



Accreditation Documents

# Learner Induction Policy

## **Purpose:**

RadioTraining.ie (referred to as The Company) aims to integrate all students both academically and socially, giving them all the necessary information and guidance to ensure their success

## **The Induction:**

The induction process will be carried out online through our LMS and face to face. All learners will also receive a face to face induction on how to use any necessary equipment that is used in this student's training course.

The induction will include health & safety, fire safety arrangements, toilet facilities, water and food arrangements as well as any other relevant information necessary to the student's safety and comfort.

## **Policies and procedures:**

- The Trainer will provide a full Introduction to the Course
- The induction will provide sufficient explanation in The Company's policies and procedures as well as explain the staff and student's rights and responsibilities.
- Learners will also be introduced to the following procedures: assessing tutor support; making complaints; attendance standards and assessment arrangements
- The trainer will introduce learners to all training resources. This may involve power point, LMS training as well as any other equipment/procedure involved in the training.
- We ask the students to talk about themselves, introducing each learner and their goals to the group. We are committed to listening to all our learners, therefore we welcome feedback from them.
- Our trainer will aim to integrate themselves with learners during tutor/assessor activities.
- The induction will explain the assessment process in details. Learners are encouraged to ask questions to ensure that they are fully aware of their assessment arrangements.
- Finalising the induction process, staff will be answering learner's questions ensuring all learners know who to contact in case of further questions.

# Complaints Procedure

## **Purpose:**

RadioTraining.ie wants to provide the highest quality service at all times, however if you should find the need to make a formal complaint, we want to provide you with a clear path to doing so. The procedure outlined in this policy is designed to deal with your complaints effectively and efficiently.

## **Commitment:**

Should you decide to submit a complaint, we will deal with it impartially and with sympathy and respect. Rest assured that your future dealings with RadioTraining.ie will not be affected.

## **Procedure:**

1. We suggest that your starting point is to bring your complaint to the attention of your tutor. You should write to, or arrange to speak with your tutor in person.
2. Should this route not resolve the issue, or if you feel it is not appropriate in your case here are the procedures:
  - a) Put your complaint in writing to the Training Director who will undertake an investigation
  - b) The Director will advise you of the outcome and keep you up to date the progress of their investigation.
3. APPEALS PROCEDURE  
If you are not satisfied with the outcome , you should write directly to the Managing Director at Radio Training.ie, 9 Willow Business Park, Dublin 12

# Conflict of interest policy and procedure

## **Purpose:**

There is always a possibility of conflicts of interest arising in our Training programmes. This policy is here to provide guidance should this happens. It applies to all staff and contractors involved in delivering training on all RadioTraining.ie courses

## **Policy:**

All Staff and contractors must be free from conflicts of interest that may potentially adversely affect their objectivity or judgement. Any potential conflict must be disclosed and properly managed. It is the responsibility of each individual to recognise the potential for conflict of interest and take the appropriate steps. Examples of such conflicts could be but are not limited to:

- When an individual has personal interests that conflict with their professional position
- When an individual has knowledge that someone taking a course is a friend or relative / or has undertaken work for RadioTraining.ie staff members or contractors or the Company
- A conflict of interest may generally be defined as a conflict between the official responsibilities of a tutor, assessor, and internal verifier and any other interests the particular individual may have and as such could compromise or appear to compromise their decisions

## **Procedure:**

If any individual realises that there exists a conflict of interest, they must make a declaration in writing to the Training Director. If any changes occur to the situation, they must submit an update to their declaration in writing. This outcome will normally be agreed between the Training Director and the individual. The declaration will be evaluated and a written record of any outcome and action will be recorded.

# Equal Opportunities & Diversity

## **Purpose:**

This document acknowledges that RadioTraining.ie (referred to as The Company) embraces working and training within a diverse community and will foster a sense of value and respect for others in our students, staff and contractor. We are an equal opportunities training provider.

The Company recognises and complies with its obligations under the law and opposes unlawful discrimination on the basis of the following:

- special needs
- race
- disability
- sexual orientation
- religion or belief
- Age
- gender
- marital or civil partnership status
- pregnancy and maternity
- any gender reassignment

## **Implementation:**

We will ensure that staff and contractors lead by example, through the supportive training culture and through RadioTraining.ie policies.

# Internal Quality Assurance Policy

## **Purpose:**

This policy aims to ensure that internal quality assurance is valid, reliable and covers all assessors and programme/qualification activity with accurate recording of internal quality assurance decisions. Our objective is that the internal quality assurance procedure is open, fair and free from bias.

## **Policy:**

RadioTraining.ie (referred to as The Company) will ensure that:

- Staff and Contractors should be fully briefed in the requirements of the internal quality assurance process
- Internal Quality Assurer (IQA) roles need to be understood, defined and supported by all staff and contractors
- The Company commits to Assessment methods being verified and fit for purpose
- Internal Quality Assurance is to be promoted as a developmental process
- Appropriately structured samples of assessor work from all programmes and qualifications is to be sampled to ensure conformity of standards.
- An annual internal quality assurance schedule is planned, followed and reviewed, based around our assessment plans.
- The Company will at all times define, maintain, and support effective internal quality assurance roles.
- Identified staff maintain secure records of all internal quality assurance activity.
- There is provision of standardised internal quality assurance documentation
- The outcome of internal quality assurance will be used to enhance future assessment practice.

