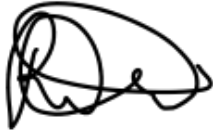




# Multi Trades Training

## Safeguarding Policy

Review Date: August 2024

<b>Approved by</b>	RK Jones	<b>Position</b>	Director
		<b>Date</b>	15 <sup>th</sup> June 2023

### Document Control

Date	Review & Revision	By
02/10/22	Key Changes to KCSIE 2022 added as appendix.	Quality Lead
15/06/23	Updated links to revised info Page 4	Quality Lead

# Safeguarding Policy

## Statement of Intent

This statement outlines the general responsibilities and requirements that Multi Trades Training (MTT) expect from members of staff, learners, and employees in their day-to-day activities in relation to safeguarding and anti-radicalisation. This document also contains appendices:

- Appendix A: Definitions and Indicators of Abuse in relation to safeguarding.
- Appendix B: Safeguarding Learners and Staff who are vulnerable to exploitation, forced marriage, female genital mutilation, or trafficking
- Appendix C: The Prevent Duty and Safeguarding
- Appendix D: Reporting
- Appendix E: Key changes to KCSIE 2022.

## Scope

MTT believes that it is unacceptable for any learner to experience any kind of abuse and recognises its responsibility to safeguard the welfare of all learners by commitment to practice that protects them and looks to minimize potential harm. We recognise that:

- The welfare of the young person is paramount
- all children and vulnerable adults regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity have the right to equal protection from all types of harm or abuse
- working in partnership with children, their parents, carers and other agencies is essential in promoting young people's welfare
- we need to comply with the Prevent Duty (detailed later)

## Associated Policies

- Equality & Diversity (which includes Bullying & Harassment)
- Prevent Policy & Action Plan

## The purpose of the policy is:

- To provide protection for all children and vulnerable adults who come into contact with MTT.
- To provide staff and volunteers with guidance on procedures they should adopt in the event that they suspect a child or young person may be experiencing, or be at risk of, harm.

## We will endeavour to safeguard children and vulnerable adults by:

- Valuing them, listening to and respecting them
- adopting child protection guidelines through procedures for staff and volunteers
- recruiting staff and volunteers safely ensuring all necessary checks are made

- sharing information about child protection and good practice with children, parents, staff and volunteers
- sharing information about concerns with agencies on a need to know basis and involving parents and children in safeguarding issues
- providing effective management for staff and volunteers through supervision, support and training.

We are also committed to reviewing our policy and practice annually through the Equality and Diversity appraisal as part of the Self-Assessment Review (SAR) and Quality Improvement Plan (QIP) which is contributed to by learners.

### **Learner Safeguarding**

MTT is committed to safeguarding and promoting the welfare of learners and expects all learners, staff and employers to share this commitment. The following outlines how MTT will meet this commitment.

#### ***What is safeguarding?***

Safeguarding and promoting the welfare of children and vulnerable adults' means:

- Protection from maltreatment (abuse or neglect).
- Preventing the impairment of health and development
- ensuring life circumstances are consistent with the provision of safe and effective care
- enabling children to have optimum life chances and enter adulthood successfully

Safeguarding is intended to keep children and vulnerable adults safe from a range of potential harm and looks at preventative action, not just reaction. MTT is committed to displaying, promoting and delivering the safeguarding message within its centres, with its learners and with employers and partners.

#### **Who are we safeguarding?**

MTT' safeguarding arrangements are to protect children and vulnerable adults. The term 'child' means anyone under the age of 18 and the term 'vulnerable adult' means a person who may be in need of community care services by reason of mental or other disability, age or illness; and who is or may be unable to take care of him/herself, or unable to protect him/herself against harm or exploitation. *However*, MTT is mindful that a number of other situations may render a person 'vulnerable' such as - victims of domestic violence, young people living away from home or in temporary accommodation, migrants, living in a drug-misusing family, living in areas of high crime, likely to face racism and young people who themselves may have caring responsibilities.

#### **What are we safeguarding from?**

- Sexual abuse or inappropriate relationships
- Physical and emotional abuse or neglect
- Exploitation e.g., financial, sexual, forced marriage
- Domestic violence
- Bullying including cyber bullying, bullying in the workplace

- Victimisation (race, sexuality, gender, disability etc.)
- Accidents (road, home, in the workplace)
- Self-harm
- Unsafe activities and environments
- Crime

### Who's responsible?

The Working Together to Safeguard Children Act 2006 states that

***'all agencies and individuals should aim to proactively safeguard and promote the welfare of children so that the need for action to protect children from harm is reduced'.***

In light of this MTT is committed to supporting all of its staff to understand the requirements placed upon them by this act. This is done through a variety of ways including information, advice and guidance, training and support resources delivered through the intercompany bulletins. The quality department is responsible for monitoring the safeguarding requirement.

This document sets out the arrangements MTT has put in place to safeguard young people (i.e. under 18 years old) within the learning environment. MTT approach reflects the legislative context and also takes account of relevant guidance and good practice relating to the education sector. Detailed definitions and indicators of abuse in this context are set out in Appendix A.

The following issues and activities are within the scope of this policy:

- Every Child Matters initiative involving children
- Work placements involving learners under the age of 18
- The training of learners under the age of 18
- The employment of staff.

We will fulfil our local and national responsibilities as laid out in the following document hyperlinks:

- [Working Together to Safeguard Children](#) (DfE 2018) Updated July 2022
- [Keeping Children Safe in Education](#): Statutory guidance for schools and colleges (DfE 2022)
- [The Children Act 1989/2004](#)
- [The Education Act 2011](#) s175 / s157
- [Mental Health and Behaviour in Schools](#): DfE 2018
- [Vulnerable Groups Act 2006](#)
- [Guidance to the prevent duty](#) Updated 2021
- [Counter-Terrorism and Security Act 2015](#)

This policy will contribute to safeguarding our learners and promoting their welfare by:

- Clarifying standards of behaviour for staff and learners.
- Contributing to the establishment of a safe, resilient and robust ethos in the school, built on mutual respect, and shared values.
- Introducing appropriate work within the curriculum.
- Encouraging learners to participate.

