Safeguarding Policy

Policy/Procedure/Guideline	Safeguarding Policy and Procedures
Senior Manager Responsible	Stacy Preston – Safeguarding and Prevent Lead (DSL)
Author	Safeguarding and Prevent Lead
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Safeguarding Policy

1. Introduction

1.1 At t2 group, we strive to create a holistic safeguarding culture and embed this across all areas of the provision. Safeguarding is everyone's responsibility and what we do in relation to safeguarding forms part of a wider safeguarding system, working with external partners where appropriate. In order to fulfil our responsibilities, we adopt a learner centred approach. This means that:

- Safeguarding systems and procedures are oriented around the wishes, feelings and best interests of learners;
- We seek to give learners a 'voice', listen to what they say, take them seriously and work collaboratively in order to meet their needs
- We gain the commitment of all staff members and learners by raising the awareness of potential safeguarding concerns and ensuring everyone understands their individual duty of care
- Learning and development opportunities in relation to safeguarding are available for all employees working in environments with children and adults at risk, and learners across all programmes

t2 group aims to provide a positive, stimulating, caring and safe environment which promotes the social, physical and emotional development of each learner. We work hard to maintain a safeguarding ethos and culture whereby learners feel safe, and are safe, whilst completing their qualifications with us.

2. Purpose

2.1 To provides clear direction to staff and others about expected codes of behaviour in dealing with learner, child protection and/or adult at risk issues, ensuring all parties can identify safeguarding concerns, are aware of individual and wider responsibilities and understand the reporting procedures for all types of safeguarding issues. An effective policy also makes explicit our commitment to the development of good practice and sound procedures. This ensures that child protection and adult at risk concerns and referrals may be handled sensitively, professionally and in ways that prioritise the needs of the learner and/or the person at risk.

3. Policy Statement and Legislative Framework

3.1   This policy and associated procedures have been written and will be implemented in-line with the with legislation established by the Children Acts 1989 and 2004, the Education Act 2002 and other core legislation and guidance listed in 3.3.

3.3   **Additional Legislation and Guidance (please note this list is not exhaustive**).

- Working Together to Safeguard Children (2018)
- Keeping Children Safe in Education (2024)
- Sexual violence and sexual harassment between children in schools and colleges (2021)
- What to do if you're worried a child is being abused (2015)
- Information sharing advice for practitioners providing safeguarding services to children, young people, parents and carers (2018)
- Counter Terrorism and Security Act 2015
- The Prevent Duty Guidance: for further education institutions in England and Wales
- Guidance for further education providers on work-based learners and the Prevent statutory duty
- Modern Slavery Act 2015
- Education inspection framework 2019 (Inspecting safeguarding in early years, education and skills settings – updated 2021)
- Care and Support statutory guidance 2020 (updated 2022)
- Mental Capacity Act 2005
- Human Rights Act 1998
- Care Act 2014
- The Education Act 2011
- The Children's Act 1989 and 2004
- The Children and Social Work Act 2017

4. Scope

4.1   This policy applies to everyone at t2 group, including all learners, staff and subcontractors to ensure learners and any person within settings that we operate who may be classified as a child or adult at risk, are protected. It should be read, understood and adhered to, alongside the policies and procedures listed in Section 15.

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5. Definitions

5.1   Children

Child(ren) means everyone under the age of 18.

5.2   Adults at Risk (Vulnerable Adults)

Adults at risk are those aged 18 years or over who are or may be eligible for community care services and whose independence and well-being would be at risk if they did not receive appropriate health and social care support.

Adult safeguarding is about preventing and responding to concerns of abuse, harm or neglect of Adults.

