



SAFEGUARDING POLICY

CONTENTS PAGE:

Safeguarding Policy	1
Contents Page.....	1
1. Our commitment.....	3
2. Objectives	3
3. Scope.....	3
4. Key Contacts	3
5 Definitions.....	3
6 Our responsibility.....	5
7. Safer Recruitment.....	6
7.1. Disclosure and Barring Service Checks	6
Standard DBS check.....	6
Enhanced DBS check.....	6
Enhanced DBS & barred list check (child).....	6
Enhanced DBS & barred list check (adult).....	7
Enhanced DBS & barred list check (child and adult).....	7
Scotland - Protecting Vulnerable Groups scheme (PVG).....	7
7.2. When and What Type of DBS Check is Appropriate.....	7
7.3 Confidentiality.....	8
7.4. Failure to Disclose Information Relevant to the Type of DBS Check Appropriate to Your Role.....	8
7.5 Exploring the Relevance of Information Provided in the Disclosure Report.....	9
7.6. Exploring a Conviction and its Relevance	9
7.7 Learner DBS checks	9
8. Reporting a Concern - see Appendices D for Process Charts.....	10

CT

9. Training and Educating Employees	12
10. Keeping Yourself Safe.....	12
11. Keeping Learners Safe.....	13
13. Associated Policies.....	15

APPENDIX A.....	16
List of posts that require appropriate type of DBS and barring list check	16
APPENDIX B	17
Statement on the secure storage, handling, use, retention and disposal of disclosures and disclosure information	17
General Principles	17
Storage and Access	17
Retention	17
Disposal.....	17
APPENDIX C	18
DBS Disclosure Process	18
D1. LEARNER SAFEGUARDING CONCERNS.....	19
D2 PARENT, EMPLOYER OR LEARNER RAISES A CONCERN OVER CT TEAM MEMBER	20
D3. SAFEGUARDING CONCERN WITNESSED OR REPORTED RELATING TO ACTIVITY IN LEARNING SETTING	21
APPENDIX E Detailed Procedure for dealing with Safeguarding Concerns.....	22
APPENDIX F INDICATORS OF ABUSE	23
APPENDIX G Disclosure Recording Form.....	30
APPENDIX H COVID 19 RESPONSE	31

1. OUR COMMITMENT

All our employees who work with learners have a crucial role to play in shaping their lives. You have a unique opportunity to interact in ways that are both affirming and inspiring. This policy has been produced (and is supported by Information, Advice and Guidance), to help you to establish safe and responsive environments which safeguard all and reduce the risk of you being unjustly accused of improper or unprofessional conduct. We all have a duty of care to safeguard and promote welfare, and to enhance awareness of the broader welfare spectrum, specifically the issues facing young people in society.

2. OBJECTIVES

The aim of the policy is to ensure you are aware of and understand your responsibilities, that of others, signs there might be a safeguarding concern, along with the reporting procedures for all safeguarding issues.

3. SCOPE

This policy covers safeguarding of Children and Adults at Risk – our learners, learners during EPA, learners within sub-contracted provision, and those persons in settings in where we practice which fall into the category of child or adult at risk. It is inclusive of specific highlighted safeguarding agenda areas – as defined by law, as specified in Keeping Children Safe in Education (2021) and in the wider context all our students and learners. This policy also aligns our compliance with the Government Prevent Duty.

4. KEY CONTACTS

Designated Safeguarding Lead: Casey Collins – cacey@cellartapesuk.com - 07595220452

Additional Designated Officers listed below - all can be contacted on:

Victoria Meachem - victoria@cellartapesuk.com – 07704055604

James Vaughan – james@cellartapesuk.com - 07985575134

Keith Owen – keith@cellartapesuk.com - 07496249970

5. DEFINITIONS

Safeguarding is the protection of children and adults at risk from abuse and neglect, promoting health and development, ensuring safety and care, and ensuring optimum life chances. The Safeguarding Agenda includes a wide range of potential risks (see appendix F for full definitions and indicators of a Safeguarding concern).

- Abuse (physical, emotional, financial, institutional, sexual, and organisational)
- Self-neglect
- Discrimination
- Child sexual exploitation
- Bullying and cyberbullying
- Domestic abuse
- Substance misuse
- Fabricated or induced Illness

- Faith abuse
- Forced marriage
- Gang and youth violence
- Private fostering
- Female genital mutilation (FGM)
- Gender based violence
- Radicalisation
- Sexting
- Relationship abuse, including teenage relationship abuse
- Trafficking and modern slavery
- Breast ironing
- Mental health concerns
- Sexual violence and sexual harassment
- Children missing in education

A child is defined as anyone under the age of 18. An adult at risk (previously vulnerable adult) is defined as any person over the age of 18 and at risk of abuse or neglect because of their need for support or personal circumstance. Alongside the Safeguarding Agenda above this could be due to, and not limited to any of the following:

- Living in sheltered housing
- Receiving any form of health care
- Receiving a welfare service in order to support their need to live independently
- Receiving a service due to their age or disability
- Living in residential accommodation such as a care home
- Receiving domiciliary care in their own home
- Expectant or nursing mother living in residential care
- Person under supervision of probation service

While the definitions of a child and adult at risk give the rationale for legislative intervention, it is important to note that a person may be deemed at higher risk of a safeguarding issue affecting them due to other factors. This is termed contextual safeguarding. Examples of areas to consider are:

- Poor numeracy and literacy skill, or specific learning need
- English not a first language
- Unsupportive employer

CT

- Under-represented group
- Acting as a carer for another family member

- Background in offending or is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- Has a disability or social need
- Has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- Lives 'In Care' or has recently transitioned out of Care
- Is a young carer
- Is frequently missing/goes missing from care or from home
- Is within a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse or generally unsupportive.

6. OUR RESPONSIBILITY

We all have a responsibility to ensure that children, young people and adults at risk are protected from harm, informed about potential risks to their welfare, and understand how to seek help. We ensure all concerns are dealt with timely and appropriately. We also have a responsibility to minimise the risk of allegations against you.

All staff are expected comply with any DBS check request and to have a good understanding of what constitutes a safeguarding or welfare concern, how to provide support, guidance in such instances, and the channels for escalating a concern. To assist you in this, on-going training and awareness, as well as continuous information, advice and guidance will help you to feel confident in proactively promoting safeguarding and understanding your individual responsibilities.

The responsibilities of particular individuals are detailed below:

- Our Directors - to ensure we have effective policies, to ensure policies are implemented and followed, and sufficient time and resources are allocated to employees to carry out their responsibilities.
- Designated Safeguarding Lead – to maintain links with local multi-agency safeguarding partners (local authorities, chief officers of police, and clinical commissioning groups), and Prevent Coordinators, inform and advise all parties on legislation changes and current safeguarding themes, plan and implement training for all employees including CPD, quality assurance and standardisation for the designed safeguarding officer team. Carry out investigations where appropriate into welfare concerns reported and liaise with external bodies such as safeguarding board where appropriate. Support and coordinate escalation process. Overall management of safeguarding issues and report to board on any issues that arise. Review procedures and policies on a timely basis. Maintain own CPD to ensure their role can be fulfilled competently.
- Designated Safeguarding Officers – to deal with employee concerns over learners' welfare, signpost and offer guidance. Carry out investigations where appropriate into welfare concerns reported and liaise with external bodies such as local multi-agency safeguarding partnerships (local authorities, chief officers of police, and clinical commissioning groups) where appropriate. Maintain own CPD to ensure their role can be fulfilled competently and seek guidance where appropriate.