# Health and Safety Policy

## **Purpose:**

RadioTraining.ie (referred to as The Company) is committed to achieving the highest standards in the management of health and safety. This document outlines our policy.

## **Policies and Principles:**

1. The Company expects staff, students, visitors, contractors and other employers who work at The Company to embrace this commitment by adhering to training policies and procedures.
2. We intend to ensure the health and safety of all individuals who interact with The Company by:
  - a. Involving our trainers and students in matters relating to their own health and safety through consultation.
  - b. Maintaining and managing our workplace so that it is, so far as reasonably practicable, safe and that risks to health are controlled.
  - c. Providing adequate and appropriate facilities and arrangements for welfare at work.
  - d. Providing, managing and maintaining equipment so that it is, so far as reasonably practicable, safe and that risks to health are controlled.
  - e. Identifying hazards and conducting formal risk assessments when appropriate in order to minimise physical and psychological risks for all activities undertaken by The Company.
  - f. Ensuring that control measures and emergency procedures are: in place; effective; properly used; monitored; and, maintained.
  - g. Implementing systems of work that are safe and where risks to physical and psychological health are controlled.
  - h. Providing the information, instruction, training and supervision at all levels necessary to ensure that staff and students are competent to supervise or undertake their work activities and are aware of any related hazards and the measures to be taken to protect against them, and giving adequate information on relevant hazards to any persons whose health and safety might be affected by them.
  - i. Keeping up to date with best practice in relation to health and safety and complying with all relevant legislation and authoritative guidance.
  - j. Monitoring the safety performance of contractors who work for us.

Where there are no existing policies or guidance, we expect our staff and contractors to implement the highest relevant standards and to comply with relevant legislation.

Where no standards or legislation exist, we will work with our staff, students and contractors to develop systems which comply with best practice and eliminate or minimise the risks so far as reasonably practicable.

# Learner Appeals Procedure

## **Purpose:**

Radio Training.ie will facilitate students who wish to appeal the result of a module/modules or part thereof to do so through its Learner Appeals Procedure.

## **Procedure:**

This process permits the student to contest/appeal the nature and structure of the assessment process and the result of the assessment itself. The process for this appeals procedure is:

1. The appeal must be instigated by the student themselves.
2. The student is given 1 month after the posting of results to start the appeals process
3. An official appeal in writing, stating the nature of the appeal, must be submitted to the Training Director within this period
4. A 3rd party appointed by the Training Director will review the appeal
5. The learner will be informed of the result of the appeal within 7 days of submitting it.
6. The results after the appeal process will be forwarded as the final result.



# Malpractice and plagiarism policy and procedure

## **Purpose:**

We wish to identify and minimise the risk of malpractice by trainers or students as well as responding objectively and efficiently to any incident, in order to protect the integrity of Radio Training.ie and its qualifications.

## **Policy:**

- Communicate clearly these policies and procedures to our students from Induction stage
- Show students the appropriate formats to record cited texts and other materials or information sources.
- Ask students to declare that their work is their own by signing the Tracking and Feedback Form when work is submitted.
- Conduct an investigation into any allegation. Such an investigation will be supported by Training Director and all personnel linked to the allegation.

## **Procedures:**

- Make the individual fully aware, in writing, at the earliest opportunity of the nature of the alleged malpractice and of the possible consequences should malpractice be proven.
- Give the individual the opportunity to respond in writing to the allegations made.
- Inform the individual of the avenues for appealing against any judgment made in writing.
- Document all stages of any investigation.

## **Penalties:**

- Any assignments or other assessed work where evidence of malpractice by students or staff is shown, will be disallowed as part of the contents of a portfolio.
- Where there is any other evidence of malpractice by students or staff, the Training Director will consider appropriate penalties or sanctions.

## **Definition of Malpractice by Students**

This list is not exhaustive and other instances of malpractice may be considered by this centre at its discretion:

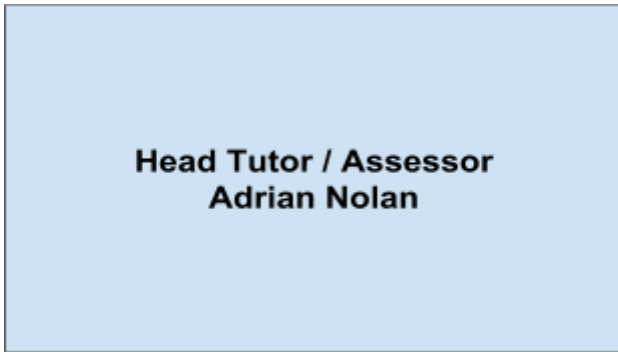
- plagiarism of any nature.

- collusion by working collaboratively with other students to produce work that is submitted as individual student work.
- copying (including the use of ICT to aid copying).
- deliberate destruction of another's work.
- fabrication of results or evidence.
- false declaration of authenticity in relation to the contents of a portfolio or coursework.
- impersonation by pretending to be someone else in order to produce the work for another or arranging for another to take one's place in an assessment/examination/test.

