusion
  
- victimisation
- unfair treatment
- overbearing supervision
- Learner on Learner Abuse
- unwelcome sexual advances
- Sexual Abuse
- Sexual Harassment
- Consent
- Coercion
- touching or standing too close
- displaying offensive materials
- making threats or comments about job security without foundation
- Criticising your colleagues work unnecessarily.
- preventing individuals progressing by intentionally blocking promotion or training opportunities.

**2. Bullying** can take other forms. For example, what may emerge as a concern initially categorised as '*harassment*', '*intimidation*' or '*aggressive management*' may, upon investigation, be considered to be a case of **bullying**.

**3.** A person who is subject to **bullying** may suffer from physical and/or emotional symptoms, e.g. disturbed sleep, feeling sick, sweating, shaking, depression and loss of confidence and motivation. Additionally, they can suffer in other ways, e.g. loss of training and development opportunities, and missed promotion opportunities.

### **Prejudice Based**

CSES LTD. recognises bullying behaviour may be a result of prejudice that relates to perceived or actual differences. This can lead to predatory language or behaviour including;

- Racism
- Sexism
- Homophobia
- Biphobia
- Transphobia

CSES LTD. understands that vulnerable and minority groups may be more effected.

### **Discrimination**

CSES LTD. is committed to ensure an inclusive environment that is free from discrimination including unfair treatment because of protected characteristics.

## Responsibilities of Staff in regard to learners

CSES LTD. is committed to ensuring that all learners feel safe and respected as they learn and train and that they feel to be part of CSES LTD. in an environment free from any form of harassment or **bullying**. CSES LTD. require all staff to uphold our commitment which is that we will not tolerate any form of **bullying or harassment** at the TRAINING DAYS AND AT OUR OFFICE. We will take firm and decisive action to protect learners from harm.

**Bullying** is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. This being considered, **Bullying** can and frequently is associated with other issues that we may consider under reports of Safeguarding, and equality. It is always important to remember type of abuse and neglect as all too often the behaviours and instances of events are aligned. Consider the **indicators of abuse & neglect** as well as the **types of safeguarding issue**.

We expect that all learners will treat peers and staff and clients with courtesy and respect. It is our responsibility to ensure our working environment displays and creates an environment where learners may foster such behaviour by example. We also recognise the organisations responsibility to ensure that all learners are clear about our expectations of behaviour and that there are consequences for any person who may breach what those expectations are. Commitment to policy shall be supported through staff training and the commitment via an enriched curriculum of learning, including online learning.

In outlining behaviour that would be considered inappropriate or unacceptable, examples and details offer clarity of the procedures that should be followed when an allegation or suspicion of **bullying or harassment** is made by a member of staff, learner or working partner.

CSES LTD. Policy requires all to consider the following points and in doing so, understand individual responsibility to uphold policy and procedure:

- It is the responsibility of all employees and learners to create and support a learning environment that is free from harassment, threat or intimidation.
- **Bullying or harassment** will not be tolerated at the Training or within learner workplaces. Any reports or allegations will be treated seriously and dealt with according to the procedures
- Learners will be actively encouraged to report incidents and so must be supported and protected through the process of making any complaint.
- All learners, parents/carers and CSES LTD. employees shall be made aware of this policy via the CSES LTD. website. Through training, awareness and transparency we aim to support a culture that is pro-active and vigilant for signs that may indicate **bullying or harassment** is being experienced by individual(s).
- The prevention and awareness of the signs of harassment and **bullying** are part of the Expectations of Behaviour. Incident that may breach these expectations can result in disciplinary action being taken, potentially considered to be gross misconduct.
- Staff and learners shall be trained and supported with the appropriate training and skills to deal with incidents of **bullying** and the importance of reporting to the Designated Safeguarding Team.
- Incidents and perceptions of **bullying or harassment** will be monitored and recorded via the MIS.
- Training and awareness of what constitutes being a bully, attitudes and behaviours shall help to identify and understand why change is necessary to attitudes and why **bullying** occurs.

