



SAFEGUARDING AND PROTECTING YOUNG PEOPLE AND VULNERABLE ADULTS' POLICY

January 2022

1 INTRODUCTION

- 1.1 MGTS is committed to creating and maintaining a safe and positive environment for all children, young people and vulnerable adults. It accepts the responsibility to help safeguard the welfare of the learners and protect them from harm. MGTS do not deliver training to children, so this Policy will cover young people under the age of 18 and vulnerable adults.
- 1.2 Every individual member of staff has a responsibility to ensure the safety and welfare of learners.
- 1.3 MGTS publicises and promotes its Safeguarding Policy, procedures and good practice guidance and is committed to ensuring that concerns are taken seriously and acted upon swiftly and appropriately.
- 1.4 MGTS recognises the roles and responsibilities of the statutory agencies in safeguarding learners. MGTS also recognises the responsibility and expertise of the relevant agencies in determining whether young people have, or may have, been abused or otherwise harmed.
- 1.5 MGTS is committed to complying with legislation and working with statutory agencies on matters relating to safeguarding and where MGTS receives a concern it will refer the matter to the appropriate statutory agency where appropriate.
- 1.6 MGTS is committed to directly challenging conduct that is, or may be, harmful to learners.
- 1.7 MGTS agrees to the following principles:

2 PRINCIPLES

- 2.1 As a general principle, MGTS has a statutory responsibility to:
 - Safeguard and promote the welfare of young people and vulnerable adults
 - Work together with other agencies to ensure adequate arrangements are in place to identify, assess and support those young people and vulnerable adults who are suffering from or risk of harm
 - Implement the Prevent Duty to safeguard individuals from radicalisation

2.2 The three main elements of the policy are:

2.2.1 Prevention:

- Providing an environment in which young people and vulnerable adults feel safe, secure, valued and respected; feel confident and know how to obtain help and support
- Training and raising awareness of all staff of the need to safeguard young people and vulnerable adults, and of their responsibilities in identifying and reporting possible cases of abuse or radicalisation
- Ensuring that all staff within MGTS carrying out regulated activity with young people and adults, have been subject to the appropriate checks using safer recruitment procedures
- Implementing the Prevent Duty of the Government's Counter Terrorism Strategy, with the intention of safeguarding individuals from radicalisation. Where deemed appropriate, seek external support for learners through referrals to the Channel Programme. This programme aims to work with the individual to address their specific vulnerabilities, prevent them becoming further radicalised and possibly entering the criminal justice system because of their actions. It is recognised that radicalisation can occur to an individual from any section of society and is not particular to any racial, ethnic or social group. It is further recognised, that in many instances, the process of radicalisation is essentially one of grooming by others

2.2.2 Protection:

- Through raising awareness of learners as to how to keep themselves safe from harm, abuse or radicalisation
- Through systematic monitoring of young people and vulnerable adults, known or thought to be at risk or harm or radicalisation
- Through structured procedures within MGTS, which are to be followed in cases of suspected abuse
- Through effective working relationships with all other agencies involved in safeguarding young people and vulnerable adults

2.2.3 Support:

- Ensuring that key concepts of child protection are integrated within the curriculum and offered through effective information, advice and guidance within tutorials and cross-centre service delivery where appropriate
- Enabling learners to develop critical thinking skills and discuss challenging topics in a supportive environment, to help them understand and safeguard themselves from harm or extremism
- Promoting British values through the delivery of training
- Ensuring that young people are listened to and their concerns taken seriously and acted upon

- Working with others to support young people who may have been abused, or in care, to access the training

3. RESPONSIBILITIES

- 3.1 The Designated Safeguarding Lead and Deputy Designated Safeguarding Lead, have a key duty to take the lead responsibility for raising awareness within MGTS of issues relating to the welfare of young people and vulnerable adults and the promotion of a safe learning environment.
- 3.2 Staff are expected to:
- Establish and maintain an ethos where learners and those who are vulnerable, feel secure and are encouraged to talk and are listened to
 - Be able to reassure learners that they are being taken seriously and that they will be supported and kept safe
 - To encourage a belief in equality of opportunity, celebrate diversity and challenge extreme views
 - Ensure all staff, are made aware of the MGTS Safeguarding Policy, update themselves yearly with the Keeping Children Safe in Education September 2021 Part one report (KCSIE). All staff to share our commitment to safeguarding and promoting the welfare of learners
 - Be aware that technology is a significant component in many safeguarding and wellbeing issues. Learners are at risk of abuse online, as well as face to face. Learners can also abuse their peers online. This can take the form of abusive, harassing and misogynistic messaging, non-consensual sharing of indecent images and sharing of abusive images and pornography, to those who do not want to receive it
 - Teaching staff should be aware of any welfare, safeguarding or child protection concerns that may affect their learners, in order to promote educational and training outcomes. It is the responsibility of the Designated Safeguarding Lead to ensure that this information is disseminated accordingly

