

## **Safeguarding Information for Staff** (Referenced to “Keeping Children Safe in Education – Part One” – Statutory guidance for Schools and Colleges; DofE September 2018)

### **Scope and Purpose**

This Code of Conduct is applicable to all Employees, Associates, Contractors and Volunteers. TTE has an important role to play in helping to promote and safeguard the welfare of children, young people and adults at risk (formerly referred to vulnerable adults) to help protect them from abuse.

The purpose of this Code of Conduct is to help and encourage all employees, associates, contractors and volunteers to achieve and maintain the highest standards of safeguarding children, young people and adults at risk.

### **Key Definitions and Concepts**

- **Young people** – those under the age of 18.
- **Adults at risk** (formerly known as vulnerable adults) – Anyone over the age of 18 who:
  - May have learning or physical disabilities;
  - May have mental health problems;
  - May be old, frail or ill;
  - Cannot always take care of themselves without help.
- **Early Help** – early help is a key principle in a broad range of partnership and multi-agency work and has many facets, themes and objectives. It can be defined as intervening early and as soon as possible to tackle problems emerging for children, young people and their families or with a population most at risk of developing problems;
- **Abuse** – the misuse of power by one person over another;
- **Neglect** – Can prevent a person, who is dependent on others for their basic needs from exercising choice and control over the fundamental aspects of their life and can cause humiliation and loss of dignity;
- **Children in Need of Protection** – Some young people are in need because they are suffering or are likely to suffer “significant harm”. Where the Local Authorities believe a young person is suffering, or likely to suffer, significant harm, they have a duty to make enquiries to decide whether they should take action to safeguard or promote the welfare of a young person.
- **Children in Need** – Children, young people and adults at risk who are defined as being “in need” under Section 17 of the Children’s act 1989, are those whose vulnerability is such that they are unlikely to reach or maintain satisfactory levels of health or development, or their health or development will be significantly impaired, without the provision of support services. A child with a disability is a child in need;

- **Child Sexual Exploitation** – The sexual exploitation of children and young people is a form of child sexual abuse. Sexual exploitation can take many forms from the seemingly “consensual” relationship where sex is exchanged for attention, affection, accommodation of gifts, to serious organised crime and child trafficking. The significant issue is the imbalance of power within the relationship. The perpetrator always holds some kind of power over the victim, increasing the dependence of the victim as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation, or enticement, including unwanted pressure from their peers to have sex, sexual bullying (including cyber bullying), and grooming for sexual activity. Technology can also play a part in sexual abuse, for example, through its medium to access children and young people in order to groom them. A common factor in all cases is the lack of free economic or moral choice;
- **Sexting or Youth Produced Imagery** – the sending and receiving of sexually explicit messages or images primarily between mobile phones. Sexting or Youth Produced Imagery can include sexual dialogue (chat) or requests for pictures/images of a sexual nature and can be illegal. The question of legality depends on what the image is and what the chat involves and who it is sent between. However it is a crime to possess, take, make, distribute or show anyone an indecent or abusive image of a child or young person under 18 years of age. Also, while the age of consent is 16, the relevant age in relation to indecent images is 18;
- **Female Genital Mutilation (FGM)** – FGM is a procedure where the female genitals are deliberately cut, injured, or changed, but where there is no medical reason for this to be done;
- **Significant Harm** – The concept of significant harm is the threshold that justifies compulsory intervention into family life in the best interests of the child or young person and gives the local authority a duty to make enquiries as to whether to take action (under Section 47, Children’s Act 1989) to safeguard or promote the welfare of a young person who is suffering, or is likely to suffer significant harm. The Act also gives powers to the Police to take emergency action to protect a young person from significant harm.

### **Promoting a child centred and co-ordinated approach to safeguarding**

Schools, colleges, training providers and their staff are an important part of the wider safeguarding system for children and learners.

Safeguarding and promoting the welfare of children and learners is **everyone’s** responsibility. **Everyone** who comes into contact with children/learners and their families and carers has a role to play in safeguarding them. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child/learner.

No single professional can have a full picture of a child’s/learner’s needs and circumstances. If children/learners and families are to receive the right help at the right time, **everyone** who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

Safeguarding and promoting the welfare of children/learners is defined for the purposes of this guidance as:

- Protecting children and young people from maltreatment;
- Preventing impairment of children's and young people's health or development;
- Ensuring that children and young people grow up in circumstances consistent with the provision of safe and effective care;
- Taking action to enable all children and young people to have the best outcomes.

Children/young people includes everyone under the age of 18. Learners are defined in company policy as any person on a programme of learning regardless of age.

### **The role of TTE and associated staff**

TTE staff are particularly important as they are in a position to identify concerns early, provide help for children, young people and adults at risk and prevent concerns from escalating.

**All** TTE staff have a responsibility to provide a safe environment in which children/learners can learn.

TTE has a Designated Safeguarding Lead who will provide support to staff members to carry out their safeguarding duties and who will liaise closely with other services such as Local Safeguarding Children's Boards (LSCB), the Police and children's social care.

**All** TTE staff should be prepared to identify children and learners who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child/learner's life, from the foundation years through to the teenage years. In the first instance, staff should discuss early help requirements with the Designated Safeguarding Lead. Staff may be required to support other agencies and professionals in an early help assessment.

**Any staff member** who has a concern about a child's/learner's welfare should follow the referral processes set out in [QP38 Safeguarding](#). Staff may be required to support social workers and other agencies following any referral.

