



07. SAFEGUARDING POLICY

Policy Review:

This policy has immediate effect and replaces all previous versions. This policy will be reviewed and amended, on or before July 2024

A handwritten signature in blue ink, appearing to read 'P. Martin'.

Pam Martin

A handwritten signature in blue ink, appearing to read 'Paul Martin'.

Paul Martin

Date 09/06/23 Version 2

This policy will be reviewed annually and updated accordingly by The Senior Management Team for approval. The Directors will hold overall responsibility and ownership for this policy.

[Copies of this policy are available on the company web site and are available to interested parties on request.](#)

[All printed copies of this policy will be regarded as uncontrolled copies](#)

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PART ONE: SAFEGUARDING POLICY

1. INTRODUCTION

PM Training and Assessing (PMTandA) Safeguarding Policy has been developed in line with statutory guidance provided in Keeping Children Safe in Education – September 2020. This Safeguarding Policy applies to all learners and all staff (including agency and hourly paid staff) irrespective of anyone’s position or role within PMTandA, together with senior staff and any workers who are at PMTandA on a voluntary/placement/other professional basis.

In this document all reference to child/children/young people refers to PMTandA learners. PMTandA is a Data Processor, any transfer of information appertaining to a safeguarding issue will be as per the guidance and precautions contained within the GDPR.

1.1 Safeguarding is defined as –

- Protecting children/young people from maltreatment.
- Preventing impairment of children's/young people’s health or development.
- Ensuring that children/young people are growing up in circumstances consistent with the provision of safe and effective care; and
- Taking action to enable all children/young people to have the best life chances by accessing services as early as possible.

1.2 PMTandA is committed to safeguarding and promoting the welfare of all its learners.

We believe that:

- All children/young people have the right to be protected from harm, abuse, and neglect.
- That every child/young person has the right to an education and children/young people need to be safe and to feel safe in school.
- Children/young people need support that matches their individual needs, including those who may have experienced abuse.
- All children/young people have the right to express their views, feelings and wishes and voice their own values and beliefs.
- All children/young people must be encouraged to respect each other’s values and support each other.
- All children/young people have the right to be supported to meet their emotional, and social needs as well as their educational needs – a happy, healthy, sociable child/young person will achieve better educationally.
- PMTandA will contribute to the prevention of abuse, victimisation, bullying (including homophobic, bi-phobic, trans-phobic and cyberbullying), exploitation, extreme behaviours, discriminatory views, and risk-taking behaviours.

- All staff and visitors have an important role to play in safeguarding children/young people and protecting them from abuse.

1.3 PMTandA will fulfil its local and national responsibilities as laid out in the following documents: -

- The most recent version of **Working Together to Safeguard Children** (DfE September 2018)
- The most recent version of **Keeping Children Safe in Education: Statutory guidance for schools and colleges** (DfE Sept 2020)
- **The Education Act 2002** s175
- **The Education Act 2011**
- **Mental Health and Behaviour in Schools: Departmental Advice (DfE 2014)**
- **Sexting in Schools & Colleges – responding to incidents and safeguarding young people (UKCCIS) 2016**
- **GDPR ACT (May 2018)**

2. OVERALL AIMS

2.1 This policy will contribute to the protection and safeguarding of our learners, staff and stakeholders and promote their welfare by:

- Clarifying standards of behaviour for staff and learners.
- Contributing to the establishment of a safe, resilient, and robust ethos in all our centres, built on mutual respect and shared values.
- Introducing appropriate work within the curriculum.
- Encouraging learners and parents to participate.
- Alerting staff to the signs and indicators that all might not be well.
- Developing staff awareness of the causes of abuse.
- Developing staff awareness of the risks and vulnerabilities their learners face.
- Addressing concerns at the earliest possible stage; and
- Reducing the potential risks learners face of being exposed to violence, extremism, exploitation, discrimination, or victimisation.

2.2 This policy will contribute to supporting our learners by:

- Identifying and protecting the vulnerable.
- Identifying individual needs as early as possible.
- Designing plans to address those needs.

2.3 This policy will contribute to the protection of our learners by:

- Including appropriate work within the curriculum.
- Implementing child/young people protection policies and procedures; and
- Working in partnership with learners, parents/carers, and other agencies.

3. KEY PRINCIPLES

3.1 These are the key principles of safeguarding, as stated by local Safeguarding Children Boards -

- Always see the child/young person first.
- Never do nothing.
- Do **with**, not **to**, others.
- Do the simple things better.

- Have conversations, build relationships.
- Outcomes not outputs.

3.2 In addition Boards have identified the following key safeguarding messages for educational establishments –

- Every child/young person is entitled to a rich and rounded curriculum.
- Training programmes operate with public money: this should be spent wisely, targeting resources on the evidenced needs of learners. Assurance and audit are important aspects of this.
- Governance is corporate and decisions are collective, but individual managers can and should take the lead on specific aspects of training centre life such as safeguarding.
- When issues arise, the CEO should speak out, addressing them internally where possible and escalating when this is unsuccessful.

4. KEY PROCESSES

All staff should be aware of the guidance issued by their local Safeguarding Children Boards.

5. EXPECTATIONS

All staff and visitors will:

- Be familiar with this Child Protection & Safeguarding Policy; • Understand their role in relation to safeguarding.
- Be subject to Safer Recruitment processes and checks, whether they are new staff, supply staff, contractors, volunteers etc.
- Be involved, where appropriate, in the implementation of individual education programmes, support plans, child/young person in need plans and interagency child protection plans.
- Be alert to signs and indicators of possible abuse (See Appendix 1 for current definitions and indicators);
- Record concerns and give the record to the SDSL or Deputy Safeguarding Lead or DSL to update the BMS and when needed inform external agencies such as MASH, LADO, LA, Police or other.
- Deal with a disclosure of abuse from a child/young person in line with the guidance in Appendix 2 - you must inform the Lead Designated Safeguarding Lead immediately and provide a written account as soon as possible.

All staff will receive annual safeguarding and child protection training and update briefings as appropriate. Key staff will undertake more specialist child protection training as agreed by the SDSL.

6. THE SENIOR DESIGNATED SAFEGUARDING LEAD

Our Senior Designated Safeguarding Lead (SDSL) on the Safeguarding Leadership Team is **Chloe Hill** who has lead responsibility and management oversight and accountability for child protection and, with the CEO, will be responsible for coordinating all safeguarding and child protection activity.

The Deputy Designated Safeguarding Leads will support the SDSL within the role and deputise when the SDSL is not on-site. They are **Pam Martin**.

When the company has concerns about a learner, the Deputy Designated Safeguarding Lead will decide, in consultation with the Senior Designated Safeguarding Lead.

Child specific safeguarding information will be dealt with in a confidential manner. Staff will be informed of relevant details only when the Senior or Deputy Designated Safeguarding Lead feels their having knowledge of a situation will improve their ability to deal with an individual learner and/or family. A written record will be made of what information has been shared, with whom, and when.

Safeguarding records will be stored securely on the BMS separate from academic records. Individual files will be kept for each young person: the centre will not keep family files. Files will be kept for at least the period during which the learner is on programme, and beyond that in line with current data legislation and guidance.

Where records are stored electronically e.g. on BMS there is no reason to maintain paper files.

Access to BMS by staff other than by the Designated Safeguarding Leads will be restricted, and a record will be kept of who has had access to them and when.

Parents/carers will be aware of information held on their children/young person and kept up to date regarding any concerns or developments by the appropriate members of staff. General communications with parents/carers will be in line with policies and give due regard to which adults have parental responsibility.

Do not disclose to a parent/carer any information held on a child if this would put the child at risk of significant harm.

7. THE SENIOR MANAGEMENT TEAM

The Senior Management Team (SMT) is the body accountable for ensuring the safety of the company.

