

# REC PROFESSIONALS ACCREDITED CENTRE

Policy Document:

Safeguarding and Prevent Policy

Dated: June 2020

The REC Professionals Accredited Centre (known as REC Professionals Centre) role is to successfully deliver qualifications certificated by REC's Awarding Organisation (RECAO).

As part of our commitment to quality standards and therefore protecting our learners, RECAO ensures that any regulatory requirements imposed upon us are met. REC Professionals' policies are integral to our approach and articulate in a consistent way how we meet our regulatory requirements. These are reviewed annually to ensure they remain fit for purpose.

## Safeguarding & Prevent Policy

The REC Professionals Centre is committed to safeguarding, protecting and promoting the welfare of all of its students and seeks to implement best practice in safeguarding.

REC Professionals Centre recognises that learners within the safeguarded groups face the risk of abuse. It is the duty of every member of staff to prevent abuse and to take effective action when abuse is suspected or disclosed. The REC Professionals Centre also recognises that safeguarding incidents could happen anywhere and at any time and be perpetrated by a range of individuals including staff, other students and people external to the REC Professionals Centre including family and friends.

This policy has been developed in accordance with the principles established by the Children's Acts of 1989 and 2004, the Education Act 2002 and is in line with the Government publication Working together to Safeguard Children 2015 and reflects guidance contained in Keeping Children Safe in Education 2016 and the Care Act 2014, the Mental Capacity Act (MCA) 2005 and the Counter Terrorism and Security Act 2015.

## REC Professionals Centre Commitment

Abuse is unacceptable in all circumstances. The REC Professionals Centre is committed to ensuring that all children and vulnerable adults are protected from risk of abuse or risk of radicalisation and extremism. The best defence against abuse is the strength of values incorporated in the REC Professionals Centre's culture. All learners are entitled to be treated with dignity, courtesy and respect regardless of their background or of any of the protected characteristics under the Equality Act 2010.

Safety is embedded within good sound practice and the growing ability of learners to protect themselves, make their views known and be listened to. All learners should feel safe, secure and feel able to raise any concerns at any time.

REC Professionals Centre will report allegations of abuse to the RECAO if appropriate where an initial fact find indicates further cause for concern. With regards to allegations of suspected radicalisation and extremism a referral to the CHANNEL services may be made. If the report involves an allegation of a criminal act, a report will also be made to the Police and the REC Professionals Centre will fully cooperate with any investigations they carry out. The REC Professionals Centre will act on all reports of alleged abuse regardless of whether they are recent, are reported to have taken place in the past or have taken place on REC Professionals Centre premises.

REC Professionals Centre employees are in a position of trust and any betrayal of this trust will be viewed most seriously. Therefore any employee suspected of abuse will be subject to the REC Professionals Centre's disciplinary procedures. All employees have a duty to report abuse and/or allegations of abuse immediately where there is a concern that a learner's safety may be endangered, or an initial fact find suggests immediate action needs to be taken, and failure to do so is a serious abdication of responsibility and will result in disciplinary action.

## Aims of the Policy

Safeguarding encompasses a range of activities aimed at protecting an adult, child or young person's right to live in safety and free from abuse and neglect. The Policy aims:

- To prevent abuse, radicalisation and extremism by providing teaching and learner support which establishes a safe environment where students can learn in confidence, independence and feel listened to.
- To raise awareness of both teaching and business support staff of the need for the safeguarding of children and adults at risk and of their responsibilities in identifying and reporting possible cases of abuse, radicalisation and extremism.
- To provide positive adult role models by ensuring that staff behaviour is professional at all times.