4 SAFER RECRUITMENT/STAFF TRAINING

- 4.1 Preventing unsuitable people from working with young people is essential to keeping them safe and free from radicalisation. Rigorous selection, criminal record checking and recruitment of those working with young people, is a key responsibility of the CEO and management team.
- 4.2 Staff who work with learners will undertake Safeguarding training to at least a Level 2. The Designated Safeguarding Person and Deputy Designated Safeguarding Person will be trained to Level 3 as a minimum.
- 4.3 All staff are encouraged to report any concerns they may have about a learner's welfare.
- 4.4 Staff will be subject to annual Safeguarding refresher updates.
- 4.5 **Statutory Guidance**
Staff are required to read part one of the Keeping Children Safe in Education Guidance (September 2021).

4.6 Roles and Responsibilities

The Board of Trustees and Management must ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities, as set out in Part one of the guidance.

5. DESIGNATED SAFEGUARDING OFFICER RESPONSIBILITIES

- 5.1 Responsible for liaising with the appropriate statutory agencies in relation to safeguarding and child protection services.
- 5.2 Act as the expert in supporting learners and staff to make decisions in relation to safeguarding concerns.
- 5.3 Where the DSO decides that a referral is appropriate to statutory agencies, they must do so as soon as is practicable, and within 24 hours of receiving the allegation.

6. SENIOR STAFF MEMBER WITH SAFEGUARDING LEAD RESPONSIBILITY

Name: Adrian Lawrence

Location: Gulson Road, Coventry, CV1 2JG

Telephone No: 024 7663 0333

The Safeguarding Lead is a member of the management team. He has a key duty to take lead responsibility for raising awareness within the staff, of issues relating to the welfare of young people and adults who, in certain situations, may be vulnerable. He is also responsible for promoting a safe environment within MGTS. In addition, in particular situations, the lead has the responsibility for ensuring that statutory guidance (Keeping Children Safe in Education September 2021 Part one and Working Together to Safeguard Children July 2018) is read and followed by all staff.

7. REPORTING AND DEALING WITH ALLEGATIONS AGAINST A MEMBER OF STAFF

- 7.1 This should be applied when there is an allegation or concern that a person who works with young people has:
 - Behaved in a way that has harmed, or may have harmed, a young person
 - Possibly committed a criminal offence against, or related to, a young person; or,
 - Behaved in a way that indicates he/she is unsuitable to work with young people
- 7.2 These behaviours should be considered within the context of the four categories of abuse (i.e. physical, sexual and emotional abuse and neglect). These include concerns relating to inappropriate relationships between members of staff and young people.
- 7.3 All staff who have, or received concerns about, the conduct of any colleague, must report the matter immediately. Any concerns should be reported to the Designated Safeguarding Lead. If, within two hours of the initial concern arising, it has not been possible to contact the nominated member of staff, the matter must be reported to the Chief Executive Officer.

- 7.4 If the concern is in relation to the designated member of staff, the matter should be reported to the Chief Executive Officer.
- 7.5 If the concern is in relation to the Chief Executive Officer, the matter should be reported to the Chair of Trustees.

MGTS recognises that an allegation made against a member of staff may be made for a variety of reasons and that the facts of the allegation may or may not be true.

MGTS recognises that the welfare of the individual is of paramount concern. It is also recognised that hasty or ill-informed decisions in connection with a member of staff, can irreparably damage an individual's reputation, confidence and career.

A member of staff who receives an allegation about another member of staff should follow these guidelines.

Where the allegation is considered to be either a potential criminal act or indicates that the individual has suffered, is suffering or is likely to suffer significant harm, the matter should be reported immediately to the appropriate authorities. The Designated Safeguarding Lead will not investigate the allegation. The initial assessment should be on the basis of the information received and a decision will need to be made on whether the allegation warrants further investigation.

Other outcomes may be:

- The allegation represents inappropriate behaviour or poor practice by the member of staff and is neither potentially a crime, nor a cause of significant harm to the individual. The matter should be addressed in accordance with MGTS disciplinary procedures
- The allegation can be shown to be false because the facts alleged could not possibly be true

8. ENQUIRIES AND INVESTIGATIONS

MGTS shall hold in abeyance our own internal enquiries, while the formal third-party agencies investigations proceed. Any internal enquiries shall conform with the existing staff disciplinary procedures.

