

**Birmingham  
Adult  
Education  
Service**



# **SAFEGUARDING AND PREVENT POLICY 2022/23**

**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,**

**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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## 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

These procedures are written in the context of the Birmingham Safeguarding Adults Policy, Procedure and Good Practice Guide which gives full information and can be found at [www.birmingham.gov.uk/safeguardingadults](http://www.birmingham.gov.uk/safeguardingadults) and the Birmingham Safeguarding Children Board guidelines which can be found at <http://www.lscbbirmingham.org.uk>

### **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, learner dashboard
- Ensure that staff are trained in safeguarding and Prevent and kept fully up to date with their responsibilities and duties with regard to the safety and well-being 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:**

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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 by not being fluent in English. 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 the context of safeguarding, a child or young person is anyone under the age of 18. BAES work with children and young people in family learning programmes. BAES enrol learners on mainstream programmes who are 16 and above following ESFA funding rules for eligibility. BAES will sometimes run specific classes in partnership with other organisations and subcontract some provision for 16-18-year-olds.

### **Special Notes**

If the learning is being delivered either by a subcontractor; 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
- Keeping Children Safe in Education – 2022
- Ofsted's Review of sexual abuse in schools and colleges (June 2021)

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- Data Protection Policy
- Health & Safety\_Policy
- Lockdown and Dispersal Policy
- Matrix Standard
- Your Views – Comments, Compliments and Complaints Procedure
- Audit of Learning and Progress Guide
- Quality Improvement Strategy
- Learner Behaviour Policy
- Internet Usage Policies
- Social Media Guidelines
- ID Card and Lanyard Policy
- Whistle-blowing Policy

### **2. SCOPE**

- 2.1 This policy is deemed to apply 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, 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

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- 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, for example lack of privacy or supervision, lack of choice and consideration
- Radicalisation – the action or process by which a person comes to support terrorism and the extremist ideologies associated with any terrorist group
- 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.

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- 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 in 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 other agency

### 4. EXPECTATIONS

- 4.1 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 signs and indicators of possible abuse
  - Record concerns and contact one of the Designated Safeguarding team
  - Deal with a disclosure of abuse from a learner by informing one of the Designated Safeguarding team immediately, and providing a written account as soon as possible
  - Follow BAES online safeguarding processes and procedures
- 4.2 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.

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4.3 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:

- BAES has 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 senior member of the leadership team acts as a 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 has procedures for dealing with allegations of abuse against staff/volunteers.

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

6.1 Our Designated Safeguarding Lead on the senior management team is the Head of Learner Engagement and Support Services. They have lead responsibility, management oversight and accountability for child and vulnerable adult protection. With the Head of Service/Principal, they will be responsible for coordinating all child and vulnerable adult protection activity.

6.2 The Designated Safeguarding Lead will hold monitoring panels every six weeks which is made up of Designated Safeguarding Officers, and other cross service key managers

6.3 The safeguarding team is representative of the community of BAES, with men and women, officers who speak community languages and have different ethnic backgrounds.

6.4 When BAES has concerns about a learner, one of the Designated Safeguarding Officers will decide what steps should be and advise the Designated Safeguarding Lead, including statutory referrals.

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- 6.5 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 of what information has been shared with whom, when and why.
- 6.6 Safeguarding records will be stored securely in a central place. Access to these records by staff other than by the Designated Safeguarding Lead will be restricted to members of the team.
- 6.7 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 staff 1) have the Right to Work in the UK, or a valid reason is obtained via the SHARE government system 2) DBS checks take place 3) All staff have signed up to the DBS Update Service and keep their registration active during employment with BAES 4) that 2 references are obtained for new starters or the reason why someone is appointed without is recorded centrally and 5) that induction of new staff includes awareness of safeguarding issues. This includes volunteers.