### **Definition of Malpractice by our Staff**

This list is not exhaustive and other instances of malpractice may be considered by this centre at its discretion:

- improper assistance to candidates.
- inventing or changing grades and decisions for internally assessed work (coursework or portfolio evidence) where there is insufficient evidence of the student's achievement to justify the assessment decisions made.
- failure to keep student coursework/portfolios of evidence secure.
- fraudulent claims for certificates.
- inappropriate retention of certificates.
- assisting students in the production of work for assessment, where the support has the potential to influence the outcomes of assessment. For example where the assistance involves centre staff producing work for the student.
- producing falsified witness statements. For example for evidence the student has not generated.
- allowing evidence, which is known by the staff member not to be the student's own, to be included in a student's assignment/task/portfolio/coursework.
- facilitating and allowing impersonation.
- misusing the conditions for special student requirements. For example where students are permitted support, such as an amanuensis, this is permissible up to the point where the support has the potential to influence the outcome of the assessment.
- falsifying records/certificates, for example by alteration, substitution, or by fraud.
- fraudulent certificate claims, that is claiming for a certificate prior to the student completing all the requirements of assessment.



Role:

The Assessor must ensure they have an up to date NCFE Qualification Specification to assist them in the delivery of the qualification before starting delivery.

The Assessor should decide on the assessment methods to be used throughout the delivery of the qualification and document this. These should help the learners demonstrate their skills, knowledge and understanding to help them provide the necessary evidence. A broad range of assessment methods can also make the qualification more engaging and enjoyable for the learners.

A planned programme outline should also be devised to show how they intend to deliver the qualification and as a benchmark to track progress.

A timetable should be created to highlight when teaching will take place.

The Assessor and Internal Moderator should work together to create a sampling strategy for internal moderation to take place and plan in dates when sampling can take place.

The Assessor may be responsible for inducting the learners onto the programme. If so this should include discussing relevant policies and procedures, carrying out an initial assessment, discussing reasonable adjustments and special considerations and any additional requirements, discussing whether RPL is appropriate and ensuring that they have signed a statement declaring that their work will be their own.

The Assessor should explain to the learner before the programme commences the content and requirements of the programme so that the learner is fully aware of their responsibilities. Together they should agree timescales for completion. They can use a learner action plan and unit feedback document to record the units the learners will complete and how they will be assessed.

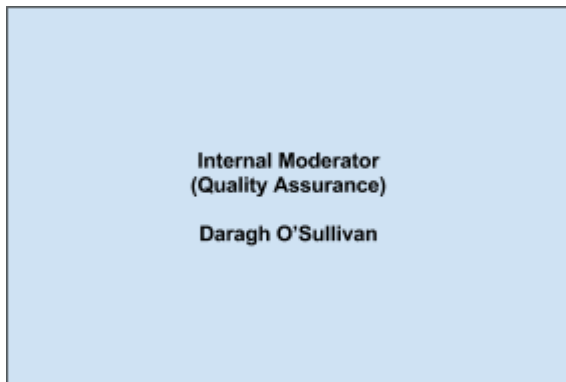
It's essential that that the Assessor reviews the learner's progress and provides them with regular feedback, both verbal and written which must be documented. The Assessor should set an action plan for the learner to work through and should give specific deadlines to help the learner complete the course by the deadline. The Assessor should also review any reasonable adjustments and special considerations during the course of the programme.

The Assessor and Internal Moderator should hold regular standardisation meetings and document the minutes.

The Assessor should keep up to date with any changes made to NCFE processes or procedures, and the content of the NCFE Qualification Specification.

The Assessor should be included in the external moderation visit and ensure any past actions have been carried out.

The Assessor should assist in carrying out actions or recommendations following the external moderation visit.



Role:

Explain why the internal quality assurance process needs to take place throughout the delivery and assessment of the qualification.

Before starting the delivery and assessment, the IQA should check against the scheme of learning, the qualification specification and the planned assessments, that all the learning outcomes and the ranges have been addressed. Any refinements needed should be completed by the Assessor, prior to issuing the assignments, assessments, tasks or projects to the learners.

The IQA should formally record their findings when sampling assessments. They should check for validity, suitable tone and language of the tasks. Also that the tasks are fit for purpose and appropriate for the level of the qualification and presented in a manner which may be clearly understood by the learner.

The IQA should hold regular meetings with the team and maintain records of meetings. It should be clear whether any actions are necessary, by whom and by when.

Once the programme has commenced and the learners are registered, the IQA should devise a sampling matrix taking into account the relevant sampling characteristics.

The IQA should make the assessment team aware of the sampling strategy and advise of dates when sampling is planned. This planning activity should be done with the cooperation of the Assessor and in relation to the assessment plan i.e. scheme of work.

Take care to sample a sufficient percentage of each Assessor and to take into account any new members of staff to the team. For an existing qualification with experienced Assessors we recommend around a 20-40% sample. For a new qualification or new Assessors we recommend around a 50% sample.

Undertake classroom observations with the Assessor and provide feedback. Although this is not a requirement of NCFE, it is an opportunity for the IQA to meet and speak with the learners who are undertaking the qualification.

Keep to the sampling plan as much as possible. Provide written feedback to the Assessors promptly and discuss any findings and take appropriate action.