5.3 Safeguarding & Welfare

National, statutory guidance 'Working Together to Safeguard Children' (2018) defines safeguarding and promoting welfare as:

- Protecting children from maltreatment
- Preventing impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

Therefore, whilst safeguarding includes both child protection and the protection of adults at risk, it involves more broad ranging issues and considerations. All staff are fully aware of our responsibility to act in order to protect children and adults at risk from various potential sources and types of harm. These include:

- Neglect
- Physical abuse
- Sexual abuse
- Emotional abuse

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- Bullying, including online bullying and prejudice-based bullying
- Racist, disability and homophobic or transphobic abuse
- Gender based violence/violence against women and girls
- Child on child abuse, such as sexual violence and harassment
- Radicalisation and/or extremist behaviour
- Child sexual exploitation and trafficking
- Child criminal exploitation, including county lines
- Serious violent crime
- Risks linked to using technology and social media, including online bullying; the risks of being groomed online for exploitation or radicalization; and risks of accessing and generating inappropriate content, for example 'sexting'
- Teenage relationship abuse
- Upskirting
- Substance misuse
- Issues that may be specific to a local area or population, for example gang activity and youth violence
- Domestic abuse
- Female genital mutilation
- Forced marriage
- Fabricated or induced illness
- Poor parenting
- Homelessness
- So-called honour-based abuse

This list is not exhaustive and you may come across issues not listed here but that pose a risk to children, learners and/or adults at risk. It is important to raise any concern to the Safeguarding Team, however low-level it may seem, to inform the wider safeguarding and welfare picture.

5.4   What staff should look out for - Early Help

Whilst Early Help is an intervention aimed at providing support for children, young people and their families, for the purposes of this policy it is recognised that any child, adult at risk or learner may benefit from early intervention and support. However, all staff should be particularly alert to the potential need for early help for a learner, child or adult at risk who:

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- is disabled or has certain health conditions and has specific additional needs; has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- has a mental health need
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking, sexual or criminal exploitation
- is at risk of being radicalised or exploited
- has a family member in prison, or is affected by parental or familial offending
- is in a family circumstance presenting challenges for the individual, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing drugs or alcohol themselves
- has returned home to their family from care
- is at risk of 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
- is a privately fostered child
- is persistently absent from education e.g. repeated unplanned and short notice cancellations of teaching and learning reviews

It is also important to note that whilst the majority of learners on programme with us are over the age of 18, we may identify concerns relating to children during the course of discussions, reviews or meetings with learners.

5.5   Abuse

Abuse is a form of maltreatment of a child or adult at risk, by another person or persons in a way that causes significant harm, or affects health, development or wellbeing. Somebody may abuse or neglect a child or adult at risk by inflicting harm, or by failing to act to prevent harm.

Children or adults at risk may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults, or another child or children. This also includes child on child abuse, sexual violence and sexual harassment.

5.6 Child on Child Abuse (Formerly Peer on Peer Abuse)

All staff should be aware that children can abuse other children. This is referred to as child on child abuse (formerly known as peer on peer abuse) and it can happen both inside and outside of work and learning provisions as well as online. It is important that all staff recognise the indicators and signs of child on child abuse and know how to identify it and respond to reports. All staff should understand, that even if there are no reports made that it does not mean it isn't happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding child on child abuse they should speak to the Safeguarding and Prevent Lead (or deputy). This includes where a learner or adult at risk discloses historic child on child abuse.

It is essential that all staff understand the importance of challenging inappropriate behaviours between peers that are actually abusive in nature, many of which are listed below. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

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 peers
- 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 nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery)
- upskirting, which typically involves taking a picture under a person's clothing without their

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permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm

- 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).

5.7 Sexual Violence and Sexual Harassment

Sexual violence and sexual harassment can occur between two learners of any age and sex or between a learner and another party. It can also occur through a group of learners sexually assaulting or sexually harassing a single learner or group of learners. Learners who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment.

Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physically and verbally) and are never acceptable. It is important that all victims are taken seriously and offered support via the Safeguarding Team. Reports of sexual violence and sexual harassment are extremely complex to manage and must be reported directly to the Safeguarding and Prevent Lead. It is essential that victims are protected, offered support by the Safeguarding Team and every effort is made to ensure their education is not disrupted. It is also important that other learners including adult learners and staff are supported and protected as deemed appropriate by the Safeguarding and Prevent Lead.

All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Whilst the guidance regarding sexual violence and sexual harassment relates largely to schools and colleges, it is important to recognise that adult learners may also disclose incidents of sexual violence and/or sexual harassment that have happened to them historically, potentially when there were a child, or that are happening now. These should be reported in exactly the same way.