**See Appendix Two for specific details**

### **8. SAFER RECRUITMENT**

- 8.1 BAES will scrutinise applicants, verifying Right to Work in the UK and qualifications, obtaining suitable references and checking previous employment history. All documents including DBS will be in place prior to an appointment being made, all appointment documentation will be submitted to HR / Finance 10 days prior to any proposed start date for scrutiny.

8.2 All BAES existing staff must be registered with the update service so that their records can be checked.

New appointees to the service will be DBS checked and must join the update service at the time of appointment

All BAES staff are required to keep their registration with the update service up to date.

8.3 Line managers 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. BAES finance team will support managers by monitoring the DBS renewal and update service applications.

8.6 DBS checks will be renewed when someone's role changes for example from volunteer or support worker to tutor and when a line manager deems it advisable for any other role change. BAES will follow the BCC declaration policy.

## **9. SAFEGUARDING AND THE PREVENT DUTY**

9.1 In 2010 the Government published the Prevent strategy which addresses the specific need to safeguard adults, young people and children from extremism. 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.

9.2 BAES seeks 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 vulnerable to radicalisation and their friends and families.

9.3 Indicators of vulnerability 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

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- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

**Note - Increased online learning, 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 vulnerability 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.

- 9.4 Concerns about extremism should be referred/reported to the Designated Safeguarding Lead who is the Single Point of Contact or another member of the safeguarding team in their absence. Referrals where appropriate will be made via National Referral Form (NRM) for the best possible assessment of risk and vulnerability and to provide national consistency. Concerns can also be reported to the Prevent Officer via the police.

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

## 10. ONLINE SAFETY

- 10.1 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.
- 10.2 BAES aims to provide opportunities for all learners to use internet technologies safely as part of their learning activities.
- 10.3 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
- 10.4 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).

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- 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.

10.5 BAES IT Suites have impero software installed where tutors are able to monitor learner and learning activities.

10.6 BAES tutors must ensure that all learners are aware of issues relating to online safety, including the need to install protection on their own machines. BAES will make resources available to support tutors in doing this.

10.7 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.

10.8 BAES learner laptop loan scheme – all laptops are secure and have the relevant safeguarding software installed

## 11. 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
- Parent/Guardian on-line radicalisation information
- Keeping Children Safe in Education 2022
- Safeguarding posters
- Reporting flowchart
- Support for Adults poster
- Photo consent form
- Risk Assessment form
- Safety online information inc. Zoom
- Domestic Abuse information
- Mental Health information

## 11.1 LOCKDOWN AND DISPERSAL POLICY AND PROCEDURES

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

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

- 12.1 **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 tutors. A specific learning agreement will be implemented with individual learners when this has been identified as an appropriate support mechanism.
- 12.2 **Travel to centre:** If it is identified that a vulnerable adult cannot travel independently to the course, a manager will ensure appropriate arrangements are made in consultation with the learner/carer/key worker, noted on the initial interview form and that the tutor and centre staff are informed.

Buildings should never be closed while unaccompanied vulnerable adults are still waiting to be picked up. This will also apply to any 16-18s who have been risk assessed. If a learner has not been collected: after 10 minutes, BAES staff will phone the carer and could agree to call a taxi if advised by the carer. BAES staff will call Social Service Duty Team 0121 303 1234 after 30 minutes if no contact with carer.

Parent or guardian contact details for all under 18s and adults with known care and support needs referred into BAES provision are required.

- 12.3 **Support:** Where the vulnerable adult is usually accompanied to their class by a carer or a support worker from another agency, such as a residential home or day centre, a manager should establish in consultation that this support will be there for the duration of the course. If the carer/support worker intends to withdraw this support in order to give the learner more independence, then the manager should negotiate this with the carer/support worker and agree a plan for what happens next.

We recommend that if a learner is using a benefit such as Attendance Allowance or Personal Independence Payment to employ an external support worker they will have checked that person's DBS. BAES staff should be mindful that some learners may be employing an unchecked external support worker e.g. care/support worker and should not be left unsupervised with any other BAES learners.