Re-visit any sampling which was not up to standard when the first sampling of the assessment was done.

Provide the Assessor with ideas for expanding the variety of assessment methods.

Identify any areas for training and development for the Assessor i.e. updating occupational competence, attending specific training linked with the qualification or NCFE Assessor training.

Acknowledge and praise good practice, either for assessment feedback to the learner as well as the suitability of evidence presented to meet the learning outcomes and ranges.

Record detailed written remarks when the sampling of assessment decisions takes place. Maintain active support and guidance. This is often done informally but is always well received by any assessors.

Keep up to date with any changes made by NCFE to processes or procedures, or the content of the qualification standards.

Keep the team informed when the External Moderator (EM) visits are planned.

Prepare and brief the team for the EM visit. Check on past action points (if applicable) and ensure that any actions have been implemented.

The IQA should be present at the EM visit to receive the feedback and agree any actions or discuss recommendations.

Include the team in the EM visit, even if it is just to introduce them. This provides the Assessor(s) with the opportunity to ask the EM any questions.

Be sure to de-brief the team once the EM report is received and carry out actions or recommendations.

The role of the IQA and time needed to carry out the process varies greatly depending on the size of the cohort and the number of Assessors. Even when the cohort is small with one Assessor, it is vitally important to offer and record help and practical support throughout the delivery and assessment of the qualification.

# Child Protection Guidelines 2018

## Child Protection Statement

The care and safety of your children when they are at RadioTraining.ie is our primary concern.

It is our duty to ensure that the environment of RadioTraining.ie is conducive to our mission to offer Radio Training classes that encourage the development of both confidence and creativity in young people.

RadioTraining.ie:

1. Recognises that all children and young people have the right to freedom from abuse.
2. Ensures that all our staff are carefully selected and accept responsibility for helping to prevent the abuse of children and young people in their care.
3. Responds swiftly and appropriately to all suspicions or allegations of abuse, and provides parents and children with the opportunity to voice any concerns they may have.
4. Employs a Designated Liaison Person who takes specific responsibility for child safety and acts as the main point of contact for parents, children, young people and outside agencies.
5. Ensures access to confidential information is restricted to the Designated Liaison Person or the appropriate external authorities.
6. Reviews the effectiveness of our Child Protection Policy annually.

## Policy Statement

This policy statement is aimed at providing a safe environment where children and young people may enjoy social contact, personal and creative development. Adults selected to work within RadioTraining.ie should be secure in the knowledge that they have the full support of RadioTraining.ie.

### 1. Adoption of RadioTraining.ie Child Protection Guidelines.

All employees are expected to adhere to these guidelines. RadioTraining.ie will review the implementation of the Guidelines annually.

### 2. Safe Recruitment

RadioTraining.ie believes that the selection procedures greatly assist the assessment of a person's suitability to work with children and young people.

As a result of implementing such procedures, employees will be more assured of their position and of the confidence placed in them by RadioTraining.ie.

### 3. Reporting of Concerns

The employees and contractors of RadioTraining.ie will be fully conversant with the referral procedures where there is a concern about the welfare of a child, as outlined in the policies.

### 4. Code of Practice

Each employee will be expected to comply with the Code of Behaviour and Discipline outlined in our policies.

### 5. Parental Consent Forms

RadioTraining.ie will ensure that Parental Consent Forms are completed at the

commencement of each term for each child attending organisations.

## **6. Designated Liaison Person**

RadioTraining.ie has appointed a Designated Liaison Person (Daragh O'Sullivan) who will provide consultation, advice and support to staff on matters concerning the welfare of children and young people. Any matter brought to the attention of the Designated Liaison Person will be treated in strict confidence. Information will be divulged only where there is a legitimate need to know.

## **7. Health and Safety**

RadioTraining.ie expects all employees and contractors to adhere to the guidance on safety matters outlined in our policies.

## **8. Implementation and Review**

RadioTraining.ie is responsible for overseeing the implementation of this policy, and will review it every year.



# Safeguarding Students and Children

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Approval Given By:

Date of Approval:

Date of Next Review:

## **1 INTRODUCTION**

A child is defined as a person under the age of 18. For the purpose of this policy document:

- The term 'child' will be used to describe all children and young people under the age of 18 years old participating in RadioTraining.ie led activities.
- The term 'student' will be used to describe a person over 18 years of age taking part in RadioTraining.ie led activities.
- The term 'staff' will be used to describe those employed on a contract of employment at RadioTraining.ie including those on working on a voluntary/unpaid basis and contractors.

## **2 PURPOSE OF THIS POLICY**

This policy is intended for all employees of RadioTraining.ie and anyone else who is affected by its work activities. The aim of this Policy is to promote good practice to:

- Provide children and students with appropriate safety and protection whilst visiting/in the care of RadioTraining.ie;
- Allow all staff/volunteers to make informed and confident responses to specific safeguarding issues.

RadioTraining.ie is determined to ensure that all necessary steps are taken to protect from harm those children and students who participate in its provision.

This policy establishes RadioTraining.ie's position, role and responsibilities and clarifies what is expected from everybody involved within the company.

