Model Safeguarding Policy by the Bikeability Trust. Version 2, March 2023.

All **red type** should be replaced by the relevant information specific to your organisation. Yellow highlights indicate where the model Safeguarding Policy fulfils the Bikeability Trust’s requirements as set out in ‘The Bikeability Trust training provider application guide’ of November 2022.

This template can be used as the basis for Training providers’ Safeguarding Policy. It needs to be adapted, based on individual requirements and information added, before it will be fit for purpose. The Training provider should ensure that it covers all environments where Bikeability training is delivered including, but not restricted to, after school clubs, holiday schemes and Bikeability Plus Family and Adult training.

The policy needs to show that you are fully compliant with the ‘Working Together to Safeguard Children (2023)’ statutory guidance and ‘The Care Act 2014’ for vulnerable adults, and describe what your organisation will do to implement this legislation.

If you don’t deliver Bikeability to adult riders, you can remove all references to vulnerable adults.

If you don’t work for a Grant recipient, please remove all references to Grant recipients.

This policy must be available to all employees, instructors and the public.

**Designated Safeguarding Lead**: Insert Name

**Contact Details** : Insert email and phone number

Date of policy approval: Insert Date

Date of policy review: Insert Date

Writer/reviewer of this policy: Insert Name

**Objectives of this policy**

This policy covers ORG as an employer and as a service provider of cycle training.

Please include a short description of your organisation and its objectives here. Describe the size of your organisation and where you are, the Grant recipients you are working for, your instructor workforce, the riders you are working with.

ORG is committed to safeguarding children and vulnerable adults participating in Bikeability cycle training.

This policy covers all customers, children (i.e. persons under 18 years of ages) and vulnerable adults who are using ORG’s Bikeability provision, and instructors and staff who are delivering it. It complies with the ‘Working Together to Safeguard Children (2018)’ statutory guidance and ‘The Care Act 2014’ and the requirements on Bikeability Trust training provider application guide V02’ of November 2022.

Through this policy ORG ensures that cycle training takes place in a safeguarded environment, that welfare concerns are recorded and referred, and that disclosures by children and vulnerable adults are listened to and acted upon.

**General procedures**

Org can delegate some of the below responsibilities (such as Safer recruitment and some points in General) to other named roles/members in the team. However, any requirements around reporting to Grant Recipients and the Bikeability Trust and all of ‘After a serious incident’ have to stay with the Safeguarding Lead.

**Responsibilities of the Safeguarding Lead or ORG**

* To make all staff and instructors aware of this policy and procedures. Insert here how you a going to do this at induction and later on when policies change.
* To monitor that this policy and procedures is used by staff and instructors. Insert here how you a going to do this. You may want to refer to ‘Management of Staff and Instructors’ below.
* To review this policy and procedures at least every year, with every change in legislation and after each incident
* After receiving an allegation of significant harm, a welfare concern or a disclosure of abuse to review ORG’s practice and to feed the findings from this review into the Quality Assessment Plan
* To keep a register of allegation of significant harm done, welfare concerns and disclosures of abuse.

**Allegations of Significant Harm done towards a child or vulnerable adult by an instructor or member of staff**

(See below for procedures around reporting of welfare concerns and disclosures of abuse by children and vulnerable adults.)

Significant harm is defined here [RSI guidance what to do if something goes wrong](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/752170/RSI_guidance_what_to_do_if_something_goes_wrong_Examples_table_deciding_what_to_report.pdf).

**Responsibilities of the Safeguarding Lead**

* To fill in a Safeguarding Report Form if they become aware of any allegation made against an instructor or member of staff
* To report allegations of significant harm done by an instructor towards a child or vulnerable adult to the Bikeability Trust and the Grant recipient within 72 hrs of learning about the allegation
* To review ORG’s practice, including a review of any risk benefit assessments made
* To feed this review into the quality improvement plan.

**Responsibilities of staff and instructors**

Please include any policies you have around whistleblowing etc here or refer to other policies you may have.

**Safer Recruitment**

ORG recruits all instructors and staff in accordance with safer recruitment policies and procedures.

**Responsibilities of the NAMED ROLE or ORG**

* To request DBS (Disclosure and Barring Service) certificates for all staff, managers and instructors
* To get at least 2 satisfactory references for all roles
* To check on qualifications for all roles
* To conduct interviews with applicants for all roles.

Specify any further procedures you may have.

**Management of staff and instructors**

**Responsibilities of the Safeguarding Lead**

* To take safeguarding training every two years
* To ensure that instructors always hold valid and clean enhanced DBS certificates, no older than three years This task can be delegated to an administrator
* To ensure that define roles always hold valid and clean DBS certificates at an appropriate level, no older than three years This task can be delegated to an administrator
* To ensures that all instructors and staff are trained in the use and implementation of this policy This task can be delegated to an administrator
* To ensure all instructors receive safeguarding training every three years This task can be delegated to an administrator
* To keep a register of instructors’ and staff’s safeguarding training, references, qualifications, DBS checks This task can be delegated to an administrator

**Responsibilities of Instructors and defined roles**

* To take safeguarding training every three years
* To always hold a valid and clean DBS certificate, no older than three years
* To use the procedures set out in this policy.

