

## **SAFEGUARDING AND PREVENT POLICY 2023/24**

Some key legislation behind this document is: Human Rights Act 1988, Safeguarding Vulnerable Groups Act 2006, Children Acts 1989 and 2004, The Equality Act 2010, The Protection of Freedoms Act 2012, Keeping Children Safe in Education 2023, Prevent Duty Guidance England and Wales 2023

**Abuse is the violation of an individual's human rights by another individual or individuals and/or the undue exercise of influence or power over a vulnerable person, taking into account the capacity of that person to make their own decisions about the choices available to them**

**BAES takes a whole organisation approach to safeguarding and will ensure that safety underpins all the service's activities and processes**

*Referral procedure – see Appendix One*

## SAFEGUARDING AND PREVENT POLICY

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BAES Central Safeguarding contact	Safeguarding Team	Tel: 0121 675 2805
MyConcern	Direct Link	<a href="https://myconcern.thesafeguardingcompany.com/">https://myconcern.thesafeguardingcompany.com/</a>
The Local Authority Designated Officer	LADO	<a href="mailto:ladoteam@birminghamchildrenstrust.co.uk">ladoteam@birminghamchildrenstrust.co.uk</a> <b>0121 675 1669</b>
West Midlands Police	In an emergency phone 999 18000 Accessibility text phone Non-emergency 101	To report a crime phone Crimestoppers: 0800 555 111
Adult Social Care Services	0121 3903 1234	
Outside of Office Hours Adult Social Care	0121 675 4806	

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## 1. INTRODUCTION

1.1 Birmingham Adult Education Service is committed to raising staff awareness of all aspects of learner welfare and safeguarding, preventing abuse, where possible, and ensuring that robust procedures are in place for dealing with incidents of abuse.

We believe that:

- All learners have the right to be protected from harm
- Learners need to be safe and feel safe whilst learning
- Learners need support which matches their individual needs
- All learners, staff and visitors to BAES should respect the background, values and beliefs of others
- BAES can and should contribute to keeping learners safe from abuse, victimisation, bullying, exploitation, extreme behaviours, discriminatory views, being drawn into extremism and risk-taking behaviours
- All BAES staff have a learner-centred and coordinated approach to safeguarding

These procedures are written in the context of

- The Birmingham Safeguarding Adults Policy, Procedure and Good Practice Guide, which gives full information at: [www.birmingham.gov.uk/safeguardingadults](http://www.birmingham.gov.uk/safeguardingadults)
- The Birmingham Safeguarding Children Partnership Policies, Procedures and practice standards at: <https://westmidlands.procedures.org.uk>
- Birmingham City Council Corporate Policy

### Wider Context

This policy also sits in a wider context of safeguarding policies, procedures and guidance which may apply to the Council and its officers. These include:

- Liberty Protection Safeguarding Mental Capacity (Amendment) Act 2019: Liberty Protection Safeguards (LPS) – GOV.UK ([www.gov.uk](http://www.gov.uk))
- Prevent Duty and Extremism Guidance - Prevent duty guidance: Guidance 2023 in England and Wales

<https://www.gov.uk/government/publications/prevent-duty-guidance>)

- Care Act 2014 – Care Act 2014 (legislation.gov.uk)
- Adult Safeguarding: Multi-agency policy and procedures for the protection of adults with care and support needs in the West Midlands. West Midlands Multi-Agency Adult Safeguarding Procedures Nov 2019.pdf
- Information Sharing Safeguarding Adults  
Information Sharing - Birmingham Safeguarding Adults Board
- Birmingham Safeguarding Adults Board Procedures  
<https://www.bsab.org/professionals/>

#### **BAES will:**

- Review this procedure annually to take account of any new Government legislation, regulations or best practice documents.
- Ensure learners are informed about the safeguarding policy and team. This will be done via a range of media, including BAES induction video, Learner Guidebook, posters in centres, learner bulletins and the Learner Dashboard
- Ensure that staff are trained in Safeguarding and Prevent and kept fully up to date with their responsibilities and duties regarding the safety and wellbeing of vulnerable adults, children and young people
- DBS check all BAES staff
- Carry out a planned and documented programme of quality assurance checks of activities and processes relating to safeguarding

#### **1.2 Definition of a Vulnerable Adult:**

The concept of a vulnerable adult no longer appears in DBS (Disclosure and Barring Service) documentation and teaching is not regarded as a regulated activity when working with adults. However, we remain aware of the additional needs of learners in any adult education class who may be particularly vulnerable. They may have care and support needs and/or may be unable to protect themselves against significant harm or exploitation, for example due to a learning or physical disability; a physical or mental illness, chronic or otherwise, including addiction to alcohol or drugs; or a reduction in physical or mental capacity.

BAES has therefore taken the decision to DBS check all staff, as most learners come from areas of high deprivation and are potentially more vulnerable.

#### **1.3 Definition of a Child or Young Person:**

In safeguarding, a child or young person is anyone under 18. BAES works with children and young people in family learning programmes. BAES enrolls

learners on Languages programmes who are 16 and above following ESFA funding rules for eligibility. BAES will sometimes run specific classes in partnership with other organisations.

### **Special Notes**

If learning is being delivered either in a school, Children's Centre, Youth Service setting or residential care home, and staff are concerned about a child or young person, they should report to the designated person at the setting in the first instance and inform one of BAES's designated safeguarding team. Under 16s cannot be accepted in classes, except for family learning courses. Staff and learners should not bring their children into centres while they are working or studying.

#### **1.4 Abusers can be:**

- Relations or friends
- Paid care workers
- Members of staff
- Other learners
- Members of the public
- Learners themselves (self-harm)

#### **1.5 Other related policies, procedures and guidance documents:**

- Single Equality Scheme
- Ofsted's Review of sexual abuse in schools and colleges (June 2021)
- Data Protection Policy
- Health and Safety Policy
- Lockdown and Dispersal Policy
- Matrix Standard
- Your Views – Comments, Compliments and Complaints Procedure
- BAES Staff Guide to Improving the Learner Experience – Observation
- Learner Behaviour Policy
- Internet Usage Policies
- Social Media Guidelines
- ID Card and Lanyard Policy
- Whistle-blowing Policy
- Online Learning Protocol

## 2. SCOPE

2.1 This policy applies to all BAES staff who are employed on a full time, part time, sessional basis, or agency basis and also applies to support staff and volunteers. It also applies to the Advisory Board, organisations where learners are on placement, work experience, internships, and contracted services including sub-contracted provision.

The policy is put in place to safeguard against abuse which may be:

- Physical – the use of force resulting in pain or injury, for example by hitting, shaking or burning or by female genital mutilation
- Sexual – the involvement in sexual activity which is unwanted or not understood or with a minor. This could be forced marriage, child sexual exploitation, harassment, teasing or innuendo
- Financial or Material abuse – use of a person’s income or assets without their informed consent, for example taking money or possessions, fraud
- Emotional – behaviour which has a harmful effect on emotional health and development, for example insults, threats, humiliation, all kinds of hate crime, bullying (including cyber bullying) and includes unreasonable exertion of influence over an individual
- Neglect – a lack of care, for example insufficient food, medication not given, lack of access for personal hygiene
- Discriminatory – abuse motivated by discriminatory attitudes, for example towards race, religion, culture, gender, disability, sexual orientation
- Institutional – accepted working practices or procedures of a service have an abusive effect on some or all users of that service, or example lack of privacy or supervision, lack of choice and consideration
- Radicalisation – the action or process by which a person comes to support extremist ideologies associated with any terrorist group and/or terrorism
- Extremism - vocal or active opposition to the British values of “democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs”

- Sexual Exploitation - occurs when a child or young person, or another person, receives “something” (for example food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of the child/young person performing sexual activities, or another person performing sexual activities on the child/young person
  - Grooming, including online grooming - occurs when someone builds an emotional connection with another person to gain their trust for the purposes of future sexual abuse or other exploitation
  - Modern Slavery/ Forced Labour – working for very little, in poor conditions, for long hours. Could include forced criminality and sexual exploitation
  - Self-neglect including substance abuse, eating disorders and hoarding
  - County lines - refers to a model used by criminal gangs to supply drugs. These gangs frequently exploit children and vulnerable adults to courier drugs and money to other areas. Some vulnerable adults have their homes taken over by the gangs (cuckooing) using force or coercion
- 2.2 These procedures also apply to online abuse including engaging in abuse through social media. They apply to e-safety and the acceptable use of technology using fixed and mobile devices to connect to the internet on the premises, whether the device is supplied by BAES or the learner.
- 2.3 Staff must report any learner who is wearing an electronic tag to a member of the safeguarding team. BAES will conduct a risk assessment of any vulnerability to the learner themselves and to others with whom they may come into contact.