- Safeguarding Administration support – monitor the support me inbox twice daily and ensure a designated safeguarding officer is informed about any new concerns within 24 hours.

- Our Coaches/Tutors and EPAs - to check safety and welfare with all learners at each visit/communication, ensuring learners complete all safety-related learning activities within their programme. You must be aware of indicators and that there may be a safeguarding issue – see Appendix E, and if required to follow the 5 R's procedure - our flow chart for reporting issues that concern them or are reported to them (see Appendix D). To provide support and referral to external agencies as they see fit, if comfortable to do so, and then inform safeguarding team of their actions. To carry out training as directed by the safeguarding team in a timely manner.
- Support Teams - You must be mindful of indicators that there may be a safeguarding issue should you come into contact with a learner or potential learner – see Appendix E, and if required to follow the 5 R's procedure - our flow chart for reporting issues that concern them or are reported to them (see Appendix D). To carry out training as directed by the safeguarding team in a timely manner.

The topic of Safeguarding can be very sensitive due to the content and may be difficult for you to discuss. If you have any concerns over issues raised, please contact a Designated Officer as quickly as possible.

7. SAFER RECRUITMENT

CT carries out a safe recruitment process and ensures that all appropriate checks are carried out on new staff that will work or come into contact with children and adults at risk in line with the Disclosure and Barring Service requirements. See resourcing policy for further detail on recruitment procedures.

7.1. DISCLOSURE AND BARRING SERVICE CHECKS

The Disclosure and Barring Service (DBS) and Disclosure Scotland are an executive agency of the Home Office and its primary purpose is to help employers make safer recruitment decisions and appointments.

By conducting checks and providing details of criminal records and other relevant information, DBS/PVG helps to identify applicants who may be unsuitable for certain work and positions, especially those involving contact with children (those less than 18 years old) or adults at risk.

Depending on the type and regularity of contact with children or adults at risk involved in a particular role, employers are entitled to make appropriate types of enquiry about the applicant's criminal record and seek a disclosure through a DBS or PVG check. CT can undertake six types of criminal records checks depending on the role applied for:

STANDARD DBS CHECK

This will be for positions that are included in the Rehabilitation of Offenders Act (ROA) 1974 (Exceptions) Order 1975.

This type of check contains details of individual's convictions, cautions, reprimands or warnings recorded on police central records and includes both 'spent' and 'unspent' convictions that will be shown on a criminal records check.

ENHANCED DBS CHECK

This will be for positions included in both the ROA 1974 Exceptions Order and in the Police Act 1997 regulations. This type of check contains the same details as the standard check plus any information held locally by police forces that it is reasonably considered to be relevant to the post applied for.



ENHANCED DBS & BARRED LIST CHECK (CHILD)

An enhanced check with information from the DBS's children's barred list is only available for those individuals engaged in regulated activity with children and a small number of posts as listed in the Police Act 1997 regulations.

ENHANCED DBS & BARRED LIST CHECK (ADULT)

An enhanced check with information from the DBS's adults barred list is only available for those individuals engaged in regulated activity with adults and a small number of posts as listed in the Police Act 1997 regulations.

ENHANCED DBS & BARRED LIST CHECK (CHILD AND ADULT)

An enhanced check with information from the DBS' children and adults barred list is only available for those individuals engaged in regulated activity with both vulnerable groups including children and a small number of posts as listed in the Police Act regulations.

SCOTLAND - PROTECTING VULNERABLE GROUPS SCHEME (PVG)

In Scotland all employees engaging in regulated activity are obliged to have a membership of the PVG scheme, this is facilitated through our Umbrella partner.

7.2. WHEN AND WHAT TYPE OF DBS CHECK IS APPROPRIATE

CT's HR Senior Business Partner and Designated Safeguarding Lead are responsible for deciding which level of check is appropriate for a particular role and whether barred list checks are necessary. Even where a post has some contact with children or adults at risk, the definition of regulated activity may not be fully satisfied, but in order to safeguard our learners any unsupervised contact with learners will result in an enhanced DBS check with child barred list. The Safeguarding Vulnerable Groups Act 2006 (amended by the Protection of Freedoms Act 2012) defines what types of activities involving children and adults at risk are regulated and therefore require barring list checks. Appendix A specifies current posts at CT that require DBS and/or barring list checks.

Regulated Activity – is a term that defines activities that an individual engages in. The criteria for regulated activity differ for adults and children as shown overleaf:

Children

- Regular activity (once per week or 4 times over the course of 1 month)
- Unsupervised activity
- Teaching, training, assessing, mentoring based activities in relation to nonwork-related activities - working intensively and closely with a child
- Within specified setting

Adult

- Healthcare professionals - giving first aid or receiving first aid
- Receiving or giving personal assistance to those due to age, illness or disability (going to the toilet/washing/nutritional advice)
- Providing social care - being subject to or assessing the need for health/social care
- Providing assistance in someone's personal affairs or allowing someone else to do so
- Provide assistance with cash, bills and shopping (allowing someone else to or shopping on someone's behalf)
- Person who transports or is transported because of their illness

Scotland - there are 2 types of regulated work – work with children and work with protected adults. Regulated work is usually jobs including:

- Caring responsibilities
- Teaching or supervising children and/or protected adults
- Providing personal services to children and/or protected adults
- Working directly with children and/or protected adults

Individuals must not engage in regulated activity with either children or adults at risk if they have been barred from doing so by the Disclosure and Barring Service (DBS) or PVG scheme. How we meet our responsibility towards this is explained below. Further advice on types of DBS disclosure and the circumstances in which regulated activity applies can be obtained from the HR Team.

Where CT is recruiting for a role that qualifies for a DBS/PVG disclosure, the advert and further information will confirm the type of DBS disclosure required. When the most suitable candidate for the position has been identified, the offer of appointment will be made subject to a satisfactory DBS/PVG, right to work, references and qualification checks. In the instance that the outcome of a DBS/PVG check has not been received from the appropriate authority prior to learner visits being carried out, all visits with learners aged below 18 will be supervised by a person whose DBS outcome has been received and approved. The Area Manager will be responsible for arranging this supervision. Quality assurance of this process will take place on a weekly basis.

As a DBS/PVG check forms part of our recruitment process, we encourage all candidates to declare anything relevant to the type of disclosure required for the role. Once an offer has been made, candidates should tell us of any further details of convictions, including those that normally would be considered as spent, cautions or reprimands.

As part of our safeguarding obligations, we will re-apply for the appropriate types of DBS/PVG checks on a 3-year basis during employment with CT Training. If someone is already part of the update service:

- DBS – we request an updated check for that number
- PVG – a short scheme record will be applied for

Where contractual requirements dictate an annual declaration from employees is required in relation to conforming any changes that may affect the outcome of their DBS check. Any changes will be risk assessed following the procedure set out in 7.5

7.3 CONFIDENTIALITY

Information provided in a DBS disclosure report must be kept confidential and only on a need-to-know basis. Such information will be handled in accordance with CT's 'Statement on the Secure Storage, Handling, Use, Retention and Disposal of Disclosures and Disclosure Information', Appendix B. Any other information regarding offences must be kept securely and in accordance with CT's Data Protection Policy.