- Alerting staff to the signs and indicators that all might not be well.
- Developing staff awareness of the causes of abuse;
- Developing staff's awareness of the risks and vulnerabilities their learners
- Addressing concerns at the earliest possible stage; and
- Reducing the potential risks staff/learners face of being exposed to violence, extremism, exploitation, or victimisation.

MTT's policy is supported by a series of operating procedures relating to the above activities. The named person with responsibility for this policy and for its regular review is Director Rob Jones. A number of MTT staff are available to act as contact points in case of any query.

### **Work Placements Involving Learners**

The recommended approach is for the workplace assessor to ensure that staff and learners are not compromised by permitting learners on work placement to work closely on a 1:1 basis with a single member of staff.

The agreed position is that learners will work within a team placement thus minimising the risk of the learner working too closely with one individual or alternatively working unsupervised. If there are specific concerns relating to a particular set of circumstances (e.g., where there may be substantial unsupervised access by a member of the salon staff to children under 18) then this must be raised with the director at the earliest opportunity in order that an assessment of the risk may be undertaken. This will allow the necessary checks and balances to be put in place to minimise the risks to all parties.

### **The recruitment of learners under the age of 18**

MTT engages learners of all ages who can demonstrate that they are able to meet the initial assessment for the course they have chosen, and who will benefit from the social and learning environment which MTT provides. Additional risk assessments are formulated for learners with specific identified needs to maintain duty of care.

### **Teaching and Learning**

Disclosure Barring Service (DBS) check (formerly CRB) are made on all teaching and assessing staff and associates who come into direct contact with learners and potential learners.

### **Staff employment issues**

MTT is a responsible employer and ensures that it engages staff in a way that is compliant with the relevant legislation and in particular that which exempts people with specific convictions from applying for, or indeed holding, particular job roles where there is an acknowledged risk associated with access to children or vulnerable adults. As a direct consequence, all vacant positions within the company are routinely reviewed and a consideration of the risks undertaken.

MTT subscribes to the BDS update service and practices Safer Recruitment. Where there is the potential for substantial unsupervised access to children and vulnerable adults then a DBS check will be undertaken. Offers of employment to all posts subject to a DBS are conditional with the individual meeting the required standard and a failure to do so would result in an immediate withdrawal of the offer of employment.

Failure to disclose or the provision of a false statement of disclosure by a potential employee may result in disciplinary action with a potential sanction up to and including summary (instant) dismissal of the employee. All DBS disclosures are risk assessed against the job role on an individual basis by the Directors.

All information regarding DBS checks will be kept confidential in a Central File Store, in line with the Data Protection Act.

**All staff and visitors will:**

- Be familiar with this safeguarding policy;
- Be subject to Safer Recruitment processes and checks, whether they are new staff, supply staff, contractors, volunteers etc.
- Be involved in the implementation of individual education programmes, integrated support plans, child in need plans and interagency child protection plans;
- Be alert to signs and indicators of possible abuse (See Appendix One for current definitions and indicators);
- Record concerns and give the record to the Designated Safeguarding Lead at each site ; and
- Deal with a disclosure of abuse from a child in line with this policy, you must inform the Designated Safeguarding Lead immediately, and provide a written account as soon as possible.
- Not disclose to a parent or adult any information held on a learner if this would put the child at risk of significant harm.

Periodically, when the role of an existing member of staff changes it may be necessary to review the job role and for the existing staff member to be required to undertake a DBS check. It is anticipated that such applications will be kept to a minimum as all MTT employees, associates and assessors are contractually obliged to notify the company, as their employer, of any post-employment criminal convictions that may impact upon their future employment with MTT.

If the individual is found to be in breach of this contractual obligation then disciplinary action may be taken with a potential sanction up to and including summary dismissal.

In the event of a MTT employee or associate having suspicions regarding the contact of another employee or individual engaged on MTT business with a child/children or vulnerable adult, then at their earliest opportunity they should raise this with the Quality Assurance Manager or Director. This is in order that any potential risks can be minimised with immediate effect and to allow an investigation into the allegations to take place.

**Staff support:**

MTT recognise the stressful and traumatic nature of child protection work and vulnerable adults.

We will support staff by providing an opportunity to talk through their anxieties with the Designated Safeguarding Lead and to seek further support as appropriate

**Additional information and support**

Departmental advice [What to Do if You Are Worried a Child is Being Abused - Advice for Practitioners](#) provides more information on understanding and identifying abuse and neglect. Examples of potential indicators of abuse and neglect are highlighted throughout the advice and will

be particularly helpful for school and college staff. The NSPCC website also provides useful additional information on abuse and neglect and what to look out for.

### **Reacting to Safeguarding disclosures or incidents**

MTT has adopted the **5 Rs** –

1. Recognition,
2. Response,
3. Reporting,
4. Recording and
5. Referral.

Concerns, incidents or disclosures should follow these principles and in the first instance be reported to the Craig Barwick, Director and Designated Safeguard Lead (DSL).

Should an accusation of abuse be aimed at a member of staff a Director of MTT will decide whether the individual will be suspended pending further enquiry.

### **How MTT overcomes barriers to disclosure**

Learners may not disclose to anyone about what is happening for a number of reasons – threats, fear of punishment, guilt/shame, thinking that they will not be listened to or believed and an inability to communicate. Behaviour and attitude of staff should be one of vigilance, openness and confidentiality in order to create a culture consistent with safeguarding practices.

MTT expects staff to be mindful of the support available to learners and seeks to encourage learners to access this at appropriate times throughout the learning process.