6. Roles and Responsibilities

Staff have a responsibility to provide a safe environment in which all learners can learn and develop. That responsibility extends to ensuring they act to safeguard and promote the welfare of learners,

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children and adults at risk.

Some people within the organisation have specific and/or additional safeguarding responsibilities.

6.1 Directors

Directors take seriously their responsibility to safeguard and promote the welfare of learners, children and adults at risk. Directors ensure they facilitate a 'whole provision' approach to safeguarding. Where there is a safeguarding concern, senior leaders will ensure the individual's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems should be in place, and they should be well promoted, easily understood and easily accessible for learners and individuals at risk to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.

The Directors have responsibility to:

- ensure that the company and staff complies with it's responsibilities under legislation.
- have regard to 'Keeping Children Safe in Education 2024', ensuring that policies, procedures and training in the provision are effective and comply with the law at all times.
- ensure that there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote the welfare of learners, children and adults at risk
- ensure that a senior leader is appointed as the Designated Safeguarding Lead (DSL) and that this is explicit in the role holder's job description and that there is always cover for this role.
- Ensure that the DSL and any deputies access and complete appropriate training which is regularly updated in-line with statutory guidance
- Ensure appropriate safer recruitment policies in accordance with Part three of KCSIE 2022 are in place
- Ensure they undertake and complete their own mandatory training

The Managing Director leads the governance of safeguarding systems ensuring that:

- the policies and procedures adopted by the Company, particularly concerning referrals of cases of suspected abuse and neglect, are fully implemented and followed by all staff.
- sufficient resources and time are allocated to enable the staff to discharge their responsibilities which will help to create an environment where all staff and volunteers feel

- able to raise concerns about poor or unsafe practice in regard to learners, children and adults at risk and will address any concerns sensitively and effectively in a timely manner in accordance with the agreed whistle blowing policies.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1080047/KCSIE_2022_revised.pdf

6.3 Safeguarding and Prevent Lead (DSL) and Deputies

The Safeguarding and Prevent Lead (also known as the Designated Safeguarding Lead) at t2 group is Stacy Preston, HR Manager.

The Safeguarding and Prevent Lead's responsibility includes providing advice and support to staff on learner welfare, including the welfare of children and adults at risk, safeguarding and child protection matters, making referrals, taking part in strategy discussions and inter-agency meetings, and/or supporting other staff to do so.

The Safeguarding and Prevent Lead or deputies will always be available during normal working hours for staff to discuss any safeguarding concerns. The Safeguarding and Prevent Lead and Deputy Safeguarding and Prevent Lead undertake training and refresher training in-line with statutory requirements.

Part of this role is to ensure staff receive adequate training and complete regular updates on safeguarding and child protection, specifically the Keeping Children Safe in Education statutory guidance which is reviewed each year.

At least quarterly the Safeguarding and Prevent Lead will prepare a safeguarding report to be tabled at Senior Management Team Meetings and shared with the Directors.

The Designated and Deputy Safeguarding Lead role is described in full in Keeping Children Safe in Education 2024, Part two and Annex C, and is detailed below:

Deputy Safeguarding and Prevent Lead

All deputies are trained to the same standard as the designated safeguarding lead and the

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role should be explicit in their job description. Whilst the activities of the Safeguarding and Prevent Lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for learner and child protection (including online safety), remains with the Safeguarding and Prevent Lead, this lead responsibility should not be delegated.

Manage referrals

The Safeguarding and Prevent Lead is expected to:

- Refer cases of suspected abuse to the local authority children's or adults social care as required
- Support staff who make referrals to local authority children's or adult social care
- Refer cases to the Channel programme where there is a radicalisation concern as required
- Support staff who make referrals to the Channel programme
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required
- Refer cases where a crime may have been committed to the Police as required.

Work with others

The Safeguarding and Prevent Lead is expected to:

- Act as a single point of contact with internal and external safeguarding partners
- Liaise with the Directors and Senior Leadership Team regarding ongoing cases
- As required, liaise with the designated officer(s) at the local authority for child or adult at risk protection concerns in cases which concern a staff member
- Liaise with staff (especially pastoral support staff, H&S Manager, IT Technicians, and Additional Learning Needs Specialist) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies
- Act as a source of support, advice and expertise for all staff.