We recognise that job applicants and our employees need to feel confident that information about their convictions will not be disclosed to colleagues unless there is a specific reason for doing so. Those involved in recruitment decisions should ensure that when appointing an individual with a conviction, they are advised as to whom within CT knows of their conviction and the reasons why the information has been disclosed.

First standards have a satisfactory privacy policy to align with our requirements

If you would like further information on our disclosure process, please see Appendix C.

7.4. FAILURE TO DISCLOSE INFORMATION RELEVANT TO THE TYPE OF DBS CHECK APPROPRIATE TO YOUR ROLE

Having a criminal record does not necessarily preclude an individual from working at CT. The decision as to whether a person with a criminal record should be appointed, or an offer of employment withdrawn, or employment terminated will be taken only after careful and thorough consideration of the outcome of any DBS check as well as the job and offence related factors as explained in 8.6.

Nonetheless we request all employees to tell us about any information relevant to the type of DBS check appropriate for their role. This could mean, for example, that if your role requires satisfactory Enhanced DBS and barring check, you need to tell us about any convictions, cautions or reprimands or being barred from working with children as soon as any of these have been issued. Failure to disclose information relevant to the type of DBS check appropriate to your role would be seen by CT as a breach of trust and confidence. Such acts are considered as gross misconduct and you would be invited to a disciplinary hearing with a potential outcome of instant dismissal.

7.5 EXPLORING THE RELEVANCE OF INFORMATION PROVIDED IN THE DISCLOSURE REPORT

As we explained in the previous section having a criminal record does not necessarily preclude an individual from working at CT. The decision as to whether a candidate with a criminal record should be appointed, or an offer of employment withdrawn, will be taken only after careful and thorough consideration of the outcome of any DBS check as well as the job and offence related factors as explained in section 8.6.

Similar to the recruitment process, a disclosure of a criminal record will not necessarily lead to termination of your employment with us and the decision will be taken only after careful and thorough consideration of the job and offence related factors. Any decision to terminate employment would follow our Disciplinary Policy (or Probationary Policy if you have not yet passed your probation).

A member of the HR Team, alongside the Designated Safeguarding, Lead will make an initial assessment of the content of the disclosure report. If the report provides no evidence of convictions or any other related information, no further action will be taken. If the report confirms a conviction or any other related information, a member of HR Team, alongside the Designated Safeguarding Lead, will make an initial assessment of whether the information provided has any potential relevance to the post. If there is clearly no potential relevance, no further action will be taken.

If the report confirms a potentially relevant conviction or any other potentially relevant information further exploration will be required following the process outlined below.

7.6. EXPLORING A CONVICTION AND ITS RELEVANCE

All discussions relating to convictions must take place after the selection process has been completed and will involve the line manager and a member of the HR Team and, if appropriate, the company Designated Safeguarding Lead. As part of the decision-making process, they will normally meet with the individual to gain more information from the person about the nature and circumstances of any conviction.

The suitability for employment of a person with a criminal record will clearly vary, depending upon the nature of the job and the details and circumstances of any convictions. The decision will be made on the basis of a risk assessment to enable the applicant's criminal record and circumstances to be assessed in relation to the tasks he or she will be required to perform and the circumstances in which the work is to be carried out. The following job-related factors should be taken into account:

- Does the post involve direct contact with learners or the public?
- What level of supervision will the post-holder receive?
- What level of trust is involved? Will the nature of the job present any opportunities for the post-holder to reoffend in the place of work?
- Does the post involve any direct responsibility for finance or items of value?
- Does the post involve any contact with children or other vulnerable groups of learners or employees?

The assessment is also likely to include consideration of the following factors relating to the individual's

offence(s):

- The seriousness of the offence(s) and relevance to the safety of other employees, students, research subjects, the public etc.
- The length of time since the offence(s) occurred.

- Relevant information offered by the person about the circumstances that led to the offence(s) being committed, for example the influence of domestic or financial difficulties.
- The degree of remorse, or otherwise, expressed by the person and their motivation to change;
- Whether the offence was a one-off, or part of a history of offending.
- Whether person's circumstances have changed since the offence(s) was committed, making re-offending less likely.
- Whether the offence has since been decriminalised.

Following careful and thorough consideration of all these matters and consultation with the HR Director and Designated Safeguarding Lead, a decision will be made as to whether the individual should be appointed. If appropriate we may seek further information from relevant bodies when reaching this decision. If the decision is not to appoint, a letter will be sent to the individual confirming the reasons for this decision.

The above process will also be followed in the event of a criminal conviction coming to light after the formal offer of employment has been made or during employment. In such cases CT would reserve the right to withdraw the offer of appointment where appropriate or terminate employment in line with the CT's Disciplinary Policy (or Probationary Policy if in probationary period).

7.7. Learner DBS checks

We have a duty to ensure that learners understand what a DBS check is and if it is required for their role. The employer is ultimately responsible for ensuring anyone they employ has the necessary checks in place. However, we do support employers to engage with the Disclosure and Barring Service to fully understand their role and responsibility.

Work based learning - Each employer site undergoes a H&S vetting process, this requires the coach to check the mandatory legislative DBS requirements are understood by the learner and employer. The coach will discuss with the learner and manager that understand that they hold suitable DBS checks. The learners curriculum is contextualised to their work setting and also reinforces the importance of the DBS process.

Adult Learning Loan learners – for those learners who are studying an adult learning loan programme information, advice and guidance regarding the requirement of DBS check learners is provided with during enrolment and learners are made aware of the requirement for of DBS when they enter into employment. During the learners programme relevant curriculum content educates learners about the importance of the DBS process.

8. REPORTING A CONCERN - SEE APPENDICES D FOR PROCESS CHARTS

- a. If a learner raises a concern/allegation with you: If the learner has a concern over their own personal welfare and wellbeing, you are to listen to and record all information given, making no judgement or assumptions. Take any actions required to secure the immediate safety of the child or adult at risk if deemed appropriate, this may involve staying with them until a responsible adult can be located. This will only be recorded on the TAPR, if learner agrees and raised with the manager, if learner agrees. If the learner gives consent you must report the issue to a designated officer. If you feel the learner's safety and wellbeing are at risk and they do not give consent for the matter to be escalated, you should escalate only when you believe the matter would deteriorate if additional support was not sourced. You should always consider the wishes of the individual, even those aged under 18. Guidance should

be sourced with a safeguarding officer if you are unsure. The designated officer will then decide the appropriate course of action, and if a referral outside the organisation is appropriate. (D1)