### 3. OVERALL AIMS

3.1 In implementing this policy, BAES will contribute to safeguarding our learners and promoting their welfare by:

- Establishing as safe an environment as we can within BAES and promoting a resilient and robust ethos, built on mutual respect and shared values
- Alerting a member of the designated safeguarding team when they recognise that a learner may be at risk of abuse
- Developing staff awareness of the causes of abuse and the risks and vulnerabilities their learners may face
- Addressing concerns at the earliest possible stage
- Reducing the potential risks learners may face of being exposed to violence, extremism, exploitation, or victimisation



- Referring learners as appropriate to MASH, ACAP, police or another agency

#### **4. EXPECTATIONS**

All staff and volunteers will:

- Be familiar with this safeguarding policy
- Be subject to Safer Recruitment processes and checks, whether they are new staff, supply staff or volunteers
- Be alert to the signs and indicators of possible abuse
- Follow BAES Online safeguarding processes and procedures
- Deal with a disclosure of abuse from a learner
- Call Police on 999 and inform the Designated Safeguarding Lead if a learner is at immediate risk of harm
- Inform one of the Designated Safeguarding Team immediately by recording all concerns on MyConcern, providing the learner ID, contact details and a detailed written account

4.1 All staff will receive safeguarding training at intervals of no more than two years. The designated safeguarding team will be trained in their role and undertake regular and specialist safeguarding training/updates. Everyone on site will display a photo ID badge attached to the relevant coloured lanyards at all times. Visitors will sign in and be issued with a visitor badge and lanyard. Visitors will have company photo ID or be accompanied whilst on site.

#### **5. SENIOR LEADERSHIP TEAM RESPONSIBILITIES**

5.1 The Senior Leadership Team is responsible for ensuring procedures are in place to maintain the safety of learners, staff,volunteers and visitors.

5.2 The Senior Leadership Team will ensure that:

- Birmingham Adult Education Service (BAES) have a safeguarding policy in accordance with the procedures of Birmingham Safeguarding Adults Board and Birmingham Safeguarding Children Board
- BAES operate safer recruitment procedures and ensures that appropriate checks are carried out on all new staff and relevant Volunteers
- One member of SLT is the member responsible for Safeguarding and manages the Designated Safeguarding Lead
- The Designated Safeguarding Lead attends appropriate refresher training every two years
- The Designated Safeguarding Lead provides regular service updates on safeguarding matters
- Staff and volunteers are trained in safeguarding and Prevent Duty responsibilities

- BAES have procedures for dealing with allegations of abuse against staff/volunteers

## **6. DESIGNATED SAFEGUARDING TEAM RESPONSIBILITIES**

- 6.1 Our Designated Safeguarding Lead has responsibility, management oversight and accountability for child and vulnerable adult protection. They will be responsible for coordinating all child and vulnerable adult protection activity, with the Head of Quality Improvement and Learner Services holding senior leadership team responsibilities, overseen by the Head of Service/Principal
- 6.2 The Designated Safeguarding Lead will hold Safeguarding group and individual supervision sessions to review caseloads and Safeguarding Team meetings every six weeks. The team will consist of Designated Safeguarding Officers, and other key managers across the service.
- 6.3 DSLs/DSOs will be supported to access training as appropriate including training in behaviour and mental health team
- 6.4 The DSL will have access to the monthly Designated Safeguarding Lead case-consultation sessions organised by BCC's Education Safeguarding.
- 6.5 The BAES safeguarding team is representative of the community of BAES, with men and women, officers who speak community languages and have different ethnic backgrounds.
- 6.6 When a Concern is received, the Designated Safeguarding Lead will either deal with it or allocate this to one of the Designated Safeguarding Officers.
- 6.7 The Safeguarding Officer assigned will decide what steps should be taken, and record these on MyConcern, including statutory referrals.
- 6.8 Information will be dealt with in a confidential manner. Staff will be informed of relevant details on a need-to-know basis when the Designated Safeguarding Lead feels their having knowledge of a situation is relevant and appropriate. A written record will be made on MyConcern of what information has been shared with whom, when and why.
- 6.9 Safeguarding records will be stored securely in a central place using MyConcern safeguarding software. Access to these records by staff other than by the Designated Safeguarding Lead will be restricted to members of the Safeguarding team.
- 6.10 BAES will not disclose to a parent, other relative or carer any information held on a child or vulnerable adult if this would put the child or vulnerable adult at risk of significant harm.

## **7. ALL STAFF RESPONSIBILITIES**

- 7.1 All staff are responsible for complying with BAES DBS requirements and Data Protection requirements and familiarising themselves with implementing BAES safeguarding procedures.
- 7.2 Every line manager is responsible for ensuring that:
- Staff they employ have the Right to Work in the UK, or a valid reason obtained via the SHARE government system
  - DBS checks take place
  - Staff they employ sign up to the DBS Update Service and keep their registration active during their employment with BAES
  - Two references are obtained for new starters
  - Induction of new staff (including volunteers) includes awareness of safeguarding issues.
- 7.3 Staff responsible for learners conducting placement opportunities will be responsible for ensuring DBS requirements are met so that learners are able to complete their placement and course requirements. If a DBS comes back with concerns, then this will trigger an immediate DBS panel made up of DSL/DDSL along with curriculum PM to decide on actions.

## **8. SAFER RECRUITMENT**

- 8.1 BAES will scrutinise applicants, verifying Right to Work in the UK. Staff qualifications, obtaining suitable references and checking previous employment history will be checked either by Security Watchdog or BAES staff. All documents, including DBS, will be in place prior to an appointment being made and HR / Finance must give permission for the staff member to start.
- 8.2 It is a contractual requirement that all BAES staff register with the DBS Update Service so that their records can be checked. New appointees to the service will be DBS checked and must join The Disclosure and Barring Update Service (DBS) online at the time of appointment. All BAES staff are required to keep their DBS Update registration up to date.
- 8.3 Line managers and/or security watchdog need to ensure staff begin the Enhanced DBS checking procedure using the online portal and are registered with the update service. Recruiting managers will have training in safer recruitment practice. All other staff will have safeguarding training.
- 8.4 The number and date of the DBS will be recorded on the BAES Central Record by the BAES Finance Team.
- 8.5 The BAES Finance Team and Central administration will support managers by monitoring the DBS renewal and update service applications.

## 9. SAFEGUARDING AND THE PREVENT DUTY

- 9.1 The Prevent strategy, published by the Government in 2011, is part of our overall counter-terrorism strategy, CONTEST. It addresses the specific need to safeguard adults, young people and children from extremism. From 1<sup>st</sup> July 2015, BAES also became subject to the Prevent Duty and must have 'due regard to the need to prevent people from being drawn into terrorism' (section 26 Counter Terrorism and Security Act 2015). Definitions of radicalisation, terrorism and extremism and indicators of susceptibility to radicalisation are in Appendix 3.
- 9.2 BAES and all staff have a duty to co-operate with the Channel programme in carrying out its functions and with the Police in providing information about and individual who is referred to Channel (Section 38, Counter Terrorism and Security Act 2015)
- 9.3 BAES values freedom of speech and the expression of beliefs as fundamental rights underpinning our society's values. We also believe that free speech is subject to the laws and policies governing equality, human rights, community safety and community cohesion.
- 9.4 BAES seek to protect learners from the messages of extremism including, but not restricted to, those linked to political extremism, religious extremism and animal rights extremism. We are committed to supporting those who are susceptible to radicalisation and their friends and families.
- 9.5 Radicalisation is defined in KCSiE 2023 as:
- The process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- 9.6 Extremism is defined by the government in the Prevent Strategy as:
- Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect or tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

Extremism is defined by the Crown Prosecution Service as:

- The demonstration of unacceptable behaviour by using any means or medium to express views which:
  - Encourage, justify or glorify terrorist violence in furtherance of beliefs;
  - Seek to provoke others to terrorist acts;
  - Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or

- Foster hatred which might lead to inter-community violence in the UK

- 9.7 KCSiE 2023 describes terrorism as an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes with or disrupts an electronic system. The use or 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.
- 9.8 There is no such thing as a 'typical extremist. Those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

Learners may be become susceptible to radicalisation through a range of social, personal and environmental factors. It is known that violent extremists exploit susceptibilities in individuals to drive a wedge between them and their families and communities. It is vital that BAES staff can recognise those susceptibilities.