- To provide a framework for the development of internal procedures to be followed by members of the REC Professionals Centre community in cases of suspected abuse.
- To emphasise the need for good levels of communication and information sharing between all members of staff.
- To provide a systematic means of monitoring learners known or thought to be at risk.
- To promote understanding and build relationships with other agencies in order to develop multi-agency working and information sharing.
- To ensure the REC Professionals Centre practices safe recruitment of staff, volunteers and governors.
- To prepare young people/children to operate safely within an adult environment to ensure that they have the skills and knowledge to stay safe.
- To prepare all young learners and vulnerable adults to operate safely within an electronic environment.
- To ensure that learners know that there are Safeguarding Officers whom they can approach if they are worried or in difficulty.
- To provide information in an accessible way to understand the different types of abuse.
- To provide appropriate support to staff, volunteers and governors through supervision and training.
- To assess risk in relation to all REC Professionals Centre activities, focussing on preventing and minimising risk and putting in place safeguards.
- To ensure staff keep a written record of any injury or incident that caused harm along with any steps taken.
- To ensure staff and volunteers keep a professional distance and do not share personal information/email addresses/telephone numbers with children or young people.
- To equip learners within the safeguarded group with the skills and knowledge to identify positive life choices and to assert their preferences.

## Learners within the safeguarding group

Abuse is defined as ‘a violation of an individual’s human and civil right by any other person or persons’. Abuse may consist of a single or repeated act and can be carried out by anyone. Whilst abuse can be intentional it does not have to be deliberate, malicious or planned to constitute abuse.

### Safeguarding Adults (adults at risk)

For the purposes of this policy, the safeguarding duties apply to an adult who:

- has a need for care and support (whether or not the local authority is meeting any of those needs), and
- is experiencing, or is at risk of, abuse or neglect; and as a result of those care and support needs is unable to protect themselves from either the risk of, or the experience of abuse or neglect (The Care Act 2014).

### The Care Act 2014 covers 10 areas of abuse:

1. Physical abuse: the threat or use of force which results in pain or injury or a change in the person’s physical health OR the non-accidental infliction of physical force that results in bodily injury, pain or impairment, including hitting, slapping, pushing, kicking, misuse of medication, restraint or inappropriate sanctions.
2. Sexual abuse, including rape, indecent exposure, sexual harassment, inappropriate looking or touching, sexual teasing or innuendo, sexual photography, subjecting 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.
3. Psychological abuse, including emotional abuse, threats of harm or abandonment, deprivation of contact, humiliation, blaming, controlling, intimidation, coercion, harassment, verbal abuse, isolation or withdrawal from services or supportive networks.
4. Financial or material abuse, including theft, fraud, internet scamming, coercion in relation to an adult’s financial affairs or arrangements, including in connection with wills, property, inheritance or financial transactions, or the misuse or misappropriation of property, possessions or benefits.
5. Neglect and acts of omission, including ignoring medical or physical care needs, failure to provide access to appropriate health, social care or educational services, the withholding of the necessities of life, such as medication, adequate nutrition and heating.

6. Self-Neglect covers a wide range of behaviours, including neglecting to care for personal hygiene, health or surroundings and other behaviours such as hoarding.
7. Discriminatory abuse includes forms of harassment, slurs, or similar treatment because of race, gender, gender identity, age, disability sexual orientation or religion.
8. Institutional abuse, demonstrated by repeated instances of neglect, poor care, management and/or professional practice
9. Domestic Abuse: incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse by someone who is or has been an intimate partner or family member regardless of gender or sexuality. This includes psychological, physical, sexual, financial, emotional abuse, so called honour-based violence, female genital mutilation and forced marriage. The age range is extended down to 16.
10. Modern Slavery: encompasses slavery, human trafficking, forced labour and domestic servitude.

Patterns of abuse vary and include:

Serial abusing - in which the perpetrator seeks out and 'grooms' individuals. Sexual abuse sometimes falls into this pattern as do some forms of financial abuse; Long-term abuse in the context of an ongoing family relationship such as domestic violence between spouses or generations or persistent psychological abuse; or Opportunistic abuse such as theft occurring because money or jewellery has been left lying around. Abuse is difficult to assess; many situations may involve a combination of abusive elements.

#### **6 Principles that underpin adult safeguarding**

1. Empowerment – People being supported and encouraged to make their own decisions.
2. Prevention – It is better to take action before harm occurs.
3. Proportionality – The least intrusive response to the risk presented.
4. Protection - Support and representation for those in greatest need.
5. Partnership – Local solutions through services working with their communities.
6. Accountability – Accountability and transparency.