**Parental Consent and Booking Forms for vulnerable adults, Data handling and Data protection**

The Safeguarding Lead owns the parental consent form and the booking form for vulnerable adult riders that asks for medical conditions and special educational needs**.**

**Responsibilities of the Safeguarding Lead, other named role or ORG**

* To hold a Parental Consent Form that asks for relevant medical conditions and additional or special educational needs that instructors need to take into consideration when planning and delivering a session.
* To collect Parental Consent Forms for each child rider. Refer here where this form can be found
* To collect Booking Forms for vulnerable adult riders that ask for relevant medical conditions and additional or special educational needs that instructors need to take into consideration when planning and delivering a session.
* To share the Parental Consent and Booking Forms, medical conditions, additional and special educational needs of children and vulnerable adults with the instructors. Insert here how you a going to do this
* Please add your ORG’s procedures for handling, storing and destroying personal data of riders. You may refer to other policies that you have.

Specify any further procedures and responsibilities of particular roles within your organisation.

**Training delivery**

**Responsibilities of the Safeguarding Lead, other named role or ORG (please specify)**

For school based training:

* To give instructors a safeguarding contact for every school at which they deliver

For 1:1 training

* To encourage parents/carers to attend the training if they prefer
* To communicates the location of the training to all parties
* For training to take place in a public, open space, and never in an environment such as a behind a closed door

**Responsibilities of Instructors**

* To follow ORG’s Code of Conduct. Please include a reference where it can be found

For school based training:

* To know the names and contact details of the school’s safeguarding leads as noticed by Safeguarding Lead, other named role or ORG.

**Welfare Concerns and Disclosures of Abuse**

It may happen that during a training session an instructor has concerns about the welfare of a child or vulnerable adult. Also, a child or vulnerable adult may speak about abuse they experience at home, at school or in a different place. Instructors and Training providers need to know what to do in such an instance.

**Responsibilities of the Safeguarding Lead**

* To receive Safeguarding Report Forms from instructors and members of staff
* To keep a record of welfare concerns, disclosures of abuse and reports made to schools and to [include the name of the appropriate local safeguarding team contact here].

For school based training:

* To pass any Safeguarding Report Forms received on to the school’s safeguarding lead

For non-school based training:

* To decide whether to pass Safeguarding Report Forms on to [include the name of the appropriate local safeguarding team contact here] and to make a record of the reasons for this decision

Please include full and up-to-date details of the local safeguarding team to facilitate speedy reporting.

**Responsibilities of Instructors**

* To be alert to notice welfare concerns and accept any disclosures of abuse from any child or vulnerable adult.
* For school based training, as soon as possible to report the welfare concern or disclosure of abuse to the named school safeguarding lead
* For school based training, to record any welfare concern or disclosure of abuse on a Safeguarding Report Form and pass this on to ORG’s Safeguarding Lead within 24hrs of noticing the concern or disclosure of abuse made
* For non-school based training, if the threshold of significant harm is met to report to [include the name of the appropriate local safeguarding team contact here].

**APPENDIX 1 – SAFEGUARDING REPORT FORM**

Please see the Bikeability website for a template.

**APPENDIX 2 – Definitions**

Add any other technical terms that you need to define for your employees/instructors to be able to understand this policy.

The NSPCC website holds more information on all aspects of safeguarding.

**Types of Harm: Children**

The following definitions of child abuse recommended for registration are as stated in the joint government departments’ document, ‘Working Together to Safeguard Children’ published in 2018.

**Abuse & Neglect:** Somebody may abuse a child by inflicting harm, or by failing to act to prevent harm. Children may beabused in a family or in an institutional or community setting, by those known to them or, more rarely,by a stranger. Abuse and neglect can take place online and offline.

**Physical Abuse:** Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning,suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when aparent or carer feigns the symptoms of, or deliberately causes ill health to a child whom they arelooking after.

**Sexual Abuse:** Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities,whether or not the child is aware of what is happening. The activities may involve physical contact,including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts. They may include noncontact activities, such as involving children looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

**Neglect:** Neglect is the persistent failure to meet a child’s basic physical and/or psychological needs, likely toresult in the serious impairment of the child’s health or development. Neglect may occur duringpregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve aparent or carer failing to provide adequate food and clothing, shelter including exclusion from home or abandonment, failing to protect a child from physical and emotional harm or danger, failure to ensure adequate supervision including the use of inadequate care-takers, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.

**Emotional Abuse:** Emotional abuse is the persistent emotional ill treatment of a child such as to cause severe andpersistent adverse effects on the child’s emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child’s developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.’

**Bullying:** Bullying is behaviour that is threatening, aggressive or intimidating abusive, insulting or offensive cruel or vindictive humiliating, degrading or demeaning.

**Types of Harm: Vulnerable Adults**

The Care Act 2014 recognises 10 types of harm for adults:

[**Self-neglect**](https://www.anncrafttrust.org/what-is-self-neglect/): This covers a wide range of behaviour, but it can be broadly defined as neglecting to care for one’s personal hygiene, health, or surroundings. An example of self-neglect is behaviour such as hoarding.

