



group
part of the Marr Corporation

Safeguarding Guide

for Employees



Safeguarding Guide for Staff

This guide aims to inform employees of our responsibilities to create a safe environment where children, young people and adults at risk can learn and develop.

How we create a positive culture and ethos where Safeguarding is an important part of everyday life, backed up by training at every level

It is our intention to create a culture of vigilance where children's and learner's welfare is promoted. Where timely and appropriate Safeguarding action is taken for children or learners who need extra help or who may be suffering, or likely to suffer, significant harm.

Government Legislation places a duty on all organisations involved with children, young people and adults at risk to promote Safeguarding.

t2 group recognises that it has an important role to play in promoting the welfare and Safeguarding of children, young people and adults at risk who are part of our community. t2 group has a statutory and moral duty to support all learners and we want all our learners to feel safe and enjoy their time studying with us.

Who has responsibility for Safeguarding?

Whilst Safeguarding is everyone's responsibility there are some staff within t2 group who have specific responsibilities for Safeguarding.



**Safeguarding & Prevent Lead:
Stacy Preston**

You can contact Stacy Preston at any time on:
02920 799 133 / 07876 824 157



**Deputy Safeguarding & Prevent Lead:
Emma Pridmore**

You can contact Emma Pridmore at any time on
02920 799 133 / 07823 342 179



**Deputy Safeguarding & Prevent Lead:
Dionne Stacey**

You can contact Dionne Stacey at any time on
02920 799 133 / 07881 379 110



If you would prefer to speak to a male member of staff Anthony David is our designated senior person for safeguarding across t2 group. You can contact Anthony at any time on **02920 799 133**

All the above staff have attended Accredited Safeguarding Training.

The Legal Framework

The Children Act 2004 and the Education Act 2002 set out legal obligations for everyone in education in relation to Safeguarding and promoting the welfare of children, young people and adults at risk.

Some of the issues included are:

- The requirement to have a Safeguarding Officer to provide support, advice and to co-ordinate Safeguarding activities on behalf of t2 group
- A requirement that all staff have an awareness of Safeguarding and know what to do if they suspect a child, young person or vulnerable adult is being harmed or abused.
- A duty to refer concerns, disclosures or suspicions of harm or abuse.
- A requirement to work with statutory agencies such as the Police, Social Services and the Local Children's Safeguarding Board.

Safeguarding Policies

At t2 we have a Safeguarding Policy, which you can view on the staff Intranet. If you would like a hardcopy of this document contact **Stacy Preston** our Safeguarding & Prevent Lead who will be happy to provide you with this.

Safeguarding Training

At t2 group you will be provided with initial Safeguarding training during your induction.

On-going training will be provided through mandatory e-learning which can be accessed through our e-learning website <https://elearn.t2group.co.uk>

Further information can be found in the Safeguarding section on the company **Intranet** and we also have a detailed section on **Safeguarding in our Employee Handbook**.

If you feel you require further Safeguarding Training contact **Stacy Preston** who will be happy to arrange this for you.

What should I do if someone makes a Safeguarding disclosure?

No one likes to hear about vulnerable people being abused, neglected or unsafe and this can sometimes make it difficult to respond when concerns are raised.

As an employee of t2 group you have a duty to act if you are worried about a learner. Any concerns that you have could make up part of a bigger picture, which could help in preventing serious harm to a vulnerable person.

The individual's safety must take priority. At this time their feelings are more important than your own, or than any other person's.

Sometimes you may have concerns that a learner is worried or anxious about things in our training centre, at their workplace or at home. You might recognise a change in the learner's behaviour or attitude. Their personal presentation may have deteriorated.

In such situations the learner should be encouraged to talk to someone.

This could be:

- You
- Their employer
- The t2 group Safeguarding & Prevent Lead or the Deputy Safeguarding & Prevent Lead
- A trusted friend or family member

You have a duty to share your concerns where you believe a learner may be at risk of being harmed.

Remember when a learner discloses they are likely to have a range of difficult emotions. They may feel one or all of the following:

Guilty

Victims often blame themselves for the abuse and often feel guilt for telling.

Ashamed

Victims are often ashamed about the abuse itself.

Confused

Victims are often confused about their feelings for the perpetrator.

Scared

Victims are often fearful of the repercussions of telling. They may be scared of the perpetrator, scared that the abuse may recur.

