



## Safeguarding Policy

### PURPOSE

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Safeguarding is the responsibility of all staff and contractors at T3 Training & Development (T3) each playing a part in preventing, identifying and reporting abuse and neglect to the learners.

All safeguarding concerns will be addressed, and we will ensure that learners who attend T3 are kept safe from harm whilst they are in our charge.

T3 will not limit its view of what constitutes abuse or neglect, as they can take many forms and the circumstances of the individual case should be considered.

### SCOPE

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- to ensure that learners are effectively safeguarded from the potential risk of harm and that the safety and wellbeing of the learner is of the highest priority in all aspects of T3's work
- to help T3 maintain its ethos whereby staff, volunteers, contractors, sub-contractors, learners, parents, carers, guardians and visitors feel able to articulate any concerns comfortably, safe in the knowledge that effective action will be taken as appropriate
- to outline T3's commitment to safeguard and promote the welfare of learners

T3 will ensure all staff:

- Are appropriately trained
- are aware of their responsibilities in relation to safeguarding learners
- know the procedures that should be followed if they have a safeguarding cause for concern
- know how to access additional information regarding safeguarding
- are aware of the key indicators relating to child and adult abuse and/or neglect
- Support T3's commitment to safeguarding, child and adult protection

### RESPONSIBILITY

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The Training Manager has overall responsibility for this procedure. It is the role of the T3 Team to ensure this procedure is adhered to.

This policy will be reviewed on an annual basis or as and when the Prevent duty or safeguarding legislation are revised.

### **Safeguarding Staffing Structure in T3 and the Role of Staff**

The Designated Safeguarding Lead for Safeguarding and Prevent in T3 is:  
**Nicola Barratt – 01226 610201 – Training@t3-uk.com**

In their absence, these matters will be dealt with by the Deputy Designated Safeguarding Lead:  
**Andrew Adams**



T3 has a statutory duty to safeguard its learners. T3 recognises its legal and moral duty to promote the well-being of learners and protect them from harm and respond to safeguarding concerns when they arise.

We agree that we have a primary responsibility for the care, welfare and safety of the learners in our care, and we will carry out this duty through our teaching and learning, day to day practices, extracurricular activities, pastoral care and extended T3 activities. In order to achieve this, all members of T3, in whatever capacity, will at all times act proactively in learner welfare matters especially where there is a possibility that a learner may be at risk of significant harm.

We will enable learners, through tutorial, workbooks and other support activities, to develop the skills they need to stay safe from harm, understand British values, raise awareness of equality and diversity and health and safety. We will also help them to develop the confidence they need to speak up for themselves and others. We will provide effective support, guidance and care if a learner shares a concern with us.

Learners should be able to:

- recognise and manage risks in different situations
- judge what kind of physical contact is acceptable and what is not acceptable
- recognise when their personal safety is threatened and when and where to get help

We will design systems that will:

- prevent unsuitable people working with learners
- promote safe practice and challenge poor and unsafe practice
- Ensure staff are alert to learners at risk and know how to report concerns

When dealing with safeguarding concerns, it is important that all staff should 'Think Family' and consider the family members within the household and wider networks who may be at risk of, or experiencing abuse or neglect. T3 will make referrals to Children or Adults Social Care when this is necessary to safeguard children and adults in need of safeguarding, even if they are not in its care.

T3 seeks to adopt an open and accepting attitude towards learners as part of their responsibility for pastoral care. T3 hopes that parents/carers and learners feel free to talk about any concerns and will see T3 as a safe place if there are any difficulties at home.

Learners' worries and fears will be taken seriously if they seek help from a member of staff. However, staff must not promise secrecy if concerns are such that referral must be made to the appropriate agencies in order to safeguard the learner's welfare and/or protect them from abuse and/or neglect. Learners will be made aware of this legal obligation.

If there are suspicions that a learner's physical, sexual or emotional well-being is being, or is likely to be, harmed, or that they are being neglected or abused in any way, appropriate action will be taken. This action will be in accordance with the safeguarding procedures issued by the Safeguarding Children Board, if learner is under 18 or Safeguarding Adult Board, if learner is over 18, of the Local Authority area where the learner resides.

A child going missing from education can be a potential indicator of abuse or neglect. Staff members should follow T3's procedures for reporting concerns of children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent further incidences.

