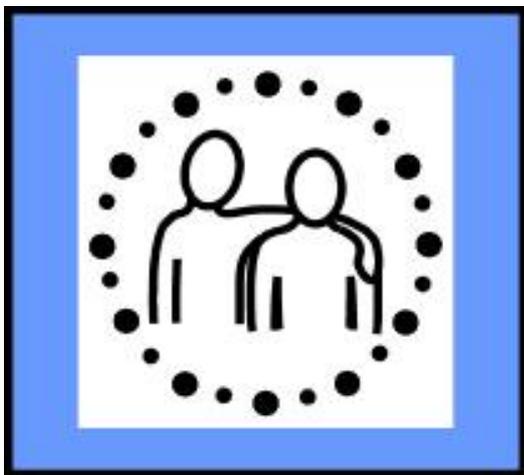


Safeguarding Workbook



cheynes
TRAINING



What do we mean by safeguarding?

Safeguarding is about keeping all learners safe from harm.

It is about putting measures in place to promote the health, safety and welfare of everyone but especially of those under the age of 18 and others who may be vulnerable.

This workbook aims to raise awareness and to give some important information about the things that are in place to help protect everyone on our programme.

The workbook also acts a guide to what you should do if you experience any health, safety or welfare issues or if you suspect someone else on the programme is experiencing any issues.

We are aware that some people may find the content within this workbook difficult to deal with. If you would like to talk about any issues raised, please approach your salon manager, your Head of Centre, your trainer or assessor or your Regional Training Advisor.

You may also contact our safeguarding designated person who would be pleased to help

Melissa Birch - 0795 828 4266

When you have completed the workbook, you will:

- Have an understanding of what is meant by safeguarding and why it is important
- Be able to identify what types of harm to be aware of and be kept safe from
- Know what to do if you have a safeguarding concern, and what happens next
- Understand your responsibilities in staying safe and helping to keep others safe

On completion of this workbook you should sign and date below and then show it to your Head of Centre to sign and date. Your Regional Training Advisor will also review the Safeguarding Workbook.

Candidate _____ Date _____

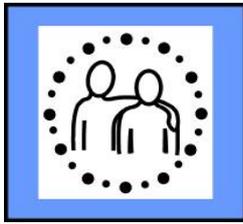
HOC _____ Date _____

RTA _____ Date _____

A special thanks to LSIS and our colleagues at Dimensions for the inspiration behind this workbook.



European Union
European Social Fund
Investing in jobs and skills



What is safeguarding?

Activity 1:



Working with a partner, discuss what do you think 'safeguarding' might mean?



Have you come across this term before?
If not, what do you think it might mean?

Safeguarding is the responsibility of all those that provide an education service to carry out to protect individuals from harm. Individuals include young people under the age of 18 and other vulnerable learners

NIACE, 2009

Safeguarding Statement

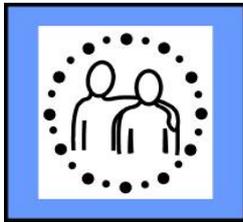
Our approach is based upon respect for all and an unreserved commitment to safety, fairness and equality of opportunity, especially for learners under the age of 18 and others who may be vulnerable. We will liaise closely with all organisations we work with to provide a safe and secure environment within which learners can work and learn and we will make every effort to identify any learner or other vulnerable person who is at risk of suffering harm during their involvement with our programmes and we will take appropriate action to keep them safe.

We will promote the concept of the '**Safe Learner**' by:

- Minimising risks in training environments
- Speedily addressing any concerns with appropriate action

We will link to the five '**Every Child Matters**' outcomes to encourage all learners to:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic wellbeing



Safeguarding is about:



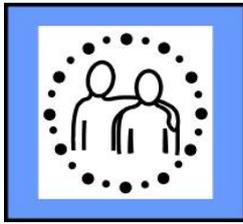
- What we would do if we think you are being harmed (or likely to be harmed)
- What you should do if you think someone else was being harmed
- What we do if we think you are about to harm someone else
- What we need you to do, to keep yourselves and others safe



What do we have in place already?