- b. If an RT/Tutor/EPA has concerns over a learner: This might be through observation, alleged by others or discussion. To follow procedure set out as point (a) if a learner raises an issue/allegation with the RT. (D1)
- c. If a learner/parent has a concern/allegation about a member of CT or Innovate staff: All learners are to be informed that if they have a concern over their own personal welfare and wellbeing that they do not feel comfortable talking to their RT/tutor about, they are to contact CT's Designated Officer. Contact details for the designated person are available in this policy, the information, advice and guidance section on FUSE (CT's online social learning platform), and on the online learning compliance courses, and the welfare cards with additional details on.
- d. The safeguarding policy is also available on CT's external website. (D2)
- e. If a parent contacts you to report a concern about their child, ensure you listen and record the details as per a learner reporting a concern to you. Ensure you have contact details for the parent. You must report the issue to the designated officer. The designated officer will then decide the appropriate course of action, and if a referral outside the organisation is appropriate, liaise with the parent as appropriate. Be mindful of confidentiality as all learners aged 16 and above, and of employed status are deemed to be adults, and therefore no information should be passed to parents or carers without prior consent to do so from the learner. (D2)
- f. If you observe a safeguarding issue taking place within the working practices of an employer's setting or during CT group delivery sessions - example would be a practitioner hitting a child or observing inappropriate restraint techniques, or learners verbally or physically abusing each other. Take action to stop the activity immediately, and inform the individual of your concerns, ask them to remove themselves from the area and advise them you will inform their senior manager. In those cases where learners are not on work-based learning programme inform the safeguarding team. Take any actions to secure the safety of the child or adult at risk, this may involve staying with them until a responsible adult can be located. Inform your designated safeguarding officer in all cases. Be mindful of differences between poor practice and a safeguarding issue and apply your action appropriately. (D3)
- g. If a learner reports unsafe practices or safeguarding issues to you within their working/learning environment - advise the learner to follow in-house reporting or whistle blowing procedures. If it is related to a CT learner activity session, follow CT's safeguarding reporting procedures. You may support the learner in speaking to the appropriate senior team members if appropriate. Report the incident to your designated safeguarding officer who will offer additional guidance and signposting for the learner and will monitor. (D3)

It is important you do not pass any information to other parties or try to investigate the concern yourself. All concerns should be reported to victoria@cellartapesuk.com or cacey@cellartapesuk.com in the first instance.

- If you require an immediate response call your sector designated safeguarding officer immediately, it is noted that the designated officer may not be available out of normal working hours, so in circumstances where the individual is in immediate danger report the incident to the police on 999.
- The designated officer will endeavor to make initial contact with regards the concerns within 72 hours.
- The designated officer will assess if the individual is at risk of significant harm and decide upon the next course of action, this can range from offering signposting to support agencies to referral to the police and local safeguarding authorities. This may also involve passing information to the DBS.

- Also be mindful of any subcontract arrangements in place for the learner. In some instances, safeguarding officers at other companies might need to be informed.

- For employer providers we partner with, their safeguarding officer must be informed, and they take the lead in dealing with the concern. We will support where required.
- If you feel a designated safeguarding officer has not complied with their duty of care to a reported learner concern, please contact the designated safeguarding lead identified in this policy. If you feel the designated safeguarding lead has not complied with their duty of care to a reported learner concern, please contact the Quality Director. You may also escalate the concern yourself to the relevant external agency

(See Appendices D and E for process of reporting)

9. TRAINING AND EDUCATING EMPLOYEES

Each member of the safeguarding team holds a formal L3 safeguarding qualification and undertakes regular CPD events and standardisation meetings in order to keep updated with legislation and refresh their knowledge.

All employees undertake a Safeguarding Induction and/or completion of a L2 online course specifically for Safeguarding Young Vulnerable People.

All coaches also complete:

IAO Level 1 Award in Principles of Safeguarding in a Learning Environment

Qualification Number: 603/5287/5 as part of their L4 Assessor Coach qualification

The training received is continually reviewed to ensure most appropriate and up to date training is given. Aligning with the mandatory duty surrounding the Government's Counter Terrorism and Security Act 2015 all staff undertake Prevent training aligning with their role within CT.

Periodic updates surrounding key safeguarding concepts are communicated monthly via the internal communication channels. Monthly focus topics are also distributed via these internal communication channels to raise awareness and promote discussion in all areas under the wider safeguarding agenda including areas such as radicalisation, mental health issues, positive relationships, and staying safe on the internet, which will educate employees alongside giving greater knowledge to be passed onto learners.

There is reference to safeguarding in all team meetings – carried out bi-monthly, with managers utilising the information in the monthly safeguarding and equality newsletters and the company Thrivehealth and safety section, to stem discussions. There is also an annual CPD update for formal procedures.

Key Individuals involved in both learner recruitment and staff recruitment complete and in-house safer recruitment training course.

10. KEEPING YOURSELF SAFE

To maintain yours and the learner's safety, the following are strictly prohibited:

- Befriending learners on personal social media sites
- Distributing personal telephone numbers
- Visit learners at home or transporting learners to and from locations (this includes travelling in a car with a learner driving)
- Directing sarcasm, insults or belittling comments towards learners
- Personal relationships with learners

It also important to be mindful of the following when conducting yourself:

- Locations of one-to-one meetings with colleagues. These should take place at a neutral location

- You will naturally build a rapport with learners through the apprenticeship contact, and the learners may see you as a confidante and support but be sure to maintain professional boundaries whenever carrying out work on CT's behalf.
- Be respectful of all young and vulnerable people, and appreciate you are in a position of trust. We have the opportunity to listen to their concerns and support them.
- Uphold confidentiality within certain remits when required by the situation but be careful not to promise to keep secrets or ask others to do so.
- Avoid spending time alone with learners in a closed environment. If this is unavoidable for example during a formal assessment/examination, ensure a member of the site staff is aware where you are and monitors this.
- Be careful when giving learner advice – as this is based on your opinion, focus support around information (facts), and guidance (signposting)..
- Be mindful of any learners you acquire that by default creates a conflict of interest, i.e. a partner or friend becomes a learner. Discuss appropriateness/alternative trainer arrangements with your line manager.
- If a learner offers you gifts of any sort as a result of the support through their programme, please refer to the bribery policy for the process to follow.
- If at any point you feel unsafe in a learner's company inform the site manager, your line manager, the designated safeguarding officer and leave the premises.

11. KEEPING LEARNERS SAFE

CT offer an apprenticeship recruitment service which places potential apprenticeship learners into employment. It is recognised that this creates a greater duty of care, and in order for CT to ensure that employers are suitable to receive an apprentice, a service level agreement is undertaken prior to apprentice commencing employment, in order to clarify expectation in relation to basic health and safety, and employment requirements for the learner.

There is an employer guide to welfare that is available to employers to help them understand CT and their own responsibilities under Safeguarding, health and safety and Prevent Agenda.

Health and safety vetting is carried out during learner induction, this involves a discussion between the Regional Trainer, employer and learner, and allows for the trainer to be confident in the employer's ability to keep the learner safe during their employment, and also to help educate the learner in looking after their own welfare, and that of others, while at work. Its supports H&S, and other essential legislative requirements such as a need for some learners to have a DBS check and a COVID 19 vaccination

Learners are made aware of all of CT's relevant policies, who the designated persons are and how to report a concern during their induction to the programme. There is also a dedicated support site on the learner information portal/learning community to signpost to information, advice, and guidance for a wide range of support needs, and a direct email address to allow the learners to access support from the designated safeguarding officer confidentially. For APTEM registered learners - an essential information guide containing the same information is made available during the enrolment process

Learners are issued with a learner welfare card/ flyer detailing both internal and external support services. This contains contact details for police, CT head office and direct link to the safeguarding team. It also provides details of an external learner welfare assistance programme, which is a 24-hour confidential helpline which will provide learners with a counselling service, or signposting to relevant support experts should they require it.

During the COVID 19 pandemic the learner helpline flyer is distributed to compliment remote working and avoid close contact

APTM registered learners complete a mandatory Life Skills Learning plan which covers a range of welfare and wellbeing issues, and allows for review and further discussion with coaches where appropriate. Monthly topics in relation to equality and diversity and safeguarding are highlighted by an externally written newsletter which appears alongside internal Information advice on guidance on a range welfare issues in the CSR newsletter Thrive . Learning translated to learners surrounding these activities is discussed and documented at each visit, along with pastoral checks.