Everyone who participates in RadioTraining.ie activities should be able to participate in an enjoyable and safe environment and be protected from abuse. This is the responsibility of every member of staff involved in this organisation.

RadioTraining.ie recognises its responsibility to safeguard the welfare of all children and students by protecting them from physical, sexual or emotional abuse, neglect and bullying.

## **3 POLICY STATEMENT**

RadioTraining.ie staff have a professional duty to take reasonable steps to see that the children and students are safe from harm while involved in RadioTraining.ie activities. All children and students have a right to protection, and the needs of disabled students and others who may be particularly vulnerable must be taken into account.

RadioTraining.ie will ensure the safety and protection of all children and students involved in its activities through adherence to the Safeguarding Students guidelines it has adopted.

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## **4 EMPLOYER'S RESPONSIBILITIES**

In our provision for children RadioTraining.ie will ensure that:

- The welfare of the child and student is paramount
- All children and students, whatever their age, culture, disability, gender, language, racial origin, religious beliefs and/or sexual identity have the right to protection from abuse
- All suspicions and allegations of abuse will be taken seriously and responded to swiftly and appropriately
- All staff have a responsibility to report concerns to the Designated Liason Person.
- RadioTraining.ie's DLP is Daragh O'Sullivan, Training Coordinator

## **5 EMPLOYEES' RESPONSIBILITIES**

RadioTraining.ie's Safeguarding Children and Students Policy will be implemented by adhering to the policy guidelines contained within this document. All staff who work with children and students must comply with this Policy failing which disciplinary action may be taken under the RadioTraining.ie Disciplinary Procedure. Adherence of staff to this Policy will be monitored by line managers and ultimately by the person named above as being responsible for this policy.

The guidelines cover three main areas:

- Staff recruitment, support and training
- Staff conduct
- Safeguarding procedures

## **6 CHILDREN'S AND STUDENTS' RIGHTS**

All children and students have needs and rights:

- The need for physical care and attention
- The need for intellectual stimulation
- The need for emotional love and security
- The need for social contact and relationships
- The right to have their needs met and safeguarded
- The right to be protected from neglect, abuse and exploitation
- The right to be protected from discrimination
- The right to be treated as an individual

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All these rights will be made transparent before any learning is under taken.

## **7 ROLES**

For all activities and events involving children and students at RadioTraining.ie, at least one member of staff should lead on child and student protection, raising awareness of this policy and its guidelines among other staff and where appropriate the children, students, accompanying school/care staff and parents.

Where staff are likely to engage with a child or a student on a one-to-one basis, it is imperative that he/she is appropriately trained. The "Lead member of staff" referred to in this Policy is the CPO, or, in his/her absence, the Lead Trainer.

## **8 STAFF RECRUITMENT, SUPPORT AND TRAINING**

RadioTraining.ie recognises that anyone may have the potential to abuse children and students in some way and that all reasonable steps are taken to ensure unsuitable people are prevented from working with children and students.

Pre-selection checks must include the following:

- All volunteers/staff should complete an application form. The application form will elicit information about an applicant's past and a self-disclosure about any criminal record.
- Consent should be obtained from an applicant to seek information from the Garda Vetting Bureau
- Two confidential references, including one regarding previous work with children (if applicable). These references must be taken up and confirmed through telephone contact.
- Evidence of identity should be provided (e.g., passport or driving licence with photo).

## **9 INTERVIEW AND INDUCTION**

All employees, contractors (and volunteers) will be required to undergo an interview carried out to acceptable protocol and recommendations. All employees and volunteers should receive formal or informal induction, during which:

- A check should be made that the application form has been completed in full (including sections on criminal records and self-disclosures).
- Their qualifications should be substantiated.
- The job requirements and responsibilities should be clarified.
- Child and student protection procedures are explained and training needs are identified.

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## 10 TRAINING

In addition to pre-selection checks, the safeguarding process includes training after recruitment to help staff and volunteers to:

- Analyse their own practice against established good practice, and to ensure their practice is likely to protect them from false allegations.
- Recognise their responsibilities and report any concerns about suspected poor practice or possible abuse.
- Respond to concerns expressed by a child or student.
- Work safely and effectively with children and students.

## 11 STAFF CONDUCT

All staff should demonstrate exemplary behaviour in order to protect themselves from allegations of misconduct. Staff should maintain their standards of behaviour therefore acting as a role model.

The following are common sense examples of how to create a positive culture and climate.

### .11.1 Good practice means:

- Always work in an open environment (e.g. avoiding private or unobserved situations and encouraging open communication with no secrets). Never allow yourself to be left alone with a participant. There may be rare occasions when a confidential interview or a one-to-one meeting is necessary and in such circumstances, the interview should be conducted in a room with an open door or visual access. Where this is not possible, the member of staff should ensure that there is another adult nearby. Never make gratuitous physical contact with a participant. [There may be occasions where a distressed participant needs comfort which may include physical comforting and staff should use their discretion to ensure that it is appropriate and not unnecessary or unjustified contact.] Be cautious about physical contact in games. Where physical contact is inescapable (e.g. to demonstrate equipment or a particular exercise/move) staff should be aware of the limits within which such contact should take place and of the possibility for misinterpretation of such contact.
- Treat all children and students equally, and with respect and dignity. RadioTraining.ie will take positive action to eliminate discrimination against any person or group of people.
- Staff should ensure that children and students are protected from discrimination on any grounds, including ability and challenge discriminating comments and behaviour. Activities should be designed to include everyone and to promote positive attitudes towards differences.
- Be clear about what the objectives of the activity are before it begins and always put the welfare of each child and student first, before winning or achieving goals.