Here are some of the resources that are in place to help keep learners safe:

- Your salon manager – the first point of call, you should approach your salon manager with any issues relating to what is happening in the workplace
- Head of Centre and the centre team – the Head of Centre is a good alternative to the salon manager
- Regional Training Advisor – In many training locations, a RTA will visit at least every 12 weeks, maybe more often and are always ready to listen if you have any concerns.
- Designated safeguarding person – this person is highly trained in all aspects of safeguarding and can provide lots of useful information and support
- Health and Safety NVQ units – these form part of your apprenticeship and will help you to keep yourself and others safe from accidents in the workplace
- Equality and Diversity module – found on the Cheynes Training website, this module goes into detail about this important subject
- Cheynes Training website – a whole range of information is available both on the Home Zone and on the Candidate Zone
- Employment rights and responsibility module – found on the Cheynes Training website, this module goes into detail about your rights and responsibilities at work
- Dermatitis Award – part of our 'Stretch and Challenge' programme, this award will help you to understand the dangers of not taking care of your skin
- Travel Risk Assessment – specially developed to reduce risks for those learners who have to travel longer distances to attend training



Harm means

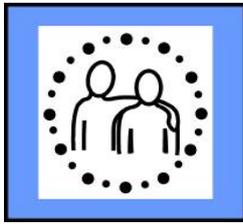


- Anything which is happening to you which is hurtful; emotionally or physically.
- It could mean bullying, sexual abuse, physical attack, being forced to do something you don't want to.
- It could be at home, at college/ training, in the workplace, with friends, online, in the street; anywhere



There are four definitions of abuse:

- **Physical Abuse** - physically hurting or injuring another person by hitting or otherwise causing physical harm.
- **Emotional Abuse** - persistent emotional ill-treatment of a person so as to cause severe adverse effects on their emotional development. It may involve conveying to someone that they are worthless or inadequate. It may involve causing them to feel frightened or in danger by being constantly shouted at, threatened or taunted which may make the person very nervous and withdrawn. Some level of emotional abuse is involved in all types of ill-treatment.
- **Sexual Abuse** - where a person under the age of 18 or any other who is vulnerable is used by others to meet their own needs. This could range from using sexually explicit language, sending sexual explicit photographs or texts, showing pornographic material, inappropriate touching to forcing someone to have full sex.
- **Neglect** - where a person's basic physical and psychological needs are not met, which is likely to result in the serious impairment of their health or development, examples include failing to protect from physical harm or danger, forcing them to leave the safety of the family home, etc.



Safeguarding situations



Activity 2

Identify from the cards or list below, and tick, which of these situations may be included under the term 'safeguarding'

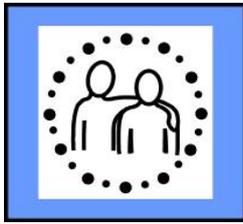


Physical, emotional or sexual abuse		Homelessness and unsuitable housing		Travelling to and from work or training	
Safeguarding	Not	Safeguarding	Not	Safeguarding	Not

Committing crime		Inappropriate supervision		Bullying, cyber-bullying	
Safeguarding	Not	Safeguarding	Not	Safeguarding	Not

Self-harm		Boring sessions		Fear of crime	
Safeguarding	Not	Safeguarding	Not	Safeguarding	Not

Forcing someone to have sex with you or someone else		Unsafe environments e.g. parks, sports grounds		"Grooming" i.e. befriending someone to take advantage of them	
Safeguarding	Not	Safeguarding	Not	Safeguarding	Not



Unsafe activities and environments		Texting in class time		Receiving a verbal warning for poor behaviour	
Safeguarding	Not	Safeguarding	Not	Safeguarding	Not

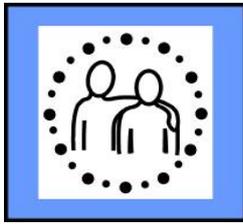
Text books not available at the salon or academy		Bullying due to race, sexuality, faith, gender and disability		Not having a National Insurance Number	
Safeguarding	Not	Safeguarding	Not	Safeguarding	Not

Internet grooming in chat rooms		Food outlet only selling unhealthy food		Taking someone's money	
Safeguarding	Not	Safeguarding	Not	Safeguarding	Not

Having a dress code at training		Tutors expressing their political views		Accusing staff of abuse	
Safeguarding	Not	Safeguarding	Not	Safeguarding	Not

Not allowing smoking on the premises		Sexting (sending sexually explicit messages or pictures)		Having very short breaks between sessions	
Safeguarding	Not	Safeguarding	Not	Safeguarding	Not

Can you think of any other situations which may be a safeguarding issue?