#### Indicators of susceptibility include:

- **Identity Crisis** – the learner is distanced from their cultural / religious heritage and experiences discomfort about their place in society
- **Personal Crisis** – the learner may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging
- **Personal Circumstances** – migration; local community tensions; and events affecting the learner's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy
- **Unmet Aspirations** – the learner may have perceptions of injustice; a feeling of failure; rejection of civic life
- **Experiences of Criminality** – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration
- **Special Educational Need** – the learner may experience difficulties

with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

*This list is not exhaustive, nor does it mean that all learners experiencing the above are at risk of radicalisation and extremism.*

**Other critical risk factors could include:**

- Being in contact with extremist recruiters;
- Accessing extremist websites, especially those with a social networking element;
- Possessing or accessing extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage
- Justifying the use of violence to solve societal issues
- Joining or seeking to join extremist organisations
- Significant changes to appearance and / or behaviour
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

**Note - Increased online learning, gaming, use of digital technology and communication can present additional risks to learners in relation to extremism and radicalisation. Learners may face heightened risks in relation to: exposure to hate crime, increased susceptibility to radicalisation online, engagement with extremists and fake news.**

However, we are aware that some of these factors may be related to other safeguarding concerns.

Concerns about extremism should be referred/reported via MyConcern. The Designated Safeguarding Lead is the Single Point of Contact for Prevent. Referrals where appropriate will be made via the National Referral Mechanism (NRM) for the best possible assessment of risk and susceptibility and to provide national consistency. Concerns can also be reported to the Prevent Officer via the police.

9.9 The DSL is a member of Channel Panel and some learners may be referred into BAES provision as part of their Channel referral. BAES uses the Channel risk assessment to plan for the presence of these referrals in its provision.

## **CHANNEL**

Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It is led by the West Midlands Police Counter-Terrorism Unit, and it aims to:

- Establish an effective multi-agency referral and intervention process to identify vulnerable individuals;
- Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and
- Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.

## **10. MENTAL HEALTH**

KCSiE requires all staff to be aware that mental health problems can, in some cases, be an indicator that a learner has suffered or is at risk of suffering abuse, neglect or exploitation. BAES learners have the right to be supported to meet their emotional social and mental health needs as well as their educational needs. BAES ensures clear systems and processes are in place to enable identification of these needs, including consideration of when mental health needs may become a safeguarding need.

We take seriously our organisational and professional role in supporting and promoting the mental health and wellbeing of vulnerable adults/young people through: -

- Prevention: creating a safe and calm environment where mental health problems are less likely, improving the mental health and wellbeing of the staff and learners, and equipping learners to be resilient so that they can manage the normal stress of life effectively;
- Identification: recognizing emerging issues as early and accurately as possible;
- Early support: helping learners to access evidence based early support and interventions; and
- Access to specialist support: working effectively with external agencies to provide swift access or referrals to specialist support and treatment, including BAES in-house counselling service for emergencies.

All staff will be alert to signs of mental ill-health and will take immediate action and speak to a DSL if they have a mental health concern about a learner that is also a safeguarding concern.

## **11. ONLINE SAFETY**

- 11.1 Birmingham Adult Education Service (BAES) understands the importance of providing safe access to the wealth of online information and communication tools available to support teaching, learning and assessment.
- 11.2 BAES aim to provide opportunities for all learners to use internet technologies safely as part of their learning activities.
- 11.3 BAES is aware of its responsibility to educate learners and staff about potential risks of internet use and the mitigations needed to protect themselves and their families online
- 11.4 Safeguards are in place for all the IT equipment and the infrastructure available in BAES.  
BAES works to BCC IT security and firewalls as well as their policy and procedure.
- Internet users must not use internet facilities to break the law or incite crime. Birmingham Adult Education Service will co-operate fully with law enforcement agencies in such cases.
  - Internet Users must not gain unauthorised access or make unauthorised modifications to computer material (hacking).
  - Internet Users must take all reasonable care not to distribute copyright material in breach of copyright.
  - Internet Users must take all reasonable care not to distribute defamatory material.
  - Internet Users must not display access, use, extract, store, distribute, print, reveal or otherwise process information which contravenes the law.
- 11.5 At BAES, Senso filtering and monitoring software is installed on all IT equipment to monitor learners and their learning activities.
- 11.6 BAES teachers must ensure that all learners are aware of issues relating to online safety, including the need to install protection on their own machines. BAES make resources available to support teachers in doing this.
- 11.7 All staff are issued with a work email address and must use this in any communication with learners. Any member of staff who wishes to use social media for work purposes must set up a page which is separate from their personal page. This can be done by using the work email address.
- 11.8 BAES learner laptop loan scheme – all laptops are secure and have the relevant Safeguarding software installed

## **12. BAES SAFEGUARDING DOCUMENTS**

There are several documents for staff related to safeguarding available on the Staff intranet including:



- DSOs contact details
- Safeguarding Adults - information for those self-isolating or vulnerable
- BAES Prevent Poster
- Keeping Children Safe in Education 2023
- Safeguarding posters
- Reporting flowchart
- Support for Adults poster

### 13. LOCKDOWN AND DISPERSAL POLICY AND PROCEDURES

BAES has a lockdown and dispersal policy and procedure. All managers who are likely to be the most senior on-site attend awareness raising sessions as preparation.

### 14. SAFEGUARDING PROCEDURES FOR ADULTS WITH KNOWN CARE AND SUPPORT NEEDS

- **Risk assessment:** Where a learner has an existing risk assessment e.g. from their care home, a manager will ask to view this and make appropriate additions. Relevant information about the risk assessment will be passed to Centre Managers and teachers. A specific learning agreement will be implemented with individual Email the completed form to [ACAP@birmingham.gov.uk](mailto:ACAP@birmingham.gov.uk) stating 'Safeguarding' in the subject line. A member of the Safeguarding team will make a telephone alert if no response to the email within an hour and the situation is urgent to the Social Services office – 0121 303 1234
- Upload the MASH referral form to the learner's MyConcern file

When a Safeguarding Alert has been made, Social Services will decide whether the alert should be accepted as a safeguarding referral. If the decision is not to accept the alert, you will be informed of the decision and the reason. Considering all the information available, the designated person will decide on the next steps, which may include taking no further action or continuing to monitor the situation.

Where the designated person decides that further action is necessary, this may include:

- Seeking further advice from Social Services staff – see safeguarding flowchart
- Seeking further advice from another agency working with the vulnerable adult
- Reporting the matter to the police if a crime is suspected

**Confidentiality:** Confidentiality and trust should be maintained as far as possible, but staff must act on the basis that the safety of the vulnerable adult is the overriding concern. The degree of confidentiality will be governed by the need to protect the vulnerable adult and any other adult who may be vulnerable to the same abuse. The vulnerable adult should be informed at the earliest possible stage of the disclosure that the information

will be passed on.

BAES note that the Data Protection Act 2018 (GDPR) allows for disclosure of personal data where this is necessary to protect the vital interests of a vulnerable adult in accordance with the Information Sharing Protocol.