Online Safety is being aware of the nature of the possible threats that you could encounter whilst engaging in activity through the Internet, these could be security threats, protecting and managing your personal data, online reputation management, and avoiding harmful or illegal content. These might manifest as online abuse, bullying, threats, impersonation, grooming, harassment or exposure to offensive and/or violent content. We currently educate learners around online dangers through a variety of avenues including our My Life Code of conduct which all learners need to read and sign prior to registration. They all have access to the Digital Literacy and Online Safety sections of My Life and signposted to when relevant. Periodically our Safeguarding newsletters cover online safety topics. These are used by trainers as educational sessions for learners. This will be complimented with the launch of APTM later in 2021 with a mandatory section on online safety .To ensure we monitor and act upon accessing of inappropriate content and comments, filtering systems are in place on distributed learner devices and our social media platforms .

Peer-on-Peer abuse. As a result of Ofsted's review into sexual abuse in schools, additional training for learner facing employees is planned for 2021 related to identification and action required for incidents of this nature including presence of accepted norms and the need to change this, and making learners aware of what constitutes sexual harassment and abuse both face-to-face and online. This will include peer-on-peer abuse in the workplace

A number of groups of learners have been identified as being more vulnerable, and each have proportionate measures in place in order to ensure the learners are fully supported.

If the learner is employed or in the workplace at the time, the overall responsibility to investigate lies with the employer, but CT will still investigate the incident. If out of the workplace whilst under supervision of CT – CT have overall responsibility to investigate.

1. Learner or employer to report the accident or fatality to RT/Tutor
2. RT/Tutor to complete the accident reporting form, located:
 - a. *Fuse/ Learner Welfare/*
3. Send the form to Welfare Manager within 5 days of being notified by the learner
4. Welfare Manager to apply any follow up if required

Where CT acts a lead provider, providing funding to other companies, CT will endeavour to provide appropriate training and guidance to subcontracts to ensure CT policies and procedures are followed, alongside the due diligence checks carried out. This will be monitored (see Subcontracting Quality Assurance Manual).

Where CT acts as a subcontract to other companies - CT Training will commit to upholding the policies and procedures of the training provider/college which holds the funding. CT will also attend any relevant training/updates, adhere to monitoring requirements, be aware of and adhere to funding regulations as set out by the different funding authorities.

12. Leadership and Management

A dedicated safeguarding board, including all of the Senior Management team, meet quarterly as part of a Quality Board providing a greater focus on safeguarding and safety of learners.

The effectiveness of all welfare support and educational material is analysed periodically by Learner Voice and an annual learner welfare working group. Learner welfare audit reviews all processes and material.

The safeguarding officer team are also subject to Quality Assurance checks carried out by the Safeguarding Lead.

13. ASSOCIATED POLICIES

- Equality and Diversity Policy
- Grievance Policy
- Disciplinary Policy
- Social Networking and Media Policy
- Prevent Policy
- Resourcing Policy
- Bribery Policy

APPENDIX A

LIST OF POSTS THAT REQUIRE APPROPRIATE TYPE OF DBS AND BARRING LIST CHECK

LTG Posts	No check	Enhanced DBS check	Enhanced DBS check (Child Barred List)
Main learner facing teams (e.g., Assessors, EPA's Learner Support Tutors)			✓
Potential to be learner facing (e.g., Area Managers, Internal Quality Assurers)			✓
Learner contact with potential influence (e.g., Apprenticeship Recruitment)		✓	
Other field based staff (e.g., Account Managers)	✓		
Other head office staff (e.g., IT)	✓		
Scotland learner facing staff			Full PVG check - adult and child

APPENDIX B

STATEMENT ON THE SECURE STORAGE, HANDLING, USE, RETENTION AND DISPOSAL OF DISCLOSURES AND DISCLOSURE INFORMATION

GENERAL PRINCIPLES

As an organisation using the Disclosure and Barring Service (DBS) to help assess the suitability of applicants for positions of trust, CT complies fully with the DBS Code of Practice regarding the correct handling, use, storage, retention and disposal of disclosures and disclosure information. It also complies fully with its obligations under the Data Protection Act and other relevant legislation pertaining with the safe handling, use, storage, retention and disposal of DBS disclosure information.

STORAGE AND ACCESS

Disclosure information is never kept on an applicant's personnel file and is always kept separately and securely, in lockable, non-portable, storage containers with access strictly controlled and limited to those who are entitled to see it as part of their duties.

Handling

In accordance with section 124 of the Police Act 1997, disclosure information is only passed to those who are authorised to receive it in the course of their duties. The HR Team will be responsible for maintaining a record of all those to whom disclosures or disclosure information has been revealed. It is recognised that it is a criminal offence to pass this information to anyone who is not entitled to receive it.

Usage

Disclosure information is only used for the specific purpose for which it was requested and for which the applicant's full consent has been given.

RETENTION

Once a recruitment (or other relevant) decision has been made, CT does not keep disclosure information for any longer than is absolutely necessary. This is generally for a period of up to six months, to allow for the consideration and resolution of any disputes or complaints. If, in very exceptional circumstances, it is considered necessary to keep disclosure information for longer than six months, CT will consult the DBS about this before doing so. Throughout this time, the usual conditions regarding safe storage and strictly controlled access will prevail.

DISPOSAL

Once the retention period has elapsed, CT will ensure that any disclosure information is immediately destroyed by secure means, i.e. by shredding or confidential waste disposal. While awaiting destruction, disclosure information will not be kept in any insecure receptacle (e.g. waste bin or confidential waste sack). CT will not keep any photocopy or other image of the disclosure or any copy or representation of the contents of a disclosure. However, CT will keep a record of the date of issue of a disclosure, the name of the subject, the type of disclosure requested, the position for which the disclosure was requested, the unique reference number of the disclosure and the details of the recruitment decision taken.

APPENDIX C

DBS DISCLOSURE PROCESS

CT uses Atlantic Data who is a registered body responsible for authorising and processing applications for DBS checks, and First standard for PVG checks in Scotland.

Successful candidates will be sent a DBS disclosure application form and guidance with the written offer of employment. The completed disclosure form and associated ID documentation must be verified in person. This can either be done by bringing the documents to their line manager, who will authenticate and scan the documents then forward to the HR Team; or the individual can bring the documents to the HR Team directly. The HR Team is responsible for checking the form is fully completed, confirm which type of disclosure is required and will forward to Atlantic Data.

Atlantic Data will then process the application and return a disclosure report to the HR Team, with a copy also sent to the individual. The published DBS turnaround time is for 95% of disclosures to be sent out within 4 weeks.