## DEALING WITH CONCERNS

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It is not the responsibility of any member of T3 to investigate any suspicions or concerns that a learner is at risk of or is suffering significant harm.

A safeguarding cause for concern is an action, observation, disclosure or discussion that makes staff feel anxious about the safety or wellbeing of a learner.

All causes for concern **must** be recorded on T3's Safeguarding Cause for Concern form and **must** be passed to the Safeguarding Officer immediately. Staff should provide as much detail as possible about the concern, clarifying the basic facts. If an alleged crime has been committed, it is necessary to gather the basic facts about the alleged perpetrator (including name, age, address, access to children and adults), but not take any action that might alert the alleged perpetrator.

The Safeguarding Team will decide on the appropriate actions, completing the section 'To be completed by the Safeguarding Team' on the form and notify the member of staff of the actions.

Whilst awaiting the advice and actions from the Safeguarding Team, staff must continue to monitor the situation that has led to report in a cause for concern. If the situation changes in the interim, staff must report in immediately any further details. In addition, if the concern becomes one of immediate suffering or likely to suffer significant harm, follow the guidance detailed below.

The Safeguarding Team will consider if the concern needs to be passed on to Children or Adult Social Care for further action, following the procedures of these agencies respectively for making a referral.

If, at any point, there is a risk of immediate serious harm to a learner or staff believe that a learner is suffering or likely to suffer significant harm, contact must be made with a member of the Safeguarding Team immediately so that prompt, appropriate action and referrals can be made to safeguard the learner.

If staff are unable to make contact with a member of the Safeguarding Team, a referral must immediately be made by that member of staff directly to Children or Adult Social Care, depending on the age of the learner and it must be to the Social Care team in the Local Authority area where the learner resides. In addition, if appropriate, support from the relevant emergency services should be sought (Police/Ambulance/Fire Services).

If a learner has a Social Worker, staff must keep the Social Worker updated on any safeguarding concerns regarding the learner, as well as the Safeguarding Team.

An electronic safeguarding file will be raised and will include:

- Learner Information Sheet
- details of other agencies the learner may be working with
- whether a child protection, child in need, early help assessment or adult safeguarding arrangements are in place
- chronological information including cause for concerns, emails, telephone calls, meeting notes
- concerns about and/or contact with the learner and actions taken
- information on any siblings

## ADDITIONAL SUPPORT

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Our business is committed to being at the forefront of THE safeguarding and prevent agenda, therefore further support and guidance is accessible via the regional prevent coordinator at DfE. The Designated Safeguarding Lead has a duty to share and promote the additional guidance throughout the provision.

Our Safeguarding Team is on hand to provide one to one ongoing additional support where required.

## PREVENT

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It is important that all learners are protected from the risk of radicalisation. It is the responsibility of T3 in its capacity as a training provider, to have regard to these duties from 1 July 2015. The duty also requires T3 to 'actively promote' the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

## RECRUITMENT

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In order to ensure that learners are protected whilst at T3, we will ensure that our staff and volunteers are carefully selected, screened, trained and supervised.

We accept our responsibility to follow the guidance set out in the most up to date version of the statutory guidance 'Keeping Children Safe in Education'. In particular, we will ensure that the following checks are satisfactorily completed before a person takes up a position with T3:

- identity checks to establish that applicants are who they claim to be including having sight of an applicant's birth certificate, passport and/or driving licence
- checking academic qualifications, to ensure that qualifications are genuine
- Previous employment history will be examined
- appropriate Disclosure and Barring Service (DBS) checks are completed
- References will be obtained for each new start



## INDUCTION AND TRAINING

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All new members of staff will receive induction training, which will give them an overview of the organisation and ensure they know its purpose, values, services and structure, as well as how to identify and report abuse and safeguarding concerns within the appropriate levels of confidentiality.

All new staff (and volunteers) will complete an online safeguarding training, FGM Awareness, British Values, Channel Awareness, Equality & Diversity Awareness during their induction. This will enable them to effectively fulfil their responsibilities in respect of safeguarding learners.

All staff will attend refresher training every year, which includes updates via newsletters, emails, and staff meetings that staff are expected to participate in.