**Whatever happens, staff should always be open and honest with the learner if they intend to take the case further unless the assessment of risk suggests the learner is in immediate danger.**

Staff must only discuss the case with those who are involved or who need to be involved in the case; any information shared should be relevant. Not all information will need to be shared with everyone. If staff have any concerns about the progress of the case, they should contact the Adults team

### **Staff Responsibilities**

All BAES staff must implement the Birmingham Safeguarding Adults Policy, Procedure and Good Practice Guide at all times.

Staff should never do things for a vulnerable adult that they can do for themselves e.g. making a choice/decision or carrying out the class activity.

As a rule, physical contact between teachers and learners is inappropriate. In classes where some physical contact/intervention might be required e.g. re-positioning an arm in yoga, this must be with the prior understanding and consent of the learner concerned. In courses such as sport or drama, the nature of any physical contact activities should be included in the lesson plan.

It is not normally appropriate and acceptable to restrain learners except in extreme circumstances to prevent serious harm. Staff must call for help and support, including from the emergency services if necessary. Any incident must be fully recorded via the incident monitoring process at the centre office. **In all circumstances, physical restraint must be appropriate and reasonable; otherwise, the action can be defined as assault.**

In classes where discussion of personal/sexual issues is part of the course, this should be recorded in the session plans/scheme of work.

Learners should not be transported by a member of BAES staff unless in exceptional circumstances e.g. illness. Where circumstances require the transportation of a learner, another member of staff/volunteer must travel in the vehicle.

## ROLES AND RESPONSIBILITIES FOR PARTICULAR CIRCUMSTANCES

Event	Action	Who
Initial interview identifies vulnerable adult with risk assessment	Ask to view/add to risk assessment. Pass the information to relevant staff Read and implement	Programme Manager (PM) or Teacher for SEND or LSM, in consultation with learner/ carer/ key worker/ Centre Manager/Safeguarding Officer
Travel to centre	Make appropriate arrangements	PM, or teacher for SEND work or LSM in consultation with learner/ carer/ key worker/ Centre Manager
Accompanied travel to centre	Establish that support is for duration of Course	PM, or teacher for SEND work or LSM in consultation with Centre Manager/ carer/ support worker
Emergency contacts	Make available to centre reception staff and course tutors	Centre Manager
Evacuation	Draw up a PEEP with learner/carer/support worker for vulnerable adults and give copy to relevant staff and learner	Centre Manager
Class cancellation	Prioritise notifying vulnerable adults, vulnerable children and/or carers/support workers	Centre Manager
Learner withdrawals	Inform Learner Support Manager. Cancel support and enter on MIS	Teacher or Centre Manager informs LSM and PM that learner has withdrawn. LSM cancels support
Suspected abuse, including Suicide Concern	Inform Designated person immediately in person or by phone. Follow agreed process. – See flowchart.	Any BAES employee.

## Social Services Teams for referrals:

Email: [ACAP@birmingham.gov.uk](mailto:ACAP@birmingham.gov.uk) 0121 303 1234, option 1

### Police

In an emergency phone 999 / non-emergency 101

To report a crime phone Crimestoppers: 0800 555 111

## 15. SAFEGUARDING PROCEDURES FOR CHILDREN AND YOUNG PEOPLE

### Staff should never:

- Do things for a learner that they can do for themselves e.g. making a choice/decision or carrying out the class activity.
- Physically restrain any learner, including a child or young person, unless the restraint is to prevent harm to themselves or others.

### The use of reasonable force

The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain a learner. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as blocking a learner's path, or active physical contact, such as leading a learner by the arm out of a room.

**In all circumstances reasonable force must be appropriate; otherwise the action can be defined as assault.** If you have had to use reasonable force with a child or young person, inform your Centre Manger, line manager and Designated Safeguarding Officer and make a written report as soon as possible.

### Abuse of children and young people

If a member of staff believes that a child or young person has been or is at risk of significant harm or abuse, it is their responsibility to report it to a Designated Safeguarding Officer. In the case of classes run in partnership, this will normally be to the designated staff at the setting and BAES designated staff should be informed. Even if staff have only heard rumours of abuse or have a suspicion but do not have firm evidence, they should still contact the designated person to discuss their concerns.

Record it as accurately as is possible. The child or young person should not be asked any 'leading' questions but should be allowed to disclose whatever they may want to. They should also be made aware that the information may need to be passed on in confidence and who it will be passed on to. The report should be signed, dated and immediately given to the designated safeguarding officer as well as a copy stored in

a secure place.

Taking into account all the information available, the Designated officer will decide on the next steps, which may include taking no further action, monitoring the situation or making a referral.

The full details of the Birmingham Safeguarding Children's Board can be found here: <http://www.lscbbirmingham.org.uk/>

### 15.1 Reporting of female genital mutilation

BAES is aware of the mandatory reporting requirement in respect of female genital mutilation. When a member of staff discovers that an act of FGM appears to have been carried out on a girl aged under 18, that member of staff has a statutory duty to report it to the police.

### 15.2 Sexting

BAES is aware that sexting is illegal, and any instances should be reported to a designated safeguarding officer.

### 15.3 Reporting a Suicide Concern

When a learner is identified by a member of staff as potentially suicidal, i.e. verbalises suicide concerns, self-harm or they self-refer, the learner will be seen by the DSL or DSO.

15.4 **Emergency contacts and class cancellations:** Emergency contact details must be held for all learners under 18. If a mainstream class has to be cancelled at short notice, for example because of sickness, the Centre Manager should establish a procedure for notifying learners under 18. Course tutors who have vulnerable learners under 18 in their classes have a responsibility to inform their line manager or Centre Manager of this when they call to say they will be unable to teach the class.

15.5 **Absence:** Any learner who is aged under 18 years of age. Centre staff check the electronic register 20 mins after the class starts if the 16 – 18-year-old is not marked as present, the centre staff try to establish contact with the learner. If this is not possible the centre staff, contact the emergency contact. This is recorded and reported to the Deputy or Lead Safeguarding Officer.

15.6 **Confidentiality:** Confidentiality and trust should be maintained as far as possible, but staff must act on the basis that the safety of the child or young person is the overriding concern. The child or young person should be informed at the earliest possible stage of the disclosure that the information will be passed on.

BAES note that the Data Protection Act 2018 (GDPR) allows for disclosure of personal data where this is necessary to protect the vital interests of a child or young person, in accordance with the Information Sharing Protocol.

Staff must only discuss the case with those who are involved or who need to be involved in the case; any information shared should be relevant. Not all information will need to be shared with everyone. If staff have any concerns about the progress of the case, they should contact the Advice Support Service team (see below).

## Related documents

- Birmingham Safeguarding Children Board Child Protection Procedures
- Keeping Children Safe in Education 2023
- Working together to safeguard children (DfE, 2023)
- Reporting flowchart for 16-18s

### 15.7 Children's Teams

Multi-Agency Safeguarding Hub (MASH) and Children's Advice & Support Service (CASS) 0121 303 1888,  
Secure email **CASS@birminghamchildrenstrust.co.uk**  
NSPCC 0808 800 5000  
Emergency team Out of Hours 0121 675 4806

#### Police

In an emergency 999 or **18000 Accessibility text phone**

### 15.8 EARLY HELP ASSESSMENT

Birmingham Early Help means taking action to support a learner, and/or their family early in the life of a problem as soon as it emerges. It can be required at any stage in a child's life from pre-birth to adulthood and applies to any problem or need that the family cannot deal with or meet on their own. It also applies to all children and young people, with any form of need. BAES will refer any young person or family as appropriate.

The Early Help Assessment form can be found here:

[https://www.birmingham.gov.uk/downloads/download/653/early\\_help\\_assessment](https://www.birmingham.gov.uk/downloads/download/653/early_help_assessment)

## 16 INVOLVING PARENTS/CARERS

In general, we will discuss any child or vulnerable adult protection concerns with parents/carers before approaching other agencies and will seek their consent to making a referral to another agency. Appropriate staff will approach parents/carers after consultation with the Designated Safeguarding Lead. However, there may be occasions when BAES will contact another agency **before** informing parents/carers because it considers that contacting them may increase the risk of significant harm to the child or vulnerable adults.