Training

The Safeguarding and Prevent Lead (and any deputies) undergo training to provide them with

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the knowledge and skills required to carry out the role. This training should be updated at least every two years. The Safeguarding and Prevent Lead should undertake Prevent awareness training.

In addition to the formal training set out above, their knowledge and skills should be refreshed at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- Understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's and adult social care referral arrangements
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference as well as adult safeguarding reviews and be able to attend and contribute to these effectively when required to do so
- Ensure each member of staff has access to, and understands, the internal safeguarding policy and procedures, especially new and part time staff
- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation.
- Understand the importance of information sharing, both internally, and with external agencies, organisations and practitioners.
- Are able to keep detailed, accurate, secure written records of concerns and referrals
- Understand and support the provision with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting learners, adults at risk and children from the risk of radicalisation
- Are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep individuals safe whilst they are online
- Can recognise the additional risks that individuals with additional needs face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support those individuals to stay safe online
- Obtain access to resources and attend any relevant or refresher training courses, encourage a culture of listening to individuals and taking account of their wishes and feelings, among all staff, in any measures t2 group may put in place to protect them.

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Raise Awareness

The Safeguarding and Prevent Lead should:

- Ensure safeguarding policies are known, understood and used appropriately
- Ensure t2 group's child protection and safeguarding policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with directors and senior leadership regarding this
- Ensure the child protection and safeguarding policy is available publicly and relevant parties are aware of the fact that referrals about suspected abuse or neglect may be made and the role of t2 group in this
- Help promote educational outcomes by sharing information about welfare, safeguarding and child protection issues that learners, children and adults at risk are experiencing, or have experienced, with staff where appropriate to understand their academic progress and attainment, supporting delivery staff to identify the challenges that these individuals might face and the additional academic support and adjustments they could make to best support them.

6.4 Individual Staff Responsibilities

The role of staff

- Staff are particularly important as they are in a position to identify concerns early, provide help for learners, children and adults at risk and prevent concerns from escalating.
- All staff have a responsibility to provide a safe environment in which learners, children and adults at risk can learn.
- All staff should be prepared to identify individuals who may benefit from early help. Early help means providing support as soon as a problem emerges.
- Any staff member who has a concern about a learner's, child's or adult at risk's welfare should follow the referral processes set out by t2 group. Staff should expect to support social workers and other agencies following any referral.
- Delivery staff must check in with learners at each visit regarding safety and welfare. Safeguarding topics should be discussed as part of each review activity and all staff have a duty to share any concerns that they may have via the safeguarding reporting procedure.
- Every provision should have a designated safeguarding lead who will provide support to

staff to carry out their safeguarding duties and who will liaise closely with other services such as children's social care.

- The Safeguarding and Prevent Lead (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns.

What staff need to know

- All staff should be aware of systems within their provision which support safeguarding and these should be explained to them as part of staff induction. This should include the:

- Child protection policy;
- Staff behaviour policy (called the staff code of conduct);
- Safeguarding response to children or learners who go missing from education
- role of the Safeguarding and Prevent Lead (including the identity of the Safeguarding and Prevent Lead (and any deputies)

- Copies of policies and a copy of Part One of Keeping Children Safe in Education (KCSIE) statutory guidance should be provided to staff at induction
- All staff should receive appropriate safeguarding and child protection training which is regularly updated. This must be completed timely as and when requested. In addition, all delivery staff should receive safeguarding and child protection updates which they must read (for example on KCSIE, via email, e-bulletins and staff meetings), as required, and at least annually, to provide them with relevant skills and knowledge to safeguard learners effectively, recognising indicators of potential risks/concerns
- All staff should be aware of their local early help process and understand their role in it
- All staff should be aware of the process for making referrals to children/adult social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments
- All staff should know what to do if a learner – be they a child or adult - tells them they are being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the Safeguarding and Prevent Lead (or a deputy) and children/adult social care. Staff should never promise a learner, child or adult at risk that they will not tell anyone

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about a report of abuse, as this may ultimately not be in the best interests of the individual concerned.