- 12.4 **Emergency contacts:** the interviewing manager will pass full details, including a copy of the back page of the Initial Assessment form to Centre Managers. The Centre Manager should ensure that emergency contact details and relevant information about communicating with and about vulnerable adults and vulnerable young people are available to centre reception staff.
- 12.5 **Absence:** the absence of learners with care and support needs who are vulnerable will be followed up by the course tutor. Tutors can request support from centre staff If unsuccessful and call the emergency contact number. Tutors will follow normal absence procedures to contact the learner.
- 12.6 **Evacuation:** All learners who tick the box for assistance to evacuate the building must have a Personal Emergency Evacuation Plan (PEEP) drawn up between the learner, tutor, centre manager and LSC (as appropriate). This will then be signed by all the people outlined in the plan and kept in a secure but accessible place for use in emergency. A copy must be given to the tutor and the learner. Centre managers ensure this is in place for all users of their centre where the need for a PEEP is identified and all centre staff made aware of who has a PEEP and where details can be found.
- 12.7 **Class cancellations:** if a class has to be cancelled at short notice, for example because of sickness, the Centre Manager should prioritise notifying vulnerable adults and/or their carers/support workers in order to prevent them arriving into a situation where their needs cannot be met. Course tutors who have vulnerable adults 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. They should also advise centre staff of the start time of the class.
- 12.8 **Reporting abuse.** If you suspect abuse:
- Make the immediate situation safe. If necessary, contact the emergency medical services or police
  - If someone discloses something, listen and be sympathetic. Do not be judgmental or make any promises that you might not be able to keep, particularly do not promise not to tell. **You cannot keep this kind of information confidential.** See Appendix 1 for further guidance.
  - Do not ask leading questions or start to investigate
  - Report the disclosure, allegation or concern to a designated safeguarding officer without delay. Provide the learner's name, course title, centre, concern and contact details.
  - If after consultation the safeguarding officer may decide to consult/alert Social Services or police. All information must be recorded and documented on the incident log form

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- If you feel that you are not able to share information with a designated person within BAES, as you believe that they are implicated or colluding with the alleged abuse, you should, in the first instance, follow Birmingham City Council's 'Whistleblowing Policy'

### 12.9 Reporting Modern Day Slavery

BAES is aware of its duty to report any suspected victim of slavery or human trafficking via the National Referral Mechanism (NRM) – **with consent**. This is a framework for identifying victims of human trafficking or modern slavery and ensuring they receive the appropriate support.

However, if the potential victim does not want to be referred to there is a **duty to inform** the Home Office at [dutytonotify@homeoffice.gov.uk](mailto:dutytonotify@homeoffice.gov.uk). This can be anonymous.

If in immediate danger call 999, if not in immediate danger call the Modern Slavery Helpline on 08000 121 700

### 12.10 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 a DSO – who are also fully trained Mental Health First Aiders.

### 12.11 Reporting Abuse by a staff member

Allegations or concerns that a member of staff is abusing a learner must be reported directly to a member of the Senior Management Team unless the concern relates to the HoS/Principal. If the concern relates to the Principal, it must be reported immediately to the service's Strategic Director. They will consider the allegations and establish whether there is substance to the allegation and will investigate if appropriate.

Birmingham City Council's Disciplinary Procedures will be implemented alongside the Safeguarding Adults procedures. The Safeguarding Vulnerable Groups Act 2006 (SVGA) places a legal duty on employers to refer to the Disclosure and Barring Service any person who has:

- Harmed or poses a risk of harm to a child or vulnerable adult;  
Received a caution or conviction for a relevant offence.
- Leaves employment under suspicion

An accurate record should be made at the time giving details of the allegation or grounds for suspecting abuse has occurred, including:

- Date and time of the incident
- Details of what you observed

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- What the learner has said about the abuse and how it occurred, or what has been reported to you. Use the actual words, rather than paraphrasing what has been said
- The appearance and behaviour of the learner and alleged perpetrator
- Any injuries observed.
- The learner name, course title and centre
- Contact details