## **APPENDIX A**

### **Definitions and Indicators of Abuse**

The Department of Health identifies that there are six categories of Abuse; Physical, sexual, psychological/emotional, financial, neglect and Acts of Omission and Discriminatory

Definition of Abuse: ***A violation of an individual's human and civil rights by any other person or persons.***

#### **What is abuse and neglect?**

It is generally accepted that there are four main forms of abuse. The following definitions are based on those from Working Together to Safeguard Children (HM Government 2005 and National Assembly for Wales 2000); Protecting Children – A Shared Responsibility (Scottish Executive 1998). Co-operating to Safeguard Children (NI 2002) and the Regional ACPC Policies and Procedures (2005) have slightly different definitions. Safer Practice, Safer Learning (Niace, DFES) 2007

#### **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 a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child (Munchausen by Proxy). Physical abuse, as well as being a result of an act of commission can also be caused through omission or the failure to act to protect.

#### **Emotional / Psychological abuse**

Emotional/ Psychological abuse is the persistent emotional ill-treatment of a child such as to cause severe and persistent adverse effects on the child's emotional, intellectual 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, intellectual interaction. It may involve seeing or hearing the ill-treatment of another. It may involve causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional/ psychological abuse is involved in all types of ill-treatment of a child, though it may occur alone.

#### **Sexual abuse**

Sexual abuse involves sexual assault, sexual acts or rape to which children or vulnerable adults have not consented to, or could not or was pressured into consenting to. The activities may involve inappropriate physical contact, including penetrative (e.g., rape, buggery or oral sex) or non-penetrative acts (oral sex). They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Abusers are indifferent to gender and both males and females are vulnerable to abusive situations from individuals from all walks of life.



## **Neglect & Acts of Omission**

Neglect is the persistent failure to provide access to appropriate health, social and educational services which could result in serious impairment of an individual's health and welfare (DOH 2000). Neglect could and may occur during stressful life situations which impact severely on the mental wellbeing of individuals, resulting in the inability to cope with day to day activities of living and the provision of care.

Neglect may involve a parent or carer failing to provide adequate food and clothing, shelter including exclusion from home or danger, failure to ensure adequate supervision including the use of adequate 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/ intellectual needs.

It is accepted that in all forms of abuse there are elements of emotional abuse, and that some children are subjected to more than one form of abuse at any one time. These six definitions do not minimise other forms of maltreatment.

## **Other forms of harm**

Chapter 10 of Working Together to Safeguard Children (HM Government 2005), Safer Practice' Safer Learning (NIACE 2007) and other inter-agency guidance draws attention to other sources of stress or harm for children and families such as social exclusion, domestic violence, the untreated mental illness of a parent or carer, or drug or alcohol misuse.

All these areas may have a negative impact on a child's health, development and wellbeing and may be noticed by someone caring for a child. If it is felt that a child's well-being is adversely affected by any of these circumstances, the same procedure for reporting concerns should be followed. For example, children who are involved in prostitution and other forms of commercial sexual exploitation should also be treated primarily as victims of abuse and their circumstances require careful assessment by the statutory agencies.

## **Safeguarding issues**

*(Additional Information sourced from Keeping Children Safe in Education 2022)*

This policy and accompanying information, i.e., Keeping Children Safe in Education, raise staff awareness of issues and the behaviours that can be linked to the risk of harm including, but not limited to:

### **Child-on-child abuse**

Children can abuse other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of school or college and online and if staff have concerns regarding child-on-child abuse they should raise the report at the end of this policy or speak to their designated safeguarding lead (or a deputy).

Child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)

- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- consensual and non-consensual sharing of nude and semi-nude images and/or videos<sup>11</sup> (also known as sexting or youth produced sexual imagery)
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

### **Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)**

Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

### **Child Criminal Exploitation (CCE)**

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting, or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Children can become trapped by this type of exploitation, as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims

For further information about sexual harassment see Part 5 and Annex B. of the complete document on Recordmy.

UKCIS guidance: [Sharing nudes and semi-nudes advice for education settings](#)

For further information about 'upskirting' see Annex B.

## **Child Sexual Exploitation (CSE)**

CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.

CSE can occur over time or be a one-off occurrence and may happen without the child's immediate knowledge for example through others sharing videos or images of them on social media.

CSE can affect any child who has been coerced into engaging in sexual activities. This includes 16- and 17-year-olds who can legally consent to have sex. Some children may not realise they are being exploited for example they believe they are in a genuine romantic relationship.

## **Domestic Abuse**

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

*(Source 'Keeping Children Safe in Education 2022)*

## **Recognising abuse**

Recognising abuse is not easy, and it is not your responsibility to decide whether or not child abuse has taken place or if a child is at significant risk. You do, however, have a duty of care to act if you have a concern about a child's welfare or safety.

The following information is not designed to turn you into an expert but it will help you to be more alert to the possible signs of abuse

## **Physical Abuse**

Most children will collect cuts and bruises in their daily life. These are likely to be in places where there are bony parts of their body, like elbows, knees and shins. Some children, however, will have unexplained bruising, the cause of which could be non-accidental.

An important indicator of physical abuse is where bruises or injuries are unexplained or the explanation does not fit the injury. A delay in seeking medical treatment for a child when it is obviously necessary is also a cause for concern.

Bruising may be more or less noticeable on children with different skin tones or from different racial groups and specialist advice may need to be taken.