The 6 principles aim to encourage practice that puts the person in control and generate a more person-centred set of responses and outcomes.

#### **5 Statutory principles that underpin the legal requirements of the MCA**

1. A person must be assumed to have capacity (always assume capacity until the person shows otherwise).
2. A person must be helped to make decisions.
3. A person must be allowed to make an unwise decision.
4. Actions undertaken for or on behalf of a person must be done in their best interests.
5. Actions or decisions made on behalf of a person must be the least restrictive option.

#### **4 Tests that someone has capacity to:**

1. Understand information about the decision to be made.
2. Retain that information in their mind.
3. Use that information as part of the decision – making process.
4. Communicate their decision.

## **Child/ Young Person**

For the purposes of this policy, a young person is defined (Children and Young Persons Act 2008, Education Act 2011, Keeping Children Safe in Education July 2016 and Working together to Safeguard Children Act 2015) as anyone who has not yet reached his/her 19th birthday.

Safeguarding and promoting the welfare of a child is the process of:

- Protecting children from maltreatment.
- Preventing impairment of children's health or development.
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best life chances.

### Abuse of a child/young person

Abuse (physical, emotional, sexual or neglect) is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g., via the internet). They may be abused by an adult or adults, or another child or children.

Keeping Children Safe in Education (July 2016) highlights 16 specific safeguarding issues which staff should be aware of when ensuring the wider safety and wellbeing of a child/young person:

1. Child Sexual Exploitation (CSE) – situations or relationships where children receive something (e.g., drugs, alcohol, food) in return for/as a result of engaging in sexual activities. It may range from what appears to be consensual sex to serious crime by gangs and groups.
2. Bullying, including cyberbullying - bullying can be physical or psychological and can be in person or via text messages or the internet (cyberbullying and virtual bullying) and involves the threat of violence or isolation either physically or online.
3. Domestic Violence – an incident or series of incidents involving violence, verbal, physical, psychological, sexual, financial or emotional abuse including controlling, coercive, threatening behaviour.
4. Drugs – the use of alcohol, tobacco, illegal and prescription drugs and other medicines, volatile substances and psychoactive substances (sometimes referred to as “legal highs”).
5. Fabricated or induced illness – this can include inventing symptoms and signs as well as medical histories, the falsification of symptoms, letters and documents, hospital records and charts and bodily fluid specimens.
6. Faith abuse – including witchcraft and spirit possession, leading children astray, references to demons, devils, evil eye, djinns, dakini as well as ritual or mudi killings and the use of witchcraft or magic to produce fear or compliance.
7. Female Genital Mutilation (GFM) - this involves the removal (partial or total) of external female genitalia or other deliberate injury to the female genital organs for non-medically related reasons and is usually cultural in origin. See additional information below for mandatory reporting duty.
8. Forced Marriage – this is when one or both people to be married do not or cannot consent to a marriage and are forced to do so by physical, psychological, financial, sexual or emotional pressure.
9. Gangs and Youth Violence – in some areas, crime and violence are an integral part of youth identity and lead to increased antisocial behaviour and levels of criminality/youth offending.
10. Gender-based violence/violence against women and girls (VAWG) – this is a general term covering violence (physical, sexual or otherwise) together with female genital mutilation, harassment and stalking.
11. Mental Health – good mental health is vital to the wellbeing and everyday lives of individual and their communities and so it is important that any issues are reported and managed as appropriate.
12. Private Fostering – this happens when a child under the age of 16 (under 18 if disabled) is put into the care someone who is not a relative or close relative for a period longer than 28 days without the involvement of the local authority
13. Radicalisation – this is the process which leads to an individual deciding to support terrorism and forms of extremism which lead to terrorism.
14. Sexting – this is when individuals create sexually explicit images which are then sent via the internet or through mobile phone messages.