Confidentiality will be maintained in connection with the enquiries, in the interests of the member of staff about whom the allegation is made. The Chief Executive (or Designated Safeguarding Lead) will consult with the police or other investigating agency, particularly in relation to the timing and content of the information to be provided.

9. SUSPENSION OF STAFF

Suspension will not be automatic. In respect of staff, other than the Chief Executive, suspension can only be carried out by the Chief Executive. Suspension may be considered at any stage of the investigation. It is a neutral, not a disciplinary act and shall be on full pay. Alternatives may include change of, or withdrawal from, specified duties. The member of staff should be informed that an allegation has been made and that consideration is being given to suspension.

The interview will not be a formal disciplinary hearing, but solely for raising a serious matter which may lead to suspension and further investigation. If the Chief Executive considers that suspension is necessary, the member of staff shall

be informed that he/she is suspended from duty.

Written confirmation of the suspension, with reasons, shall be despatched as soon as possible and ideally within one working day. The suspended member of staff should be given appropriate support during the period of suspension. He/she should also be provided with information on progress and developments in the case at regular intervals.

10. THE DISCIPLINARY INVESTIGATION

The disciplinary investigation will be conducted in accordance with the current staff disciplinary procedures 02.

The facts of the case, if not already known, will be established as soon as practicable after the complaint or incident by a Manager at an appropriate level (this might involve talking to the employee and/or any witnesses). The investigation will be conducted by someone other than the manager who will hear the disciplinary case if appropriate. Written statements will be obtained from witnesses if appropriate.

11. DEFINITIONS

The term safeguarding describes the '*broader preventive and precautionary approach to planning and procedures that are necessary to be in place to protect children and young people and vulnerable adults from any harm or damage*'

'Child' means a person under 18 years of age.

For the purpose of this policy, the following words and phrases have the meanings as indicated:

Safeguarding is the process of protecting vulnerable people, whether from crime or other forms of abuse.

Abuse is a violation of an individual's human and civil rights by any other person or persons. This may consist of a single or repeated act and may be physical or psychological. The following categories of abuse are used in children's legislation and adult guidance:

'Vulnerable Adult' means an adult [a person aged 18 or over] who is/may be in need of community care services by reason of mental or other disability, age, illness and who is or may be unable to take care of him/herself or unable to protect him/herself against significant harm or exploitation.

Forced Marriage is when you face physical pressure to marry [e.g. threats, physical violence or sexual violence] or emotional and psychological pressure [e.g. if you are made to feel like you are bringing shame on your family].

Child Sexual Exploitation [CSE] is a type of sexual abuse in which children are sexually exploited for money, power or status.

Domestic Abuse is a type of controlling, bullying, threatening or violent behaviour between people in a relationship. It isn't just physical violence – domestic abuse includes any emotional, physical, sexual, financial or psychological abuse.

Grooming is when someone builds an emotional connection with a young person to gain their trust for the purposes of sexual abuse or exploitation.

Prevent is preventing people from being drawn into radicalism and extremism.

Female Genital Mutilation [FGM] is the partial or total removal of external female genitalia for non-medical reasons. It is also known as female circumcision, cutting or sunna.

Neglect is the persistent failure to meet a young person or vulnerable adult's basic physical and/or psychological needs, likely to result in the serious impairment of their health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Neglect may involve a parent or carer failing to provide adequate food, clothing or shelter.

Discriminatory Abuse includes behaviour towards a learner that is racist, sexist, based on a person's disability and other forms of harassment.

Financial or Material Abuse is stealing possessions or money from a young person or vulnerable adult or bullying to force them to hand over money or possessions.

Institutional Abuse / Poor Practice is inappropriate, disrespectful or insufficient care.

Definitions of Abuse

Staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another. Abuse of children can be categorised into three main areas (as defined by the Children's Act 1989):

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

Emotional Abuse may involve conveying to young people that they are worthless or unloved or inadequate. It may involve serious bullying [including cyber-bullying] causing young people frequently to feel frightened or in danger, or the exploitation or corruption of young people or vulnerable adults. Some level of emotional abuse is involved in all types of abuse though it may occur alone.

Sexual Abuse involves forcing or enticing a young or vulnerable person to take part in sexual activities, not necessarily involving a high level of violence. The activities may involve physical contact, including assault by penetration [e.g. rape or oral sex] or non-penetrative acts. They may include non-contact activities such as looking at, or in the production of sexual images, watching sexual activities or grooming a vulnerable person 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 and vulnerable adults.