### 12.12 Reporting Abuse to Social Services

- Where abuse is discovered or suspected, designated staff must:
- Complete the Birmingham Safeguarding Adults Multi-Agency Alert Form. This form is available Birmingham City Council's website: [www.birmingham.gov.uk/safeguardingadults](http://www.birmingham.gov.uk/safeguardingadults)
- Email the completed form to [ACAP@birmingham.gov.uk](mailto:ACAP@birmingham.gov.uk) stating 'Safeguarding' in the subject line
- 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
- Keep a copy of the alert form
- Send a record and any updates to the Designated Safeguarding Lead
- Once the online process is in place, complete the online safeguarding record and upload the referral form.

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

**12.13 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

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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

### 12.14 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 tutors 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.

### 12.15 ROLES AND RESPONSIBILITIES FOR PARTICULAR CIRCUMSTANCES

<b>Event</b>	<b>Action</b>	<b>Who</b>
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 Tutor for SEND work or LSC, in consultation with learner/ carer/ key worker/ Centre Manager/Safeguarding Officer
Travel to centre	Make appropriate arrangements	PM, or tutor for SEND work or LSC in consultation with learner/ carer/ key worker/ Centre Manager
Accompanied travel to centre	Establish that support is for duration of course	PM, or Tutor for SEND work or LSC 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 withdraws	Inform Learner Support Co-ordinator. Cancel support and enter on MIS	Tutor or Centre Manager informs LSC and PM that learner has withdrawn. LSC cancels support
Suspected abuse	Inform designated person immediately in person or by	Any BAES employee

including Suicide Concern	telephone. Follow agreed process – see flowchart	
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**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

**13. PROCEDURES FOR CHILDREN AND YOUNG PEOPLE**

**13.1 Abuse of children and young people** If anything should arise which causes a member of staff to believe 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/>

**13.2 Reporting of female genital mutilation**

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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.

### 13.3 **Sexting**

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

### 13.4 **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 a DSO – who are also fully trained Mental Health First Aiders.

13.5 **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 vulnerable 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.

13.6 **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.

13.7 **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).

13.8 **Staff should never:**

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- Do things for a child or young person 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. **In all circumstances physical restraint must be appropriate and reasonable; otherwise the action can be defined as assault.** If you have had to restrain a child or young person, inform your Centre Manager, line manager and designated person and make a written report as soon as possible.

### 13.9 Related documents

- Birmingham Safeguarding Children Board Child Protection Procedures
- Reporting flowchart
- BAES Guidelines for working with 16-18s

### 13.10 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 0800 800 5000

Emergency team Out of Hours 0121 675 4806

**Police**

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

### 13.11 EARLY HELP ASSESSMENT

Birmingham Early Help means taking action to support a child, young person 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)

## 14. INVOLVING PARENTS/CARERS

- 14.1 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

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**before** informing parents/carers because it considers that contacting them may increase the risk of significant harm to the child or vulnerable adult.

### **15. RESPONDING TO AN ALLEGATION ABOUT A MEMBER OF STAFF**

15.1 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.

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

15.3 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 Management Team unless the concern relates to the Principal. If the concern relates to the Principal, it must be reported immediately to the service's Strategic Director.

15.4 Where there are credible child protection concerns, the member of SMT 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.

15.5 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

### **16. 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 within the law.

#### **16.1 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.

## Birmingham Adult Education Service Safeguarding and Prevent

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

Any event, presentation, visit, 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.

### 16.2 Procedure

An External Speaker Form/Risk Assessment must be completed by the staff member - **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 reserves 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.

### 16.3 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

#### 16.4 **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.

#### 16.5 **Room Hire Agreement**

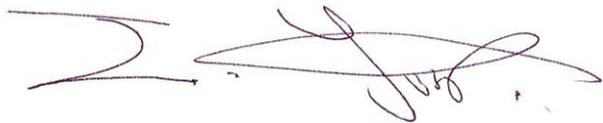
Any individual or group who wishes to hire a room within a BAES venue is required to complete the Room Hire Agreement Form and follow all the instructions therein. The Room Hire Agreement Form can be requested from a Centre Manager.