## 17 RESPONDING TO AN ALLEGATION ABOUT A MEMBER OF STAFF

17.1 This procedure should be used in any case in which it is alleged that a member of staff or volunteer has:

- Behaved in a way that has harmed a learner or may have harmed a learner
- Possibly committed a criminal offence against or related to a learner or
- Behaved in a way that indicates s/he is unsuitable to work with children, young people or vulnerable adults.

Although it is an uncomfortable thought, it needs to be acknowledged that there is the potential for staff to abuse.

All staff working within BAES must report any potential safeguarding concerns about an individual's behaviour towards children, young people or vulnerable adults immediately. Allegations or concerns must be reported directly to a member of the Senior Leadership Team unless the concern relates to the Head of Service/Principal. If the concern relates to the Head of service/Principal, it must be reported immediately to the service's Strategic Director. Where there are credible child protection concerns, the member of SLT will notify the Local Authority Designated Officer (LADO) team (0121 675 1669). The LADO team will advise about action to be taken and may initiate referrals. If there are no credible child protection concerns, internal disciplinary procedures may need to be used to address the issue. In this case a written record must be made of the decision and reasons for it.

If a learner makes a malicious allegation against a member of staff (or others) and it is found to be unsubstantiated, the Learner Behaviour Policy will be followed.

## 18 EXTERNAL SPEAKERS AND EVENTS

BAES do not seek to restrict fundamental freedom of speech. However, the expression of views needs to be balanced with the need to ensure learners, staff and visitors are free from harm. All our events, activities and initiatives should be safe, without risk to BAES and its learners, and within the law.

### 18.1 Definitions

An external speaker, guest speaker or visitor is any individual or organisation who is not a learner or staff member of BAES and who has been invited to speak to learners, visitors and/or staff.

It also includes the main contact from any external organisation who is paying to use BAES facilities.

It includes any event, presentation, visit, or activity organised by a learner/s, individual or staff member that is being held on BAES premises.

This also includes events where external speakers are streamed live into an event or a pre-recorded film is shown. It also includes activity being held on BAES premises as organised by external organisation.

## **18.2 Procedure**

An External Speaker Form/Risk Assessment must be completed by the staff member – (refer to: **Appendix Three**)

The Centre Manager and the Deputy Safeguarding Lead will be responsible for informing the applicant with of the decision which could include:

1. Not to permit the event with the external speaker to go ahead
2. Not to permit the external speaker to attend the event (if it is a wider event)
3. To fully permit the event with the external speaker to go ahead
4. To permit the event with the external speaker to go ahead based on regulatory steps designed to reduce risk. These may include observation; independent filming; the inclusion of opportunities to debate or challenge the view being held will grant or refuse permission.

The decision will be final.

BAES reserve the right to cancel, prohibit or delay any venue hire booking with external speakers if the policy is not followed, requested information not produced or if health, safety and security criteria cannot be met.

## **18.3 Code of Conduct for External speakers - Form to be completed by staff member – Appendix Four**

The person or group arranging the event is responsible for ensuring that all speakers or visitors are made aware of the Policy and the Code of Conduct as outlined below.

Speakers should:

1. Abide by the law and our values and policies
2. Not advocate or incite hatred, violence or call for the breaking of the law
3. Are not permitted to encourage, glorify or promote any acts of terrorism including individuals, groups or organisations that support terrorism



4. Not spread hatred and intolerance
5. Not discriminate, bully or harass any personal group on the grounds of their sex, race, nationality, ethnicity, disability, religious or other similar beliefs, sexual orientation or age

**18.4 Monitoring**

Any breach of the Code of Conduct or any concerns raised by any individual should be taken seriously and forwarded to one of the Designated Safeguarding Officers.

The External Speaker/Risk Assessment and Code of Conduct Form will be stored centrally by the Centre Manager and Deputy Safeguarding Lead.


**18.5 Room Hire Agreement**

Any individual or group who wishes to hire a room within a BAES venue is required to complete the Room Hire Agreement Form and follow all the instructions therein. The Room Hire Agreement Form can be requested from a Centre Manager

**RESPONSIBILITY FOR THE POLICY**

The maintaining and updating of this policy is the responsibility of the Designated Safeguarding Lead. It will be reviewed annually. Responsibility for implementation and compliance with this policy lies with all staff.

Ratified by SLT Signature:



Ilgun Yusuf (Head of Service/Principal)

**Ilgun Yusuf**

Principal/Head of Birmingham Adult Education Service Birmingham City Council

Date: 20/03/24

## APPENDIX 1.

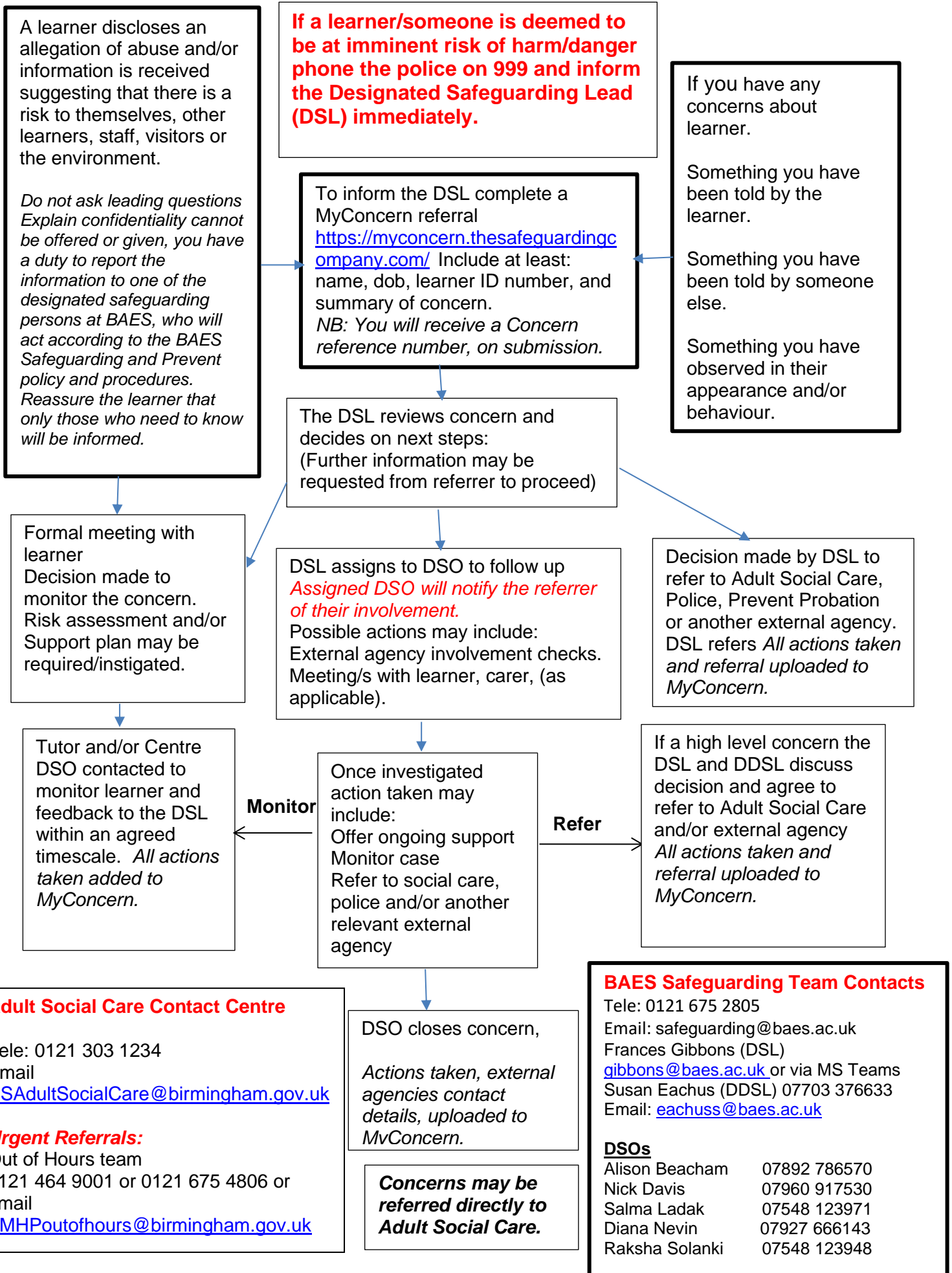
### DEALING WITH A SAFEGUARDING OR PREVENT CONCERN

#### When a learner tells you about a safeguarding or prevent concern what must you remember?

It is not staff's role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk. Staff should be aware that learners may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful.