## How to complain about harassment or bullying

CSES Ltd.has a complaints procedure and policy detailing how to raise a grievance and how it will be dealt with. It is available on the CSES LTD. website.

**Responsibilities of governors and staff (including complainants)**

The CSES Ltd.requires all governors and staff to maintain a high standard of conduct in relationships with colleagues and those who are under their direct authority. This can be further supported via CSES LTD. code of conduct policies and procedures within Safeguarding and the Staff code of Conduct Policy. Specific requirements and compliance to policy are:

- The CSES Ltd.will not tolerate intimidation, victimisation, retaliation or discrimination against an individual for filing a complaint or assisting in an investigation, whether or not the complaint is upheld. Where such action is alleged, the matter will be dealt with in the same way as an allegation of harassment or bullying.
- Malicious complaints of harassment or **bullying** will not be condoned and will be regarded as a disciplinary offence. They will be dealt with in accordance with CSES LTD. disciplinary procedure.
- This policy must not be used as a defence against reasonable management behaviour, e.g. action under the capability or disciplinary procedure. Such procedures may be suspended where a complaint of harassment or **bullying** is made.
- This policy further requires all governors and staff to act to eliminate any harassment or **bullying** in the workplace of which they are aware. Failure to do so will be considered a failure to fulfil all the responsibilities of their position.
- Harassment or **bullying** of any kind should not be dismissed by either governors or staff as trivial or insignificant.

Signed Lewis Blain .....*Lewis Blain*.....03/12/2024

# Code of Conduct Policy

## 1. Overview

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CSES Ltd. seeks to provide a safe and supportive environment, which secure the well-being and very best outcomes for learners. This document should clarify what is expected in terms of professional behaviour, give clear advice about what constitutes illegal behaviour and what might be considered as misconduct. It also describes safe practice and which behaviours should be avoided.

If a member of staff does not follow this code of conduct this may lead to disciplinary procedures

There may be times when professional judgements are made in situations not covered by this document or which directly contravene the guidance given by the company. It is expected that in these circumstances staff, to include directors and volunteers (referred to as staff in this policy) will always advise their managers of their justification for any such action already taken or proposed.

## 2. Core principles

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- The welfare of the learners is paramount
- Staff are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions
- Staff should work and be seen to work in an open and transparent way
- Staff should discuss and or take advice promptly from their manager over any incident, which may give rise to concern
- Records should be made of any such incident and of decisions made or further agreed
- Staff should apply the same professional standards in keeping with the company Equality, Diversity and Inclusion policy
- All staff should be familiar with the company Children and Vulnerable Adults Safeguarding policy and understand their responsibilities to safeguard and protect learners
- Staff should be aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them

## 3. Introduction

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This guidance has been produced to help all staff establish the safest possible learning and working environments. The aims are to safeguard young people and vulnerable adults and reduce the risk of staff being falsely accused of improper or unprofessional conduct.

#### 4. Duty of Care

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Staff are accountable for the way in which they exercise authority, manage risk, use resources and protect learners from discrimination and avoidable harm.

All staff have a duty to keep young people and vulnerable adults safe and to protect them from physical and emotional harm. This duty is in part exercised through the development of respectful, caring and professional relationships between staff that demonstrate integrity, maturity and good judgement.

There are legitimate high expectations about the nature of the professional involvement of staff in the lives of learners. When individuals accept a role that involves working with young people and vulnerable adults, they need to understand and acknowledge the responsibilities and trust inherent in that role.

Employers have a duty of care towards their employees which requires them to provide a safe working environment for staff and guidance about safe working practices.

#### 5. Exercise of professional judgement

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This guidance cannot provide a complete checklist of what is, or is not, appropriate behaviour for staff. It does highlight however, behaviour that is illegal, inappropriate or inadvisable. There will be occasions and circumstances in which staff have to make decisions or take action in the best interests of the learners which could contravene this guidance or where no guidance exists. Individuals are expected to make judgements about their behaviour and the behaviour of any visitors to the centres, in order to secure the best interest and welfare of the learners and in so doing, will be seen to be acting reasonably.