## **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 SMT

Signature:

A handwritten signature in black ink, appearing to read 'Ilgun Yusuf', written over a horizontal line.

**Ilgun Yusuf (Head of Service/Principal)**

Date: 20 July 2022

## APPENDIX ONE

### DEALING WITH A SAFEGUARDING OR PREVENT CONCERN

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

- 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
- As soon as you can afterwards, make a detailed record of the conversation using the learner's own language. Include any questions you may have asked. Do not add any opinions or interpretations.

#### **Immediately afterwards**

**You must not deal with this yourself - any concerns or disclosure of abuse must be reported without delay to a member of the safeguarding team, by calling the central safeguarding line 0121 675 2805 or emailing [safeguarding@baes.ac.uk](mailto:safeguarding@baes.ac.uk)**

**APPENDIX TWO**

**SPECIFIC ADDITIONAL RESPONSIBILITIES FOR SAFEGUARDING**

<b>Job role</b>	<b>Additional responsibility</b>
Principal/HoS	Ensure BAES has current safeguarding procedures
Head of Learner Engagement & Support Services (BAES lead for Safeguarding - DSL)	Update and consult on safeguarding procedures; ensure safeguarding action plan is implemented; give strategic lead on safeguarding and developments; undertake designated person training
Deputy Safeguarding Officer	Undertake relevant safeguarding training. Work closely with DSL to ensure all strategic and managerial safeguarding practice is implemented
Designated Safeguarding Officers	Undertake designated staff training, advise other members of staff and make referrals as appropriate. Operational leads
Head of Quality & Improvement	Ensure safeguarding is embedded in curriculum and reported on in SARs. Include safeguarding in OTL. Include in quality assurance processes.
Head of Programme Development and Strategic Partnerships	Ensure safeguarding is included in tutor induction and monitored through OTLAs
BSM, Centres (Deputy Lead)	Undertake training to be designated person. Oversee centre processes which relate to safeguarding.
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	Embed safeguarding in curriculum. Observe and comment on safeguarding in OTLAs and SARs.
Programme Managers	Observe and comment on safeguarding in OTLAs.
Quality Improvement Leader	Support training and design resources. Observe and comment on safeguarding in OTLAs
ILT e-Learning Co-ordinator	Support training and IT Infrastructure
LSCs	All DSOs - implement policy and procedure
Lead Careers Campaigns & Events Co-ordinator	Follow policy and procedure and report safeguarding concerns to DSOs
Placement Officer SEND	Provide letters re BAES safeguarding measures for partners on request. Link with venues' own safeguarding procedures. Ensure learners are aware of how to report a concern

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Employability Officer	Provide letters re BAES safeguarding measures for partners on request. Link with venues' own safeguarding procedures. Ensure learners are aware of how to report a concern
Centre 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 eg 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 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.
Admin support staff	Follow policy and procedure and report safeguarding concerns to DSOs
Tutor/Assessor	Embed safeguarding in lesson practice and report concerns to DSOs
Tutor of vulnerable adults	Maintain awareness of learners' appearance and behaviour and report concerns to DSOs
Support Staff – LSAs & Volunteer	Follow policy and procedure and report safeguarding and report concerns to DSOs concerns to DSOs
Family 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 THREE**

**EXTERNAL SPEAKER(S) FORM/Risk Assessment Form**

**Request to book 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: Centre Manager and Deputy Safeguarding Officer and cc 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 no.	
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	
<p>I declare that the information provided here is, to the best of my knowledge, a true and accurate statement of intentions and requirements.</p> <p>I/we agree to comply with BAES's Code of Conduct for External Speakers, should the event be given permission.</p> <p><b>Signature(s):</b> <span style="float: right;"><b>Date:</b></span></p> <p>..... <span style="float: right;">.....</span></p>	