12. STATUTORY FRAMEWORK

In order to protect young people and vulnerable adults, MGTS will act in accordance with the following legislation and guidance:

- Safeguarding Vulnerable Group Act 2006
- The Children's Act 1989 and 2004
- Sex Offender's Act 2002
- Education Act 2002 Section 175

- Safeguarding Children and Safer Recruitment in Education 2007
- Local Authority Children's Safeguarding Board
- Vetting and Barring Guidance 2010
- Working Together to Safeguard Children 2010
- Equality Act 2010
- Children and Families Act 2014

In accordance with the Department for Education [DfE] Guidance, Safeguarding Children and Safer Recruitment in Education, MGTS complies with the following responsibilities:

- Staff are trained to recognise the signs of abuse and know to whom they should report concerns or suspicions
- Procedures are in place [which staff are aware of] for handling suspected case of abuse of students, including procedures to be followed if a member of staff is accused of abuse or suspected abuse
- A Designated Safeguarding Person [DSP] has responsibility for co-ordinating action within MGTS and for liaising with other agencies
- Staff with designated responsibility for safeguarding receive appropriate training

13. CHILD ON CHILD ABUSE

Child on child abuse is a specific form of abuse. All staff should recognise that learners are capable of abusing their peers and that inappropriate behaviour should never be tolerated or passed off as 'banter' or 'part of growing up'. Child on child abuse is often gender specific, such as girls being inappropriately touched or sexually abused by boys.

Types of child-on-child abuse include:

- Inappropriate language
- Touching
- Sexual assault (includes sexual violence and sexual harassment)
- Physical
- Name calling
- Homophobic etc.
- Cyberbullying
- Sexting (also known as youth produced sexual imagery)
- Initiation/hazing
- Prejudiced behaviour
- Teenage relationship abuse
- Up-skirting

Responding to child on child abuse

It is important to deal with a situation of peer abuse immediately and sensitively. As with any safeguarding concern, it is important to gather the information as soon as possible to ascertain the true facts. This should be done objectively, with consideration of intent. Where it is deemed that any party involved in the child-on-child abuse is at risk, then a safeguarding referral should be made. Where there is a potential criminal act, the police should also be informed.

Dealing with sexting

MGTS will refer to the **UK Council for Child Internet Safety (UKCCIS)** guidance when dealing with incidents of sexting. All incidents of sexting should be initially dealt with as a safeguarding concern.

15. ONLINE SAFETY

Due to an increase in online learning, it is essential that learners are safeguarded from potentially harmful and inappropriate online material.

The breadth of issues classified within online safety is considerable and ever evolving, but can be categorised into four areas of risk:

content: being exposed to illegal, inappropriate, or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, and extremism.

contact: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.

conduct: online behaviour that increases the likelihood of, or causes, harm; for example, making, sending, and receiving explicit images (e.g., consensual, and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying, and

commerce: - risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group (<https://apwg.org/>).

Staff and learners will be made aware in initial training, what is acceptable in terms of using MGTS equipment to access online content and 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.

Online content that should not be accessed includes (but is not limited to):

- Pornography
- Extremist groups or materials
- Offensive material
- Material that contravenes UK law
- Illegal websites

Safeguarding online safety is covered as a key topic within the learners' induction programme. MGTS prevent learner access to websites that may contain inappropriate content and materials.

Additionally, any safeguarding concerns that are identified by staff when online should be reported in the same manner and as a matter of urgency, using MGTS Procedures. Learners should be made aware of the MGTS ICT Acceptable Use Policy. The MGTS ICT policy is applicable to all online learning, support, and communication with learners.

16. QUALITY ASSURANCE

16.1 This policy will be reviewed annually by MGTS, and the organisation will ensure that:

- MGTS has procedures and policies which are consistent with Government guidance on safeguarding
- It considers its safeguarding policy each year
- Annual management review

- Quarterly Trustees reviews
- Each year it is informed of how the staff have complied with the policy
- A Safeguarding/Prevent Team will guide and monitor MGTS' work in this area

17. IMPLEMENTATION

- 17.1 **Mandatory training** – All MGTS deliverers must undergo MGTS mandatory Safeguarding / Prevent Duty training. This must be refreshed every two years. Specific training for designated contacts will be provided separately and also updated every two years.
- 17.2 **Recognising poor practice and abuse** – Child abuse can and does occur in almost every environment. It is not always easy, even for professionals, to determine when abuse has occurred. That is why MGTS staff are not being asked to decide if abuse or poor practice has taken place, just to pass on concerns. All MGTS staff have a responsibility and duty of care to be vigilant and respond appropriately to suspicions of poor practice, abuse or bullying. This includes the duty to have due regard to prevent people from being drawn into terrorism. This does not mean that it is your responsibility to decide if an individual is vulnerable, but it is your responsibility to report your concerns to your designated safeguarding person.