## CONDUCT OF STAFF

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T3 has a duty to ensure that high standards of professional behaviour exist among all staff who come into contact with learners and that all members of staff are clear about what constitutes appropriate behaviour and professional boundaries.

The *'Teachers Standards' (2012)* states that teachers should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

At all times, members of staff are required to work in a professional way with learners. All staff should be aware of the dangers inherent in:

- working alone with a learner
- physical interventions
- cultural and gender stereotyping
- dealing with sensitive information
- giving to and receiving gifts from learners and parents
- contacting learners through private telephones (including texting), e-mail, msn, or social networking websites
- disclosing personal details inappropriately
- meeting learners and families outside T3 hours or T3 duties

If any member of staff has reasonable suspicion that a learner is suffering harm and fails to act in accordance with this policy and the relevant Safeguarding Children and Adults Board procedures, T3 will view this as misconduct, and take appropriate action.

## PHOTOGRAPHING LEARNERS UNDER THE AGE OF 18

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We will not allow visitors to T3 i.e. workshop providers – to photograph or film learners during a T3 activity without permission. We will not allow images of learners to be used on T3 websites, publicity, or press releases, without express permission from the learner and, if under 18, the parent. The full name of learners on social media will not be used without permission also.

## CONFIDENTIALITY AND SHARING INFORMATION

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T3 will ensure that all data about learners is handled in accordance with the requirements of the law and any national and local guidance.

Staff must recognise the need to comply with relevant legislation and guidance in relation to data protection, confidentiality and information sharing.

## FEMALE GENITAL MUTILATION

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Female Genital Mutilation (FGM) is illegal in England and Wales under the FGM Act 2003. It is a form of child abuse and violence against women. FGM comprises all procedures involving partial or total removal of the external female genitalia for non-medical reasons.

Section 5B of the FGM Act 2003 introduces a mandatory reporting duty which requires regulated health and social care professionals and teachers in England and Wales to report 'known' cases of FGM in under 18s which they identify in the course of their work to the police, where they either:

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

Complying with the duty does not breach any confidentiality requirement or other restriction on disclosure which might otherwise apply.

The Safeguarding Team must make an appropriate referral to Children's Social Care if FGM is suspected. In these cases, parents will not be informed before seeking advice. This duty does not apply in 'at risk' or suspected cases. For all T3 staff, normal safeguarding procedures apply in the reporting of FGM cases.

## SUBCONTRACTING

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T3 is committed to ensuring that all students in our subcontracted provision are safeguarded.

Through due diligence, quality audits and unannounced visits we gather evidence to provide assurance and intervene if necessary.

### **What happens if the Safeguarding Policy is not adhered to?**

We will not tolerate behaviour which breaches the Safeguarding Policy and will initiate disciplinary or other action, if circumstances warrant, against those who contravene the guidance contained in it.

## SUMMARY OF LEGAL AND GOVERNMENT REQUIREMENTS

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### **Female Genital Mutilation ‘Recognising and Preventing FGM 29<sup>TH</sup> January 2016**

This guidance describes some of the signs that FGM has taken place or could take place in the near future. It also explains what practitioners need to do in such circumstances.

### ***‘Working Together to Safeguard Children’ (2015)***

This guidance outlines how we should all work together to safeguard and promote the welfare of children.

### ***‘Keeping Children Safe in Education’ (2016)***

Provides further guidance as to how T3s should fulfil their duties in respect of safeguarding and promoting the welfare of children in their care.

### ***‘Common Inspection Framework for Further Education and Skills’ (2015)***

Ofsted is required to inspect the extent to which T3s discharge their duties under ‘*section 175*’ of the ‘Education Act’ (2002) and report on these safeguarding outcomes for children and young people with specific reference to:

- the effectiveness to which institutions take reasonable steps to ensure that children and young people are safe
- the effectiveness of institutions in helping to ensure that children and young people feel safe

### ***‘Safer Practice, Safer Learning’ (NIACE 2007)***

This guidance sets out the safeguarding responsibilities for T3s and recommends creating a “safer” learning environment that promotes well-being and security.