#### 6. Power and positions of trust

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All staff working with learners in education are in positions of trust in relation to the young people and vulnerable adults. A relationship between a member of staff and a learner cannot be a relationship between equals. There is potential for exploitation and harm of vulnerable young people, staff have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification.

Staff should always maintain appropriate professionalism and wherever possible, they should avoid behaviour which might be misinterpreted by others, and report and record any incident with this potential.

Where a person aged 18 or over is in a position of trust with an 'underage child, it is an offence for that person to engage in sexual activity with or in the presence of that child, or to cause or incite that child to engage in or watch sexual activity. Where a person aged 18 or over is in a position of trust established with a person who has only recently left a training programme, any attempt to engage in sexual activity with that person will be a cause for concern and will be treated as a breach of trust established in that prior relationship.

## 7. Confidentiality

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Staff may have access to confidential information about learners in order to undertake their everyday responsibilities. In some circumstances staff may be given additional highly sensitive or private information. They should never use confidential or personal information about a learner or his/her family for their own, or others advantage. Information must never be used to intimidate, humiliate, or embarrass the learner.

Confidential information about learners should never be used casually in conversation or shared with any person other than on a need to know basis. In circumstances where the learner's identity does not need to be disclosed the information should be used anonymously.

There are some circumstances in which a member of staff may be expected to share information about a learner, for example when abuse is alleged or suspected. In such cases, individuals have a duty to pass information on without delay, but only to those with designated child protection/safeguarding responsibilities.

If a member of staff is in any doubt about whether to share information or keep it confidential, he or she should seek guidance from their manager and or the Data Protection Officer. Any media or legal enquiries should be passed to a director.

Staff need to be aware that although it is important to listen to and support learners, they must not promise confidentiality or request learners to do the same under any circumstances.

Additionally concerns and allegations about staff should be treated as confidential and passed to a manager without delay.

## 8. Propriety and behaviour

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All staff have a responsibility to maintain public confidence in their ability to safeguard the welfare and best interest of the learners. They should adopt high standards of personal conduct in order to maintain the confidence and respect of their peers, learners, employers and the public in general.

An individual's behaviour either in or out of the workplace, should not compromise her or his position within the work setting so it is important to exercise due care and attention when outside the company environment.

Membership of organisations whose goals are in conflict with the values and equality policies of the company is not acceptable.

## 9. Dress and appearance

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Staff should consider the manner of dress and appearance appropriate to their professional role. The company requires learners to be smart and in uniform where required. Smart and professional appearance is expected at all times for staff. Staff should ensure they are dressed decently, safely and appropriately for the tasks they undertake and to wear their allocated identity lanyard.



Those who dress or appear in a manner which could be considered as inappropriate (which might include tattoos, piercings, and ostentatious jewellery) could render themselves vulnerable to criticism or allegation. Appropriate personal presentation is expected of staff.

## 10. Gifts

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Staff should be aware of the company's policy regarding arrangements for the declaration of gifts received and given.

Staff need to take care that they do not accept any gift that might be construed as a bribe by others, or lead the giver to expect preferential treatment.

There are occasions when a learner or parents/guardians wish to pass small tokens of appreciation to staff, for example at Christmas or as a thank-you, and this is acceptable. However, it is unacceptable to receive gifts on a regular basis of any significant value. Any member of staff concerned about whether they or their colleagues may be at risk of giving or receiving a bribe (financial or otherwise) should contact their manager.

Members of staff may not give personal gifts to learners. It is acceptable for staff to offer prizes of small value in certain tasks or competitions.

## 11. Infatuations

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Staff need to be aware that it is not uncommon for learners to be strongly attracted to a member of staff and/or develop an infatuation. Staff should be aware that such circumstances always carry a high risk of words or actions being misinterpreted and for allegations to be made against staff.

A member of staff who becomes aware that a learner may be infatuated with themselves or a colleague should discuss this at the earliest opportunity with a manager so that appropriate action can be taken. In this way, steps can be taken to avoid hurt and distress for all concerned.