15. Teenage Relationship Abuse - this can be divided into 4 main areas of Financial Abuse, Sexual Abuse, Physical Abuse and Emotional Abuse. Financial abuse may include having undue control over a person's finances, forcing them to buy items or forcing them to work or not to work. Sexual abuse may include forcing someone to have sex against their will, rape, unwanted attention (e.g., kissing or touching), being made to watch pornography against their will or pressure not to use contraception. Physical abuse may include using weapons, physical hitting, scratching, punching, pushing, biting, kicking. Emotional abuse may include isolating individuals from friends and family, controlling what they wear, where they go, who they are friends with, checking their emails, texts, social networking sites, the constant use of insults and name calling. It may also include making the individual feel responsible for the abuse they are suffering.
16. Trafficking – as defined in Article 3 of the Palermo Protocol to Prevent, Suppress and Punish Trafficking in Persons, especially Women and Children, Supplementing the UN Convention against Transnational Organised Crime to the UN Convention 2000, trafficking is “the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation. Exploitation shall include, at a minimum the exploitation of the prostitution of others or other forms of sexual exploitation, force labour or services, slavery or practices similar to slavery, servitude or the removal of organs”.

The legislation requires regulated health and social care professionals and teachers in England and Wales to make a report to the police where, in the course of their professional duties, they either:

- are informed by a girl under 18 that an act of FGM has been carried out on her, or
- observe physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth.

There are NO circumstances in which you should be examining a learner or child. In such circumstances, they must make a report under the duty, but should not conduct any further examination of the child. For the purposes of the duty, the relevant age is the girl's age at the time of the disclosure/identification of FGM (i.e., it does not apply where a woman aged 18 or over discloses she had FGM when she was under 18).

The Duty is a personal Duty which requires the individual professional who becomes aware of the case to make a report; the responsibility cannot be transferred. The only exception to this is if you know that another individual from your profession has already made a report, there is no requirement to make a second. The duty does not apply in relation to at risk or suspected cases or in cases where the woman is over 18. In these cases, you should follow REC Professionals Centre's safeguarding procedures.

## Government Counter Terrorism Strategy (CONTEST 2015)

CONTEST is the UK's government strategy which aims to reduce the risk to the UK and its interests overseas from terrorism, so that people can go about their daily lives freely with confidence.

### There are 4 main elements:

- Pursue lies within the realm of the police and security services. It is concerned with the apprehension and arrest of any persons suspected of being engaged in the planning, preparation or commission of a terrorist act.
- Prevent is concerned with working with partners to reduce support for terrorism of all kinds, challenge extremists whose views are shared by terrorist organisations and challenging and isolating extremists operating on the internet.
- Protect aims to strengthen our protection against a terrorist attack and reduce our vulnerability to such attacks. This involves managing the risks to crowded places and the safeguarding of hazardous materials.
- Prepare seeks to mitigate the impact of a terrorist attack where that attack cannot be stopped. This includes work to bring a terrorist attack to an end and to increase our resilience so we can recover from its aftermath.

## Prevent Duty

The duty in the Counter Terrorism and Security Act 2015 is “to have due regard to the need to prevent people from being drawn into terrorism.” Prevent – is the Government’s national counter terrorism strategy and aim to stop people being drawn in terrorism. It aims to reduce the risks of radicalisation and ensure people are given advice and support. Extremism – is vocal or active opposition to fundamental British Values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. This also includes extremism calls for the death of the armed forces, whether in the UK or overseas (Home Office 2015). Radicalisation – refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

### CHANNEL Process

CHANNEL is a Government initiative early intervention process; it is a key element to the Prevent strategy and is a process for safeguarding individuals by assessing their vulnerability to being drawn into terrorism. Channel assesses vulnerability using a consistently applied vulnerability assessment framework built around three dimensions:

- Engagement - with a group, cause or ideology.
- Intent - to cause harm.
- Capability - to cause harm.

The dimensions are considered separately as experience has shown, for example, that it is possible to be engaged without intending to cause harm and that it is possible to intend to cause harm without being particularly engaged.

### Vulnerability to Radicalisation

All staff have a responsibility to take notice of patterns of behaviour that show whether a person is engaged in an ideology, is intent in causing harm or capable of committing violent acts.

There are a number of behaviours and other indicators that may indicate a vulnerability to radicalisation and extremism.

- Dimension.
- Definition/Factors.
- Potential Indicators.
- Engagement.