What are we safeguarding against?



- Abuse or inappropriate relationships
- Grooming (in person, online, by phone, etc)
- Inappropriate supervision (by parents or staff, e.g. too much)
- Bullying, cyber-bullying
- Self-harm, risky behaviour
- Unsafe activities and environments
- Accidents e.g. road, home
- Crime
- Fear of crime



The Cheynes Training Website

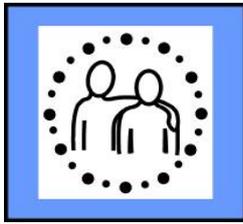
Cheyne Training has a very useful website that contains lots of information about the programme including wellbeing and safeguarding issues. The website may be accessed at www.cheynestraining.com and once registered you may access the both the Home Zone and the Candidate Zone where information relating to wellbeing may be found including:

Home Zone

- Equality and Diversity
- Health and Safety
- Safeguarding
- Prevent

Candidate Zone

- Equality and diversity – including an online training module
- Health and safety – useful general guidelines
- Employment Rights and Responsibility – including an online training module
- Every Candidate Matters – where there is a particularly useful list of support agencies that cover a wide range of issues that may occur, these range from bullying to seeking counselling
- Downloads – please also check out this section which contains useful information on subjects such as Harassment, etc.



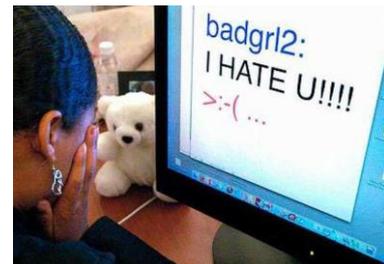
and...



- Exploitation including financial, sexual exploitation
- Immigration issues
- Unsafe environments e.g. parks, sports grounds
- Homelessness and unsuitable housing
- Victimisation due to race, sexuality, faith, gender, disability and so on
- Alcohol and drug misuse

Cyber-Bullying - What is it?

Some people use technology to abuse and bully others. This could be via email, social networking sites, texts or phone calls. This is unacceptable and no one has to put up with it. If you are being bullied in this way or if you are aware someone else is being bullied, you must report it. Here are some useful contacts that can help stop cyber-bullying.



www.chatdanger.com

Chat Danger - a website all about potential dangers of interactive online services like chat, instant messaging, email and mobiles

www.iwf.org.uk

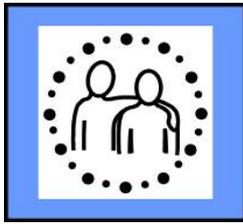
Internet Watch Foundation – support website with information on filtering, protection and an area to report illegal content

www.stopcyberbullying.org

Cyber-bullying - contains links to useful online documents such as a guide to cyber-bullying

www.iwf.org.uk

Internet Watch Foundation – support website with information on filtering, protection and an area to report illegal content



In fact...



Anything which causes **you**, your **salon** or **academy** or **Cheyne Training** to be concerned that **you** or **others** might be at risk of significant harm...

We have a legal responsibility to report any situation where a young person may be at risk of harm. Please be aware that not everything will be referred - only what needs to be.

Three Danger Areas

Mobile Phones

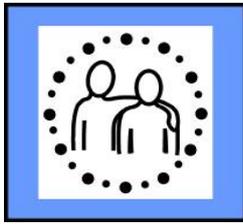
Be very careful who you give your phone number to. That person may not use your number but they could pass it to someone who will abuse it. Be careful where you write your number down, for example on forms etc. Make sure you lock your phone when not using it. Do not lend your phone to anyone. Do not respond to abusive text messages or phone calls in any way.