**Patterns of bruising that are suggestive of physical child abuse include:**

- Bruising in children who are not independently mobile
- Bruising in babies
- Bruises that are seen away from bony prominences
- Bruises to the face, back, stomach, arms, buttocks, ears and hands
- Multiple bruises in clusters multiple bruises of uniform shape
- Bruises that carry the imprint of an implement used, hand marks or fingertips although bruising is the commonest injury in physical abuse, fatal non-accidental head injury and non-accidental fractures can occur without bruising. Any child who has unexplained signs of pain or illness should be seen promptly by a doctor

**Other physical signs of abuse may include:**

- Cigarette burns
- Adult bite marks
- Broken bones
- Scalds
- Ligature marks
- Incision marks

**Changes in behaviour which can also indicate physical abuse:**

- Fear of parents being approached for an explanation
- Aggressive behaviour or severe temper outbursts
- Flinching when approached or touched
- Reluctance to get changed, for example wearing long sleeves in hot weather
- Depression
- Withdrawn behaviour
- Running away from home
- Reluctance to integrate with others
- Anxiety in the presence of the abuser
- Drowsiness from misuse of medication

**Emotional / Psychological abuse**

Emotional /psychological abuse can be difficult to measure, and often children who appear well cared for may be emotionally abused by being taunted, put down or belittled. They may receive little or no love, affection or attention from their parents or carers. Emotional/psychological abuse can also take the form of children not being allowed to mix/play with other children and ultimately result in lack of intellectual stimulus

**Changes in behaviour which may indicate emotional/psychological abuse include:**

- Fear
- Sudden speech disorders
- Developmental delay, either in terms of physical or emotional progress
- Inability to integrate and communicate with others
- Passivity
- Confusion
- Apathy

- Lack of eye contact
- Disturbed sleep patterns
- Low self esteem
- Reluctance to talk openly
- Munchausen syndrome
- Neurotic behaviour, e.g., sulking, hair twisting, rocking
- Development of ADHD
- Self-harm

### **Sexual abuse**

Adults who use children to meet their own sexual needs abuse both girls and boys of all ages, including infants and toddlers.

Usually, in cases of sexual abuse it is the child's behaviour which may cause you to become concerned, although physical signs can also be present. In all cases, children who talk about sexual abuse do so because they want it to stop. It is important, therefore, that they are listened to and taken seriously.

The physical signs of sexual abuse may include:

- Pain or itching in the genital/anal areas
- Bruising or bleeding near genital/anal areas
- Breaching
- Sexually transmitted disease
- Vaginal discharge or infection
- Stomach pains discomfort when walking or sitting down
- pregnancy

### **Changes in behaviour which can also indicate sexual abuse include:**

- sudden or unexplained changes in behaviour e.g. becoming aggressive or withdrawn
- Fear of being left with a specific person or group of people
- having nightmares running away from home
- sexual knowledge which is beyond their age or developmental level
- sexual drawings or language
- bedwetting
- eating problems such as overeating or anorexia , bulimia
- self-harm or mutilation, sometimes leading to suicide attempts
- saying they have secrets they cannot tell anyone about
- substance or drug abuse
- suddenly having unexplained sources of money
- not allowed to have friends (particularly in adolescence)
- acting in a sexually explicit way towards adults

### **Neglect & acts of omission.**

Neglect can be a difficult form of abuse to recognise, yet have some of the most lasting and damaging effects on children. The physical signs of neglect may include:

- constant hunger, sometimes stealing food from other children
- constantly dirty or smelly
- loss of weight, or being constantly underweight
- inappropriate dress for the conditions

### **Changes in behaviour which can also indicate neglect may include:**

- complaining of being tired all the time
- not requesting medical assistance and/or failing to attend appointments
- having few friends
- mentioning their being left alone or unsupervised
- withdrawal from intellectual stimulus
- The above list is not meant to be definitive but as a guide to assist you. It is important to remember that many children and young people will exhibit some of these indicators at some time, and the presence of one or more should not be taken as proof that abuse is occurring.

There may well be other reasons for changes in behaviour, such as a death or the birth of a new siblings in their family, relationship problems between their parents/carers moving away from familiar surroundings and friends etc.

### **Discriminatory Abuse**

Some of the signs and symptoms of discriminatory abuse may be very similar to emotional/psychological abuse and involve references to diversities such as disabilities, racial and socio economic influences. This can also have a major impact on the wellbeing and social integration of individuals.

## APPENDIX B

### **Safeguarding Learners and Staff who are vulnerable to exploitation, forced marriage, female genital mutilation, or trafficking**

Our safeguarding policy above, through the policies, provides the basic platform to ensure children and young people are given the support to respect themselves and others, stand up for themselves and protect each other.

MTT keeps itself up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation. Our staff are supported to recognise warning signs and symptoms in relation to specific issues, include such issues in an age appropriate way in their curriculum, our Designated Safeguarding Lead knows where to seek and get advice as necessary.

#### **What we do when we are concerned**

Where risk factors are present but there is no evidence of a particular risk we will discuss this in a notified meeting. In this situation, depending on how worried we are and what we agree with the parent and the young person.

MTT will review the situation after taking appropriate action to address the concerns. If the concerns about the learner are significant and meet the additional needs/complex need criteria, they will be referred to the MASH (Multi Agency Safeguarding Hub) Tel: 020 8708 3885. This includes concerns about a young person who is affected by the behaviour of a parent or other adult in their household.

#### **Contact points for advice and support**

The following member of staff has been designated as the Child Protection Contact and has undergone specific training, to be able to respond to incidents, and to advise and support other members of staff.