- Stay calm.
- Do not communicate shock, anger or embarrassment.
- Reassure the learner and minimise any upset they may have. Never agree to keep the safeguarding or prevent concern confidential or secret.
- Advise the learner that you will try to help but let them know that you will have to tell other people in order to do this. State who this will be and why.
- Encourage the learner to talk but do not ask "leading questions"
- Check that you have understood correctly what the learner is trying to tell you.
- Do not make any comments about an alleged offender – this would be inappropriate.
- Be aware that the learner may retract what they have told you. It is essential to record all you have heard.
- At the end of the conversation, tell the learner again who you are going to tell and why that person or those people need to know.
- Explain that the people you will tell are there to help and support

# Adult Safeguarding Concern Reporting Procedures



# Procedures for Reporting Safeguarding Concerns. Children (16-18's)

A16 up to 18 years of age learner discloses an allegation of abuse and/or information is received suggesting that there is a risk to themselves, other learners, staff, visitors or the environment.

*Do not ask leading questions  
Explain confidentiality cannot be offered or given, you have a duty to report the information to one of the designated safeguarding persons at BAES, who will act according to the BAES Safeguarding and Prevent policy and procedures.  
Reassure the learner that only those who need to know will be informed.*

**If a learner/someone is deemed to be at imminent risk of harm/danger phone the police on 999 and inform the Designated Safeguarding Lead (DSL) immediately.**

If you have any concerns about a 16 up to 18 years of age learner.

Something you have been told by the learner.

Something you have been told by someone else.

Something you have observed in their appearance and/or behaviour.

To inform the DSL complete a MyConcern referral <https://myconcern.thesafeguardingcompany.com/> Include at least: name, dob, learner ID number, and summary of concern.  
*NB: You will receive a Concern reference number, on submission.*

The DSL reviews concern and decides on next steps:  
(Further information may be requested from referrer to proceed)

Formal meeting with learner and parent/carer (*seek consent where appropriate*)  
Decision made to monitor the concern.  
Risk assessment and/or Support plan may be required/instigated.

DSL assigns to DSO to follow up  
*Assigned DSO will notify the referrer of their involvement.*  
Possible actions may include:  
External agency involvement checks.  
Meeting/s with learner, parent/s, carer, (as applicable).

Decision made by DSL to refer to Children's Social Care (CASS), Early Help, Police, PREVENT, Youth Justice Service or another external agency.  
DSL refers *All actions taken and referral uploaded to MyConcern.*

Tutor and/or Centre DSO contacted to monitor learner and feedback to the DSL within an agreed timescale. *All actions taken added to MyConcern.*

**Monitor**

Once investigated action taken may include:  
Offer ongoing support  
Monitor case  
Refer to Children's Social Care/MASH, police and/or another external agency

**Refer**

If a high level concern the DSL and DDSL discuss decision and agree to refer to CASS and/or external agency  
*All actions taken and referral uploaded to MyConcern.*

## Children's Social Care Contact

Children's advice and support (CASS)  
Telephone: **0121 303 1888**  
Email  
CSAdultSocialCare@birmingham.gov.uk

## Emergency out-of-hours

Telephone: 0121 675 4806  
**In case of emergency phone police on 999**

DSO closes concern

*Actions taken, external agencies contact details, uploaded to MyConcern.*

**Concerns may be referred directly to Children's Social care.**

## BAES Safeguarding Team Contacts

Telephone: 0121 675 2805  
Email: [safeguarding@baes.ac.uk](mailto:safeguarding@baes.ac.uk)  
Frances Gibbons (DSL)  
[gibbons@baes.ac.uk](mailto:gibbons@baes.ac.uk) or via MS Teams  
Susan Eachus (DDSL) 07703 376633  
Email: [eachuss@baes.ac.uk](mailto:eachuss@baes.ac.uk)

## DSOs

Alison Beacham	07892 786570
Nick Davis	07960 917530
Salma Ladak	07548 123971
Diana Nevin	07927 666143
Raksha Solanki	07548 123948

## APPENDIX 2.

### SPECIFIC ADDITIONAL RESPONSIBILITIES FOR SAFEGUARDING

Job role	Additional responsibility
Head of Service/Principal	Ensure BAES has current safeguarding procedures
Head of Quality Improvement and Learner Services – SLT member responsible for Safeguarding.	Ensure safeguarding is embedded in curriculum and reported on in SARs. Ensure Safeguarding is included as part of all processes which evaluate the quality of teaching, learning and assessment. Line manage Designated Safeguarding Lead. Ensure learner induction covers Safeguarding.
Designated Safeguarding Lead	Update and consult on safeguarding procedures. Ensure safeguarding action plan is implemented. Give strategic lead on safeguarding and developments. Undertake designated person training. Develop and maintain safeguarding networks within Birmingham. Source and deliver staff training in Safeguarding and Prevent. Provide supervision to DSOs and allocate cases. Deal with complex cases.
Deputy Designated Safeguarding Lead (BSM Centres)	Undertake relevant safeguarding training. Work closely with DSL to ensure all strategic and managerial safeguarding practice is implemented. Deal with cases as required. Oversee centre processes which relate to Safeguarding.
Designated Safeguarding Officers	Undertake designated officer training, advise other members of staff, deal with cases and make referrals as appropriate. Receive supervision. Operational leads.
BSM, Finance and HR	Ensure Right to Work checks are held for sessional staff and keep central staff DBS records for all staff
Heads of Faculty	Ensure that safeguarding is embedded in curriculum. Observe and comment on safeguarding in processes which evaluate the quality of teaching, learning and assessment, and SARs. Ensure staff attend relevant update training.
Programme Managers	Embed safeguarding in curriculum. Observe and comment on safeguarding in processes which evaluate the quality of teaching, learning and assessment, and SARs. Ensure staff attend relevant update training.
Quality Improvement Leader	Support training and design resources. Observe and comment on safeguarding in processes which evaluate the quality of teaching, learning and assessment, and SARs.
ILT e-Learning Co-ordinator	Support training and IT Infrastructure
Senior Learner Services Manager	Line manage LSMS who are DSOs. Ensure they attend relevant training and supervision. Devise questionnaires to gain feedback on learner understanding of Prevent and Safeguarding.
Learner Services Managers	All DSOs - implement policy and procedure. Ensure that all LSAs and volunteers complete mandatory safeguarding and Prevent training.
Lead Careers Campaigns & Events Co-ordinator	Follow policy and procedure and report safeguarding concerns to DSOs

Centre Operations Manager	Ensure emergency contact details for learners under 18 and learners with learning disability are held. Contact that person if needed. Contact duty team if needed e.g. person not collected and contact not made, ensure staff and learners in centre have access to up to date safeguarding information, PEEPs procedures in place. Ensure staff aware of H&S and safeguarding procedures.
Centre Operations Co-ordinator	Ensure emergency contact details for learners under 18 and learners with learning disability and learning difficulties are held. Contact that person if needed. Contact duty team if needed e.g. person not collected and contact not made. Ensure staff and learners in centre have access to up-to-date safeguarding information, PEEPs procedures in place.
All BAES staff with a line management role	Ensure that reports complete mandatory Safeguarding and Prevent training at induction and subsequently. Ensure that reports sign up to and renew their DBS update service registration.
Admin support staff	Follow policy and procedure and report safeguarding concerns to DSOs
Teachers/Assessors	Embed safeguarding in lesson practice and report concerns to DSOs
Teachers of vulnerable adults	Maintain awareness of learners' appearance and behaviour and report concerns to DSOs
Support Staff – LSAs & Volunteers	Follow policy and procedure and report safeguarding and report concerns to DSOs concerns to DSOs
Community Learning Staff	Provide letters re BAES safeguarding measures for partners on request. Link with venues' own safeguarding procedures
Facilities Supervisors	Maintain H&S and report concerns to DSOs.
Operational facilities workers	Maintain H&S and report concerns to DSOs.
Marketing Manager	Include safeguarding statement in relevant materials
Data Manager	Ensure data management systems are secure and required safeguarding data can be recorded and reported. Check staff follow data protection procedures.
Data, Exams, Finance staff	Follow data protection procedures and report concerns to DSOs
Information Line staff	Manage designated Safeguarding Line and report concerns to DSOs. Follow data protection