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- Never contradict an instruction given by an instructor/ project manager or other member of staff.
- Maintaining a safe and appropriate distance with children and students (e.g. it is not appropriate for staff or volunteers to have an intimate relationship with a child or student, or to share a room with them during residential activities).
- Building balanced relationships based on mutual trust which empowers children and students to share in the decision-making process.
- Ensuring that if children or students of mixed genders are to be supervised, they should always be accompanied by a male and female member of staff. However, remember that same gender abuse can also occur.
- Ensuring that at residential events, adults should not enter children's or students' rooms (unless it is essential because someone is ill and in these circumstances, adopt the procedures set out above in relation to private interviews). Staff should never invite children or students into their rooms.
- Conducting yourself in a manner that sets a good example to the participants. Be an excellent role model.
- Always give enthusiastic and constructive feedback rather than negative criticism.
- Never use physical force against a participant, unless it constitutes reasonable restraint to protect him/her or another person or to protect property. If it is necessary to restrain a participant because they are an immediate danger to themselves or others or to property then the minimum amount of force should be used for the shortest amount of time. Remain calm and get the attention and support of other staff. The incident should be recorded in writing, with a witness statement (where possible), immediately afterwards.
- Never using physical punishment
- Securing parental consent in writing if the need arises to administer emergency first aid and/or other medical treatment where the participant is under 16. First aid given should be recorded in writing and reported to the lead member of staff who will inform the parent or carer (refer to Health & Safety policy).
- Always keep a written record of any injury that occurs, along with the details of any treatment given (refer to Health & Safety policy).
- Request written parental consent if staff are required to transport children in their cars.
- Always refer any problems to the lead member of staff.
- Question any unknown adult who enters RadioTraining.ie's premises and/or who attempt to engage with the children or students.

.11.2 Practices never to be sanctioned:

- Engaging in rough, physical or sexually provocative games, including horseplay.

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- Sharing a room with a child or student.
- Engaging in any form of inappropriate touching.
- Inappropriate use of language and/or behaviour. This should always be challenged.<sup>1</sup>
- Sexually suggestive comments to a child or student, even in fun.
- Reducing a child or student to tears as a form of control.
- Allegations made by a child or student to go unchallenged, unrecorded or not acted upon.
- Do things of a personal nature for children or students that they can do for themselves (e.g. apply sunscreen).<sup>2</sup>
- Invite or allow children or students to stay with you at your home or arrange meetings outside of RadioTraining.ie.

#### Incidents that must be reported/recorded

If any of the following occur you should report this immediately to another colleague and record the incident. If this relates to a child, you should also ensure the parents of the child are informed:

- if you accidentally hurt a learner
- If he/she seems distressed in any manner
- if a learner appears to be sexually aroused by your actions
- if a learner misunderstands or misinterprets something you have done.

### .11.3 Whistleblowing Policy

Purpose and scope:

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<sup>1</sup> Challenging Behaviour: 'Bad' behaviour is often a response to a situation, or a way to seek attention. If children and students are occupied there will be less of a need to seek attention and less of a chance for boredom to set in. The following guidelines can be used to deal with challenging behaviour constructively:

- • Be aware of what unacceptable behaviour is. Ask your lead member of staff if you are unsure. Children and students attending certain activities will have been issued with a code of conduct.
- • Explain to children and students why certain behaviour is unacceptable. This makes them feel responsible for their behaviour and they are less likely to repeat it.
- • Make sure it is the behaviour which is punished and not the person. Always avoid labelling someone as 'bad'.
- • If appropriate ignore the bad behaviour for a while – a child or student may only be attention seeking.

<sup>2</sup> It may sometimes be necessary for staff to do things of a personal nature for children or students, particularly if they are young or are disabled. These tasks should only be carried out with the full understanding and consent of parents, if this relates to a child. There is a need to be responsive to a person's reactions. If a person is fully dependent on you, talk with him/her about what you are doing and give choices where possible. This is particularly so if you are involved in any dressing or undressing of outer clothing, or where there is physical contact, lifting or assisting a child or student to carry out particular activities. Avoid taking on the responsibility for tasks for which you are not appropriately trained.

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- All organisations face the risk of things going wrong or of unknowingly harbouring malpractice. The Company believes it has a duty to identify such situations and take the appropriate measures to remedy the situation. By encouraging a culture of openness within our organisation the Company believes it can help prevent malpractice—prevention is better than cure. That is the aim of this policy.
- By encouraging a culture of openness, the Company wants to encourage you to raise issues which concern you at work. You may be worried that by reporting such issues you will be opening yourself up to victimisation or detriment, or risking your job security; that is quite understandable. However, all staff now enjoy statutory protection if they raise concerns in the right way. This policy is designed to give you that opportunity and protection. Provided you are acting in good faith, it does not matter if you are mistaken. There is no question of you having to prove anything.
- If there is anything which you think the Company should know about please use the procedure outlined in this policy. By knowing about malpractice at an early stage the Company stands a good chance of taking the necessary steps to safeguard the interests of all staff and protect the organisation. In short, please, do not hesitate to “blow the whistle” on malpractice.