***Craig Barwick – 02034 883801 or 07437 114 514 – [craig.barwick@mttraining.co.uk](mailto:craig.barwick@mttraining.co.uk)***

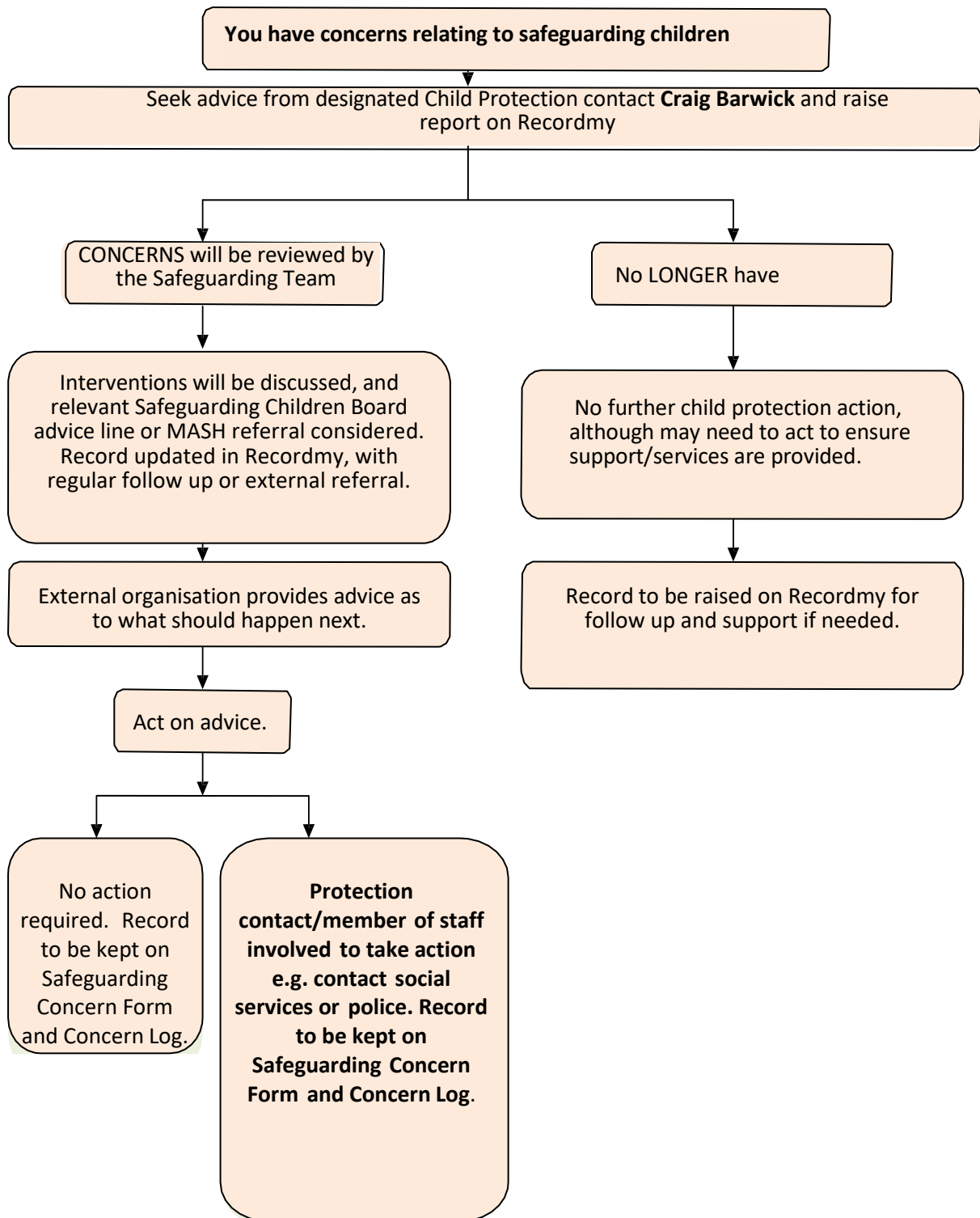
#### **Responding to a Disclosure / Allegation of Abuse**

If you encounter a safeguarding incident, you should follow these basic guidelines, which are based on material produced by the NSPCC.

- **Stay** calm.
- **Listen** carefully to what is said.
- Find an appropriate early opportunity to explain that it is likely that the information will need to be shared with others – **do not promise to keep secrets**.
- **Allow** the child to continue at her/his own pace.
- **Ask questions for clarification only**, and at all times avoid asking questions that suggest a particular answer.
- **Reassure** the child or person that they have done the right thing in telling you.
- **Tell them** what you will do next and with whom the information will be shared. Tell them that you will be speaking to the Safeguarding contact person (Lyana Godsell) who is responsible for their protection, and that they may contact the relevant Safeguarding Children Board if we feel it is necessary. Explain to the learner that the Safeguarding Children Board will advise us as to what we should do next.

- **Record in writing** what was said using the child's own words as soon as possible – note date, time, any names mentioned, to whom the information was given and ensure that the record is signed and dated. Use the Safeguarding Concern Form and the Safeguarding Concern Log for reporting abuse.
- **Contact the Safeguarding Contact Person (Craig Barwick)**, as detailed above for further advice and for onwards referral, as necessary.
- **DO NOT talk to other people about the incident.** Others should only be made aware of this on a 'needs to know' basis.





If your concerns relate to the behaviour of a member of staff, contact should be made with the Director so that a decision can be taken on whether additional HR procedures should be followed.

## Local Authority Child Protection Contact Details.

MTT staff, assessors and delivery teams should contact the Designated Safeguarding Lead (DSL), at the earliest opportunity so that the DSL can investigate any potential safeguarding issues. In the event that the DSL is unavailable, through absence, the team should contact their Local Authority Child Protection department.

Information can be found on the Government website: <https://www.gov.uk/report-child-abuse-to-local-council>

Searches for Safeguarding support by council area can be used.

Example No 1 Berkshire:

<https://www.berkshirerwestsafeguardingchildrenpartnership.org.uk/scp/professionals/pan-berkshire-safeguarding-children-procedures>

Example No 2: Hammersmith & Fulham, <https://www.lbhf.gov.uk/children-and-young-people/local-safeguarding-children-partnership/child-safeguarding-contacts>

Information on contacts for London and boroughs can be found at :

<https://www.londonscb.gov.uk/contacts/safeguarding-contacts/>

[Emergency.DutyTeamOutOfHours@essex.gov.uk](mailto:Emergency.DutyTeamOutOfHours@essex.gov.uk)

The Essex Safeguarding Adults Board (ESAB) raises awareness and promotes the welfare of vulnerable adults by the development of an effective co-operative. This group of people come from a wide range of public and voluntary services and other organisations and is committed to ensuring that the work done effectively brings about good outcomes for adults. It is an organisation that draws on expertise and experience from a number of sources.