**APPENDIX 3.**

**EXTERNAL SPEAKER(S) FORM/RISK ASSESSMENT FORMS**

**Request to book an External Speaker/Risk Assessment**

A member of staff will make a request to invite an external speaker or hold an event. This form must be completed and sent to the Centre Manager and Deputy Safeguarding Officer and cc'd to the line Manager where appropriate

**Information about who is making the request**

Staff member organising the event		Team	
Contact number		Email address	
Number of attendees expected			

**Information about the event**

Proposed date of event		Proposed location	
Start time		End time	
Purpose/topic of proposed event			
Proposed speakers/presenters			
Is the event likely to attract media interest – if so why?			

**Information about speaker(s) / presenter(s)**

Full Name		Telephone number	
Occupation		From which organisation?	
Speaker's website, Other social media links			
Is the speaker from a recognised organisation?			Y/N
Will a BAES member of staff be present?			Y/N
Has the member of staff had Prevent training?			Y/N
If the answer to any of the above is 'No', outline the mitigations which will be put in place.			

**Organiser's Declaration**

I declare that the information provided here is, to the best of my knowledge, a true and accurate statement of intentions and requirements.

I/we agree to comply with BAES's Code of Conduct for External Speakers, should the event be given permission.

**Signature(s):** **Date:**

..... .....



## APPENDIX 4.

### EXTERNAL SPEAKER(S) CODE OF CONDUCT

Birmingham Adult Education Service (BAES) Is committed to creating an environment where everyone is treated with dignity and respect and where diversity is valued. All our events, activities and initiatives should be safe, without risk to BAES, and within the law.

I will be speaking at the ..... event (title)

held on..... (date)

I confirm I will observe the Code of Conduct for External Speaker(s):

1. Abide by the law and BAES values and policies
2. I will not advocate or incite hatred, violence or call for the breaking of the law
3. I will not encourage, glorify or promote any acts of terrorism including individuals, groups or organisations that support terrorism
4. I will not spread hatred and intolerance in the community
5. I will not discriminate, bully or harass any person or group on the grounds of their sex, race, nationality, ethnicity, disability, religious or other similar belief, sexual orientation or age

Name: .....

Signed: ..... Date: .....

BAES staff member: .....

BAES staff member signature: .....

**This form must be sent to the relevant Centre Manager & Deputy Safeguarding Officer**

## **APPENDIX 5.**

### **DBS PROCEDURE FOR ANY EXTERNAL SUPPORT/CARER ATTENDING CLASSES WITH A BAES LEARNER**

#### **DBS procedure for any external support/carer attending classes with a BAES learner.**

If a learner requires more support, or support of a personal care nature, that is not available from BAES, then we welcome external support to ensure that the learner is successful in their studies. This support must be agreed by the PM prior to attending, usually at initial assessment, but if a learner's circumstances change during their programme, then it may be obtained via an email.

Once the support is received then the support worker/carer must provide a copy of their DBS reference number from the update service.

If they do not have a current DBS with the update service, then we will need to ensure that a volunteer DBS is obtained through BAES.

While the DBS is being obtained, then the support/carer must not be left alone with any learners while on site and should focus their support and attention on the person they have come with.

They must wear a visitor's lanyard at all times while in the centre and sign in and out in the visitors' book.

## **ADDENDUM A**

### **BAES Guidelines for Working with learners 16 -18 (To be read in conjunction with KCSiE 2023 and Working together to Safeguard Children)**

**KCSiE now states that 'college' includes providers of post-16 Education as set out in the Apprenticeships, Skills, Children and Learning Act 2009 (as amended); 16-19 Academies, Special Post-16 institutions and Independent Training Providers.**

**Children includes everyone under the age of 18.**

Staff working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff should always act in the best interests of the child. If staff have any concerns about a child's welfare, they should act on them immediately. See Appendix 1 Flowchart on page 28 setting out the process for staff when they have concerns about a child/young person. Staff should follow BAES Safeguarding and Prevent policy and speak to the DSL or Deputy DSL who may then: -

- Manage any support for the child internally via BAES pastoral support processes
- Undertake an early help assessment
- Refer to a statutory service, for example because the child could be at risk of harm.

The DSL or deputy should always be available to discuss safeguarding concerns. If in exceptional circumstances the DSL or Deputy DSL are not available, this should not delay appropriate action being taken. Staff should speak to a member of the Senior Leadership Team. In these circumstances, any action taken should be shared with the DSL or Deputy as soon as is practically possible.

Staff should not assume that a colleague or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for the effective identification, assessment and allocation of appropriate service provision, whether this is when problems first emerge or where a child is already known to local authority children's social care.

As of February 2023, it is illegal for anyone under the age of 18 to marry or enter into a civil partnership, even where violence, threats or another form of coercion are not used.

BAES will ensure that staff are up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation around:

- Forced marriage
- Female Genital Mutilation
- Honour-based abuse
- Trafficking
- Criminal exploitation and gang affiliation

Staff will be supported to recognise warning signs and symptoms in relation to each specific issue and include such issues, in an age-appropriate way in their lesson plans.

*Information sharing: advice for practitioners providing safeguarding services to children, young people, parents and carers* supports staff who have to make decisions about sharing information. This advice includes the seven golden rules for sharing information and consideration with regard to the Data Protection Act 2018 (DPA) and UK General Data Protection Regulation (UK GDPR).

## ADDENDUM B

### BAES Digital Policy - Guidance for staff teaching from home (To be read in conjunction with section 11 of the policy – Online Safety)

**Staff are supported through continual professional development opportunities to develop the skills needed to deliver remote learning effectively and safely.**

- Remote learning operates within the quality frameworks of the 2019 Education Inspection Framework and the Matrix Standards
- Be vigilant – No one in your household should have access to or be able to see the personal data you are using.
  - Be aware of your surroundings and who may be able to view your screen/work.
  - Do not write down your passwords on paper where they can be discovered.
- Use strong passwords to protect your work devices and make sure you use a password that no-one else in the household knows or can guess.
- Remember your GDPR training to help you to ensure that everything is kept safe whilst at home. Protecting learners and staff data must remain the highest priority.
- Data breaches can cause real and significant harm to individuals and the risk of data breaches become much higher when data is accessed remotely or on a portable device. Please advise your line manager immediately of any data breach or suspected data breach.
- Ensure learning materials used, including pictures and videos, comply with copyright restrictions.
- Own devices should only be used with agreement from your line manager. This will help prevent unknown risks to the service's network

In addition to this:

- Check that your device is fully up to date with anti-virus, firewall, malware and security updates.
  - Ensure that work documents are saved on the BAES network securely rather than on the desktop or in "My documents."
  - Learners' personal details should not be stored by staff on a personal home computer. Details should be kept in a secure location on OneDrive.
  - Ensure your device has a password or (for tablets/phones) pin code or fingerprint/face ID. Passwords should be complex (a mixture of numbers, letters and capitals).
- Lock screens when away/not using your device. In addition, ensure you log out of the BAES network and shut down at the end of the day.
  - Ensure that IT equipment is kept in a secure place. It is your responsibility to ensure that BAES equipment is kept secure (for example in a locked drawer). If a device becomes lost or stolen, please report this to your line manager without delay and within 72 hours.