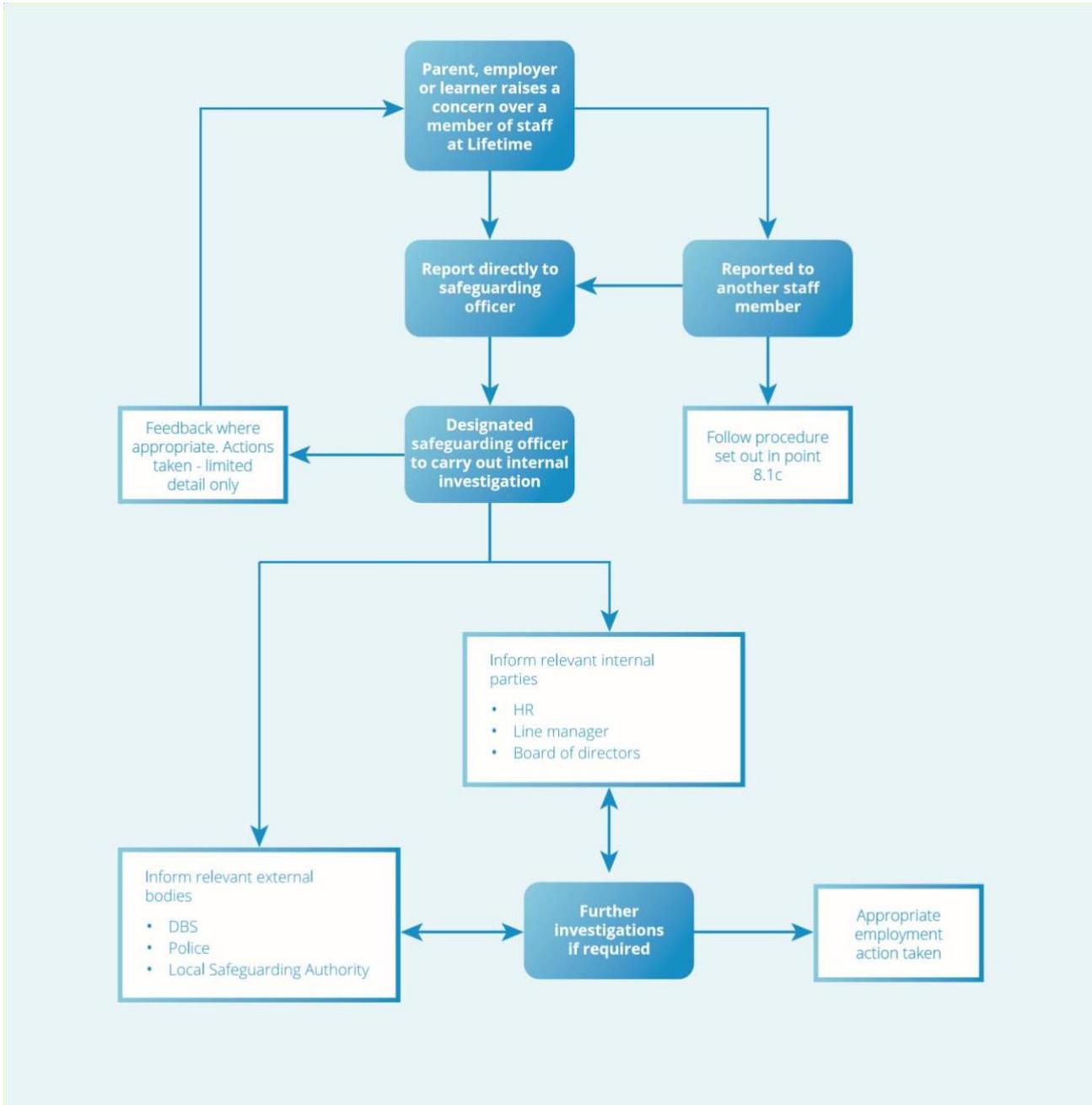
Wherever possible the DBS disclosure should be obtained prior to the individual commencing employment, but sometimes this may not be possible. In such cases the individual can commence employment but only on a supervised basis for those aspects of the job involving contact with children or adults at risk until such time as a satisfactory disclosure report is received.

In some cases, an applicant may already have received a satisfactory disclosure report for their current or a previous position at CT. It may be appropriate to use the existing report to assess suitability for the post, taking account of the date the report was produced and similarities between the two positions. A member of the HR Team should be consulted in such cases.

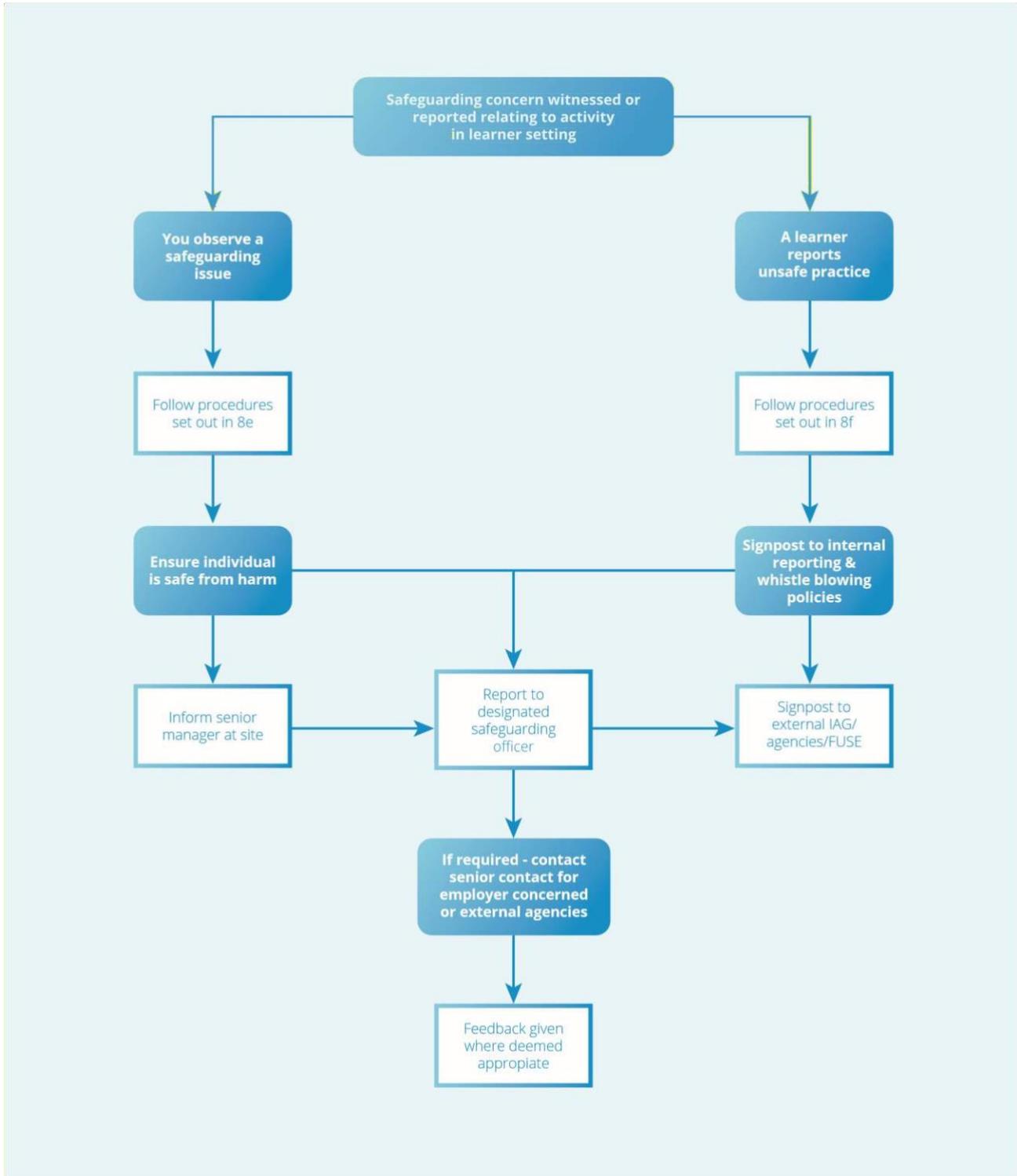
Disclosure reports for applicants with a substantial record of overseas residence, including current UK residents and British nationals, may not include information on convictions from outside the UK. In most circumstances however, a disclosure report should still be sought. The DBS can also offer guidance on the availability of criminal record checks in a variety of foreign countries and the applicant can be requested to obtain the equivalent checks from the country in question, where available.