## 12. Personal living space

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No learner should be in or invited into the home of a member of staff unless reason for this has been firmly established and agreed with parents/guardians and a manager.

## 13. Communication with learners (including the use of technology)

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Communication between learners and staff by whatever method should take place within clear and explicit boundaries. This includes the wider use of technology such as mobile telephones, text messaging, emails, digital cameras, videos, web-cams, websites, social networking sites, online gaming and blogs. Staff should not share any personal information with a learner. They should not request or respond to any personal information from the learner other than that which might be appropriate as part of their professional role. Staff should ensure that all communications are transparent and open to scrutiny.

Staff should also be circumspect in their communications with learners so as to avoid any possible misinterpretation of their motives or any behaviour which could be construed as grooming. They should not give their personal contact details to learners including email, home or mobile telephones numbers, unless the need to do so is agreed with a manager and parents/guardians. Email or text communications between staff and a learner outside agreed protocols may lead to disciplinary and or criminal investigations. This also includes communications through internet based web sites, such as social networking, instant messaging or gaming.

Communication with former learners who are over 18 and not vulnerable is left to staff discretion. Please be conscious of the fact that former learners may be in contact with current learners.

Be aware that actions that bring the company into disrepute could lead to disciplinary procedures being taken.

## **14. Social contact**

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Staff should not establish or seek to establish social contact with learners or their families for the purpose of securing a friendship or to pursue or strengthen a relationship. Even if a young person seeks to establish social contact, or if this occurs coincidentally, the member of staff should exercise her or his professional judgement in making a response but should always discuss this with a manager. Staff must be aware that social contact, in certain situations, could be misconstrued as grooming.

Staff should not give their personal details such as their home or email address, social network sites, gamer tags or web pages to learners unless the need to do so is agreed with a manager. If learners do become aware of your gamer tag, you must change it.

## **15. Social networking sites and online gaming**

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CSES Ltd. Staff may use social networking sites for personal use. However, the company requires that profile and photographs of the member of staff are 'locked down' as private so that learners or parents/guardians do not have access to your personal data or images.

Staff must deny current or recent learners access to your profile so you do not put yourself in a vulnerable position.

Staff should be aware that they leave themselves open to a charge of professional misconduct if images of a member of staff in a compromising situation are made available on a public profile by anyone.

If a learner does gain access to the profile of a member of staff by fraudulent means (impersonation or hacking) managers should be informed immediately.

Where relationships exist between staff and those who are parents/guardians of a young or vulnerable adult learner, social networking is acceptable but caution must be exercised so that professional standards are maintained and staff do not compromise themselves or the company.

As soon as a member of staff becomes aware that they are in an online game with a learner, the member of staff should cease to play against that learner and should not enter any games containing that player as part of the group.

Under no circumstances should staff seek out learners and/or share their own gamer tags/ID with learners or use company equipment to play online games.

## **16. Physical contact**

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There are occasions when it is entirely appropriate and proper for staff to have physical contact with learners, but it is crucial that they only do so in ways appropriate to their professional role.

A 'no touch' approach is impractical for most staff and may in some circumstances be inappropriate. When physical contact is made with learners this should be in response to their needs at the time, of limited duration and appropriate.

Staff should use their professional judgement at all times about the appropriateness of any physical contact.

Physical contact should never be secretive, or for the gratification of the member of staff or represent a misuse of authority. If a member of staff believes that an action could be misinterpreted, the incident and circumstances should be made clear to managers.

Physical contact, which occurs regularly with an individual learner, is likely to raise questions unless the justification for this is part of a formally agreed plan (for example in relation to learners with special educational needs or disabilities) Any such contact should be the subject of an agreed and open policy and subject to review.

## **17. Sport and other activities which require physical contact**

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Some staff, for example, those who train sport, will on occasions have to initiate physical contact with learners in order to support them to perform a task safely, to demonstrate the use of a particular piece of equipment or assist them with an exercise. This should be done with the learner's agreement.

Contact under these circumstances should be for a minimum time necessary to complete the activity and take place in an open environment. Staff should remain sensitive to any discomfort expressed verbally or non-verbally by the learner.