Call: [AskSAL](mailto:AskSAL) on 08452 66 66 63.

### **PLEASE NOTE;**

***Tutors, trainers, assessors and anyone who comes into contact with learners should all be familiar with the contact details for Safeguarding referrals in the location of the learners in case the DSL for MTT is unavailable for support.***

### **Remember also**

- NSPCC Helpline 0808 800 5000
- Police 999 if the issue is urgent

## APPENDIX C

### The Prevent Duty and Safeguarding

#### Prevent for Further Education and Training

##### Introduction

Prevent is part of a Government initiative to develop a robust counter terrorism programme (CONTEST) as the UK faces a range of terrorist threats. All the terrorist groups who pose a threat to us seek to radicalise and recruit people to their cause.

Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

MTT values the freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both learners and staff have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make our learners and young people vulnerable to future manipulation and exploitation. MTT is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

MTT seeks to protect all learners and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

MTT, will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this will normally be the Designated Safeguarding Lead.

When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the Designated Safeguarding Lead.

Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people do not become involved in extremist action. For this reason, the appropriate interventions in any particular case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationship or drug/alcohol issues.

All FE providers have a duty to safeguard their learners. Prevent is about safeguarding our learners to keep them both safe and within the law. The Prevent Duty is not about preventing learners from having political and religious views and concerns but about supporting them to use those concerns or act on them in non-extremist ways. Providers from across the sector will find resources here to support them in adopting the Prevent Duty.

The Prevent policy seeks to:

- Respond to the ideological challenge of terrorism and aspects of extremism, and the threat we face from those who promote these views
- Provide practical help to prevent people from being drawn into terrorism and ensure they are given appropriate advice and support
- Work with a wide range of sectors where there are risks of radicalisation which needs to be addressed, including education, criminal justice, faith, charities, the internet and health

A system of 5 threat levels have been created which represents the likelihood of an attack in the near future:

- Critical: An attack is expected imminently
- Severe: An attack is highly likely
- Substantial: An attack is a strong possibility
- Moderate: An attack is possible but not unlikely
- Low: An attack is unlikely

Work based learning is a major teaching and learning environment for the 16–25 age group, in particular for young people from ethnically diverse and socially and economically disadvantaged areas.

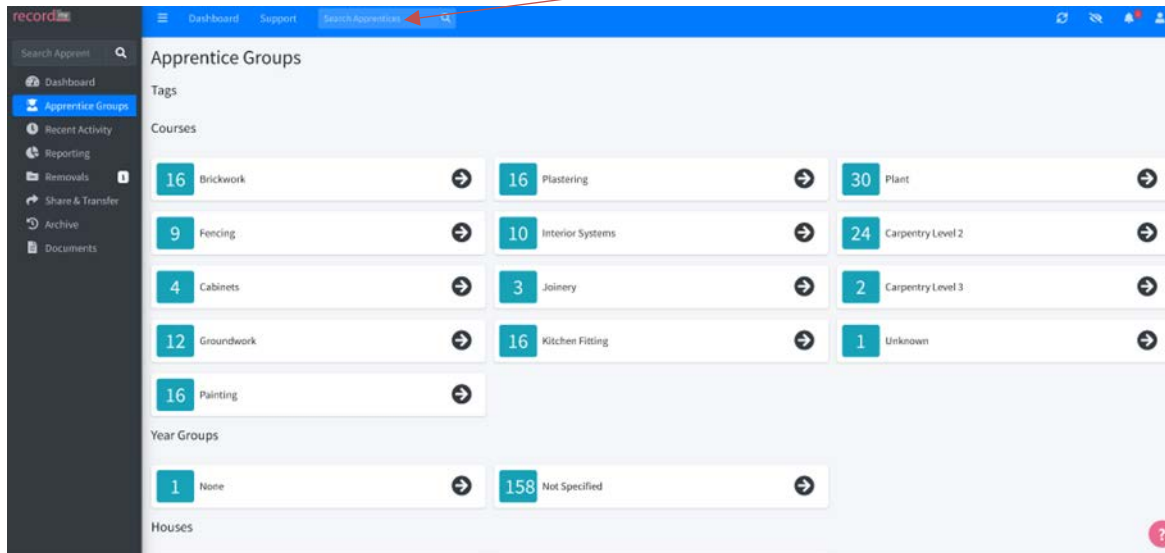
The age and profile of our students makes it crucial to be involved in the Prevent strategy. We all have a part to play in fostering shared values and promoting cohesion. Providers should focus on the risks of violent extremism, which represents the greatest threat at national level, while recognising that other forms of violence and extremism can and do manifest themselves within colleges and other training settings.