Breaching these rules may lead to appropriate disciplinary action.

7. Reporting a Concern

Anyone who is concerned about a learner, child or adult at risk's welfare or who believe that a learner, child or adult at risk may be at risk of abuse should pass any information to the Safeguarding Team as soon as possible and no longer than 24 hours after the initial concern.

At t2 group we take a holistic approach to safeguarding and as such we encourage reporting and discussions of any incidents that may make you feel uncomfortable – even if you can't identify exactly what is making you feel that way and this includes both at work and in everyday life.

Details of how to report concerns are included in the accompanying procedures (Appendix 1).

If a member of the Safeguarding Team is not immediately available you should contact the Safeguarding and Prevent Lead or any member of the senior leadership team, including the Head of Work Based Learning – Operations or Managing Director making clear your enquiry is urgent and related to a safeguarding matter.

If contact cannot be made with any of the above, staff should contact their Local Authority Safeguarding Adults Board or Local Children's Safeguarding Partnership, details of which can be accessed on the relevant Local Authority website.

If a learner, child or adult at risk is in immediate danger, the Police should be notified or if they are in need of urgent medical attention an ambulance should be called.

8. Allegations Against a Member of Staff

8.1   Any allegation of abuse made against a member of t2 group staff will be dealt with under guidelines contained in Part 4 of the document 'Keeping Children Safe in Education' September 2024. (Please refer to the flow chart in Appendix 3)

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8.2   All allegations should be reported to the Human Resources Manager or Human Resources Business Partner who will notify the Safeguarding and Prevent Lead. An initial assessment of the allegation will be made in consultation with the Local Authority Designated Officer (LADO) for the relevant Local Authority in which the member of staff resides.

8.3   Any allegations of abuse made against the Safeguarding and Prevent Lead or deputy, will be dealt with by the Managing Director.

8.4   t2 whistleblowing policy, will also be accessible to all staff so that they can raise concerns about poor or unsafe practice, attitudes or actions of colleagues should the need arise.

8.5   Concerns may arise which do not meet the harm threshold in several ways and from a number of sources. For example: suspicion; complaint; or disclosure made by a child, learner or other adult within or outside of the organisation; or as a result of vetting checks undertaken.

It's important to share low level concerns to create and embed a culture of openness, trust and transparency in which t2 group's values and expected behaviour set out in the staff code of conduct are constantly lived, monitored and reinforced by all staff.

A low-level concern is any concern – no matter how small, and even if it is no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of t2 group may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work and does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

Examples of such behaviour could include, but are not limited to:

- being over friendly with learners, children or adults at risk
- having favourites
- taking photographs of learners, children or adults at risk on their mobile phone
- engaging with a learner, child or adult at risk on a one-to-one basis in a secluded area or behind a closed door
- using inappropriate sexualised, intimidating or offensive language.

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Low-level concerns about a member of staff should be reported to the Safeguarding and Prevent Lead (or deputy). Where a low-level concern is raised about the Safeguarding and Prevent Lead (or deputy), it should be shared with the Managing Director.

All low-level concerns should be recorded in writing by the Safeguarding and Prevent Lead (or deputy). The record should include details of the concern, the context in which the concern arose, and action taken. The name of the individual sharing their concerns should also be noted, if the individual wishes to remain anonymous then that should be respected as far as reasonably possible. Records will be kept confidential, held securely and comply with the Data Protection Act 2018 and GDPR.

If the concern has been raised via a third party, the Safeguarding and Prevent Lead will collect as much evidence as possible by speaking:

- directly to the person who raised the concern, unless it has been raised anonymously
- to the individual involved and any witnesses.

The information collected will help to categorise the type of behaviour and determine what further action may need to be taken. All of this will be recorded along with the rationale for their decisions and action taken.

Further guidance regarding low level concerns against a member of staff will be dealt with under guidelines contained in Part 4 of the document 'Keeping Children Safe in Education' September 2024.

9. Recording Action Taken, Feedback and Follow Up

9.1   All concerns, discussions and decisions made and the reasons for those decisions will be recorded centrally by the Safeguarding Team. Following the raising of a concern or a referral, the Safeguarding will provide feedback to staff on a need-to-know basis.