- Do not attempt to use your own USB memory sticks and plug them into BAES devices to take data from BAES systems or to upload data or documents to BAES systems. This goes for memory sticks, pen drives and external hard drives. They should not be plugged into BAES devices unless they are issued/approved by our IT team.
- Do not install or download any software onto a work device without the approval of BAES. Where approval is given, they should also be virus-checked before they are downloaded onto the BAES's systems.
- Ensure that if you are communicating remotely via video conferencing with learners or external contacts that:
  - a) You use platforms which have been approved e.g. Teams or Zoom.
  - b) Use BAES standardised background
  - c) Ensure that webcams are used effectively and activated when they need to be.
  - d) Do not record unless authorised to do so by BAES (and the participants to the call also consent).
- Always be careful which websites you visit and which emails attachments you open.
  - a) Be careful when opening attachments to emails - even if the message appears to be from someone you know. Email attachments infected with viruses are one of the most widely used methods for infecting PCs.
  - b) Be vigilant against phishing attacks claiming financial rewards or encouraging charity donations. The sole purpose of a phishing email scam is to trick you into going to a fake website that looks like the website of a real company to input personal information that would provide the criminal with access to your accounts.
  - c) Remember that text, music and other content on the internet are copyright works. You should not download or email such content to others unless certain that the owner of such works allows this.
- Ensure that you do not give out your personal details, such as a mobile phone number and personal email address to learners. Do not use personal email accounts or numbers for BAES purposes.
- Ensure you keep your own shared area and own email accounts organised. Do not keep emails or documents for longer than you need. It is everyone's responsibility to ensure their accounts are organised appropriately. If necessary, check with your line manager that you are compliant and not storing personal data longer than you are allowed to.
- Paper records count too:
  - a) Paper documents taken from BAES sites or printed off at home must be kept secure at home just as they would be at a centre.
  - b) At the end of the working day, or when you leave your workstation unoccupied, all paper documents containing personal information need to be securely locked away to avoid unauthorised access.
  - c) You must ensure that documents are returned to secure storage at a BAES site as appropriate or they are destroyed securely at home.
  - d) Do not put confidential waste into the ordinary waste. Ensure that it is shredded first.

## **Video Conferencing Platforms (e.g. Teams and Zoom)**

- a) Use the BAES standard background, neutral background or blurred background
- b) Always use the waiting room facility.
- c) Insist that learners type in their full name clearly so that you can identify them before letting them in to the meeting.
- d) Do not let in anyone whom you can't positively identify as one of your learners or a member of BAES staff.
- e) Instruct your learners never to share the links to Zoom or Teams meetings with anyone else.

## **Social Media**

Staff must adhere to BCC Code of Conduct and Social Media policy and to be mindful of their online conduct - in particular, any views and opinions expressed online which bring, or could potentially bring, the Council, its customers, clients or any associated organisation into disrepute. This could constitute a disciplinary offence which may amount to gross misconduct. As an employee it is important to be aware that posting information or views about the Council can't be isolated from your working life. Any information (work-related or personal) published online can, even with privacy settings, become available for all to see (privacy settings will not necessarily safeguard against disciplinary action). Breach of any part of this protocol will be regarded as misconduct to which the Council's Disciplinary Procedure applies.

- a) Never share personal details online
- b) Be mindful of the requirement to avoid expressing political views and posting inappropriate content on social media platforms as per BCC staff code of conduct
- c) Ensure any images used are appropriate and are not subject to copyright restrictions
- d) It is essential to keep professional boundaries on social media platforms, for example not accepting friend requests from learners
- e) It is good practice on social media platforms to update privacy settings, so your personal profile is not open for everyone to view/access
- f) Do not share internal or confidential information about BAES or BCC in line with GDPR and data protection
- g) Do not post negative material about BCC or BAES on social media platforms

## ADDENDUM C

### BAES Digital Policy Guidance – Remote Learning Policy for Learners

(Addendum to be read in conjunction with section 11 of the policy – Online Safety)

Learners participating in remote learning are to abide by BAES's learner expectations as set out in the Learner Guidebook and Learner Policies. The guidebook can be found on the Learner Dashboard and the policies can be found on the BAES website, [www.learnbaes.ac.uk](http://www.learnbaes.ac.uk)

#### Netiquette Guide for Online Courses

It is important to recognise that the online classroom is in fact a classroom and certain behaviours are expected when you communicate with those engaging with you. These guidelines are known as 'netiquette'.

#### General Guidelines

- Be on time. Sessions will start and finish according to the timetable. If you join late, please don't interrupt the session. Remain silent. Your teacher will support you.
- Be prepared. Come to the session with a positive attitude and with any course materials or resources that you have been asked to have ready.
- Where possible, choose a quiet location – away from pets, children, etc. Turn off the TV and any music.
- Dress appropriately, in clothes you would wear if you were attending a BAES centre.
- Be ready to take part. Not everybody is confident in speaking up within a group, especially when you don't already know other learners. However, to make the most of your learning experience we ask that you share ideas, ask questions, and contribute to discussions.

#### Security

- Ensure you install protection to your own device and that firewall and virus settings are switched on.
- Remember that your password is the only thing protecting you from pranks or more serious harm.
- Don't share your password with anyone.
- Change your password if you think someone else might know it.
- Only share an email address or other personal information if necessary.
- When using a webcam, think about what is behind you in view – is it something you don't want others to see? Ask your teacher to show you how to blur your background or use a neutral background.
- Stay Safe On-line:
  - Do not share personal information.



- Stay protected – use strong passwords (include letters, numbers and symbols).
- Share safely – online posts are there forever...even if deleted.
- Be secure – protect against intruders.
- Be alert – if unfamiliar, don't open it!
- Be respectful – cyberbullying is illegal. Don't respond, block and report it.

## **Social Media**

### **Be safe when using social media:**

- Never share personal details online
- Ensure any images used are appropriate and are not subject to copyright restrictions
- It is good practice on social media platforms to update privacy settings, so your personal profile is not open for everyone to view/access
- You must seek permission from anyone concerned before posting photographs or images

The digital world is the **real** world with **real** consequences, so make sure you always ask yourself the following before you hit send!

- Think before you post. Post in an instant and you may regret what you have posted later.
- If anyone ever asks for personal details, money or to sign something on social media, don't do it.
- Anything you post or share online (including images, text and videos will stay there, even if you delete it, it may be held somewhere else or someone can take a screenshot of it.)

### **When communicating online you should always:**

- Be respectful of others and their opinions.
- Be careful with personal information (both yours and that of others).
- Beware of using *Reply all* – does everyone need to see your message?
- Remember to stay on topic. Is this relevant to your subject?
- Remember to listen and not talk over each other – this comes with practice! Mute yourself when not talking.
- The site's owners and moderators have the final say in enforcing the rules.
- Please do not write or say anything that you wouldn't say to someone's face, and always think about how you would feel if you were receiving it.
- Don't type in block capitals. It's the online equivalent of shouting.

### **Password reset**

If you have an issue with your password, please email [passwordresetrequests@baes.ac.uk](mailto:passwordresetrequests@baes.ac.uk) where we will reset it and send you an email to let you know it has been resolved.

### **Access to IT**

To support your learner journey if you do not have access to IT or Wi-Fi, please request a BAES laptop from your nearest BAES centre. You will be expected to sign an agreement to use, store and return the equipment safely. Alternatively, book time on one of our computers which are safe to use. You will be able to use your Learner ID and log-in for PCs in the centre. You can also book a time slot at your local library.

### **E-Safety and IT courses**

Your safety is very important to us. You can access a free e-safety course on Moodle, or ask your teacher for help. We do encourage you to take this course to keep you and your family safe. We also offer a number of free digital IT courses. Please check our website. Please remember we all still need to keep each other safe.

### **If you are in danger – Handsignal for Help**

If you are in any harm or danger, please use the violence at home signal for help:

1. Show palm to camera and tuck thumb in
2. Trap thumb with fingers

Your teacher will be able to support you and may ask you to stay behind or contact you separately.

If you are concerned about your own or another person's safety, please tell your teacher or report it using the Safeguarding number 0121 675 2805.