18. SIGNS AND INDICATORS OF ABUSE

- 18.1 It is always difficult to identify if a learner is being abused and therefore it is important not to jump to a conclusion if a learner presents one or more of the signs or indicators set out below:
- Unexplained bruising or injury
 - An injury for which the explanation seems to be inconsistent
 - Unexplained sudden changes in behaviour, withdrawn, very quiet, sudden outburst of temper or emotion
 - Inappropriate sexual behaviour towards another learner
 - Distrust, anger or severe reaction to an adult, particularly a family member or close friend
 - Change in eating habits, or loss of weight or appetite
 - Change in appearance, either very sexually explicit or unkempt
 - Description of an act or action which appears inappropriate or which gives concern
- 18.2 These signs and indicators may help to alert a possible concern. However, if a learner presents with one or more of these indicators this does not necessarily mean that they are being abused.
- 18.3 Remember, it is not the responsibility of staff to decide if abuse has taken place, or if a situation is abusive. However, it is the responsibility of all staff to report any concerns immediately.

20. STAFF GUIDANCE AND AWARENESS

To meet and maintain our responsibilities towards young people, we need to agree standards of good practice. Whilst these standards are aligned to national child protection guidance at MGTS, the expectation of good practice applies to all staff and covers all our learners.

All adults working in or on behalf of MGTS will:

- demonstrate an understanding that safeguarding is everyone's responsibility

- maintain and demonstrate a mind set of “it could happen here”
- treat all young people with respect
- treat young people as individuals
- put the young person’s welfare first
- set a good example by conducting ourselves appropriately
- involve young people in decisions that affect them
- encourage positive and safe behaviour among young people
- be a good listener
- be alert to changes in young people’s behaviour
- recognise that challenging behaviour may be an indicator of abuse
- maintain appropriate standards of conversation and interaction with and between young people and avoid the use of sexualised or derogatory language
- be aware and sensitive of different cultures and different community
- always act in the best interests of the young person

21. STAFF SAFEGUARDING CODE OF PRACTICE – KEEPING YOURSELF SAFE

The following code of practice applies to all MGTS Training staff, working with young people or adults in particular situations, who may be vulnerable:

- Be careful when giving a learner advice – as this is based on your opinion, focus support around information (facts), and guidance (signposting)
- Do not befriend learners on personal social media sites
- Avoid personal relationships with learners
- Avoid social meetings that are not MGTS or employer work related events
- Always work in an open environment avoiding private or unobserved situations and encouraging open communication
- Treat everyone as individuals with equal concern, respecting their background and culture
- Do not direct sarcasm, insults or make belittling comments towards learners
- Do not make suggestive or inappropriate remarks to or about a young person or vulnerable adult, even in fun, as this could be misinterpreted
- Always put the welfare of each person first
- Maintain a safe and appropriate distance from each person, including no physical contact without the person’s permission, whilst maintaining supervision
- Do not visit learners at home or transport learners to and from locations
- Do not take a learner alone in a car on journeys, however short. If this is unavoidable, ensure you tell a Manager where you are going, what you

are doing and why

- Do not speak inappropriately to a learner i.e. do not use bad language or sexually suggestive language
- Avoid unnecessary physical contact
- If you find you are in a situation where you are alone with a young person or vulnerable adult, wherever practicable make sure that others can clearly observe you
- Avoid close personal relationships with a young person or vulnerable adult in relation to whom you are in a position of trust
- Do not disclose personal information to learners/employers such as home address, personal contact information such as email or telephone
- If a young person or vulnerable adult accuses a learner or member of staff of abuse or inappropriate behaviour, you should report this immediately to the relevant person
- The duty to report applies equally to complaints or accusations of historic, and not just recent, abuse/inappropriate behaviour
- Participate in the training available to you to support you in your work with young people and vulnerable adults
- Good practice includes valuing and respecting young people and vulnerable adults as individuals, and the adult modelling of appropriate conduct – which would exclude bullying, aggressive behaviour and discrimination in any form
- If at any point you feel unsafe in a learner's company, inform your Manager, Centre Lead or the Designated Safeguarding Officer

22. DIRECTORY OF AGENCIES FOR ADDITIONAL SUPPORT AND GUIDANCE

In the first instance, the Designated Protection Person will be the point of contact. Additional sources of support and guidance can be provided by the following agencies:

Police: 0845 113 5000

Out of hours Emergency Duty Team (Social Services): 024 7683 2222

Children and Families: Please see your local authority. Ask to speak to someone about a "child protection concern".