Engagement factors are sometimes referred to as psychological hooks. These could include the needs of a person, their susceptibilities, their motivations and influences.

Engagement factors can also include:

- Feelings of grievance or injustice.
- Feeling under threat.
- A need for identity, meaning or belonging.
- A desire for status.
- A desire for excitement or adventure.
- A need to dominate and control others.
- A desire for political or moral change.
- Opportunistic involvement.
- Family or friends’ involvement in extremism.
- Mental health issues.
- Spending increasing time in the company of other suspected extremists.
- Changing their style of dress or personal appearance to accord with the group.
- Their day-to-day behaviour becoming increasingly centred around an extremist ideology, group or cause.
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause.
- Possession of material or symbols associated with an extremist cause (e.g., the swastika for far right groups).
- Attempts to recruit others to the group/cause/ideology.
- Communications with others that suggest identification with a group/cause/ideology.

Intent factors are those that show a person is ready to use violence to promote their views or achieve their aims.

- clearly identifying another group as threatening what they stand for and blaming that group for all social or political ills,
- using insulting or derogatory names or labels for another group,
- speaking about the imminence of harm from the other group and the importance of action now,
- expressing attitudes that justify offending on behalf of the group, cause or ideology,
- condoning or supporting violence or harm towards others; or plotting or conspiring with others.

To have capability to cause harm requires skills resources and networks to be successful.

- having a history of violence,
- being criminally versatile and using criminal networks to support extremist goals,
- having occupational skills that can enable acts of terrorism (such as civil engineering, pharmacology or construction), or
- having technical expertise that can be deployed (e.g., IT skills, knowledge of chemicals, military training or survival skills).

The examples above are not exhaustive and vulnerability may manifest itself in other ways. There is no single route to terrorism nor is there a simple profile of those who become involved. For this reason, any attempt to derive a 'profile' can be misleading. It must not be assumed that these characteristics and experiences will necessarily lead to individuals becoming terrorists, or that these indicators are the only source of information required to make an appropriate assessment about vulnerability.

## Prevention

The REC Professionals Centre employs various strategies to control the risk of abuse, radicalisation and extremism and target the causes and opportunities for abuse and neglect. These include:

- Communication with the REC Professionals Centre community about the nature of abuse and REC Professionals Centre safeguarding activity.
- Embedding the principles of safeguarding into management expectations and professional practice.
- Awareness raising training for all REC Professionals Centre employees, governors, volunteers and employees of partner organisations.
- Learner/activity risk assessments prior to the start of learning programmes.
- Training for young people and adults who may be at risk of abuse on personal safety, health and wellbeing. Safeguarding issues will be explored as a fundamental part of the curriculum with learners in the target groups.
- Monitoring local reports of abuse and researching their causes.

## Targeted Prevention

Prevention strategies are specifically targeted at staff working with children/young people and/or adults at risk. This is because research shows that a significant number of abuse incidents involve professionals, carers and service managers as well as fellow students.

Targeted Prevention Strategies include:

- Employee Recruitment.
- A DBS Disclosure will be obtained as required for all new and existing.
- An up to date single central record will be maintained, detailing a range of checks carried out on REC Professionals Centre staff.
- The REC Professionals Centre will ensure that contract/agency staff have undergone the necessary checks and have been made aware of this policy.
- Identity and employment history checks will be carried out on all appointments to the REC Professionals Centre workforce before the appointment is made.
- Policies and Procedures employees are expected to follow. The REC Professionals Centre reinforces expectations of employees through rules for conduct and practice which, if broken, could lead to disciplinary action.



- Employee Training and Induction. On joining the organisation and when necessary thereafter, all employees, volunteers and governors are provided with training regarding professional standards, policy and procedures and how to address the possibility of abuse appropriate to the roles and responsibilities as defined in the REC Professionals Centre safeguarding plan.
- Employee Supervision and Support. Employees working with adult learners who may be at risk of abuse or neglect receive role specific training and regular supervision sessions from their line manager where they are supported in reflecting on their practice and areas for improvement.
- Other learners – all learners will receive information at induction on the REC Professionals Centre’s safeguarding policy and procedures and be informed that any concerns regarding suspected abuse of learners by staff, volunteer or fellow learners should be reported immediately using the contact details advertised on REC Professionals Centre noticeboards or directly via reception or their tutor.