The SMT will ensure that:

- The company has a combined safeguarding and child protection policy in accordance with the procedures of Local Safeguarding Children Boards.
- The company operates “safer recruitment” procedures and ensures that appropriate checks are carried out on all new staff and relevant volunteers.
- At least one senior member of the company’s SMT acts as a Senior Designated Safeguarding Lead, and at least a further deputy SDSL is appointed.
- All Designated Safeguarding Leads attend appropriate refresher training at least every two years.
- That appropriate time is made available to the DSLs to allow them to fully undertake their duties.
- The SMT and all other staff who work with learners undertake for training on an annual basis with additional updates as necessary for SDSLs within a 2-year framework.
- Temporary staff and volunteers are made aware of the company’s arrangements for safeguarding & child protection and their responsibilities.
- The company remedies any deficiencies or weaknesses brought to its attention without delay; and
- The company has procedures for dealing with allegations of abuse against staff/volunteers.

The SMT will review all policies/procedures that relate to safeguarding and child protection annually.

The nominated SDSL for safeguarding at the company is **Chloe Hill**. The Nominated SDSL is responsible for liaising with the Managing Director over all matters regarding safeguarding and child protection issues. The SDSL role is strategic rather than operational – there will be no direct involvement in concerns about individual learners except in an advisory capacity to the DDSLs.

The Nominated SDSL will receive safeguarding training relevant to the governance role and this will be updated every 2 years.

The Nominated SDSL will liaise with the Managing Director and the Deputy Designated Safeguarding Leads (DDSLs) to produce a report monthly for the SMT.

The Nominated SDSL will liaise with the Managing Director and the Deputy Designated Safeguarding Leads to produce the annual Section 175 safeguarding self-assessments and ensure this is submitted on time to the Local Safeguarding Children's Boards.

The SDSL is nominated to be responsible for liaising with the local authority in the event of allegations of abuse being made against the Managing Director.

8. A SAFER COMPANY CULTURE

Safer Recruitment and Selection

The company pays full regard to 'Keeping Children Safe in Education; Sept 20' and any new updates. Safer Recruitment practice includes scrutinising applicants via the interview process, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history, and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking appropriate checks through the Disclosure and Barring Service (DBS). All appointments made will risk assessed in line with the role and responsibilities, regulated activity and information gained from the DBS check. A central register is held by Mekila Kelly, which identifies all DBS checks conducted. Where a DBS identifies recordings, a risk assessment will be conducted to determine suitability for the role. The risk assessments will be conducted by HR and the DSL.

An "Interview Panel" will consist of a minimum of 2 persons of management grade, including the applicant's potential line manager, and a second person from HR. Where considered necessary a third person may be included in the interview panel such as a technical specialist in that field. An additional final member may be drawn from the centre where the candidate will work. These additional panel members may also be included to give them experience of the interview process. The company's official interview scoring sheets will be completed in assessing the candidate's potential.

All recruitment materials will include reference to the company's commitment to safeguarding and promoting the wellbeing of learners.

The HR Managers have also undertaken appropriate training in Safer Recruitment. HR Managers will be involved in all staff / volunteer recruitment processes and will be available to sit on any recruitment panel as may be required from time to time.

Staff Support

We recognise the stressful and traumatic nature of safeguarding and child protection work. We will support staff by providing an opportunity to talk through their anxieties with the Senior Designated Safeguarding Lead and to seek further support as appropriate.

9. OUR ROLE IN THE PREVENTION OF ABUSE

We will provide opportunities for learners to develop skills, concepts, attitudes, and knowledge that promote their own safety and well-being and the wellbeing and safety of other learners.

The Curriculum

Safeguarding issues will be addressed through the course curriculums, for example self-esteem, emotional literacy, assertiveness, power, healthy relationship education, online safety (formally known as e-safety), sexting and bullying (including cyber bullying).

Relevant issues will be addressed through all areas of the curriculum.

Other Areas of Work

All of our policies which address issues of power and potential harm, for example bullying, discrimination, equal opportunities, safer handling, positive behaviour, will be inter-linked to ensure whole company awareness.

Our safeguarding policy cannot be separated from the general ethos of the company, which should ensure that learners are treated with respect and dignity, taught to treat each other with respect, to feel safe, to have a voice, and that they are listened to.

Procedures to minimise the risk of peer on peer / child on child abuse.

- allegations of peer on peer / child on child abuse will be recorded, investigated, and dealt with by the immediate manager.
- clear processes are in place as to how victims, perpetrators and any other learner affected by peer-on-peer abuse will be supported;
- a clear statement that abuse is abuse and should never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”.
- recognition of the gendered nature of peer-on-peer abuse (i.e. that it is more likely that girls will be victims and boys perpetrators), but that all peer on peer a/ child on child abuse is unacceptable and will be taken seriously; and
- the different forms peer on peer abuse can take, such as:
 - sexual violence and sexual harassment.
 - physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.
 - the practice of “up skirting”, which typically involves taking a picture under a person’s clothing without them being aware, with the intention of

viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or harm.

- sexting (also known as youth produced sexual imagery): will not be tolerated (Appendix 6 identifies the role of staff)

10. SAFEGUARDING LEARNERS WHO ARE VULNERABLE TO RADICALISATION

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

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

The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. PMTandA is clear that this exploitation and radicalisation should be viewed as a safeguarding concern and that protecting children from the risk of radicalisation is part of the school's safeguarding duty.

Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are in Appendix 4.

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

Safeguarding Risk Reduction

The SMT, the CEO and the Senior Designated Safeguarding Lead will assess the level of safeguarding risk within the Company and put actions in place to reduce that risk. Safeguarding Risk Assessment may include consideration of the various curriculums delivered, SEND policy, the use of company premises by external agencies, integration of learners by gender and SEN, antibullying policy and other issues specific to the company's profile, community, and philosophy.

Response

With effect from 1st July 2015 all further educational establishments are subject to a duty to have "due regard to the need to prevent people being drawn into terrorism" (section 26, Counter Terrorism and Security Act 2015). This is known as The Prevent Duty.

There is no single way to identify an individual who is likely to be susceptible to an extremist ideology. Specific background factors may contribute to vulnerability, and these are often combined with specific needs for which an extremist group may appear to provide answers, and specific influences such as family, friends, and online contacts. The use of social media has become a significant feature in the radicalisation of young people. (More information on these factors is in Appendix 4)

Our company, like all others, is required to identify a Single Prevent Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this will normally be the Designated Safeguarding Lead. **The SPOC for our company is Chloe Hill.** The responsibilities of the SPOC are described in Appendix 5.

Staff of PMTandA will be alert to changes in a learner's behaviour or attitude which could indicate that they need help or protection.

PMTandA will monitor online activity to ensure that inappropriate sites are not accessed by learners or staff.

When any member of staff has concerns that a learner may be at risk of radicalisation or involvement in terrorism, they should speak with the SPOC and to the Deputy Designated Safeguarding Lead if this is not the same person.

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

Channel

Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It is led by Regional Police Counter-Terrorism Units, and it aims to:

- Establish an effective multi-agency referral and intervention process to identify vulnerable individuals.
- Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and
- Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.

The Channel programme focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's participation in the programme is entirely voluntary at all stages.

Providers have a duty to cooperate with the Channel programme in the carrying out of its functions, and with the Police in providing information about an individual who is referred to Channel (Section 38, Counter Terrorism and Security Act 2015).

11. SAFEGUARDING LEARNERS WHO ARE VULNERABLE TO EXPLOITATION, FORCED MARRIAGE, FEMALE GENITAL MUTILATION OR TRAFFICKING

Our safeguarding policy and the company's values, ethos, and behaviour policies, provide the basic platform to ensure our young people are given the support to respect themselves and others, stand up for themselves and protect each other.

PMTandA keeps itself up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation.

Our staff are supported to recognise warning signs and symptoms in relation to specific issues, and include such issues, in an age-appropriate way, in their lesson plans.

PMTandA works with and engages with families and the local communities to talk about such issues.

Our staff are supported to talk to families about sensitive concerns in relation to their children and to find ways to address them together wherever possible.

Our Designated Safeguarding Leads know where to seek and get advice as necessary.