NSPCC 0808 800 5000 (free 24 hour help line)

Child Line 0800 1111 (free 24 hour help line)

Gives comfort, advice and protection to children and young people who are worried about any problems.

Eating Disorders Association 0845 634 7650

Open 4pm to 6.30pm, Monday to Friday. (Calls charged at local rate but they can call you back).

Cruse Bereavement Centre 0808 808 1677 (free)

Open 9.30am to 5pm, Monday to Friday. Gives support, information and advice to people who have been affected by a death.

Kidscape www.kidscape.org.uk
Gives practical advice on bullying and keeping safe.

National Drugs Help Line 0800 77 66 00 (free 24 hour help line)
Free confidential advice and help to anyone affected by drugs.

National AIDS Help Line 0800 567 123 (free 24 hour help line)
Confidential advice and information to anyone concerned about HIV and AIDS.

Saneline 0845 767 8000 Open 12 noon to 2am every day
Provides listening, crisis support and useful information to anyone coping with mental health difficulties, including those of friends or relatives.

Brook 0800 0185 023 (free)
Open 9am – 5pm Monday to Thursday Open 9am – 4pm on Fridays
Free confidential sexual advice, contraception, pregnancy testing and counselling for young people.

Who Cares? Trust Link line 0500 564570 (free)
Open 3.30pm to 6pm Monday, Wednesday, Friday
Confidential support and information for young people who are in or have left the Care system.

Message Home Help Line 0800 700 740 (free 24 hour help line)
For anyone who has left home or run away to send a message to their family or carer and get confidential help and advice.

NCH www.itsnotyourfault.org
Supports and informs young people whose parents are splitting up.

National Youth Advocacy Service (NYAS) 0800 616 101 (free)
Safety Net Open 9.30am – 9.30pm weekdays Open 2pm – 8pm weekends
Gives free independent advice and information. They can arrange for an advocate to help young people get their wishes and feelings listened to and to help them get their own views across.

Anti-terrorist hotline 0800 789 321

Prevent Co-ordinator 0121 251 0239 prevent@west-midlands.pnn.police.uk

Associated Policies:

- | | |
|-------|--|
| No 7 | Equal Opportunities and Diversity Policy |
| No 21 | MGTS ICT Acceptable Use Policy |
| No 45 | Prevent Policy |