[**Modern Slavery**](https://www.anncrafttrust.org/what-is-modern-slavery/): This encompasses slavery, human trafficking, forced labour, and domestic servitude.

[**Domestic Abuse**](https://www.anncrafttrust.org/disability-domestic-abuse/): This includes psychological, physical, sexual, financial, and emotional abuse perpetrated by anyone within a person’s family. It also includes so-called “honour” based violence.

[**Discriminatory**](https://www.anncrafttrust.org/what-is-discriminatory-abuse/): Discrimination is abuse that centres on a difference or perceived difference, particularly with respect to race, gender, disability, or any of the protected characteristics of the Equality Act.

[**Organisational**](https://www.anncrafttrust.org/institutional-abuse-definitions-signs-symptoms/): This includes neglect and poor care practice within an institution or specific care setting, such as a hospital or care home, or in relation to care provided in one’s own home. Organisational abuse can range from one off incidents to ongoing ill-treatment. It can be through neglect or poor professional practice as a result of the structure, policies, processes and practices within an organisation.

[**Physical**](https://www.anncrafttrust.org/what-is-physical-abuse/): This includes hitting, slapping, pushing, kicking, restraint, and misuse of medication. It can also include inappropriate sanctions.

[**Sexual**](https://www.anncrafttrust.org/what-is-sexual-abuse/): This includes rape, indecent exposure, sexual harassment, inappropriate looking or touching, sexual teasing or innuendo, sexual photography, subjection to pornography or witnessing sexual acts, indecent exposure and sexual assault, or sexual acts to which the adult has not consented, or was pressured into consenting.

[**Financial or Material**](https://www.anncrafttrust.org/what-is-financial-abuse/): This includes theft, fraud, internet scamming, and coercion in relation to an adult’s financial affairs or arrangements, including in connection with wills, property, inheritance or financial transactions. It can also include the misuse or misappropriation of property, possessions, or benefits.

[**Neglect and Acts of Omission**](https://www.anncrafttrust.org/what-is-neglect/): This includes ignoring medical or physical care needs and failing to provide access to appropriate health social care or educational services. It also includes the withdrawing of the necessities of life, including medication, adequate nutrition, and heating.

[**Emotional or Psychological**](https://www.anncrafttrust.org/what-is-emotional-abuse/): This includes threats of harm or abandonment, deprivation of contact, humiliation, blaming, controlling, intimidation, coercion, harassment, verbal abuse, isolation, or withdrawal from services or supportive networks.

There are four additional types of harm that are not included in The Care Act, but they are also relevant to safeguarding adults.

[**Cyber Bullying**](https://www.anncrafttrust.org/what-is-cyber-bullying/): Cyber bullying occurs when someone repeatedly makes fun of another person online, or repeatedly picks on another person through emails or text messages. It can also involve using online forums with the intention of harming, damaging, humiliating, or isolating another person. It includes various different types of bullying, including racist bullying, homophobic bullying, or bullying related to special education needs and disabilities. The main difference is that, instead of the perpetrator carrying out the bullying face-to-face, they use technology as a means to do it.

[**Forced Marriage**](https://www.anncrafttrust.org/what-is-forced-marriage/): This is a term used to describe a marriage in which one or both of the parties are married without their consent or against their will. A forced marriage differs from an arranged marriage, in which both parties consent to the assistance of a third party in identifying a spouse. The Anti-Social Behaviour, Crime and Policing Act 2014 make it a criminal offence to force someone to marry.

[**Mate Crime**](https://www.anncrafttrust.org/what-is-disability-hate-crime/): A “mate crime” is when “vulnerable people are befriending by members of the community who go on to exploit and take advantage of them” (Safety Network Project, ARC). It may not be an illegal act, but it still has a negative effect on the individual. A mate crime is carried out by someone the adult knows, and it often happens in private. In recent years there have been a number of Serious Care Reviews relating to people with a learning disability who were seriously harmed, or even murdered, by people who purported to be their friend.

[**Radicalisation**](https://www.anncrafttrust.org/what-is-the-prevent-agenda/): The aim of radicalisation is to inspire new recruits, embed extreme views and persuade vulnerable individuals to the legitimacy of a cause. This may be direct through a relationship, or through social media.

**APPENDIX 3 - Safeguarding Legislative and Regulatory Framework**

Children Act [1989](https://www.legislation.gov.uk/ukpga/1989/41/contents) and [2004](https://www.legislation.gov.uk/ukpga/2004/31/contents)

[Care Act 2014](https://www.legislation.gov.uk/ukpga/2014/23/contents/enacted) – to safeguard vulnerable adults

[Working Together to safeguard children](https://www.gov.uk/government/publications/working-together-to-safeguard-children--2) DfE, 2018, statutory guidance

[Keeping children safe in out of School Settings: code of practise](https://www.gov.uk/government/publications/keeping-children-safe-in-out-of-school-settings-code-of-practice) DfE, 2020

[Data Protection Act 2018](https://www.legislation.gov.uk/ukpga/2018/12/contents/enacted)

The [NSPCC](https://www.nspcc.org.uk/) website also provides support and advice.