On-line

Take special care online. Don't share information with strangers in chat rooms or on social media sites and never give out your address or place of work to anyone who you do not know and trust 100%. There are lots of very clever people out there that are not what they seem, assume anyone you do not know is a possible risk to you, they may not be but it's best to be wary.

Meeting Strangers

Be very careful when meeting someone you don't know. Always meet in public places and always tell friends or relatives where you are going. Never meet anyone you do not know at their place or anywhere where you might be alone.



Activity 3: Safeguarding dilemmas

1. You know that a friend is being bullied by someone. You speak to your friend about this but they tell you it's no big deal and it's not bothering them. But you know that it is.

What would you do?

2. You have become friends with someone at work. You have been getting on well as friends but recently they have been hugging and touching you in a way that makes you feel uncomfortable.

What would you do?

3. You have noticed that on several occasions in the past few weeks a person you work with has had bruises on their arms. You ask how they got them but they appear embarrassed and tell you it's none of your business.

What would you do?



4. A friend has confided in you that she is pregnant. She is only 16 and says that if she tells her parents they will throw her out of the house. She asks for your advice and help.

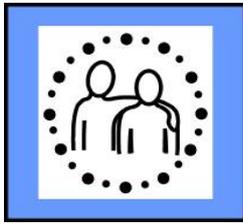
What would you do?

5. You are attending training on an Apprenticeship programme. During a discussion on Health and Safety you become aware that your workplace doesn't follow Health and Safety procedures, although they made sure everything was alright for the initial risk assessment. You have already had a couple of minor accidents, but nothing too serious.

What would you do?

6. A friend of yours is in tears over a family incident that happened at home. You are worried about them but they refuse to tell you what is wrong because it is a private matter. They tell you they can't face going into the class but won't go home either.

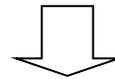
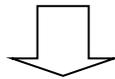
What would you do?



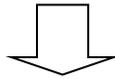
What happens if there is an issue?

A learner under the age of 18 or a vulnerable adult discloses allegations of abuse to a salon or academy colleague or to an employee or representative of Cheynes Training

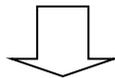
A salon or academy colleague or an employee or a representative of Cheynes Training suspects abuse involving a learner under the age of 18 or a vulnerable adult



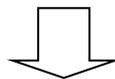
The salon or academy colleague or employee or representative of Cheynes Training must write a report of the allegations - as soon as possible using the Report of Concern document



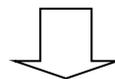
The salon or academy colleague or employee or representative of Cheynes Training must report the allegations to the Cheynes Training designated person without delay



The Cheynes Training designated person has responsibility to report to appropriate department either the Social Services department or the Police

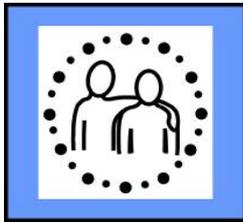


The salon or academy, along with Cheynes Training will consult with the investigating authority and take appropriate action to minimise any risk



The Cheynes Training designated person will act on the advice given by the investigating authority

To contact the Cheynes Training designated person please telephone Melissa Birch on **0795 828 4266** or call the **0131 476 7100** and ask for Melissa or email safeguarding@cheynestraining.com



When at work



Do you feel safe?

Why/ why not?

What would you do if you felt unsafe for any reason?

Do you feel you would be listened to?

Remember

- You can raise a concern at any time with anyone in the team
- Never feel embarrassed about raising a concern, we really do take every health, safety or safeguarding issue very seriously
- We have strong systems for dealing with safeguarding concerns
- We provide the designated person's contact details to all learners
- We work with agencies who can help in a variety of situations



Finally, if you wanted to improve safeguarding here, have your say, raise an issue or idea, how could you do that? What options are there to have your say?



Safeguarding Dictionary

Here are some definitions of words you may come across ...