What to do:

- Always do something
- Listen – let the learner tell their story using their own words
- Seek clarification so that you understand what is being said
- Be genuine and honest towards the learners. Do not patronise them
- Remain objective; remember it is not your responsibility to investigate potential abuse
- Acknowledge that you recognise how difficult it might have been for them to talk to you if you think it is appropriate
- Acknowledge that the learner has done the right thing telling someone
- Be clear with the learner about what will happen next
- Be reassuring
- Think about whether there are any immediate health and safety concerns
- What situation will the learner be going home to?
- Report the information to the Safeguarding Officer
As soon as possible afterwards, make a written record. This should be factual, include quotes where possible and be signed and dated. The Safeguarding Officer should be provided with a copy of the report.

What not to do:

Never keep concerns about a learner's safety to yourself. Do not make promises you can't keep – you cannot promise to keep secrets for learners.

Do not panic or show that you are shocked about what is being said to you. It is important to remain calm and in control of your feelings. Remember that although this is new to you, the learner may have been living with this for a long time.

Do not initiate physical contact.

Do not ask intrusive questions. Listen but don't pry. Respect the individual's need for privacy. Remember they may have to re-tell their story later on, so you only need to gather enough information to help you make a decision about what to do next.

Do not make interpretations or assumptions about what has been said to you. Don't jump to conclusions about what you think might have happened. It's not your responsibility to investigate potential abuse.

Remember - It is your duty to refer all potential Safeguarding concerns.

If you have concerns about a child, young person or a vulnerable adult being harmed or being at risk of being harmed, you should consult the Safeguarding Officer or the Deputy Safeguarding Officer without delay. If they are not available you should contact the Designated Senior Person for Safeguarding. The application and effectiveness of Safeguarding policies and safe recruitment and vetting processes.

Safeguarding is the action that is taken to promote the welfare of children and adults at risk to protect them from harm.

Safeguarding means:

- Protecting children and adults at risk from abuse and maltreatment
- Preventing harm to children's and adults at risk health or development
- Ensuring children and adults at risk grow up with the provision of safe and effective care
- Taking action to enable all children, adults at risk and young people to have the best outcomes.

Learning to recognise the types and indicators of potential abuse is very important. We have outlined the main types of abuse and the potential indicators you may notice. However, if you have any suspicions of abuse with your learners contact our **Safeguarding & Prevent Lead, Stacy Preston** immediately who will talk you through the next steps you should take.

Types of abuse

Abuse can be defined in terms of the following categories:

- Physical abuse
- Sexual abuse
- Financial abuse
- Emotional or Psychological abuse
- Neglect and self neglect
- Discriminatory abuse
- Institutional abuse
- Modern slavery and trafficking
- Domestic violence

Indicators of abuse

Indicators are the signs and symptoms that draw attention to the fact that something is wrong. The presence of one or more indicators does not confirm abuse. However, a cluster of several indicators may reveal a potential for abuse and a need for further assessment. Lists of indicators are not exhaustive and need to be used carefully and sensitively in the assessment of vulnerability and risk.

People who are abused may develop a pattern of behavior that they feel will reduce the chances of the abuse re-occurring. This needs to be taken into account when trying to understand why a person is behaving in a certain way. It is important to remember that abuse occurs where there is a power imbalance and a person may be reacting to living in a situation of fear based on threats and coercion.

- Sleeping and eating disturbance
- Recurrent abdominal pains
- Recurrent headaches
- Social withdrawal
- Restlessness and aimlessness
- Inexplicable school failure
- Poor trust and secretiveness
- Indiscriminate and careless sexual behavior
- Drug abuse
- Running away
- Self-harm and self-mutilation
- Hysterical fits, fainting

Indicators of physical abuse may include:

- A history of unexplained falls or minor injuries especially at different stages of healing
- Unexplained bruising in well-protected areas of body, e.g. on the inside of thighs or upper arms etc.
- Unexplained bruising or injuries of any sort
- Burn marks of unusual type, e.g. burns caused by cigarettes and rope burns
- A history of frequent changes of general practitioners or reluctance in the family, carer or friend towards a general practitioner consultation
- Accumulation of medicine which has been prescribed for a client but not administered
- Malnutrition, ulcers, bed sores and being left in wet clothing

Indicators of emotional abuse may include:

- Unexplained changes in the demeanor and behaviour of the person
- Tendency to withdraw and spend time in isolation
- Expression of explicit sexual behaviour and/or language by the person which is out of character
- Irregular and disturbed sleep patterns
- Bruising or bleeding in the rectal or genital areas
- Torn or stained underclothing especially with blood or semen
- Sexually transmitted disease or pregnancy where the individual cannot give consent to sexual acts