### ***‘What to do if you are worried a child is being abused 2015 – Advice for Practitioners’***

### ***‘The Care Act 2014’***

### **The Human Rights Act 1998**

### **The Mental Capacity Act (including DoLs) 2005**

### ***‘Protection of Freedoms Act’ (2012)***

The Protection of Freedoms Act, 2012 established the Disclosure and Barring Service (DBS) that carries out functions previously undertaken by the Criminal Records Bureau (CRB) and the Independent Safeguarding Authority (ISA). This includes setting out the type of activity in relation to children and vulnerable adults that is classed as ‘regulated activity’ and subject to appropriate vetting and monitoring.

### ***'The Children Act' (2004)***

The Children Act, 2004 defines statutory leadership roles for the safeguarding of children, the joint planning of children's services and how organisations should safeguard children and promote their welfare.

The Act defines safeguarding as the protection of children and young people from maltreatment including preventing the impairment of their health or development and ensuring that children and young people are growing up in circumstances consistent with the provision of safe and effective care.

### ***'The Sexual Offences Act' (2003)***

The Sexual Offences Act 2003 defined a range of criminal offences involving the abuse of a position of trust.

The Act's provisions mean that, subject to a number of limited defences (as set out in sections 23 and 24 of the Act), it would be a criminal offence for a person in a position of trust to engage in any sexual activity with a person aged under 18 with whom they have a relationship of trust, irrespective of the age of consent, even if the basis for their relationship is consensual. A relationship of trust exists where a member of staff or volunteer is in a position of power or influence over a student by virtue of the work or nature of the activity being undertaken.

### ***The Education Act (2002)***

Section 175 of the 'Education Act' (2002) provides that:

"The governing body of an institution within the further education sector shall make arrangements for ensuring that their functions relating to the conduct of the institution are exercised with a view to safeguarding and promoting the welfare of children receiving education and training at the institution."

### ***The Children Act 1989***

Part III of The Children Act 1989 outlines the requirement for local authorities to provide services for children and their families:

- Section 17 of the Act determines that it is the duty of every local authority to safeguard and promote the welfare of children within their area. It is under this section of the legislation that concerns about the welfare of a child will be referred to social care
- Section 47 of the Act determines the duty of every local authority to investigate where there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm. It is under this section of the legislation that concerns about the abuse or neglect of a child will be referred to social care

## ROLES AND RESPONSIBILITIES OF STAFF

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### **The Senior Management Team is responsible for:**

- giving a consistent and high profile lead on all safeguarding issues
- promoting T3's approach to safeguarding inside and outside the institution
- making sure the safeguarding policy and all supporting policies and procedures are followed
- allocating sufficient resources and time to enable designated staff to discharge their responsibilities, including taking part in strategy discussions and other interagency meetings, and contributing to the assessment of children
- ensuring all staff feel able to raise concerns about poor or unsafe practice

### **Managers are responsible for:**

- putting the safeguarding policy and supporting policies and procedures into practice
- making sure all staff know their responsibilities and receive support and training to carry these out
- following the relevant procedures to manage safeguarding issues raised by staff or students

### **All staff are responsible for:**

- acting in accordance with this policy at all times
- identifying learners who may be in need of extra help, who are suffering or likely to suffer significant harm. All staff have a responsibility to take appropriate action as described in this policy, working with other services as needed
- dealing with safeguarding issues and being able to recognise potential harm, ensuring they are alert to the signs/indicators of abuse and neglect
- keeping the central Safeguarding Team up to date with ongoing concerns regarding a learner in need of safeguarding and/or who is working with statutory services such as Social Care. This may include, for example, a dip in attendance, concerning behaviour, a change in presentation
- in the absence of a member of the Safeguarding Officer being available, taking action to safeguard the learner including making referrals to external agencies if appropriate
- raising awareness of this policy with learners and what might happen if they have a concern about a learner
- referring concerns immediately to the Safeguarding Officer
- promoting T3's approach to safeguarding and protecting learners
- understanding their role in relation to the requirement to safeguard and promote the welfare of learners and protect them from harm
- knowing how to support and respond to a learner who discloses abuse or neglect or a wider safeguarding concern
- working with DSL, Barnsley College's Central Safeguarding Team and may be asked to support Social Workers to make decisions about learners
- always acting in interest of the learner.
- All staff will integrate and embed British Values, Safeguarding and Prevent into all teaching, learning and assessment materials and delivery.