D1. LEARNER SAFEGUARDING CONCERNS

D2 PARENT, EMPLOYER OR LEARNER RAISES A CONCERN OVER CT TEAM MEMBER



D3. SAFEGUARDING CONCERN WITNESSED OR REPORTED RELATING TO ACTIVITY IN LEARNING SETTING



APPENDIX E DETAILED PROCEDURE FOR DEALING WITH SAFEGUARDING CONCERNS

Recognition

Signs of abuse can be difficult to spot, as can a learner trying to find the right language to tell you about a concern. If you have any concerns over the welfare of the learner from what you have seen, heard, discussed with the learner or you have noticed changes in their behaviour which cause you safeguarding concerns, you must report it to the designated person. You do not personally have to believe the concerns in order to raise them, any concerns raised should be taken seriously. See appendix F for indicators of abuse to help.

Response

No report or concerns about possible abuse should be ignored. Your main role here is to listen and record with no judgements or leading questions; use open question to gather factual details – when did it take place, who said what, what happened? You must stay calm and not let the learner know if you feel panicked or shocked. Do not make any promises about what will happen next, but only that you will pass it onto the designated person within CT, and that we will do everything we can to help. It is good practice to show support and reassurance but be mindful to maintain a situation where you do not put yourself at risk. It would also be useful to have information regarding current agency support – i.e. have the police already been informed, is the person receiving local authority or medical support?

Record

Ensure you record notes of the incident or disclosure as close to the time as possible. The notes should be dated and signed where possible. The notes should detail what you saw/heard or what was discussed with an individual, the names of those involved and the time, location and what action you took. Use the disclosure form where possible, but any form of notes will be acceptable.

Report

Report the concerns to the designated person, ensuring you have recorded all details as above. This communication can be face to face, via email, or phone call followed up by email. All communication and documents will remain confidential between the designated person and individual that has reported it, unless the designated person deems it appropriate to take further action and involve other agencies.

Referral

The designated person will then take the decision of what course of action should be taken. Only the designated person should be taking the decision to make referrals outside of the organisation.

APPENDIX F INDICATORS OF ABUSE

SAFEGUARDING ISSUE	DEFINITION	INDICATORS
PHYSICAL ABUSE	Deliberately causing physical harm	<ul style="list-style-type: none"> • Cuts, bruises, burns, • Wearing long sleeved clothes • Pain • Cowering
NEGLECT	<p>The persistent failure to meet a person’s basic physical and/or psychological needs, likely to result in serious impairment of health or development.</p> <p>Neglect is when a parent or carer fails to provide adequate food, clothing, shelter (including exclusion from home or abandonment), medical care, or protection from physical and emotional harm or danger</p>	<ul style="list-style-type: none"> • Withdrawn • Weight loss • Fear of going home • Improper hygiene • Confusion • Inappropriate clothing
SELF-NEGLECT	Neglecting to care for one’s personal hygiene, health or surroundings and includes behaviour such as hoarding	<ul style="list-style-type: none"> • Poor diet and nutrition • Poor personal hygiene • Not taking prescribed medication • Substance misuse • Doesn’t always encompass all aspects of life.
PSYCHOLOGICAL ABUSE	Emotional abuse, threats of harm or abandonment, deprivation of contact, humiliation, blaming, controlling, intimidation, coercion, harassment, verbal abuse, cyber bullying, isolation or unreasonable and unjustified withdrawal of services or supportive networks.	<ul style="list-style-type: none"> • Withdrawn • Depression • Lack of confidence • Socially awkward • Easily manipulated
FINANCIAL ABUSE	Theft, fraud, internet scamming, coercion in relation to an adult’s financial affairs or arrangements, including in connection with wills, property, inheritance or financial transactions, or the misuse or	<ul style="list-style-type: none"> • Change in appearance • Having expensive gadgets • Having no money • Not eating properly

	misappropriation of property, possessions or benefits.	
SEXUAL ABUSE	Forcing or enticing a child or young person or any person to take part in sexual activities, whether or not the person is aware of what is happening, could also be indecent exposure or sexual harassment.	<ul style="list-style-type: none"> • Spending a long time in the toilet • Discomfort in sitting down • Inappropriate behaviour
ORGANISATIONAL ABUSE	Neglect and poor care practice within an institution or specific care setting such as a hospital or care home, for example, or in relation to care provided in one's own home. This may range from one off incidents to on-going ill-treatment. It can be through neglect or poor professional practice as a result of the structure, policies, processes and practices within an organisation.	<ul style="list-style-type: none"> • Activity defined by a regime/task orientated setting • Dismissive of complaints. Learner may need to leave at certain times • Ask permission to do everything • Appear brainwashed
DISCRIMINATION	The unjust or prejudicial treatment of different categories of people, especially on the grounds of one of the protected characteristics	<ul style="list-style-type: none"> • Fearful of certain people • Avoiding certain situations • Being asked to do more work than they should
CHILD SEXUAL EXPLOITATION	Sexual abuse involves forcing or enticing a child or young person or any person to take part in sexual activities, whether or not the person is aware of what is happening, could also be indecent exposure or sexual harassment.	<ul style="list-style-type: none"> • Change in behaviour • Change in appearance • Increased sexualised behaviour/language • Drug/alcohol abuse • Suddenly wearing expensive things
BULLYING (INC. CYBERBULLYING)	Behaviour by group of individuals repeated over time that intentionally hurts another individual or group either physically or emotionally (can be face to face, over text, social media exchanges)	<ul style="list-style-type: none"> • Withdrawn/nervous • Signs of physical and emotional abuse • Constant use of or fear of internet usage
DOMESTIC VIOLENCE	Incident of pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who have been intimate partners	<ul style="list-style-type: none"> • Signs of physical or emotional abuse • Show signs of being controlled

	or family members, can also be honour based	<ul style="list-style-type: none"> • Withdrawn • Anxious around others • Low self esteem
DRUGS	Alcohol, tobacco, illegal drugs, medicines or psychoactive substances	<ul style="list-style-type: none"> • Smelling of alcohol • Regular hangover symptoms • Inability to concentrate • Lateness • Change in commitment levels
FABRICATED OR INDUCED ILLNESS	Making up signs and symptoms of an illness, falsifying medical records or inducing an illness to someone by any means	<ul style="list-style-type: none"> • Child could pretend to be ill, think ill, and talk about persons taking them to Drs or hospital • Parents could talk about child consistent illness
FAITH ABUSE	Child abuse related to faith or belief, include concepts of witchcraft and spirit possession, rituals and sacrificial murders	<ul style="list-style-type: none"> • Talking about beliefs and faith related activities • engaged or family engaged with
FORCED MARRIAGE	One or both spouses do not or cannot, due to vulnerabilities, consent to marriage and duress is involved	<ul style="list-style-type: none"> • Travel abroad recently • Talking about getting married/meeting men through family connections • Upholding religious duties
BREAST IRONING	<p>The pounding and massaging of a pubescent girl's breasts, using hard or heated objects, to try to make them stop developing or disappear.</p> <p>It is typically carried out by the girl's mother who will say she is trying to protect the girl from sexual harassment and rape to prevent early pregnancy that would tarnish the family name, or to allow the girl to pursue education rather than be forced into early marriage</p>	<ul style="list-style-type: none"> • Unusual behaviour after an absence from school or college including depression, anxiety, aggression, withdrawn etc. • Reluctance in undergoing normal medical examinations • Some girls may ask for help, but may not be explicit about the problem due to embarrassment or fear • Fear of changing for physical activities due to