Indicators of financial abuse may include:

- Unexplained inability to pay for household shopping or bills etc.
- Withdrawal of large sums of money which cannot be explained
- Missing personal possessions
- Disparity between the person's living conditions and their financial resources
- Unusual and extraordinary interest and involvement in the vulnerable adult's assets 7

Indicators of sexual abuse may include:

- Tendency to withdrawal and isolation
- Fearfulness and anxiety
- Being refused access to services or being excluded inappropriately
- Loss of self-esteem
- Resistance or refusal to access services that are required to meet need
- Expressions of anger or frustration

Indicators of neglect may include:

- Tendency to withdrawal and isolation
- Fearfulness and anxiety
- Being refused access to services or being excluded inappropriately
- Loss of self-esteem
- Resistance or refusal to access services that are required to meet need
- Expressions of anger or frustration

Indicators of discriminatory abuse may include:

- Tendency to withdrawal and isolation
- Fearfulness and anxiety
- Being refused access to services or being excluded inappropriately
- Loss of self-esteem
- Resistance or refusal to access services that are required to meet need
- Expressions of anger or frustration

Indicators of institutional abuse may include:

- Lack of flexibility and choice
- People being hungry or dehydrated
- Poor standards of care
- Lack of personal clothing and possessions and communal use of personal items
- Poor record-keeping and missing documents
- Absence of visitors
- Few social, recreational & educational activities
- Public discussion of personal matters or unnecessary exposure during bathing or using the toilet
- Absence of individual care plans
- Lack of management overview and support

Other types and indicators of abuse could include:

- Online abuse
- Sexual abuse
- Physical abuse
- Bullying
- Cyber bullying
- Emotional abuse
- Female genital mutilation
- Domestic abuse
- Child trafficking
- Grooming
- Harmful sexual behaviour
- Child neglect
- Child sexual exploitation
- Offending
- Misusing drugs or alcohol
- Self-harming
- Gang activity
- Radicalization and/or extremism
- Running away
- Unexplained and regular accidents
- Neglect
- Forced marriage

A more detailed breakdown can be found in our safeguarding policy

Safer Recruitment and Vetting Process

At t2 we operate a rigorous safer recruitment and vetting process and will take all possible steps to prevent unsuitable persons working with young or vulnerable learners. In doing so we follow the good practice contained within the legislative document Safeguarding Children and Safer Recruitment in Education (2007) and the Safer Practice, Safer Learning document produced by NIACE.

When interviewing potential staff we will ensure that:

- There is an open recruitment process
- There is a rigorous interview process with a minimum of two separate interviews being held with specific questions relating to Safeguarding
- Applicants identity and claims to academic or vocational qualifications will be verified
- References will be taken up by direct contact with referees
- Evidence of the date of birth and address of the applicant will be obtained
- Where appropriate, an Enhanced Disclosure and Barring Service Check will be conducted

All applicants will complete an application form enabling them to provide information about themselves and assist in identifying any gaps in their employment history.

During interviews the interviewer will explore:

- The applicant's attitude and demeanour towards young or vulnerable learners
- The applicant's ability to support our commitment to Safeguarding and promoting the welfare of young or vulnerable learners
- Any gaps in the applicant's employment history
- Any concerns or discrepancies arising from the information obtained

A Single Central Record (SCR) will be held for all staff employed by t2 group and this will be updated on an ongoing basis.

Post Appointment

All staff will take part in an induction programme which will vary dependent on the nature of the role. The purpose of this will be to:

- Provide awareness and explanations of relevant policies and procedures
- Provide support for the role in which they have been engaged
- Provide opportunities for a new member of staff to ask questions or discuss concerns relating to their role or responsibilities
- Enable individual line managers and colleagues to recognise any concerns about the person's ability or suitability from the outset and address them if deemed appropriate
- Ensure that individuals are aware of reporting concerns and who the Designated Persons for Safeguarding are
- Ensure that individuals are aware of other relevant policies and procedures; i.e. disciplinary procedure, E&D Policy, bullying and harassment, whistleblowing etc.

e-Safety

Information and communications technology (ICT) is part of our lives. We use it every day for study, work, entertainment, shopping and getting in touch with our family and friends.

The world of work and business expects us to develop skills to use ICT confidently to promote improvements. It's one of the quickest and easiest ways of finding information, sharing ideas and working with other people however, it has to be used safely and responsibly. As well as the opportunities, there are also risks that we need to be aware of and guard against.