## **18. Showers and changing**

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Learners are entitled to respect and privacy when changing clothes or taking a shower. However, there needs to be an appropriate level of supervision in order to safeguard learners, satisfy health and safety considerations and ensure that bullying or teasing does not occur. This supervision should be appropriate to the needs and age of the learners concerned and sensitive to the potential for embarrassment.

Staff therefore need to be vigilant about their own behaviour, ensure they follow agreed guidelines and be mindful of the needs of the learners.

## **19. Learners in distress**

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There may be occasions when a distressed learner needs comfort and reassurance. This may include age – appropriate physical contact. Staff should remain self-aware at all times in order that their contact is not threatening, intrusive or subject to misinterpretation.

Where a member of staff has a particular concern about the need to provide this type of care and reassurance, she or he should seek further advice from a manager.

## **20. Behaviour management**

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All learners have a right to be treated with respect and dignity. Staff should not use any form of degrading treatment to punish a learner. The use of humour can help to defuse a situation. The use of sarcasm, demeaning or insensitive comments towards learners is not acceptable in any situation.

## **21. Care, control and physical intervention**

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Staff may legitimately intervene to prevent a learner from committing a criminal offence, injuring themselves or others, causing damage to property, engaging in behaviour prejudicial to good order, and to maintain good order and discipline. Staff should have regard to the health and safety of themselves and others.

Under no circumstances should physical force be used as a form of punishment. The use of unwarranted physical force is likely to constitute a criminal offence.

In all cases where physical intervention is deemed necessary, the incident and subsequent actions should be documented and reported.

## **22. Sexual contact with learners**

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Any sexual behaviour by a member of staff with or towards a learner is both inappropriate and if under age, illegal. Learners are protected by the same laws as adults in relation to non- consensual sexual behaviour. They are additionally protected by specific legal provisions regardless of whether the young person or vulnerable adult consents or not. This includes prohibition on staff in a position of trust.

The sexual activity referred to also includes non-contact activities, such as causing a young person or vulnerable adult to engage in or watch sexual activity or the production of pornographic material.

There are some occasions when adults embark on a course of behaviour known as ‘grooming’ where the sole purpose is to gain the trust of a child, and manipulate that relationship so sexual abuse can take place. Staff should be aware that conferring special attention and favour upon

a young or vulnerable learner might be construed as being part of a 'grooming' process which is an offence.

## 23. One to one situations

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Staff working in one to one situations with learners are more vulnerable to allegations and should recognise this possibility and plan and conduct such meetings accordingly. Every attempt should be made to ensure the safety and security needs of both staff and learner are met.

## 24. Transporting learners

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In certain situations, for example out of centre activities, staff may agree to transport learners. A designated member of staff should be appointed to plan and provide oversight of all transporting arrangements to include parent/guardian consent forms where relevant, and to respond to any difficulties that may arise.

Wherever possible and practicable it is advisable that transport is undertaken other than in private vehicles, with at least one adult additional to the driver acting as an escort.

The driver must also have appropriate insurance.

Staff should ensure that their behaviour is safe and that the transport arrangements and the vehicle meet all legal requirements. They should ensure that the vehicle is roadworthy and appropriately insured and that the maximum capacity is not exceeded.

## 25. Extra-curricular activities

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Staff should take particular care when supervising learners in the less formal atmosphere of off-site activities.

During off-site activities a more relaxed discipline or informal dress and language code may be acceptable. However, staff remain in a position of trust and need to ensure that their behaviour cannot be interpreted as seeking to establish an inappropriate relationship or friendship.

Health and safety arrangements require members of staff to keep managers aware of their whereabouts, especially when involved in off-site activities.

## 26. Photography, videos and other creative arts

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Many activities involve recording images. These may be undertaken as part of the curriculum, off-site activities, for publicity or to celebrate achievement.

Staff need to be aware of the potential for these aspects of training to be misused for pornographic or 'grooming' purposes. Careful consideration should be given as to how these activities are organised and undertaken.