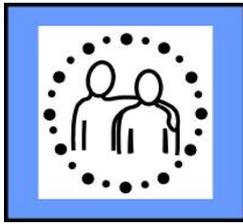
Additional Learning Support	<i>Funding made available by the Skills Funding Agency - using strict criteria - to further support Learners who may have additional learning needs</i>
Anti-Semitism	<i>Prejudice or hatred of, or discrimination against, Jews as an ethnic, religious, or racial group</i>
Apprentice	<i>The name given to a Learner taking part in a government funded apprenticeship programme aimed at widening the participation of learning in the workplace; an alternative name is Candidate</i>
Bigot	<i>Intolerance towards those who hold different opinions</i>
British Values	<i>See Fundamental British Values</i>
Candidate Zone	<i>Section on the Cheynes Training Website which is designed to support Learners on the Apprenticeship Programme</i>
Candidate Diary	<i>A booklet that Learners use to record activity whilst they are on an Apprenticeship Programme, some Centres use on-line systems such as Pinterest</i>
Candidate Support Checklist	<i>Document used to record any additional support needed by a Learner that is identified during the Initial Assessment</i>
Candidate at Risk	<i>Also known as CAR, this is a Learner identified as being at risk of becoming an Early Leaver from the Apprenticeship Programme</i>
Cheynes Training	<i>The Lead Provider responsible for administering all aspects of the Cheynes Training Apprenticeship Programme</i>
Cheynes Training Facebook	<i>Social media site for use by Learners and others on the Cheynes Training Apprenticeship Programme and which can be located at www.facebook.com/_cheynestraining</i>
Cheynes Training Website	<i>Website containing resources and information relating to all aspects of the Cheynes Training Apprenticeship Programme, the address is www.cheynestraining.com</i>
CRB	<i>See DBS</i>
DBS	<i>Part of the Safeguarding process, the Disclosure and Barring Service (previously known as the CRB) helps employers make safer recruitment decisions and prevent unsuitable people from working with Apprentices</i>
Democracy	<i>A system of government involving the whole eligible population typically through elected representatives such as MPs</i>



Disclosure and Barring Service	<i>See DBS</i>
Diversity	<i>Generic term used to describe the range of different cultures and minority groups within the United Kingdom</i>
E&D	<i>See Equality and Diversity</i>
Employment Rights and Responsibilities	<i>Also known as ERR, a subject that forms an important part of the Apprenticeship Programme and is supported by an online module developed by Cheynes Training entitled ERR which is located on the Cheynes Training Website</i>
Equal Opportunities	<i>See Equality and Diversity</i>
Equality Act	<i>Legal framework which protects all individuals, including Apprentices, against any form of discrimination</i>
Equality and Diversity Module	<i>An on-line training module developed by Cheynes Training which covers in detail aspects of Equality and Diversity and which is located on the Cheynes Training Website</i>
Equality Policy	<i>Apprenticeship Programmes must be available to all young people regardless of gender, disability, sexual orientation, religion, ethnic origin, or any other measure of Diversity. All Centres taking part in our programmes must agree to abide by the Cheynes Training Equality Policy which may be found on our website</i>
ERR	<i>See Employment Rights and Responsibilities</i>
ERR On-line Module	<i>On-line training programme developed by Cheynes Training to guide Learners through the Employment Rights and Responsibilities part of the Apprenticeship Programme and which is located on the Cheynes Training Website</i>
Every Child Matters	<i>Government initiative aimed at ensuring every young person under the age of 18 is healthy, stays safe, enjoys and achieves within their employment or training, makes a positive contribution and achieves economic wellbeing. The Cheynes Training approach to this initiative is entitled Every Candidate Matters</i>
Extremism	<i>Active, often violent opposition to Fundamental British Values</i>
Fundamental British Values	<i>Taken to mean support for democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs</i>
Head of Centre	<i>Person responsible for coordinating Teaching, Learning and Assessment on the Apprenticeship Programme at each Centre</i>
Head Office	<i>Cheynes Training's head office is at 15 Hope Street, Edinburgh, EH2 4EL, telephone 0131 476 7100, or by email at enquiries@cheynestraining.com</i>