9.2   Everyone must take responsibility for following-up concerns that have been raised with the Safeguarding Team wherever:

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- No feedback is forthcoming from them
- You do not feel listened to or taken seriously
- You are unhappy with the Safeguarding Team's response
- Nothing tangible changes for the better and/ or the situation deteriorates.

10. Information Sharing

10.1 t2 group adopts the information sharing protocols recommended in local and national guidance. Any requests for information sharing will be considered by the Safeguarding and Prevent Lead or deputies who will comply with relevant guidance and t2 group's policies and procedure.

10.2 The Safeguarding and Prevent Lead should be equipped to:

- understand the importance of information sharing, both within t2 group, and with other parties as and when appropriate and relevant. This includes schools, colleges, safeguarding partners, other agencies, organisations and practitioners
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR)
- be able to keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record-keeping.

10.3 t2 group will retain safeguarding and child protection records for all learners, children and Adults at risk for a 10-year period following the academic year the initial referral was received.

11. Children Missing in Education

11.1 t2 group has a responsibility to ensure that all staff are aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. At t2 group, this means specifically all learners under the age of 18, however this principle should be applied to all learners so that their welfare can be safeguarded.

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11.2 In addition, t2 group has a responsibility to work collaboratively with local schools/colleges (where applicable), partner organisations and the Local Authority to safeguard learners.

12. Dissemination

12.1 t2 group website   [Safeguarding Policy at t2 group](#)
12.2 t2 group intranet

13. Monitoring and Review

13.1 The policy will be reviewed annually by Safeguarding and Prevent Lead.

14. Management Responsibility

The Managing Director has as overall management responsibility for this policy. Day to day management responsibility for this policy has been devolved to the Safeguarding and Prevent Lead and deputies.

15. Related Policies/Procedures

- Bullying and Harassment policy (Including sexual harassment, sexual violence and sexually harmful behaviour)
- IT Policy
- E-Safety Policy
- Safer Recruitment Policy
- Equality Diversity and Inclusion Policy
- Whistleblowing procedure
- Social media policy
- Staff Code of Conduct
- Health and Safety Policy

16. Additional Advice and Support - Staff

Below provides links to additional guidance for all staff so that they can develop a wider understanding of safeguarding issues or concerns.

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Further internal resources can be found on the Curriculum Approach and Resource Database (CARD) and Safeguarding Toolkit, as well as the Learning Management System.

Abuse

[Supporting practice in tackling child sexual abuse](#)
[What to do if you're worried a child is being abused](#) – DfE advice
[Domestic abuse: Various Information/Guidance](#) - Home Office (HO)
[Faith based abuse: National Action Plan](#) - DfE advice
[Force marriage resource pack](#)
[Disrespect NoBody Campaign](#) - Home Office website
[Tackling Child Sexual Abuse Strategy](#) – Home Office policy paper
[Together we can stop child sexual abuse](#) – HM Government campaign

Bullying

[Preventing bullying including cyberbullying](#) - DfE advice

Children missing from education, home or care

[Children missing education](#) - DfE statutory guidance
[Children who run away or go missing from home or care](#) - DfE statutory guidance
[Children and adults missing strategy](#) - Home Office strategy

Individuals with family members in prison

[National Information Centre on Children of Offenders](#) - Barnardo's in partnership with HM Prison and Probation Service

Child Exploitation

[Safeguarding children who may have been trafficked](#) – DfE and Home Office guidance
[Care of unaccompanied migrant children and child victims of modern slavery](#) – DfE statutory guidance

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[Modern slavery: how to identify and support victims](#) – HO statutory guidance
[Child exploitation disruption toolkit](#) – HO statutory guidance
[County Lines Toolkit For Professionals](#) – The Children's Society in partnership with Victim Support and National Police Chiefs' Council
[Multi-agency practice principles for responding to child exploitation and extra-familial harm](#) – Non-statutory guidance for local areas, developed by the Tackling Child Exploitation (TCE) Support Programme, funded by the Department for Education and supported by the Home Office, the Department for Health and Social Care and the Ministry of Justice

Confidentiality

[Gillick competency Fraser guidelines](#) – Guidelines to help with balancing children's rights along with safeguarding responsibilities.