**APPENDIX FOUR**

**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. Must 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. Must not spread hatred and intolerance in the community
5. Must 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**

## **ADDENDUM**

### **BAES Digital Policy - Guidance for staff teaching from home**

**(Addendum to be read in conjunction with section 10 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.

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- 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 your colleagues or learners that:
  - You use platforms which have been approved e.g. Teams and Big Blue Button on Moodle.
  - Use BAES standardised background
  - Ensure that webcams used effectively and activated when they need to be.
  - 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.
  - 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.
  - 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 and inputting personal information that would provide the criminal with access to your accounts.
  - 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 use.
- 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:
  - 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.
  - 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.
  - You must ensure that documents are returned to secure storage at a BAES site as appropriate or they are destroyed securely at home.
  - Do not put confidential waste into the ordinary waste. Ensure that it is shredded first.

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

- 1) Use the BAES standard background, neutral background or blurred background
- 2) Always use the waiting room facility.
- 3) Insist that learners' type in their full name clearly so that you can identify them before letting them in to the meeting.
- 4) Do not let in anyone whom you can't positively identify as one of your learners or a member of BAES staff.
- 5) Instruct your learners never to share the links to Zoom 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. A disciplinary offence will have been committed 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.

- Never share personal details online
- 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
- Ensure any images used are appropriate and are not subject to copyright restrictions
- It is essential to keep professional boundaries on social media platforms, for example not accepting friend requests from learners
- It is good practice on social media platforms to update privacy settings, so your personal profile is not open for everyone to view/access
- Do not share internal or confidential information about BAES or BCC in line with GDPR and data protection
- Do not post negative material about BCC or BAES on social media platforms

## ADDENDUM

### **BAES Digital Policy Guidance – Remote Learning Policy for Learners (Addendum to be read in conjunction with section 10 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 tutor 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.
- 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 the 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:
  - Keep private – do not share personal information.

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- 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 do contact your local centre to 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.

We are working towards a tablet and limited laptop loan service – please enquire at your local centre for more information. You will be expected to sign an agreement to use, store and return the equipment safely.

### **e-safety and IT courses**

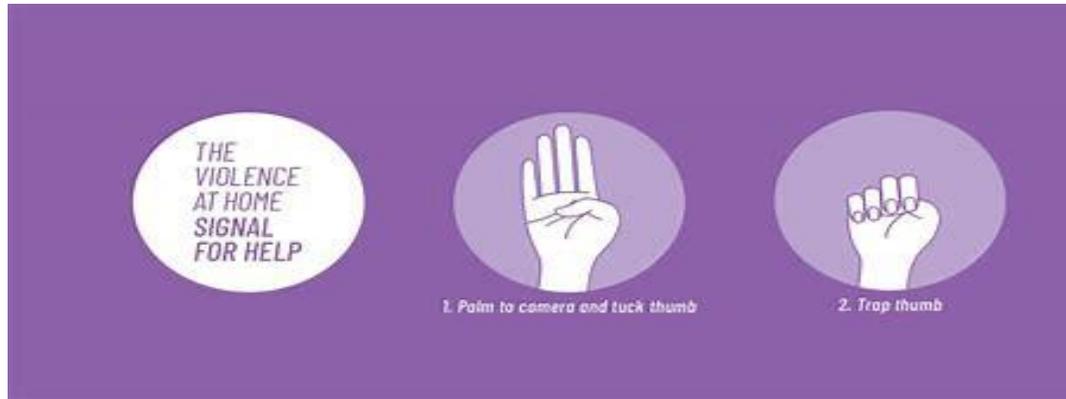
Your safety is very important to us. You can access a free e-safety course on Moodle, or ask your tutor for help. We do encourage you to take this course to keep you and your family safe.

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 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 tutor 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 tutor or report it using the Safeguarding number 0121 – 675- 2805.