Reporting of Female Genital Mutilation

With effect from September 18 all providers are subject to a mandatory reporting requirement in respect of female genital mutilation. When a staff member discovers that an act of FGM appears to have been carried out on a girl aged under 18, the staff member has a statutory duty to report it to the Designated Safeguarding Lead/Safeguarding Team who will report this to the police. If a teacher in the course of their work discovers that an act of FGM appears to have been carried out to a girl under 18 the teacher must report this to the Police immediately as well as reporting the incident to the DSL. Irrespective of to whom the first call was made the person reporting their suspicions will also discuss the situation with the Deputy Designated Safeguarding Lead who will consult children's social care before a decision is made as to whether the mandatory reporting duty applies. Failure to immediately report such cases will result in disciplinary sanctions.

12 SPECIFIC SAFEGUARDING ISSUES

All staff should be aware that safeguarding issues can manifest themselves via peer-on-peer abuse. This is most likely to include, but may not be limited to:

- bullying (including cyberbullying).
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment.
- up skirting: the taking of images under a person's clothing for sexual gratification without them being aware
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

All staff must be clear in their understanding as to PMTandA's policy and procedures with regards to peer on peer / child on child abuse.

Serious Violence. All staff should be aware of indicators, which may signal that children are at risk from or involved in serious violent crime. These may include increased absence from centre, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that the learner has been approached by, or they are involved with, individuals associated with criminal networks or gangs.

All staff should be aware of the associated risks and understand the measures in place to manage these. Advice is provided in the Home Office’s publications; “Preventing youth violence and gang involvement” and Criminal exploitation of children and vulnerable adults: county lines violence

Safeguarding incidents and/or behaviours can be associated with factors outside PMTandA and/or can occur between children outside PMTandA. All staff, but especially any of the designated safeguarding leads (or deputies) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of learners should consider whether wider environmental factors are present in a learner’s life that are a threat to their safety and/or welfare. Children’s social care assessments should consider such factors, so it is important that PMTandA provides as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse.

13. CHILDREN/YOUNG PEOPLE WHO GO MISSING FROM EDUCATION

A child/young person going missing from education is a potential indicator of abuse or neglect, including sexual exploitation, FGM, forced marriage or travelling to conflict zones. Company staff will be alert to these safeguarding concerns when a learner goes missing for an extended period, or on repeat occasions.

The company must notify the ESFA of any learner under 18 years of age who fails to attend class regularly after making reasonable enquiries as to the reason for absence or has been absent without the company’s permission for a continuous period of 5 days or more. The centre attended (regardless of designation) must also notify the safeguarding team of any learner who:

- Has ceased to attend and no longer lives within a reasonable distance of the company location at which s/he is registered (moved within the city, within the country or moved abroad but failed to notify the company of the change).
- Displaced as a result of a crisis e.g., domestic violence or homelessness.
- Has been certified by their doctor as unlikely to be in a fit state of health to attend centre/workplace before ceasing to be of compulsory school age, and neither s/he nor his/her parent/carer has indicated the intention to continue to attend PMTandA after ceasing to be of compulsory school age.
- Is in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe that s/he will return to PMTandA at the end of that period; or
- Has been permanently excluded.

Our company will demonstrate that it has made reasonable enquiries to ascertain the whereabouts of children/young people that would be considered ‘missing’.

14. LOOKED AFTER CHILDREN AND PREVIOUSLY LOOKED AFTER CHILDREN

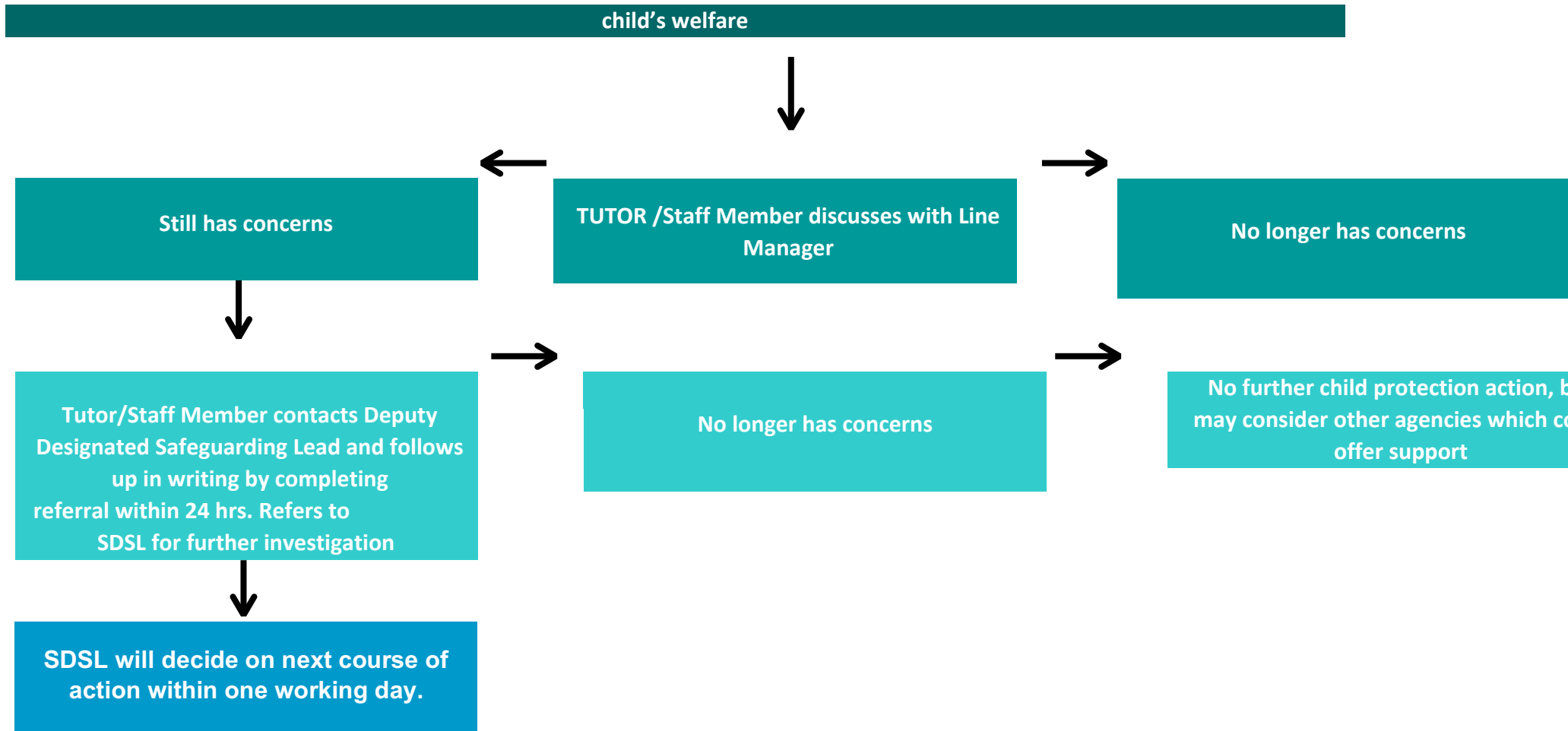
The most common reason for children becoming looked after is because of abuse and/or neglect. PMTandA will ensure that staff have the skills, knowledge and understanding to keep looked after children safe.

PMTandA will ensure that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. PMTandA will also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The designated programme safeguarding lead will have details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

A previously looked after child potentially remains vulnerable and all staff will have the skills, knowledge and understanding to keep previously looked after children safe. When dealing with looked after children and previously looked after children, it is important that all agencies work together and prompt action is taken when necessary to safeguard these children, who are a particularly vulnerable group.

PART TWO – THE KEY PROCEDURES

RESPONDING TO CONCERNS ABOUT A CHILD/YOUNG PERSON



16. INVOLVING PARENTS/CARERS

In general, PMTandA will discuss any child protection concerns with parents/carers before approaching other agencies and will seek parents/carers consent in making a referral to another agency. Appropriate staff will approach parents/carers after consultation with the Designated Safeguarding Lead. However, there may be occasions when PMTandA will contact another agency **before** informing parents/carers because it considers that contacting them prior to informing an agency may increase the risk of significant harm to the child.