Note: This policy is not the normal Grievance Procedure. If you have a complaint about your own personal circumstances then you should use the normal Grievance Procedure. If you have concerns about malpractice within the organisation then you should use the procedure outlined in this policy.

#### .11.4 Our Guarantee

- The Company is committed to this policy. If you use this policy to raise a concern the Company gives you its assurance that you will not suffer any form of retribution, victimisation or detriment. The Company will treat your concern seriously and act according to this policy. You will not be asked to prove anything. If you ask for a matter to be treated in confidence the Company will respect your request and only make disclosures with your consent. You will be given feedback on any investigation and the Company will be sensitive to any concerns you may have as a result of any steps taken under this procedure.

#### .11.5 How to raise your concern internally

- Tell your immediate superior line manager

If you are concerned about any form of malpractice you should normally first raise the issue with your immediate superior line manager. There is no special procedure for doing this—you can tell that person about the problem or put it in writing if you prefer.

- If you feel unable to tell your immediate superior line manager

If you feel you cannot tell your immediate superior line manager, for whatever reason, please raise the issue with another manager.

- If you still have concerns

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If you have raised your concerns and you are still concerned, or the matter is so serious that you feel you cannot discuss it with either of the two persons named above, you should raise the matter with a Director.

#### .11.6 How the Company will respond

- After you have raised your concern the Company will decide how to respond in a responsible and appropriate manner under this policy. Usually this will involve making internal enquiries first, but it may be necessary to carry out an investigation at a later stage which may be formal or informal depending on the nature of the concern raised.
- As far as possible, the Company will keep you informed of the decisions taken and the outcome of any enquiries and investigations carried out. However, the Company will not be able to inform you of any matters which would infringe the duty of confidentiality owed to others.

#### .11.7 Raising your concern externally (exceptional cases)

The main purpose of this policy is to give you the opportunity and protection you need to raise your concerns internally. The Company would expect that in almost all cases raising concerns internally would be the most appropriate action for you to take. However, if for whatever reason, you feel you cannot raise your concerns internally and you honestly and reasonably believe the information and any allegations are true, you should consider raising the matter with the appropriate regulator.

**Caution: If you have good reasons for not using the internal or regulatory disclosure procedures described above, you may consider making wider disclosure by reporting the matter to the police or to the media, for example. However, whistleblowers who make wider disclosures of this type will only be protected (from victimisation and suffering detriment) in certain circumstances. The Company recommends that you take legal advice before following this course of action since we believe it will be in your own interests to do so.**

#### .11.8 Use of photographic/filming equipment

Written consent to take and use images of children or students should be obtained prior to the taking of photographs and/or video footage. Parents of children should be made aware of when, where and how the images may be used in order to give their informed consent. This includes comprehensive information regarding use of images e.g. in print, multi-media, broadcast; for what purpose e.g. promotion, publicity, evaluation, audit, review; and where possible an indication of who the audience will be e.g. the general public, the participating children and their families, other organisations and institutes.

## 12 CHILD AND STUDENT PROTECTION PROCEDURES

RadioTraining.ie will follow the procedures to:

- Ensure we have a lead member of staff for child and student protection who has received appropriate training and support for this role.

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- Ensure every member of staff knows the name of the lead staff member responsible for child and student protection and their role.
- Ensure all staff understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the lead staff member. However, staff should remember that they are not trained to deal with situations of abuse or to decide if abuse has occurred.
- Ensure that parents of children have an understanding of the responsibility placed on RadioTraining.ie and staff for child protection by supporting documentation available from RadioTraining.ie.
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child and student protection matters including attendance at case conferences.
- Keep written records of concerns about children and students, even where there is no need to refer the matter immediately. Ensure all records are kept securely in locked locations.
- Develop and then follow procedures where an allegation is made against a member of staff or volunteer.
- Adopt a procedure for dealing with concerns about possible abuse.

## 13 ABUSE

### .13.1 Definition of Child Abuse

*A term to describe a range of ways in which people, usually adults, harm children. Often the adult is a person who is known and trusted by the child.*

*Child abuse is neglect, physical injury, sexual abuse or emotional abuse inflicted or knowingly not prevented, which causes significant harm or death.*

NSPCC (1999)

#### Abuse and adults

Organisations and individuals should not be limited in their view of what constitutes abuse or neglect, and should always consider the circumstances of the individual case. Types of abuse include – physical abuse, sexual abuse, psychological abuse, modern slavery, financial abuse, neglect, self-neglect, domestic violence, discriminatory abuse, and organisational abuse.

### .13.2 Awareness of actual or likely occurrence of abuse

There are a number of ways in which abuse becomes apparent:

- A child or student discloses abuse.
- Someone else discloses that a child or student has told him/her or that he/she strongly believes a child or student has been or is being abused.