Drugs

From harm to hope: A 10-year drugs plan to cut crime and save lives – Home Office strategy
Honest information about drugs – Talk to Frank website
Drug and Alcohol education – teacher guidance & evidence review – PSHE Association

"Honour Based Abuse" (so called)

• [Female genital mutilation: information and resources](#)- Home Office guidance
• [Female genital mutilation: multi agency statutory guidance](#) - DfE, DH, and HO statutory Guidance

Health and Well-being

• [Fabricated or induced illness: safeguarding children](#) - DfE, DH, HO
• [Mental health and behaviour](#) - DfE advice

Homelessness
• [Homelessness: How local authorities should exercise their functions](#) - Ministry of Housing, Communities & Local Government guidance
• [Crisis](#) – Crisis, support for homelessness

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Online

• [Sexting: responding to incidents and safeguarding children](#) - UK Council for Internet Safety
• [Internet safety](#) – Internet Matters

Private fostering

• [Private fostering: local authorities](#) - DfE statutory guidance

Radicalisation

• [Prevent duty guidance for further education](#)- Home Office guidance
• [Educate Against Hate website](#) - DfE and Home Office advice
• [Prevent for FE and Training](#) - Education and Training Foundation (ETF)

Upskirting

• [Upskirting know your rights](#) – UK Government

Violence

• Gangs and youth violence: for schools and colleges - Home Office advice
• [Ending violence against women and girls 2016-2020 strategy](#) and the [update-](#) Home Office strategy
• [Sexual violence and sexual harassment between children in schools and colleges](#) - DfE advice
• [Serious violence strategy](#) - Home Office Strategy

17. Additional Advice and Support - Learners

Below provides information on where learners can access additional guidance so that they can develop a wider understanding of safeguarding issues or concerns and know where to access help and support:

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Next review: September 2025

- [Report a safeguarding concern](#) – contact form to report safeguarding concerns about yourself, a member of t2 staff, a child or adult at risk that goes directly to the Safeguarding Team
- Learner Handbook – this contains all of the information you need on safeguarding and health and wellbeing, including where to access support and how to contact the safeguarding team
- [Learner Support](#) – t2 group website
- [Safeguarding and the Prevent Strategy](#) – t2 group website – internal policies and useful guides
- [Struggling with your mental health?](#) – t2 group webpage containing information about our team of Mental Health First Aiders, links to support groups that can help with your particular situation and a Mental Health Toolkit
- [Sexual Harassment at Work](#) – a quick-guide video explaining what sexual harassment is and where to access support
- [Learner newsletters](#) – the most current issue of our learner newsletter, including access to back issues containing articles around safeguarding topics, health and wellbeing and equality, diversity and inclusion
- [E-learning modules](#) – a range of bitesize videos on different safeguarding issues
- [County Lines](#) – information on criminal exploitation and what to do if you are worried about your involvement or that of another person
- [Gangs and youth violence](#) – advice from Runaway Helpline providing non-judgemental help and support for those involved in gangs, in confidence
- [Domestic Abuse](#) – Home Office advice and information on domestic abuse, including support contact numbers

Key Safeguarding Contacts

Below are the details of the Safeguarding Team – learners can also speak to their Tutor if they have any concerns about themselves or others.

Safeguarding and Prevent Lead – Stacy Preston
Email: stacy.preston@t2group.co.uk
Tel: 02920 799133 / 07876824157

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Next review: September 2025

Deputy Safeguarding and Prevent Lead – Emma Pridmore
Email: emma.pridmore@t2group.co.uk
Tel: 02920 799133 / 07823 342179

Deputy Safeguarding and Prevent Lead – Dionne Stacey
Email: dionne.stacey@t2group.co.uk
Tel: 02920 799133 / 07881379110

18. Appendices

Appendix 1: Procedures for staff who are reporting a safeguarding concern

Appendix 2: Procedures for Safeguarding Team who are reporting a concern to the Local Authority.

Appendix 3: Procedure for managing allegations against staff.

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