David Bridgens
Chief Executive

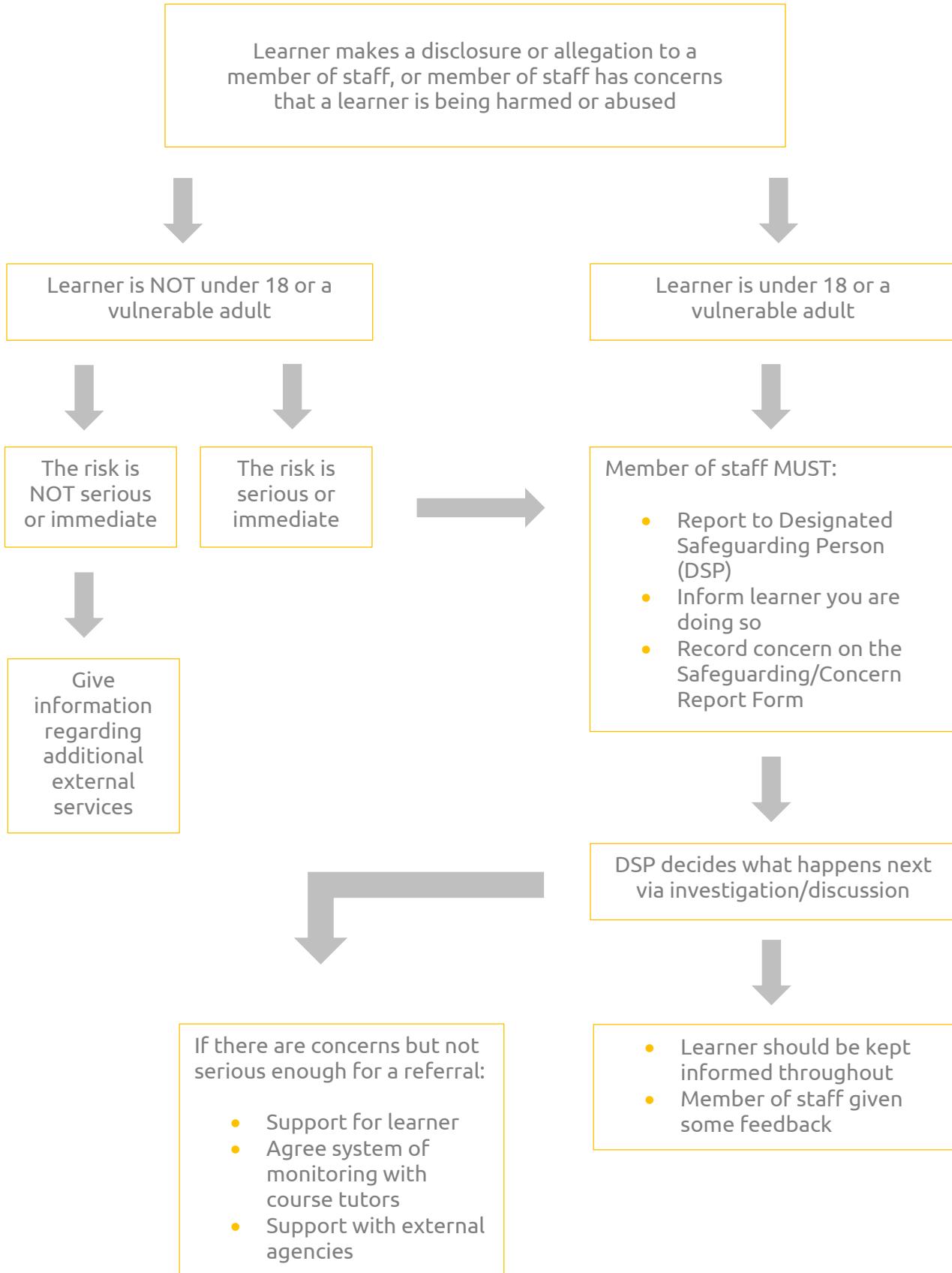
Reviewed: June 2022

Next Review: January 2023

APPENDIX 1

SAFEGUARDING - FLOWCHART FOR STAFF

What to do if you are concerned that a learner is at risk



APPENDIX 2

SAFEGUARDING REPORTING PROCEDURES AND GUIDANCE

- 1 MGTS has developed policies and procedures which comply with Government legislation and guidance.
- 2 MGTS has developed policies, procedures, and systems to manage concerns or allegations of poor practice and/or abuse against young people and vulnerable adults.
- 3 It is not the responsibility of MGTS staff to decide if a learner is being abused or decide if poor practice has occurred.
- 4 All staff has a duty of care to be vigilant and respond appropriately to suspicions of poor practice, abuse, or bullying.
- 5 Responding to a concern – there are many reasons why a learner, or member of staff, might need to report a concern:
 - In response to something a learner has said
 - In response to signs or suspicions of abuse
 - In response to allegations made against a member of staff or volunteer, carer, parent
 - In response to bullying
 - Observation of inappropriate behaviour
 - In response to anything which makes a learner/young person uncomfortable

It is important for MGTS staff to note that if an incident has occurred outside MGTS, it should still be reported to your Designated Safeguarding contact and report in writing on the Safeguarding Referral Form.

If you are involved with a young person or vulnerable adult making a disclosure or allegation of abuse, it is important to:

- Stay calm
- Reassure the person reporting the concern that they have done the right thing in telling you
- Keep an open mind
- Listen carefully to what is being said and take them seriously
- Record in writing exactly what is being said. If you cannot do it at the time then record immediately afterwards
- Advise the person that you will need to share the information with another professional, namely the Safeguarding Designated contact as they are specially trained
- Ask questions to clarify – don't ask questions that suggest a certain answer
- Ask 'open' questions such as what, where, when and who
- Tell the person what you are going to do next

And, remember, do not:

- Panic
- Make promises of confidentiality
- Delay in reporting your concerns to the designated person
- Make assumptions
- Approach or make contact with the alleged abuser

6 Who do I report my concerns to?

You must report any concerns you have directly and immediately to the senior designated contact for Safeguarding. In the absence of the senior designated contact, contact one of the other designated Safeguarding contacts.

7 In the absence of any of the designated contacts, it is your responsibility to report the concern directly to Children's Services and/or the police. If this is the case you must report the concern and any actions already taken to the senior designated contact as soon as possible.