Parents/carers will be informed about our safeguarding policy through: *our web site, open days, and home communications.*

17. MULTI-AGENCY WORK

In the September 2020 issue of KCSiE it outlines the formation of new safeguarding partner arrangements. Every local Authority will have 3 “safeguarding partners”, the LA, an area clinical commissioning group and the chief officer of police of the police area within or encompassing the LA. The partners will decide to work together with appropriate relevant agencies to promote the welfare of local children, including identifying and responding to their needs. We will always work in partnership with all agencies to promote the best interests of our learners as a top priority in all decisions and actions that affect them. PMTandA will, where necessary, liaise with these agencies and make requests for support from children’s social care. These requests will be made by the Designated Safeguarding Lead to the local Children’s Advice Support Service (CASS). Where the learner already has a safeguarding social worker or family support worker, the request for support should go immediately to the team involved, or in their absence to their team manager.

When so invited the SDSL will participate in a MASH strategy meeting’s, usually by conference phone, adding company held data and intelligence to the discussion so that the best interests of the child are met.

We will co-operate with any child protection enquiries conducted by children’s social care: PMTandA will ensure representation at appropriate inter-agency meetings such as integrated support plan meetings initial and review child protection conferences, and core group meetings.

We will provide reports as required for these meetings. If PMTandA is unable to attend, a written report will be sent. The report will, wherever possible, be shared by Social Care with parents/carers at least 24 hours prior to the meeting.

Where a learner is subject to an inter-agency child protection plan or a multi-agency risk assessment conference (MARAC) meeting, the company will contribute to the preparation, implementation, and review of the plan as appropriate.

18. OUR ROLE IN SUPPORTING CHILDREN/YOUNG PEOPLE

We will offer appropriate support to individual young people who have experienced abuse, who have abused others (child on child abuse) or who act as Young Carers in their home situation.

A safeguarding action plan will be devised, implemented, and reviewed regularly for these learners. This plan will detail areas of support, who will be involved, and the learners' wishes and feelings. A copy of the plan will be kept in the child/young person's safeguarding record.

Children and young people who abuse others will be responded to in a way that meets their needs as well as protecting others within the centre and community through a multi-agency risk assessment. Within our centres/WBL we will ensure that the needs of children and young people who abuse others will be considered separately from the needs of their victims.

We will ensure PMTandA works in partnership with parents / carers and other agencies as appropriate.

19. RESPONDING TO AN ALLEGATION ABOUT A MEMBER OF STAFF

This procedure will be used in any case in which it is alleged that a member of staff, centre manager, senior manager, visiting professional or volunteer has:

- Behaved in a way that has harmed a child or may have harmed a child.
- Possibly committed a criminal offence against or related to a child; or
- Behaved in a way that indicates s/he is unsuitable to work with children/young people.

Although it is an uncomfortable thought, it needs to be acknowledged that there is the potential for staff in centres/WBL to abuse children/young people.

All staff working within PMTandA must report any potential safeguarding concerns about an individual's behaviour towards children and young people immediately.

Allegations or concerns about staff, colleagues and visitors must be reported direct to the Deputy Designated Safeguarding Lead for the region/programme who will liaise with the Senior Designated Safeguarding Lead, Local Authority Designated Officer Team in children's social care who will decide on any action required.

If the concern relates to a member of the SMT, it must be reported immediately to the Managing Director, who will liaise with the Local Authority Designated Officer Team in children's social care, and they will decide on any action required.

If the safeguarding concern relates to the CEO then the concern must be made directly, by the SDSL, to the Local Authority LADO team who will decide on any action required.

20. CHILDREN/YOUNG PEOPLE WITH ADDITIONAL NEEDS

PMTandA recognises that all children/young people have a right to be safe, some children/young people may be more vulnerable to abuse, for example those with a disability or special educational need, those living with domestic violence or drug/alcohol abusing parents, etc.

When PMTandA is considering excluding, either fixed term or permanently, a vulnerable learner or one who is the subject of a child protection plan or where there is an existing child protection file, we will call a multi-agency risk-assessment meeting prior to making the decision to exclude. In the event of a one-off serious incident resulting in an immediate decision to exclude, the risk assessment *must* be completed prior to convening a meeting of the Safeguarding Team.

21. CHILDREN IN SPECIFIC CIRCUMSTANCES

Private Fostering

Many people find themselves looking after someone else's child/young person without realising that they may be involved in private fostering. A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or immediate relative. If the arrangement is to last, or has lasted, for 28 days or more it is private fostering.

The Children Act 1989 defines an immediate relative as a grandparent, brother, sister, uncle, or aunt (whether of full blood or half blood or by marriage or civil partnership), or a stepparent.

People become involved in private fostering for all kinds of reasons. Examples of private fostering include –

- Children/young people who need alternative care because of parental illness.
- Children/young people whose parents cannot care for them because their work or study involves long or antisocial hours.
- Children/young people sent from abroad to stay with another family, usually to improve their educational opportunities.
- Unaccompanied asylum seeking and refugee children.
- Teenagers who stay with friends (or other non-relatives) because they have fallen out with their parents.
- Children/young people staying with families while attending a school away from their home area.

There is a mandatory duty on PMTandA to inform the local authority of a private fostering arrangement - this is done by contacting the local MASH (See Appendix 11). The local authority then has a duty to check that the young person is being properly cared for and that the arrangement is satisfactory.

PART 3: PMTANDA STAFF

22 Staff dealing with abusive telephone calls

Sometimes staff may have to deal with challenging, abusive, aggressive, or threatening telephone calls. It is unacceptable for any member of staff to be subjected to such abuse, additionally staff may not know how to handle such a telephone call. This guidance has been produced to assist staff if they are faced with such a situation.

To reduce the likelihood of callers becoming abusive staff should always conduct themselves in a courteous and professional manner and make every attempt to meet the needs of the caller. Staff should also have the confidence that it is acceptable and necessary to end an abusive telephone call.

Never:

- Respond in the same manner as an abusive caller.
- Take what is said personally.
- Allow yourself to be bullied by the caller.
- Slam the phone down.

Further actions:

Make a written note of the telephone call using the incident report form (The incident report form is filed in the learner file with the contact log) and report the incident to your line manager.

24 Threats and Violence against learners and staff

PMTandA strictly prohibits use of violence or threats of violence and views such actions very seriously. The possession of weapons, threatening or menacing behaviour, stalking, or acts of violence against learners, employees, visitors, guests, or other individuals by anyone on PMTandA property or on the telephone will not be tolerated.

Any person who makes substantial threats, exhibits threatening behaviour, or engages in violent acts on PMTandA premises shall be removed from the property as quickly as safety permits and appropriate action will be taken, including reporting the incident to the police.

Any person who makes substantial threats or who is aggressive on the telephone will be reported to the police.

All staff and volunteers should feel able to raise concerns about poor or unsafe practice or failures in our safeguarding regime and know that such concerns will be taken seriously by the Safeguarding Team and Senior Management Team.

Whistleblowing Policy contains advice and guidance on how one can raise concerns.

Where a staff member feels unable to raise an issue within the guidelines of our policy or feels that their genuine concerns are not being addressed other whistleblowing channels may be available to them.

- General guidance on whistleblowing can be found by vis “Advice on Whistleblowing”.
- The NSPCC’s guide “what you can do to report abuse dedicated helpline” is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about how a safeguarding issue is being handled by the Safeguarding Team. Staff can call 0800 028 0285. This line is available from 8.00 am to 8.00 pm Monday to Friday and email; help@nspcc.org.uk

26 Staff Training

All staff will undertake safeguarding and child protection training as part of their induction.

All safeguarding training given to staff, whether bas part of their induction, refresher training or additional training will be in line with advice from the three safeguarding partners in the LA areas within which the company centre is located.

All staff will receive regular safeguarding and child protection updates as required and at least annually.