**Please see the [Prevent Policy and Action Plan](#) for specific advice and contact details.**

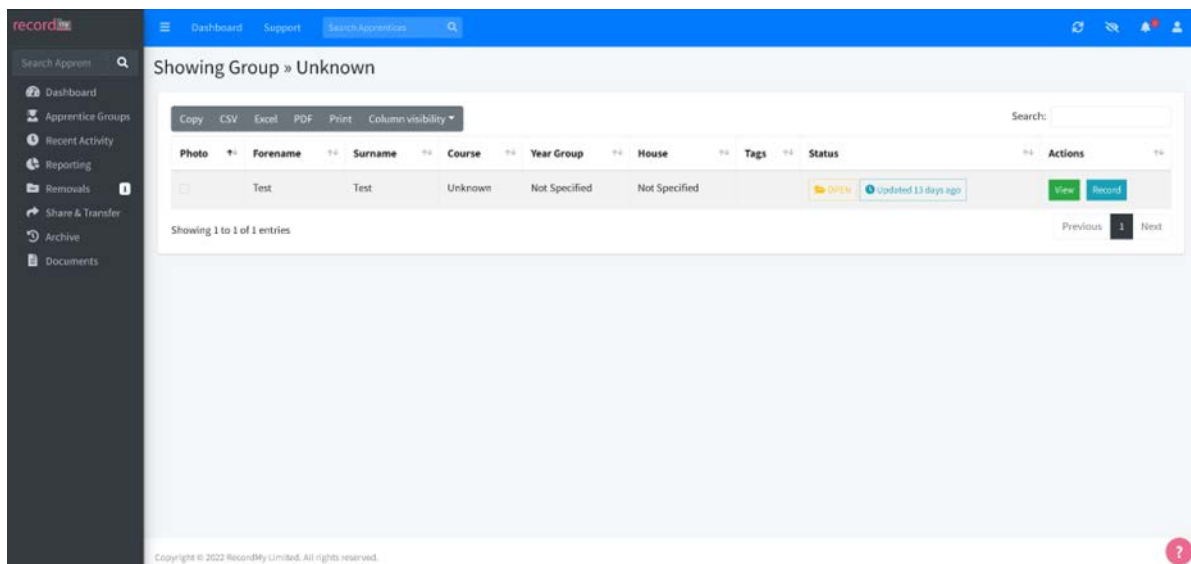
## APPENDIX D Reporting

MTT uses the Safeguarding platform RecordMy. All tutors and Skills Coaches have access and can raise a concern or report.

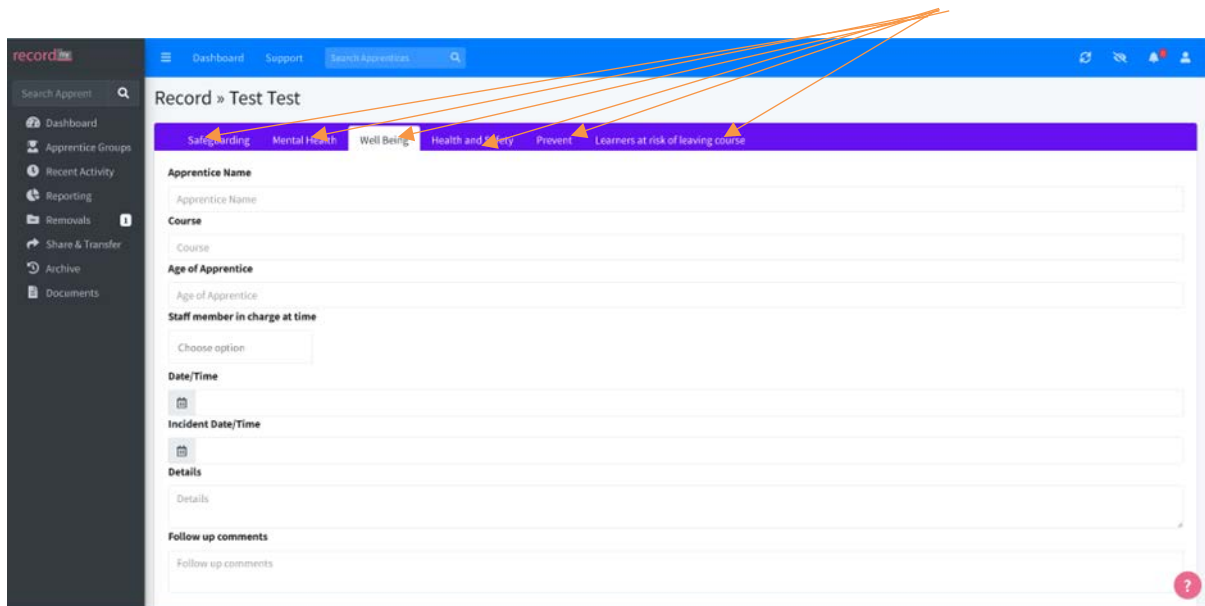
To make a report select the learner by cohort, or by searching here.



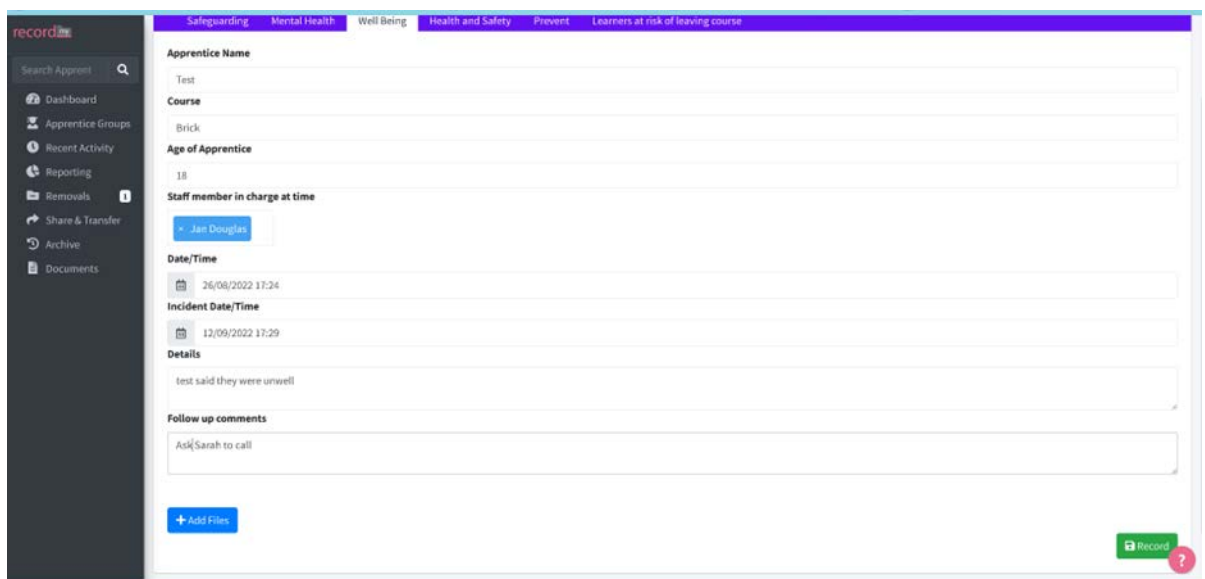
Once the learner is selected you will see this screen and then select RECORD



Once open, select the appropriate form from the selection along the top.