Using images of learners for company publicity purposes has already had the consent of parents/guardians where relevant but staff are advised to always check. Images should not be displayed on other websites, in publications or in a public place without additional consent.

## 27. Internet use

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CSES Ltd. Has a clear policy about access to and the use of the internet. Please refer to the Email and Internet Computer Usage policy, Social Media policy and Data Protection Policy - GDPR for further guidance.

Under no circumstances should staff access inappropriate images. Accessing child pornography or indecent images of children on the internet, and making, storing or disseminating such material, is illegal and if proven, will invariably lead to the individual being barred from working with children and young adults.

Using company equipment to access inappropriate or indecent material, including adult pornography would normally lead to disciplinary action, particularly if as a result learners might be exposed to inappropriate or indecent material.

## 28. Whistleblowing

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Whistleblowing is the mechanism by which staff can voice their concerns, made in good faith, without fear of repercussion. Please refer to the company Safeguarding Whistleblowing policy.

Staff should acknowledge their individual responsibilities to bring matters of concern to the attention of managers and/or relevant external agencies. This is particularly important where the welfare of young people and vulnerable adults may be at risk.

## 29. Sharing concerns and recording incidents

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All staff should be aware of the company's Children and Vulnerable Adults Safeguarding policy, including procedures for dealing with allegations against staff. Staff who are the subject of allegations may wish to contact their own representation.

In the event of an incident occurring, which may result in an action being misinterpreted and/or an allegation being made against a member of staff, the relevant information should be clearly and promptly recorded and reported to managers. Early discussion with a parent/guardian where relevant could avoid any misunderstanding.

Members of staff should feel able to discuss with their manager any difficulties or problems that may affect their relationship with learners so that appropriate support can be provided or action can be taken.

### 30. Protocol for online meetings

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Do:

- Ensure you have agreed the protocols and timing of all one to one on-line activity with under 18s or vulnerable adults with parents / carers prior to the one to one taking place, including appropriate location, dress and conduct. The one to one must then take place only at the days / times agreed. Parents and carers should be present in the home at the time.
- Get written consent from parents or guardians for learners under 18 to be involved in online lessons and recordings.
- Ensure you have latest version of meeting platform (Teams/Zoom) loaded before scheduled calls. Test your audio and video before a scheduled call.
- If at any time you feel uncomfortable with something done or said during a one to one call, you should end the call as soon as possible and report any concerns to your manager and / or safeguarding officer.
- Record all sessions so that the video can be reviewed if any issues arise. Remind learners that all audio/video may be recorded, to safeguard both parties and this wouldn't routinely be shared.
  - Be punctual and courteous. Introduce yourself and take note of other attendees' names so you can address them by name. Turn off call tone on your 'phone. Treat this just like you would a face to face meeting with a learner, colleague or other adult.
  - Conduct yourself in a professional manner.
  - Conduct video calls to learners or colleagues from a desk or other appropriate location.
- Look at your screen, pay attention to others and when speaking make sure to look at your camera. Your video image reflection is your best reference, you can see yourself and your surroundings just as others on the call can.
  - Use the CSES Ltd. Background. Position yourself without other people or pets in view; what's around and behind may be seen.
- Make sure you have good light. Adjust lighting or use a portable light source to make sure you have good lighting on you from the front without having to look directly into a harsh light, eg: by pointing a strong desk lamp at the wall you're facing.
  - Ensure you are appropriately dressed; professional at all times.
  - Mute your microphone when not needing to talk to avoid background noise.
  - Keep sessions to a reasonable length.

- Consider posting your comments/questions on completion of the on-line conversation, in the Team Chat window.

Do not:

- Conduct a video call if it would be inappropriate to meet face-to-face.
- Multi-task; your audience will be aware.
- Shout; the other participants will tell you if they cannot hear.
- Click your pen, tap on your desk or anything else annoying or distracting.
- Eat or drink, other than water.
- Leave multiple applications open during the call as it may affect the quality or disclose sensitive information through screen sharing.
- Wear stripes or heavy patterns creating pixelation of images.

Signed Lewis Blain .....*Lewis Blain*.....03/12/2024