Safeguarding Team members, Senior Management Team members, regional and centre managers and all WBL managers will receive refresher training on a bi-annual basis as a minimum.

In deciding training requirements in respect of safeguarding and child protection the company acknowledges that staff and safeguarding team members will continually build on their knowledge and expertise by undertaking training and dealing regularly with safeguarding issues. In planning training the company will provide staff the opportunity to contribute their own knowledge and expertise to the training to make it as effective as possible.

27 Opportunities to teach safeguarding

PMTandA will ensure all learners are taught about safeguarding, including on-line safety and PREVENT and it will be considered a part of a broad and balanced curriculum.

Whilst the company will seek to protect learners from dangers on-line it will do so in a way that does not lead to unreasonable restrictions as to what learners can be taught with regard to on-line teaching and safeguarding.

APPENDICES

APPENDIX 1

DEFINITIONS AND INDICATORS OF ABUSE

1. NEGLECT

Neglect is the persistent failure to meet a child's/young person's basic physical and/or psychological needs, which is likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child/young person is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- Protect a child/young person from physical and emotional harm or danger;
- Ensure adequate supervision (including the use of inadequate caregivers); or
- Ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's/young person's basic emotional needs.

The following list may identify indicators of neglect (this is not an exhaustive list nor is it designed to be used as a checklist):

- Constant hunger.
- Stealing, scavenging and/or hoarding food.
- Frequent tiredness or listlessness.
- Frequently dirty or unkempt.
- Often poorly or inappropriately clad for the weather.
- Poor centre/WBL attendance or often late for class.
- Poor concentration.
- Affection or attention seeking behaviour;
- Illnesses or injuries that are left untreated.
- Failure to achieve developmental milestones, for example growth, weight.
- Failure to develop intellectually or socially.
- Responsibility for activity that is not age appropriate such as cooking, ironing, caring for siblings;
- The child/young person is regularly not collected or received from school; or
- The child/young person is left at home alone or with inappropriate carers.

2. PHYSICAL ABUSE

Physical abuse may involve hitting, shaking, throwing, poisoning, burning, or scalding, attempted drowning, suffocating or otherwise causing physical harm to a child/young person. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

The following may be indicators of physical abuse (this is not an exhaustive list nor is it designed to be used as a checklist):

- Multiple bruises in clusters, or of uniform shape.
- Bruises that carry an imprint, such as a hand or a belt; • Bite marks.
- Round burn marks.
- Multiple burn marks and burns on unusual areas of the body such as the back, shoulders or buttocks.
- An injury that is not consistent with the account given.
- Changing or different accounts of how an injury occurred.
- Bald patches.
- Symptoms of drug or alcohol intoxication or poisoning.
- Unaccountable covering of limbs, even in hot weather.
- Fear of going home or parents being contacted.
- Fear of medical help.
- Fear of changing in company.
- Inexplicable fear of adults or over-compliance.
- Violence or aggression towards others including bullying; or
- Isolation from peers.

3. SEXUAL ABUSE

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include noncontact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children/young people to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children/young people.

The following may be indicators of sexual abuse (this is not an exhaustive list nor is it designed to be used as a checklist):

- Sexually explicit play or behaviour or age-inappropriate knowledge.
- Anal or vaginal discharge, soreness, or scratching.
- Reluctance to go home.
- Inability to concentrate, tiredness.

- Refusal to communicate.
- Thrush, persistent complaints of stomach disorders or pains.
- Eating disorders, for example anorexia nervosa and bulimia.
- Attention seeking behaviour, self-mutilation, substance abuse.
- Aggressive behaviour including sexual harassment or molestation.
- Unusual compliance.
- Regressive behaviour, enuresis, soiling.
- Frequent or open masturbation, touching others inappropriately.
- Depression, withdrawal, isolation from peer group.
- Reluctance to change in front of peers for sports or other activities requiring a change of attire; or
- Bruises or scratches in the genital area.

4. SEXUAL EXPLOITATION

The sexual exploitation of a child/young person may occur when a child or young person, or another person, receives “something” (for example food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) because of the child/young person performing sexual activities, or another person performing sexual activities on the child/young person.

The presence of any significant indicator for sexual exploitation should trigger a referral to children’s social care. The significant indicators are:

- Having a relationship of concern with a controlling adult or young person (this may involve physical and/or emotional abuse and/or gang activity).
- Entering and/or leaving vehicles driven by unknown adults.
- Possessing unexplained amounts of money, expensive clothes or other items.
- Frequenting areas known for risky activities.
- Being groomed or abused via the Internet and mobile technology; and
- Having unexplained contact with hotels, taxi companies or fast-food outlets.

5. EMOTIONAL ABUSE

Emotional abuse is the persistent emotional maltreatment of a child/young person such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child/young person opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's/young person's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may also involve seeing or hearing the ill-treatment of another person. It may involve serious bullying (including cyber bullying), causing children/young people frequently to feel frightened or in danger, or the exploitation or corruption of children/young people. Some level of emotional abuse is involved in all types of maltreatment.

The following may be indicators of emotional abuse (this is not an exhaustive list nor is it designed to be used as a checklist):

- The child/young person consistently describes him/herself in very negative ways – as stupid, naughty, hopeless, ugly.
- Over-reaction to mistakes.
- Delayed physical, mental or emotional development.
- Sudden speech or sensory disorders.
- Inappropriate emotional responses, fantasies.
- Neurotic behaviour: rocking, banging head, regression, tics and twitches.
- Self-harming, drug or solvent abuse.
- Fear of parents being contacted.
- Running away.
- Compulsive stealing.
- Appetite disorders - anorexia nervosa, bulimia; or
- Soiling, smearing faeces, enuresis.

N.B.: Some situations where children/young people stop communicating suddenly (known as “traumatic mutism”) can indicate maltreatment.

6. RESPONSES FROM PARENTS/CARERS

Research and experience indicate that the following responses from parents/carers may suggest a cause for concern across all four categories:

- Delay in seeking treatment that is obviously needed.
- Unawareness or denial of any injury, pain or loss of function (for example, a fractured limb).
- Incompatible explanations offered, several different explanations or the child/young person is said to have acted in a way that is inappropriate to her/his age and development.
- Reluctance to give information or failure to mention other known relevant injuries.
- Frequent presentation with minor injuries to parts of the body that one would not expect to be constantly injured such as the face.
- A persistently negative attitude towards the child/young person.
- Unrealistic expectations or constant complaints about the child.
- Alcohol misuse or other drug/substance misuse.
- Parents request removal of the child/young person from home; or
- Violence between adults in the household.
- Evidence of coercion and control.

7. DISABLED CHILDREN/YOUNG PEOPLE

When working with children/young people with disabilities, practitioners need to be aware that additional possible indicators of abuse and/or neglect may also include:

- A bruise in a site that might not be of concern on an ambulant child/young person such as the shin, might be of concern on a non-mobile child/young person.
- Not getting enough help with feeding leading to malnourishment.
- Poor toileting arrangements.
- Lack of stimulation.
- Unjustified and/or excessive use of restraint.
- Rough handling, extreme behaviour modification such as deprivation of medication, food or clothing, disabling wheelchair batteries.
- Unwillingness to try to learn a child's/young person's means of communication.
- Ill-fitting equipment. for example, callipers, sleep boards, inappropriate splinting;
- Misappropriation of a child's/young person's finances; or
- Inappropriate invasive procedures.

APPENDIX 2

DEALING WITH A DISCLOSURE OF ABUSE

When a child/young person tells a teacher or other responsible adult about abuse s/he has suffered, what must they remember to do?