## Safe Practice

Safe working practice ensures that students are safe and that all staff, governors and volunteers:

- are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions,
- work in an open and transparent way subject to data protection law,
- work with other colleagues where possible in situations open to question,
- discuss and/or take advice from REC Professionals Centre management over any incident which may give rise to concern,
- record any incidents or decisions made,
- apply the same professional standards regardless of gender or sexuality,
- are aware of the confidentiality policy, including the use of digital technology and social media with children and young people,
- are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

## Roles & Responsibilities

The REC Professionals Centre Manager will be responsible for ensuring that:

- there is sufficient designated safeguarding staff are available,
- the safeguarding policy is updated and reviewed annually,
- the REC Professionals Centre has procedures to fully implement this policy,
- sufficient resources and time are allocated to enable the designated person(s) and other staff to discharge their responsibilities,
- the RECAO will monitor the REC Professionals Centre’s compliance with policy.

The REC Human Resources team will be responsible for ensuring that:

- the REC Professionals Centre operates safe recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children, young people and adults at risk,
- the REC Professionals Centre staff induction process covers how to keep safe and how to use the Safeguarding procedures,
- staff receive regular safeguarding updates, as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children and adults at risk effectively.

The REC Professionals Centre Manager will:

- be a member of the REC Management Team,
- act as a source of support, advice and expertise on matters of student safety and safeguarding within the educational establishment,
- liaise with the RECAO to inform them of any issues and ongoing investigations,
- refer cases of suspected abuse or allegations to the relevant investigating agencies as appropriate,

- ensure that learners are aware of the safeguarding procedures, and appropriate content on keeping safe and wellbeing are incorporated into courses as relevant to the learner group,
- ensure that all staff have access to and understand the REC Professionals Centre's Safeguarding and Prevent Policy,
- ensure parents, guardians or named responsible adults are made aware of the policy which alerts them to the fact that referrals may be made and the role of the establishment in this to avoid conflict later,
- recognise how to identify signs of abuse and when it is appropriate to make a referral,
- keep detailed, accurate and secure written records and/or concerns,
- undertake investigations as directed by the RECAO,
- obtain access to resources and attend any relevant or refresher training courses at least every two years,
- implement training and disseminate information for young people and adults at risk on staying safe at the REC Professionals Centre,
- Support or arrange support for children or adults at risk who have been abused or are at risk of abuse.

All staff and volunteers will:

- work in an open environment, where possible avoiding private and unobserved situations,
- treat all students fairly with dignity and respect,
- not share personal information and personal email addresses/Facebook friends/personal mobile,
- keep a written record of any injury or incident (including verbal attacks) along with any steps taken,
- fully comply with the REC Professionals Centre's policies and procedures, including advising their line manager of any injury or incident,
- attend appropriate training,
- be alert and vigilant to indicators of abuse,
- report all concerns or possible indicators of abuse to the REC Professionals Centre Manager.

It is the responsibility of all employees to be alert to possible indicators of abuse and to raise concerns to the REC Professionals Centre Manager. Staff members may become aware of the possibility that abuse has occurred by witnessing an act, receiving a verbal report from a learner or member of staff or by suspicions raised by indicators listed in the guidelines associated with this policy.

## Confidentiality

Information about abuse must never be withheld intentionally (deliberately withholding information will lead to disciplinary action) as failure to disclose may have an influence on the future safety of an individual.

Disclosures and concerns should not be treated as confidential. Individuals who have made a disclosure should be informed of the next steps that will be taken and should be assured discretion.

Whilst the GDPR May 2018 places duties on organisations and individuals to process personal information fairly and lawfully, it is not a barrier to sharing information where the failure to do so would result in a child being placed at risk of harm. Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

If a learner lacks the capacity to consent (as prescribed in current legislation), the REC Professionals Centre will report the abuse immediately in order to act in the best interests of the individual.