8 When reporting the matter, the referrer must be clear about:

- The nature of the concerns
- How they have arisen
- Any action they have already taken
- What, if anything, has been said by the young person and/or carers about concerns
- Details [names, addresses, telephone numbers] or any witnesses
- Whether any urgent action is needed to make young people or vulnerable adults safe

It is important that you have the above information to hand and you have completed MCTS' Safeguarding Referral Form [Appendix 2].

9 Safeguarding issues have been split into the following two aspects: safeguarding and welfare issues and pastoral Learner Support issues. The following categories are covered in the two aspects:

Safeguarding and Welfare Issues	Pastoral Learner Support Issues
1 Sexual abuse 2 Emotional abuse 3 Physical abuse 4 Bullying 5 Self-harm 6 Neglect 7 Domestic abuse 8 Suicidal thoughts/mental health 9 Pregnancy 10 Homeless 11 Substance misuse 12 Forced marriage 13 Radicalisation 14 Sexual exploitation 15 Victim of violence	16 Bereavement 17 Eating disorder 18 Disciplinary 19 Disruptive behaviour 20 Criminal investigation/offence 21 Financial issues 22 Health issues 23 Poor attendance [maybe a sign of exploitation/radicalisation]

MCTS will monitor all the above 23 categories. Although all 23 categories are important it is recognised that categories 1 to 15 are potentially significant and are high risk safeguarding issues for the learner.

10 External Speakers and Events

It is understood that the Prevent Duty guidance does not seek to ban any speakers or impinge on freedom of speech. However, MGTS recognises its responsibility to pay due regard to the need to prevent people from being drawn into terrorism and have an external speaker's protocol. We want to ensure that, as an organisation, we are aware of who is speaking and the views that are being expressed. Having a clear protocol enables MGTS time to intervene if it is found that the proposed content would stand to harm learners in any way, such as by inciting violence or homophobic rhetoric.

The purpose of our external speaker's protocol is to ensure that the rights, under the 2010 Equality and Diversity Act, including the nine protected characteristics, are protected.

MGTS will also consider the promotional materials that will be allowed on the premises such as leaflets, flyers, and posters.

APPENDIX 3

**SAFEGUARDING/CONCERN – INCIDENT
RECORDING FORM**

STAFF MEMBER - COMPLETING FORM:

Name:	
Job Role:	
Date of Reporting:	
LEARNER / VULNERABLE PERSON	
Name:	
Age:	
Employer:	
TDA:	

DETAILS OF SAFEGUARDING CONCERN / INCIDENT:

Date & Time of Incident:	
Type of Incident: (Safeguarding / Other concern related to learning)	
Location of Incident:	
Detailed Account of Incident (please describe in detail using only the facts):	
Details of any staff/learner witnesses (If appropriate)	

ACTION TAKEN BY LEARNER SUPPORT/SAFEGUARDING TEAMS

Action Taken: Support/Signposting etc.

Information of incident shared with:
Internal Management or external
agencies etc.

Follow up Date: (if required)

Follow up Information:

Incident closed off by Learner Support Team or Safeguarding Officer:

YES / NO

Date signed off: (if yes)

Signature of staff member signing off:

On-going monitoring required:

YES / NO

Staff member responsible for monitoring learner / situation:
(if required)

Signature of staff member monitoring learner / situation:

Details of monitoring and/or updated information:

Any other details required:

APPENDIX 4**REQUEST TO BOOK AN EXTERNAL SPEAKER**

A member of MGTS may make a request to invite an external speaker or hold an event which is not part of the curriculum plan for teaching and learning. This form must be completed and sent to the Business Systems and Contracts Manager.

INFORMATION ABOUT WHO IS MAKING THE REQUEST		
MGTS member organising the event:	Department and position:	
Phone number:	e-mail:	
No. of attendees expected:	Is this a learners' activity?	YES / NO
INFORMATION ABOUT THE EVENT:		
Proposed date and start and end times:	Proposed location:	
Purpose/topic of proposed event:		
Proposed speakers / presenters:		
Is the event likely to attract media interest – if so, why?		
INFORMATION ABOUT SPEAKER[S] / PRESENTER[S]		
Full Name		
Home address		
Telephone/mobile		
Email		
Occupation		
Speaker's website, /Social media		
Where did you hear about this speaker?		
Organiser's declaration:		
I declare that the information provided here is, to the best of my knowledge, a true and accurate statement of intentions and requirements. I/we understand and accept that this event request is made under the provisions of the MGTS Code on Freedom of Speech, and I/we agree to comply with that code in the event that permission to hold this event is granted.		
Signed: _____		
Print Name: _____		Date _____