- Always stay calm and be objective
- Do not communicate shock, anger, or embarrassment.
- Reassure the child/young person.
- Tell her/him you are pleased that s/he is speaking to you.
- Never enter a pact of secrecy with the child. Assure her/him that you will try to help but let the child/young person know that you will have to tell other people to do this. State who this will be and why.
- Tell her/him that you believe them. Children/young people very rarely lie about abuse; but s/he may have tried to tell others and not been heard or believed.
- Tell the child/young person that it is not her/his fault.
- Encourage the child/young person to talk but do not ask "leading questions" or press for information.
- Listen and remember.
- Check that you have understood correctly what the child is trying to tell you.
- Praise the child/young person for telling you. Communicate that s/he has a right to be safe and protected.
- Do not tell the child/young person that what s/he experienced is dirty, naughty, or bad.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the child/young person may retract what s/he has told you. It is essential to record all you have heard.
- At the end of the conversation, tell the child/young person again who you are going to tell and why that person or those people will need to know.
- As soon as you can afterwards, make a detailed record of the conversation using the child's/young person's own language. Include any questions you may have asked. Be objective in reporting the disclosure do not add any opinions or interpretations.
- If the disclosure relates to a physical injury do not photograph the injury, but record in writing as much detail as possible.

NB It is not education staff's role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk.

Immediately afterwards

You must not deal with this yourself. Clear indications or disclosure of abuse must be reported to children's social care without delay, by the Managing Director or the Designated Safeguarding Lead.

Children/young people making a disclosure may do so with difficulty, having chosen carefully to whom they will speak. Listening to and supporting a child/young person who has been abused can be traumatic for the adults involved. Support for you will be available from your Senior Designated Safeguarding Lead.

APPENDIX 3

ALLEGATIONS ABOUT A MEMBER OF STAFF, SMT MEMBER OR VOLUNTEER

1. Inappropriate behaviour by staff/volunteers may take the following forms:
 - **Physical**
For example, the intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects or rough physical handling.
 - **Emotional**
For example, intimidation, belittling, scapegoating, sarcasm, lack of respect for children's rights, and attitudes that discriminate on the grounds of race, gender, disability, or sexuality.
 - **Sexual**
For example, sexualised behaviour towards pupils, sexual harassment, inappropriate phone calls, and texts, images via social media, sexual assault, and rape.
 - **Neglect**
For example, failing to act to protect a child or children, failing to seek medical attention or failure to carry out an appropriate risk assessment.
 - **Spiritual Abuse**
For example, using undue influence or pressure to control individuals or ensure obedience, follow religious practices that are harmful such as beatings or starvation.
2. If a child/young person makes an allegation about a member of staff, governor, visitor or volunteer, the CEO should be informed immediately. The CEO should carry out an urgent initial consideration to establish whether there is substance to the allegation. The CEO will not carry out any investigation him/herself or interview learners.
3. The CEO must exercise, and be accountable for, their professional judgement on the action to be taken, as follows.
 - If the actions of the member of staff, and the consequences of the actions, raise credible child protection concerns the CEO will notify the Local Authority Designated Officer (LADO) Team or Position of Trust Team as appropriate in the region in which the centre is situated. The LADO/POT Team will liaise with the SMT and advise about action to be taken and may initiate internal referrals within children's social care to address the needs of children/young people likely to have been affected.
 - If the actions of the member of staff, and the consequences of the actions, do not raise credible child protection concerns, but do raise other issues in relation to the conduct of the member of staff or the learner(s), these should be addressed through the company's own internal procedures.

- If the CEO decides that the allegation is without foundation and no further formal action is necessary, all those involved should be informed of this conclusion, and the reasons for the decision should be recorded on the centre safeguarding file.
4. Where an allegation has been made against the CEO, then the Senior Designated Safeguarding Lead takes on the role of liaising with the LADO/POT Team in determining the appropriate way forward.

APPENDIX 4

INDICATORS OF VULNERABILITY TO RADICALISATION

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. Extremism is defined by the Government in the Prevent Strategy as:

“Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.”
3. Extremism is defined by the Crown Prosecution Service as:

“The demonstration of unacceptable behaviour by using any means or medium to express views which:

 - *Encourage, justify, or glorify terrorist violence in furtherance of beliefs.*
 - *Seek to provoke others to terrorist acts.*
 - *Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or*
 - *Foster hatred which might lead to inter-community violence in the UK.”*
4. There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
5. Learners may become susceptible to radicalisation through a range of social, personal, and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff can recognise those vulnerabilities.
6. Indicators of vulnerability include:
 - **Identity Crisis** – the learner is distanced from their cultural/religious heritage and experiences discomfort about their place in society.
 - **Personal Crisis** – the learner may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging.
 - **Personal Circumstances** – migration; local community tensions; and events affecting the learner/'s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy.

- **Unmet Aspirations** – the learner may have perceptions of injustice; a feeling of failure; rejection of civic life.
 - **Experiences of Criminality** – which may include involvement with criminal groups, imprisonment, and poor resettlement/reintegration.
 - **Special Educational Need** – learners may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.
7. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.
8. More critical risk factors could include:
- Being in contact with extremist recruiters.
 - Family members convicted of a terrorism act or subject to a Channel intervention.
 - Accessing violent extremist websites, especially those with a social networking element.
 - Possessing or accessing violent extremist literature.
 - Using extremist narratives and a global ideology to explain personal disadvantage.
 - Justifying the use of violence to solve societal issues.
 - Joining or seeking to join extremist organisations.
 - Significant changes to appearance and/or behaviour; and
 - Experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis.

APPENDIX 5

PREVENTING VIOLENT EXTREMISM - ROLES AND RESPONSIBILITIES OF THE SINGLE POINT OF CONTACT (SPOC)

The SPOC for PMTandA is **Pam Martin**, who is responsible for:

- Ensuring that staff of the company are aware that he is the SPOC in relation to protecting learners from radicalisation and involvement in terrorism.
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing learners from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which led to terrorism; Raising awareness about the role and responsibilities of PMTandA in relation to protecting learners from radicalisation and involvement in terrorism.
- Monitoring the effect in practice of the company's curriculums to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs.
- Raising awareness within the company about the safeguarding processes relating to protecting learners from radicalisation and involvement in terrorism.
- Acting as the first point of contact within the company for case discussions relating to learners who may be at risk of radicalisation or involved in terrorism.

- Collating relevant information from in relation to referrals of vulnerable learners into the Channel*¹ process.
- Attending Channel* meetings as necessary and carrying out any actions as agreed.
- Reporting progress on actions to the Channel Co-ordinator; and sharing any relevant additional information in a timely manner.

* Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It is led by the Police Counter-Terrorism Unit, and it aims to:

- Establish an effective multi-agency referral and intervention process to identify vulnerable individuals.
- Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and
- Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability

Prevent duty

Our key aim is to protect our learners from the risk of radicalisation and ensure that we have the appropriate support mechanisms in place to protect learners from this risk. As a training provider, PMTandA will:

- Ensure staff are able to identify learners who may be vulnerable to radicalisation.
- Ensure staff know what to do if learners have been identified as vulnerable to radicalisation
- Protect learners from the risk of radicalisation as part of PMTandA's safeguarding duties, whether these risks come from within PMTandA or are the product of outside influences.
- Build learners' resilience to radicalisation by promoting Fundamental British Values and enabling learners to challenge extremist views. (PMTandA will be a safe space where learners can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments).
- PMTandA will assess the risk of its learners being drawn into terrorism.
- PMTandA staff will have a general understanding of the risks affecting the learners within our community. This would include the increased risk of online radicalisation.
- PMTandA staff will have a specific understanding of how to identify individual learners who may be at risk of radicalisation and what to do to support them.
- In line with PMTandA safeguarding policy, staff will be alert to any changes in learner's behaviour which could indicate that they may need help or protection against radicalisation.
- Staff will exercise their professional judgement in identifying learners who may be at risk of radicalisation and act promptly and with due proportionality.
- In line with PMTandA Safeguarding Policy, action will be taken if staff observe any behaviours that may cause them concern.
- If it was felt a learner might be vulnerable to being drawn into terrorism PMTandA will always make a referral to the Channel programme.

APPENDIX 6

Peer on Peer / Child on Child Abuse (including bullying, cyber-bullying and sexting)

1. Purpose and content

The purpose of this appendix of the PMTandA Safeguarding Policy is to provide a clear set of guidelines to staff regarding the actions they must take if they become aware that a learner is at risk of abuse from peers including through bullying, cyber-bullying, and sexting.