		scars showing or bandages being visible
GANGS AND YOUTH VIOLENCE	Gangs where crime and violence are a core part of their identity. It can lead to increased anti-social behaviour and youth offending	<ul style="list-style-type: none"> • May have expensive items • Change in behaviour • Bruises/cuts • Social activities change • Gang tattoos • Carrying weapons
PRIVATE FOSTERING	Fostering arrangement without consent of local authority	<ul style="list-style-type: none"> • Moving to different homes regularly • Not discussing family life • Abandonment characteristics
FEMALE GENITAL MUTILATION (FGM)	Partial or total removal of female external genitalia or injury to another part of the female genitalia for non - medical reason	<ul style="list-style-type: none"> • Spending a long time in the toilet • Uncomfortable sitting down • Long trips away from home
GENDER BASED VIOLENCE	Violence (either physical or sexual) towards women/men	<ul style="list-style-type: none"> • Withdrawn • Nervous • Physical signs of abuse
RADICALISATION	Process by which a person comes to support/partake in terrorism and extremism (also includes – political/animal rights and ecological extremist). Extremism is ideology that is considered to be far outside the acceptable mainstream attitudes of society. – include opposition to British values.	<ul style="list-style-type: none"> • Long trips away from home • Talking about being wronged by a state or political system • Strong views about changing life • Talk of harming others in plight for cause
SEXTING	Exchange of self-generated sexually explicit images through mobile picture messages	<ul style="list-style-type: none"> • Withdrawn • Boasting • Hiding mobile phones
TEENAGE RELATIONSHIP ABUSE	Abuse in a relationship – either physical, sexual, emotional or financial	<ul style="list-style-type: none"> • Withdrawn • Constantly responding to messages/calls • Detect a control aspect • Physical signs of abuse
TRAFFICKING AND MODERN SLAVERY	Encompasses slavery, human trafficking, forced labour and domestic servitude. Traffickers and slave masters use whatever	<ul style="list-style-type: none"> • Talking about travelling abroad

	means they have at their disposal to coerce, deceive and force individuals into a life of abuse, servitude and inhumane treatment	<ul style="list-style-type: none"> • Talking about someone else having control over them • Moving homes regularly • Avoid eye contact and appear frightened • No identification documents • Physical or emotional abuse.
MENTAL HEALTH	Absence of psychological wellbeing and effective physical or psychological functioning	<ul style="list-style-type: none"> • Becoming more withdrawn • Changes in behaviour or personal appearance • Less punctual than normal, less interest
CHILDREN MISSING IN EDUCATION (WHILE THIS AFFECTS 14-16-YEAR OLDS IN COMPULSORY EDUCATION, THE RECENT LEGISLATION REQUIRING ALL CHILDREN TO STAY IN SOME FORM OF EDUCATION OR TRAINING TILL AGE 18 MEANS THAT WE SHOULD INVESTIGATE ANY LEARNERS THAT GO MISSING WITHOUT TRACE WITH THIS AGE RANGE)	Children missing education are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school. Children missing education are at significant risk of underachieving, being victims of harm, exploitation or radicalisation, and becoming NEET (not in education, employment or training) later in life.	<ul style="list-style-type: none"> • Not showing up for visits with no explanation • Not contactable • Neither CT nor employer can get hold of them or knows where they have gone
SEXUAL HARASSMENT AND VIOLENCE (INCLUDING PEER ON PEER ABUSE)	Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the	<ul style="list-style-type: none"> • Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk Whilst not intended to be an exhaustive list, OFSTED review stated Girls

	<p>experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support.</p> <p>Sexual assault is intentional touching of a sexual nature, where the other party does not consent. When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.</p>	<p>often view it harassment where as boys can view as banter sexual harassment can include:</p> <ul style="list-style-type: none"> • Sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names • Children being the victim of abuse or harassment may avoid social interaction, be withdrawn, be self-conscious, use sexualised language • Sexual harassment should be deemed as it is taking place even if not reports of it - as many young people view as behaviour that just happens and don't bother reporting it • Observe and address inappropriate behaviours
<p>COUNTY LINES</p>	<p>Organised criminal distribution of drugs from the big cities to smaller towns and rural areas using children and vulnerable people. The main county line gangs operate from Liverpool and London, but other groups operate in Birmingham and Manchester. The influence is nationwide. These drug networks or gangs groom and exploit children and young people to carry drugs and money. N.B can still be exploitation even if the activity appears consensual.</p>	<ul style="list-style-type: none"> • 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,

		<p>cognitive ability, physical strength, status, and access to economic or other resources</p> <p>Young and vulnerable people may exhibit:</p> <ul style="list-style-type: none">• Persistently going missing from school or home and/or being found out-of-area• Unexplained acquisition of money, clothes, or mobile phones
--	--	--

APPENDIX G DISCLOSURE RECORDING FORM

For office use only
Case N°.

Learner Name	<input type="text"/>
Location/Name of Site	<input type="text"/>
DOB	<input type="text"/>
CT Staff Name Date	<input type="text"/>
of Disclosure	<input type="text"/>

Details of the concern

(Action) - For Safeguarding Team only

Appendix H

COVID-19 response arrangements

The below details additional measures and amended procedures put in place to safeguard staff and learners during COVID-19, which includes CT Training operating on reduced hours/employee numbers and department functions.

- Learners with an EHCPs - Learner support team will review all plans and ensure the learners are safe to continue learning from home and if any further educational or pastoral measure need to be in place
- Royal Foundation learners will be supported by Coach Core and CT. The apprentices will receive a weekly newsletter from Coach Core with CT support avenues included. CT and Coach Core will work together for any issue escalated
- All vulnerable learners including those previously reporting Safeguarding issues were contacted directly by the safeguarding team with support options
- Designated safeguarding officers and Lead or deputy will continue to be available throughout any CT adjusted working arrangements
- An increase in remote visits has been supported with an employee code of conduct and additional training. The code of conduct and online safety measures is also reinforced with learners. <https://CTtraining.fusion-universal.com/topics/89404/contents/1073063>
- Reinforcement to all stakeholders in relation to CT's internal and external support services was communicated
- Additional information and support material have been added to My Life to ensure learners have access to pastoral and government support and guidance during this time, alongside updated online safety and mental health topics
- The Safeguarding reporting procedures/analysis were adapted to include COVID-19 suspected and confirmed cases
- An automatic response for the supportme email address was amended to include government guidance for COVID -19 and support material available
- Local partnership arrangements/Prevent FE coordinators and emergency services will remain as the point of contact for any safeguarding cases requiring referral
- To support widely reported increases in domestic violence local authority guidance for dealing with domestic violence added to designated safeguarding officer section of FUSE and shared with designated safeguarding officer team
- The first re-engagement call/visit with each learner focused on wellbeing

- As all learner facing employees return from furlough a wellbeing and safeguarding update was provided to support them in identifying, fielding, signposting and advising learners prior to learner engagement