Health and Safety	<i>Learners on Apprenticeship Programmes must be trained in all aspects of health and safety and salons taking part must have an approved, written Health and Safety policy</i>
Homophobia	<i>Negative attitudes and feelings toward homosexuality or people who are identified or perceived as being lesbian, gay, bisexual or transgender</i>
Individual Liberty	<i>Being free to enjoy various social, political, or economic rights and privileges normally associated with democracy</i>
Induction Checklist	<i>Document used to record all Induction activity undertaken by each Learner</i>
Learner	<i>The name given to those who are undertaking Teaching, Learning and Assessment on an Apprenticeship Programme, an alternative name is Candidate</i>
Learner Journey	<i>A planning tool which allows Cheynes Training to develop resources to help Learners at each stage of their Apprenticeship Programme</i>
Mutual Respect and Tolerance	<i>Understanding and accepting that in a culturally diverse society people from different faiths or religions may have different ideas and values that are just as important to them as your own are to you</i>
National Minimum Wage	<i>HMRC enforced regulations that cover what employers must pay to employees as a minimum. Learners on Apprenticeship Programmes are exempt from certain aspects of the National Minimum Wage</i>
Ofsted	<i>The government body responsible for inspecting all providers of Apprenticeship Programmes in England</i>
Personal Learning and Thinking Skills	<i>Skills built into the Apprenticeship Framework that include team-working, creative thinking and the ability to study independently, a willingness to collaborate with others, and a readiness to progress to further opportunities for education or training.</i>
Prevent Duty	<i>A government initiative that became law in July 2015 and which requires all providers of education including Apprenticeships to take positive steps to stop the radicalisation of young people</i>
Progress Review	<i>Meeting held with a Learner to record progress towards the completion of the Apprenticeship Programme</i>
Radicalisation	<i>The process by which a person starts to support Extremism which may lead to Terrorism</i>
Religious Extremism	<i>Religious ideology (ideas) that are considered to be far outside the acceptable mainstream attitudes of society</i>
Safeguarding	<i>A set of legal requirements that are aimed at ensuring that young people under the age of 18 and vulnerable adults are protected from any form of abuse</i>



Salon Health Check	<i>Key quality control document that is used to monitor Health and Safety provision on each employers premises</i>
Sexting	<i>The sending of sexual explicit photographs via SMS (texts)</i>
Sexual Exploitation	<i>Sexual abuse of young people under the age of 18 or those who are vulnerable</i>
Stretch and Challenge	<i>The system used by Cheynes Training to offer each Intermediate Apprentice a range of additional options designed to extend and broaden their range of abilities</i>
Terrorism	<i>An action, often based on political, religious or ideology, that aims to cause damage or disruption in order to influence government policy</i>
The Learner Journey	<i>A planning tool which allows Cheynes Training to develop resources to help Learners at each stage of their Apprenticeship Programme</i>
The Rule Of Law	<i>The legal principle that law should govern a nation as opposed to the arbitrary decisions of individual government officials</i>
Travel Risk Assessment	<i>A document that must be completed for each Learner under the age of 18 who is on an Apprenticeship Programme and who has to travel for one hour or more each way to attend training</i>
Twelve-weekly Visit Report	<i>Document used by the RTA and the Centre to record progress towards Framework completion by each individual Learner, this was formerly known as the Quarterly Visit Report</i>
Under Represented Groups	<i>Groups of individuals who, in percentage terms, have lower representation on a specific learning programme than that which occurs in the population as a whole, for example, males are under-represented in hairdressing</i>
URG	<i>See Under Represented Groups</i>
Values	<i>Beliefs that underpin the delivery of service within hairdressing and barbering</i>
Vulnerable Person	<i>A person who is at risk of abuse</i>
Wellbeing	<i>General name for all areas covering the health, safety and welfare of Learners on the Cheynes Training Apprenticeship Programme</i>
White Supremacist	<i>White supremacy is a form of racism centered upon the belief that white people are superior to people of other racial backgrounds</i>
Working Time Directive	<i>Government enforced regulations that cover the number of hours an employee must normally work each week.</i>