Then just complete the prepopulated form, add any files necessary via the 'Add Files' tab.



Save and report by hitting the 'REPORT' button and upon submission, the Safeguarding Support team will be notified.

## **APPENDIX E**

### **Key Changes to KCSIE 2022**

On the 1st of September 2022, the new **Keeping Children Safe in Education** guidance came into effect. On this page, we list all the important relevant updates and changes that are applicable to all staff, safeguarding leads (DSL's) and school governors. This information is also available on the RecordMy platform. All staff should be aware of this guidance.

You can download or view the new version of [Keeping Children Safe in Education](#) online.  
[View / Download](#)

#### **Safeguarding Information for All Staff**

- The term 'Peer-on-Peer' Abuse within the document has changed to 'Child-on-Child' Abuse. This is a welcomed change as the term Peer on Peer abuse indicates that they may be the same age and this is not always the case.
- New information has been added to explain the impact of domestic abuse including the potential short-term and long-term detrimental impact on children's health, wellbeing, and ability to learn if they are experiencing domestic abuse at home or within their own intimate relationships.
- Staff are reminded that children are not always ready or able to talk about their experiences of abuse and/or may not always recognise that they are being abused.

#### **Part 1 Keeping Children Safe in Education**

##### **Management of Safeguarding**

- Governors and trustees are to receive an appropriate level of Safeguarding Training and update it regularly.
- New guidance regarding the legal duties set out by the 1998 Human Rights Act, the 2010 Equality Act and the Public Sector Equality Duty.
- The importance of DSLs and how the senior leadership team should support them.
- Details of the DSL role are condensed and collated in Annex C, to encourage thorough reading by all relevant parties.
- Staff should refer to Clinical Commissioning Groups as Integrated Care Systems (ICs).
- Information carried over from the 'Sexual violence and sexual harassment...' document referring to the importance of preventive education in reducing sexual violence and harassment in context of a whole school or college approach.
- LGBTQ+ information has also been incorporated from this document.
- When children leave a school or college, their DSL should transfer their file to their new school or college within 5 days for an in-year transfer or within 5 days of the start of a new term.
- A school-wide approach to preventative education is key in preparing students for life in modern Britain; it creates a culture of zero tolerance to various forms of prejudice.

## **Part 2 Keeping Children Safe in Education**

### **Safer Recruitment**

- More emphasis on CVs alone will not provide all the information necessary for safe recruitment and should only be accepted alongside a full application form.
- Schools should consider online searches as part of their due diligence process in recruitment.

## **Part 3 Keeping Children Safe in Education**

Allegations made against/Concerns raised in relation to teachers, including supply teachers, other staff, volunteers and contractors

- Management should consider all cases whether substantiated or not as a learning opportunity. For example, if an individual is suspended due to an allegation which is unfounded and they return, how can the process be improved for next time?
- The school/college should implement clear processes for 'low level' concerns; the school/college can decide on how and to whom reports are made.

## **Part 4 Keeping Children Safe in Education**

Child-on-Child sexual violence and sexual harassment

- The information in this section comes from the 'Sexual violence and sexual harassment...' document.

## **Part 5 Keeping Children Safe in Education**

Annex A – Safeguarding Information for School and College Staff

- This section has been updated to reflect child-on-child abuse as in Part One.

*Annex A Keeping Children Safe in Education*

Annex B – Further Information

- Much of the content on Child-on-Child Abuse has been moved into Parts One, Two and Five of the document, in order to give it more prominence.
- There is more information on possible indicators of radicalisation.
- A number of additional resources have been included in this year's document, including some information on victim support, a county lines toolkit, some guidance on forced marriage and more.

*Annex B Keeping Children Safe in Education*

Annex C – Designated Safeguarding Lead (DSL)

- Details on the role of the DSL are now here, rather than in Part Two, to encourage thorough understanding of the job description.



- Additional information on the requirement for children to have an Appropriate Adult (see below) present during Police investigations.

#### *Annex C Keeping Children Safe in Education*

What is an 'Appropriate Adult'?

This is defined in the [Police & Criminal Evidence Act \(PACE\) Code C 2019](#) under section 1.7:

The appropriate adult means, in the case of child either:

- the parent, guardian or, if the child is in the care of a local authority or voluntary organisation, a person representing that authority or organisation. There are some exceptions to this if the person intending to act as the Appropriate Adult is suspected to be involved in the offence, are the victim, are witness to the offence or involved in the investigation.
- a social worker of a local authority.

If the above is not possible: you can use another responsible adult as long as they are NOT: (whether on duty or not at the time)

- a police officer;
- employed by the police;
- under the direction or control of the chief officer of a police force; or
- a person who provides services under contractual arrangements (but without being employed by the chief officer of a police force), to assist that force in relation to the discharge of its chief officer's functions,

#### **Multi Trades Training Ltd**

Shalford Dairy  
Wasing Estate  
Aldermaston  
Berkshire  
RG7 4NB

Tel: +44 (0) 2034 883801

E: [info@mttraining.co.uk](mailto:info@mttraining.co.uk)