2. Definitions

The key terms in this section are defined as:

- **Child/Children:** Being that or those persons under the age of eighteen.
- **Vulnerable Adult:** To safeguarding, and our duty of care, a vulnerable adult is defined as any adult considered to be at risk.
- **Education and Health Care Plan (EHCP):** From September 2014 EHCPs began to replace Statements of Special Educational Needs and Learning Difficulty Assessments from those under the age of 25. An EHCP outlines information about the person including how they communicate, what support they need and what they would like to achieve.
- **Bullying:** Behaviour by an individual or group repeated over time, that intentionally hurts another individual or group either physically or emotionally. This includes any repeated words or actions, which are aimed at causing someone to feel frightened, miserable, and helpless. Bullying can take many forms, including:
 1. Verbal: e.g., name calling, sarcasm, threatening & teasing
 2. Physical: e.g., pushing, hitting, kicking, punching or any use of physical aggressive contact
 3. Social: e.g., ignoring, spreading rumours, or treating someone like an outsider
 4. Psychological: e.g., stalking & intimidation
- **Cyber-bullying:** ‘Virtual’ bullying using technology (e.g., chat rooms, instant messaging, email & mobile phone) which can occur in or outside PMTandA Centre. Cyber-bullying can happen at all times of the day, with a potentially bigger audience, as people can forward on content very quickly and easily
- **Sexting:** Whilst professionals refer to the issue as ‘sexting’ there is no clear definition. Many professionals consider sexting to be sending or posting sexually suggestive images, including nude or semi-nude photographs, via mobiles or over the Internet but learners may be more likely to interpret sexting as writing and sharing explicit messages with people they know. Creating and sharing sexual photos and videos of under 18s, including selfies, is illegal
- **Harassment:** Any conduct which is unwanted by a learner, which affects the dignity of the learner or group of learners in the centre. Harassment may be repetitive or an isolated occurrence against one or more learners

3. External guidance

Peer on peer abuse can take many forms including physical, sexual (e.g., inappropriate touching) and emotional abuse (including bullying).

Department for Education (DfE) September 2016: Keeping children safe in education; statutory guidance for schools and colleges, makes it clear that abuse is abuse and should never be tolerated or passed off as ‘banter’ or part of ‘growing up.’

The Equality Act 2010 replaced previous anti-discrimination laws with a single Act. A key provision was a new public sector Equality Duty, which came into force on 5 April 2011. This requires PMTandA to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act.
- Advance equality of opportunity between people who share a protected characteristic (age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation) and people who do not share it
- Foster good relations between people who share a protected characteristic and people who do not share it

Peer on peer / child on child abuse often involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators having control over the relationship which makes it difficult for those they abuse to defend themselves. This imbalance of power can manifest itself in several ways. It may be physical, psychological (knowing what upsets someone), or social (e.g., isolating or excluding someone). It could also include issues such as revenge porn or what are often gender issues (e.g., girls being touched, or boys being involved in initiation activities). Bullying (including cyber-bullying) can be involved in any type of abuse and is often motivated by prejudice or ignorance due to actual or perceived differences between people or groups or people. People who are lesbian, gay, bisexual, or transgender (LGBT), those from minority ethnic groups, or those with disabilities and/or learning difficulties can be more vulnerable to this form of abuse and PMTandA takes its duty to protect more vulnerable learners very seriously.

Peer on peer / child on child abuse will be addressed as a child or vulnerable adult protection concern when there is reasonable cause to suspect that a child or vulnerable adult is suffering, or is likely to suffer, significant harm. Sexting involving those under the age of 18 must always be referred to the Senior Designated Safeguarding Lead or a member of the Safeguarding team

4. Actions

The following actions must be taken by all staff:

- All staff and learners have a responsibility to work together to ensure that abuse does not occur, or where it is found, action is taken
- Staff must ensure ground rules are set in induction and that learners are made aware of the importance of adhering to fundamental British values, what constitutes abuse (including bullying and cyber-bullying) and how any incidents of abuse will be addressed.
- Staff who work with learners under 18, and those under the age of 25 in receipt of an EHCP and/or high needs funding, must ensure learners understand how to stay safe from abuse through the tutorial programme
- Staff receiving reports of abuse, including incidents that take place off PMTandA premises, must take appropriate action to follow up all allegations/incidents and trigger an investigation which will be managed in line with the Behavioural Procedure. Sanctions against perpetrators may include suspension whilst an investigation takes place and permanent exclusion
- Staff must ensure appropriate managers are notified. This includes the safeguarding team.
- All staff involved must carefully consider the potential impact of the abuse on both the perpetrator/s and the victim/s and refer those involved for additional support from the welfare team as appropriate. Significant concerns must be referred to a Designated Person for safeguarding following the referral routes outlined in PART TWO – THE KEY PROCEDURES RESPONDING TO CONCERNS ABOUT A CHILD/YOUNG PERSON.
- The Designated Person will consider referring learners and their parents/carers to other agencies where appropriate. This may include referral for counselling and to the police as although some types of abuse (e.g. bullying) may not be a specific criminal offence in the UK, some types of harassing or threatening behaviour could be a criminal offence (e.g., under the Protection from Harassment Act 1997)
- All allegations/incidents must be recorded, and learners involved told what is being recorded, in what context, and why
- Any incident of abuse must be discussed with the learners' parents/carers for under 18s and those under the age of 25 in receipt of an EHCP and/or high needs funding, and with the appropriate school where appropriate (for Y10/Y11s) by the Safeguarding Team. An agreement must be reached as to what action should be taken subject to compliance with the Behavioural Procedure

5. Useful contacts

- NSPCC Helpline 0808 800 5000
- ChildLine 0800 500 / www.childline.org.uk
- Kidscape www.kidscape.org.uk
- Anti-Bullying Alliance www.antibullyingalliance.org
- Bullying UK www.bullyinguk.org.uk

APPENDIX 7

Gang Initiation and Hazing

Gang Initiation is a rite of passage marking entrance or acceptance into a group or society. It could also be a formal admission to adulthood in a community or one of its formal components. In an extended sense it can also signify a transformation in which the initiate is 'reborn' into a new role. Examples of initiation ceremonies might include Hindu diksha, Christian baptism or confirmation, Jewish bar or bat mitzvah, acceptance into a fraternal organization, secret society or religious order, or graduation from school or completion of recruit training. A person taking the initiation ceremony in traditional rites, such as those depicted in these pictures, is called an initiate.

Gangs often require new members to commit crimes before accepting them as part of the gang.https://en.wikipedia.org/wiki/Initiation_-_cite_note-maryland-8 New members may be physically beaten by fellow gang members to demonstrate their courage, also known as "beat in" or "jump in", which occasionally results in a fatality.https://en.wikipedia.org/wiki/Initiation_-_cite_note-maryland-8 One study indicates that young people are more likely to be hurt in gang initiation than they are by refusing to join. Female members may be required to have sex with male members as a form of initiation, also known as "sex in", though they may also be "jumped-in" like their male counterparts. Another study shows that female members who were "sexed-in" as part of gang initiation were thereafter viewed with lower respect than those that were "jumped-in", even when promised they would become full-fledged members. Sexed-in members face greater risks of sexual exploitation and **abuse** by fellow male members.

Hazing

Hazing is any action taken or any situation created intentionally that causes embarrassment, harassment or ridicule and risks emotional and/or physical harm to members of a group or team, whether new or not, regardless of the person's willingness to participate.