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- A child or student may show signs of physical injury for which there appears to be no satisfactory explanation.
- A child's or student's behaviour may indicate that it is likely that he/she is being abused.
- A member of staff's behaviour or in the way in which he/she relates to a child or student causes concern.

.13.3 Issues of Disclosure

Becoming aware of abuse can cause a multitude of emotional reactions, which are personal to each individual. Whatever the reaction and however the abuse has become apparent, actual or suspected, it must be responded to in the correct manner according to the procedure outlined here. Even if the truth of the disclosure is uncertain – an appropriate response has to be made. A response in accordance with the procedure outlined here will be supported by the lead member of staff and ultimately RadioTraining.ie.

.13.4 What to do upon suspicion or disclosure

There are some basic principles in reacting to suspicions, allegations, and/or disclosures.

| What to do   | What not to do  |
|--|---|
| <p>Stay Calm</p> <p>Listen, hear and believe</p> <p>Give time to the person to say what they want</p> <p>Reassure &amp; explain that they have done the right thing in telling.</p> <p>Explain that only professionals who need to know will be informed</p> <p>Act immediately in accordance with the procedure in this policy</p> <p>Record in writing as near as verbatim as possible what was said as soon as possible</p> <p>Report to the lead member of staff</p> <p>Record your report</p> | <p>Don't panic. Don't over-react. It is extremely unlikely that the participant is in immediate danger</p> <p>Don't probe for more information.</p> <p>Questioning the participant may affect how the participant's disclosure is received at a later date.</p> <p>Don't make assumptions, don't paraphrase and don't offer alternative explanations.<br/>Don't promise confidentiality to keep secrets or that everything will be OK (it might not)</p> <p>Don't try to deal with it yourself</p> <p>Don't make negative comments about the alleged abuser</p> <p>Don't "gossip" with colleagues about what has been said to you</p> <p>Don't make a child or student repeat a story unnecessarily</p> |

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It is the duty of anyone who works with children or students to report disclosure of abuse. It is not for staff to decide whether or not a suspicion or allegation is true. All suspicions or allegations must be taken seriously and dealt with according to this procedure.

#### .13.5 Responsibility

Staff made aware of suspicions, allegations or actual abuse, are responsible to take the appropriate action according to this procedure.

- The primary responsibility of the person who first suspects or who is told of abuse is to report it and to ensure that their concern is taken seriously whilst adhering to the dos and don'ts above.
- The incident should be reported immediately to the lead member of staff who is then responsible for dealing with allegations or suspicions of abuse.
- Staff should never try to deal with a suspicion, allegation or actual incident of abuse by him/herself.

#### .13.6 Reporting suspected, alleged, or actual incidents of abuse

It may sometimes be difficult to accept that something that has been disclosed in confidence by a child or student should be passed on to a colleague. But the welfare of the child or student must be paramount and you therefore have a duty to report suspicions, allegations or actual incidents to the designated member of staff.

Information should also be reported if you yourself have concerns that a child or student may be suffering harm or at risk of abuse, even if you are unsure about your suspicions. Once this initial report has been made, the lead member of staff will consult with the relevant statutory agencies.

The following information may be required:

- Staff name, address, telephone number, position/role within RadioTraining.ie.
- As many details about the child or student as possible, e.g. name, date of birth, address, home telephone number, and school.
- What the reasons are for telephoning, e.g. the suspicions, allegations, what has been said, giving details of times and dates and the child's or student's emotional state, or what the child or student has said in response to the suspicions/concerns. Make a clear distinction between what is fact, opinion or hearsay.
- What's been done so far?
- Where possible referral to the police or social services should be confirmed in writing within 24 hours and the name of the contact who took the referral should be recorded.

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The relevant statutory agency will then give instructions as to what to do next and take the responsibility for further action.

### .13.7 Statutory Protection Procedures

What happens next is entirely up to the relevant statutory agency, usually Social Services. Enough information passed onto the agency may lead to the suspicion, allegation or actual incident, being dealt with quickly with few complications, or it may lead to thorough checks with several other organisations and possibly a child protection conference, if this relates to a child.

A child protection conference involves as many people as possible, (including the parents/carers and sometimes the child as well), who discuss the issues that have been raised in the suspicions, allegations, or actual abuse that has been reported and investigated. Decisions about what will happen next are made at the conference.

Quite often, the person who has made the initial report may not be contacted again unless further information is required and it is not usual practice for the relevant statutory agency to feedback developments. However, if you feel that not enough action has been taken, and the child is still at risk, concerns should be reported again.

### .13.8 Recording suspected or actual incidents

No matter what happens to a suspicion, allegation or actual incident of abuse, (that is whether or not it is processed through a statutory agency or not), all details must be recorded.

Important information to record includes:

- The date and time of disclosure, suspicion, allegation or actual abuse incident.
- Details given to you about the above, e.g. date & time of when things occurred.
- An indication of the parties involved.
- Details of what action you and the School has taken.
- Details of reporting on, e.g. who to (statutory agency) and when.

If for any reason it is decided not to consult with a relevant statutory agency, a full explanation of why must be documented. Recording should be factual, that is, no reference made to your own subjective opinions. Records should be kept completely confidential and secure (always locked away) and only shared with those who need to know about the suspicion, allegation or actual incident of abuse.

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