What is e-safety?

e-safety is the ability to protect and educate learners and staff in their use of technology as well as having appropriate mechanisms in place to intervene and support any incident where appropriate.

Protect

Protecting learners means providing a safe learning environment by using appropriate monitoring and filtering to control what learners can access. But this only protects them if they are on t2 premises. Education around e-safety is the only way to ensure that, wherever they are, they know how to stay safe online.

Educate

The education of e-safety covers a wide range of subjects, including:

- Online behaviour – understanding what constitutes cyber-bullying and sexting, how to behave safely and with respect for others
- Protecting your online reputation – understanding both the risks and rewards of sharing personal information online (your digital footprint)
- How to use social networking safely
- Understanding the reliability and validity of online information
- Data security – keeping your personal information safe and being aware of viruses and hacking
- Knowing what to do if anything bad happens (e.g. you are a victim of cyber-bullying or you upload something by mistake)

Tips for keeping yourself and your learners safe online

- Whenever you or your learner is about to post something online, pause and just imagine someone in authority, someone you respect, reading that post or looking at that photo. If that feels uncomfortable, don't do it.
 - Think about using a nickname instead of your real name if you're signing up to a microblogging site like Twitter.
 - Consider setting up a separate, personal email account to use with social media sites, rather than using your work, or even your main personal email. Remember, only connect to people you know.
 - Use the privacy and security settings on social media sites so that only friends and family can see your pages and speak to friends and family and encourage them to tighten their privacy settings too as they could affect you.
 - Even if your account is locked as private, personal information you have shared with others could still be accessed through their pages.
 - Don't use your mother's real maiden name as a password or as a bank security answer. It doesn't really matter whether you use the real one so make up a name that only you know. Just make sure you remember it.
 - Don't post any personal information- your address, email address or mobile number - publicly online. Just one piece of personal information could be used by a complete stranger to find out even more. If you want to include your birthday in your profile it's safer not to actually display it publicly - providing your full date of birth makes you more vulnerable to identity fraud.
 - Be careful about which photos and videos you share on social media sites - avoid photos of your home, work, school or places you're associated with. Remember, once you've put a picture of yourself online, other people may be able to see it and download it - it may not just be yours anymore.
 - Don't give out information online simply because it's asked for - think whether whoever is asking for it, really needs it. When you're filling in forms online, for example to register with a website or sign up for a newsletter, always provide the minimum information possible.
 - It's almost always possible to send a direct message or private message on social media platforms. If you're having a personal chat, this is the best option to go for - unless you don't mind sharing your conversation with millions of other users. Alternatively, send an email from a private account.
 - If you've stopped using a social media site or forum, then close your account down. There's no point in leaving personal information out there unnecessarily.
 - Make sure you have anti-virus software installed on your computer and be careful what you download or install on your computer.
- If you have concerns about your learners use of the internet or materials they are downloading please contact **Stacy Preston**, Safeguarding & Prevent Lead to discuss.

Cyber Bullying

Cyber bullying is any form of bullying which takes place online or through your mobile phone. Websites like Facebook, YouTube, instant messaging on MSN and gaming forums can be great fun but we our learners are aware of the risks. Cyber bullying is rife on the internet and most young people will experience it at some time.

Problems include:

- Stolen identity
- Threats
- Blackmail
- Rumours and gossip
- Abusive comments
- Nasty pictures

If you see something inappropriate

If you or your learners ever come across anything on the internet, whether it's on a social networking site or anywhere else, where people are making suggestions to you that make you feel uncomfortable or upset, please report these concerns to **Stacy Preston**, your Safeguarding & Prevent Lead CEOP (The Child Exploitation and Online Protection Centre) investigates cases of sex abuse and grooming on the internet. Grooming is where people make friends with you and try to involve you in inappropriate activities. In the UK this behaviour is a criminal offence. Although the police can get information from your computer's hard drive, it's helpful if you don't delete anything you think is suspicious until the police have decided whether they need it as evidence.

Types of Cyber Bullying

Bullying by spreading rumours and gossip

The worst thing about social networking websites is that anything nasty posted can be seen by lots of people because it's so public and because the bullies make sure they tell everyone where to find the abuse.

Threats

Anyone who makes threats to you on the internet could be committing a criminal offence. It's against the law in the UK to use the phone system - which includes the internet - to cause alarm or distress.