Some definitions of hazing vary but all have common factors:

- Power differential between those in a group and those who want to join a group, or between senior and junior members of a group
- Intentional initiation rite, practice or 'tradition' involved
- Willingness to participate does not absolve responsibility for either party

Below are just some examples of hazing practices that occur:

- Forced activities for new recruits to 'prove' their worth to join
- Forced or required consumption of alcohol
- Requirement to eat extremely spicy foods, or other unpalatable substances
- Requirement to endure hardships such as staying awake, menial tasks, physical labour, running while blindfolded, etc.
- Humiliation of new or potential members
- Isolation of new or potential members
- Beatings, paddling, or other physical acts against new or potential members

- Requirements for new or potential members to do things established members are not required to do
- Illegal activities such as requirement to steal local items as part of a scavenger hunt

Preventing Violence

In order to tackle violence affecting learning providers and the community, it is important to:

- understand the problems that young people are facing both in PMTandA and in their local community; • consider possible avenues of support; and
- work with local partners (who may have valuable information, resources or expertise).

Staff should also recognise that ‘early intervention’ includes anti-bullying and a curriculum that ensures that young people develop the social and emotional skills they need in order to meet their full potential. For example, the curriculum should include teaching conflict resolution skills, understanding risky situations, and violence and abuse should be clearly defined so that young people know when to seek help.

Understanding the issue

It is important to understand fully the issue or issues that affect the local area. In-depth analysis of the issues should highlight areas for action by bringing together information about:

- the scale and nature of youth violence;
- who is involved;
- what may already be in place to help young people;
- and where there may be gaps.
- Engaging with the local community safety partnership, the youth offending team, neighbourhood police team can assist if there is a gang or youth violence problem in their area

APPENDIX 8

Criminal exploitation: County Lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of “*county lines criminal activity*”: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns.

Key to identifying potential involvement in county lines are learners missing learning sessions and excessive irregular absence, when the victim may have been trafficked for the purpose of transporting drugs, a referral to the National Referral Mechanism should be considered.

Like other forms of abuse and exploitation, County Lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

Information and guidance on the National Guidance Mechanism can be found on:
<https://www.gov.uk/government/publications/humantrafficking-victims-referral-and-assessment-forms/guidance-on-the-national-referral-mechanism-for-potential-adult-victims-of-modern-slaveryengland-and-wales>

APPENDIX 9

'Honour-Based' violence

So-called 'honour-based' violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of these dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

Actions

If staff have a concern regarding a child that might be at risk of HBV or who has suffered from HBV, they should speak to the designated safeguarding lead (or deputy). The SDSL will, as appropriate, activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children's social care.

APPENDIX 10

External Speakers

An external speaker is used to describe any individual or organisation who is not a learner or staff member of PMTandA.

We welcome the events that centres and WBL host from time to time (face to face or online) and we are fortunate that many of these events have external speakers attending. PMTandA has a responsibility to make sure that everyone attending an event feels safe. Our Visitors Policy makes sure that we are protecting both learners and the reputation of PMTandA whilst following legislation that we are responsible for upholding by law.

Learner safety and welfare is at the heart of PMTandA policies and practices. PMTandA wants all of our activities to be:

- safe (complying with the safeguarding policy and Policy to Support the Prevention of Extremism and Radicalisation (*PREVENT*))
- without risk to the reputation of PMTandA
- within the law as defined in our statutory guidance.

Sometimes an external speaker or their topic of discussion has the potential to go against our conditions for a safe event. We're committed in working together with event organisers and in some cases the external speakers themselves to make sure that we reach a judgement that is reasonable, informed and within the law.

The person organising any event is responsible for the activities that take place online or within their centre or WBL area. All speakers will be made aware of their responsibility to abide by the law and PMTandA policies, they:

- must conduct themselves in an appropriate manner at all times.
- must not incite hatred, violence or call for the breaking of the law
- are not permitted to encourage, glorify or promote any acts of terrorism including individuals, groups or organisations that support such acts.
- must not spread hatred and intolerance in the community and thus aid in disrupting social and community harmony
- must seek to avoid insulting other faiths or groups, within a framework of positive debate and challenge
- are not permitted to raise or gather funds for any external organisation or cause
- must be issued the external speaker policy and agree to the policy before any activity is undertaken.

REGULATORY STEPS MAY INCLUDE REQUIRING THAT:

- a copy of any presentation to be delivered by the speaker is submitted to the organising centre or WBL manager to be checked as to the suitability of the content.
- If any doubt exists over the appropriateness of the content, it must be approved by the Operations Director and/or the Safeguarding DSL prior to the event taking place.
- Any event where concerns exist concerning the speaker for whatever reason the engagement of the speaker must be personally approved by the Operations Director or in his absence the Safeguarding DSL.
- An appropriate staff member must be able to challenge the speaker when needed regarding content being discussed to offer another viewpoint. If needed the event will be stopped immediately.

APPENDIX 11

THE KEY PROCEDURES FOR LEARNERS WHO ARE MISSING RESPONDING TO CONCERNS ABOUT A CHILD/YOUNG PERSON SAFETY

The centre identifies that the learner is not in class. A staff member telephones the learners home to seek reasons for the absence and reassurance from a parent/care that the learner is safe at home.

Result of call	Action
There is no answer at the home or on mobile phone numbers	Call back. Risk assesses after 2 hours
The parent/carer answered the call, the learner is safe with them	Ask for reasons for absence and document in the learner contact log/ learn
The person answering the call is not the parent/carer and the centre is not reassured that the learner is at home safe	The centre safeguarding champion/PMTandA safeguarding lead should be degree of vulnerability of the learner
The parent/carer answered the call, the learner is not with them or safe the parent/carer is concerned	Centre to advise parent/carer that they will: <ul style="list-style-type: none"> Contact the local police to inform them that the learner is missing Parent/carer to contact the centre if the learner returns unharmed

If there is reason to believe that the learner is at risk of harm, the centre manager must contact the police and social services immediately (MASH)

RISK ASSESSMENT FOR A MISSING LEARNER

Assessing vulnerably requires a combination of professional knowledge and knowledge of the individual. Considering the following questions could assist the process. If in doubt always consult with the safegu

Criteria (i	R
Is there a good reason to believe that the learner maybe the victim of crime?	

Does the learner have formal child protection plan?
Is the learner a looked after child (LAC)
Is the learner involved with social services, adult social care, CAMHS?
Is the criminal justice involved with the learner (YOT)?
Is there a person in the home or visiting the home who poses an ongoing risk, or who has previously harmed the learner?
Is the learner at risk of sexual exploitation?
Is the learner at risk of radicalisation?
Is the learner at risk of significant harm?
Are there religious or cultural reasons to believe that the learner is at risk? (FGM or forced marriage)
Is the learner involved in County Line (drugs/gangs)?
Has there been a change in the learners/ families' financial circumstances?
Is there a known history of domestic violence?
Is there any concern about the parent/carer ability to protect the learner from harm?
Was there any incident prior to the learner's unexplained absence?
Has the learner been a victim of bullying? (Including peer on peer/ hazing etc)
Does the learner need essential medical or health care?
Was the learner noted to be depressed prior to the absence?
Has the learner gone missing with the whole family?
Is there a history of poor attendance?
Are there any family issues, neighbourhood issues?

Appendix 12

Seven golden rules when sharing information.

- 1. Remember that the Data Protection Act is not a barrier to sharing information for any safeguarding issue** but provides a framework to ensure that personal information about learners is shared appropriately.
- 2. Be open and honest** with the learner (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
- 3. Seek advice** if you are in any doubt, without disclosing the identity of the learner where possible.
- 4. Share with consent where appropriate** and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, that lack of consent can be overridden in the staff/external agencies interest. You will need to base your judgement on the facts of the case.
- 5. Consider safety and well-being:** Base your information sharing decisions on considerations of the safety and well-being of the learner and others who may be affected by their actions.
- 6. Necessary, proportionate, relevant, accurate, timely and secure:** Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those staff /external agencies who need to have it, is accurate and up to date, is shared in a timely fashion, and is shared securely.
- 7. Keep a record** of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

Appendix 13

Designated Safeguarding Contacts

Designated Safeguarding Lead:

- Chloe Hill – Lead Designated Safeguarding Officer – chloe@pmtanda.co.uk

Deputy Safeguarding Lead or Welfare Officer:

- Pam Martin – Deputy Designated Safeguarding Officer – pam@pmtanda.co.uk