It could also be against the 1997 Harassment Act. If threats are made against you or your learners it's essential you tell someone immediately.

Blackmail

Grooming is one of the most prevalent types of cyber bullying. This is often where new **"friends"** they have made on the internet and have pressured them into taking their clothes off and filming themselves.

This is an offence called **"grooming"** in the UK and men who have been found guilty of **"grooming"** have been jailed.

If anyone you know on the internet puts pressure on you to do things you don't want to then that's a big danger sign and you need to tell someone immediately.

Abusive comments

It's tempting to have a go back if someone makes a rude posting on your webspace but don't. This is called flaming and it just makes the problem worse.

Instant messaging

There are quite a few instant messaging systems, they're a great way to have a chat with a friend. MSN and Google are two of the best known ways to IM. But if things turn nasty you can block people from seeing you are on line.

Nasty pictures

It's easy to snap off pictures on a mobile phone and upload them to the internet. Make sure that you have the person's permission to take a picture and that they're happy for thousands of people to see it on the internet.

Don't upset people and then upload their pictures for other people to have a laugh. That could be harassment. Don't digitally alter pictures of people either because what you think is funny may be offensive to other people. Don't let anyone take pictures of you that might embarrass you.

t2 group takes safety and cyber bullying extremely seriously. If you have a concern about yourself or your learner please speak to **Stacy Preston**, Safeguarding & Prevent Lead.

Radicalisation and Extremism – Prevent Strategy

Preventing people from being drawn into terrorism has never been more important. In August 2014 the Joint Terrorism Analysis Centre (JTAC) raised the threat level to severe, the second highest level, in response to the heightened threat facing the country. t2 group understand the need to Safeguard all learners from harm, and the risk from radicalisation of any type is no different & every effort is made in order to minimise the risk & protect the learner.

Risk assessment in the context of radicalisation and extremism means:

- Being aware of all the ways in which t2 group may be vulnerable to its learners becoming radicalised
- Identifying the levels of risk proportionate to t2 group learners
- Ensuring that all relevant policies and procedures are in place to mitigate that risk
- Regularly reviewing these risks and checking to ensure relevant procedures are being carried out.

Possible signs of radicalisation include:

- The individual's views become increasingly extreme regarding another section of society or government policy
- They are observed downloading, viewing or sharing extremist propaganda from the web
- They become withdrawn and focused on one ideology
- The individual becomes increasingly intolerant of more moderate views
- The individual may change their appearance, their health may suffer (including mental health) and they may become isolated from family, friends, peers or social groups.
- The individual expresses a desire/intent to take part in or support extremist activity

Building learner resilience is one of the critical elements of ensuring learners have the mental capacity to think critically and say no or seek advice. It is about strengthening critical thinking skills so that learners are less likely to accept information without question. It's also about providing learners a safe place to discuss issues relating to extremism, such as the psychology of radicalisation, and explore politics or religion in a balanced, non-extremist manner. In this way learners are equipped with the skills to recognise radicalisation and protect themselves and their peers.

Online radicalisation, either through accessing inflammatory material or through online grooming, is an increasing danger. This means that even organisations in remote rural areas, which may have never witnessed any extremism previously, cannot afford to ignore this issue.

While some might think that learners would not choose to access extremist material via the IT systems of their education and training or work organisation, evidence would appear to be to the contrary. Online safety does not mean automatically referring a learner if they have searched for something potentially dangerous. It may be nothing, but that should trigger in your mind that there might be things afoot. Some of this material is extremely sophisticated and those who are vulnerable may not have developed the critical thinking skills to analyse the content. If you have concerns with materials your learners have accessed you should contact **Stacy Preston**, Safeguarding & Prevent Lead to discuss.

How we ensure a timely response to any Safeguarding concerns that are raised

Any child protection and/or Safeguarding concerns will be shared immediately with the local authority or other relevant agency in the area where the concerned professional is working and a record of the referral will be retained. Evidence of any agreed actions following the referral will be taken promptly to protect the learner from further harm.

How we support multi-agency plans around the child or learner

t2 group will always share any child protection/ Safeguarding concerns with the local authority and any other relevant agencies. Full cooperation will always be given in providing full information and will attend any necessary multi agency meetings as part of the investigation. t2 group are also active members of the local Safeguarding boards.

What should you do if you have a Safeguarding issue?

Contact our Safeguarding & Prevent Lead **Stacy Preston** immediately on **02920 799 133 / 07876 824 157** who will be happy to provide you with any help and support.

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