### **What TTE Staff need to know**

**All** staff members should be aware of systems within TTE which support safeguarding and these are contained within the following policies and guidance notes:

- [TTE Safeguarding Policy](#);
- Safeguarding Code of Conduct for all Employees, Associates, Contractors and Volunteers, Inclusive of the Role of the Designated Safeguarding Lead
- [Safeguarding Children and Learners](#) – A Quick Guide for Staff
- The Role of the Safeguarding Lead and Deputies

The Learner Handbook (Learner Behaviour Standards and Expectations). Copies of the Safeguarding Policy and the above documentation are provided to all staff during Induction.

**All** staff members will receive appropriate safeguarding and child protection training which is regularly updated. In addition all staff members will receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children and adults at risk effectively.

**All TTE** staff should be aware of the early help process, and understand their role in it. This includes identifying emerging problems, liaising with the Designated Safeguarding Lead, sharing information with other professionals (e.g. Welfare Officer) to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.

Any child may benefit from early help, TTE staff must to be particularly alert to the potential need for early help for a child (or adult at risk) who:

- Is disabled or has specific additional needs;
- Has special educational needs (whether or not they have a statutory education health and care plan);
- Is a young carer;
- Is showing signs of being drawn-in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- Is frequently missing/goes missing from care or from home;
- Is misusing drugs or alcohol themselves;
- Is at risk of modern slavery, trafficking or exploitation;
- Is in a family circumstance presenting challenges for the child, such as substances abuse, adult mental health problems or domestic abuse;
- Has returned home to their family from care;
- Is showing early signs of abuse or neglect;
- Is at risk of being radicalised or exploited;
- Is a privately fostered child.

**All** staff must be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989 that may follow a referral, along with the role they might be expected to play in such assessments. Guidance and support will be provided by the Designated Safeguarding Lead following any referral. Additional information can be found in Chapter 1 of Working Together to Safeguard Children: DoF - July 2018

## What TTE staff should look out for

All staff who have regular contact with learners are well placed to observe significant changes in a learner's behaviour, a failure to thrive or outward signs of abuse. In addition, young people and adults at risk may choose to share their concerns with staff whom they feel they can trust and with whom they are comfortable. All staff must be aware of the referral process to enable them to respond sensitively to a learner's concerns and whom to approach for advice and guidance.

All TTE staff should be aware of the types of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. Types of abuse and neglect, and examples of safeguarding issues are described in [Safeguarding Children and Learners - A Quick Guide for Staff](#).

The HMG Publication [What to do if you are worried a child is being abused](#) - Advice for practitioners – provides more information on understanding and identifying abuse and neglect. Examples of potential signs of abuse and neglect are highlighted throughout the advice and will be particularly helpful for TTE staff. The NSPCC website also provides useful additional information on types of abuse and what to look out for.

Staff members working with children and adults at risk are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, young person or adult at risk, staff members should always act in the **best** interests of the child, young person or adult at risk.

Knowing what to look for is vital to the early identification of abuse and neglect. If staff members are unsure, they should always speak to the Designated Safeguarding Lead or Deputy.

## What TTE staff should do if they have concerns about a child, learner or adult at risk

If TTE staff members have any **concerns** about a child, learner or adult at risk they should act upon them immediately and report their concerns to the Designated Safeguarding Lead or Deputy as detailed below:

### Procedure for responding to an allegation of abuse

**If a child, learner or adult at risk is in immediate danger or is at risk of harm, a referral should be made to children's social care (Local Authority First Contact Team 01642 771500) and/or the Police immediately.**

Anyone can make a referral. Where referrals are not made by the Designated Safeguarding Lead, the designated safeguarding lead should be informed as soon as possible that a referral has been made. "Reporting child abuse to your local council" directs staff to their local children's social care contact number.

The following procedure must be followed whenever an allegation is made that a child, young person, learner or adult at risk has been abused or when there is a **suspicion** that a child, young person, learner or adult at risk has been abused.

**Do not** make promises regarding confidentiality. Explain to the person **at the outset** that you will need to report the concern/disclosure and share the information with the TTE Designated Safeguarding Lead. The Designated Safeguarding Lead will, where possible respect the wishes of the individual; however, information will be shared with external agencies where it is judged that a person is at risk of suffering significant harm.

A record of the incident or concern should be made on the [Safeguarding Concern Record](#). If the complainant is the child, young person, learner or adult at risk him / herself, questions should be kept to the minimum necessary to understand what is being alleged and leading questions should be avoided. The use of leading questions can cause problems for the subsequent investigation and court proceedings.

- You must:
    - Take allegations or suspicions of abuse seriously;
    - Respond with tact and sensitivity to anyone who confides in you;
    - Stay calm and reassure the learner that they are right to tell someone of their concerns;
    - Be honest with the learner and take time to explain the process;
    - Allow the learner to speak in their own way and time and at their own pace. Avoid interrupting the learner when the learner is trying to recall significant events.
    - Only clarify what the learner is trying to say and ascertain whether there are any immediate issues of safety for the learner or any other person(s).
    - Note as accurately as possible what was said, use the learners own words, do not interrupt and ensure the following:
      - Include the time, context and location of the disclosure;
      - In addition to the learners name, add the learners:
        - Address;
        - Date of birth;
        - Telephone contact;
        - Programme of learning (if known);
        - Date and sign the notes;
- A safeguarding concern record is available to write up “rough notes” taken at the time of the disclosure. All notes should be passed onto the Designated Safeguarding Lead or Deputy as soon as is practicable (or within 1 hour).
- Ask the learner to accompany you if they wish;
  - Ensure that only the people that need to know will be told.
- You must **Not**:
  - Promise confidentiality (only those who need to be told will be told);
  - Investigate the allegation of abuse;

- Ask leading questions or probe for details (this may jeopardise future investigations);
- Interpret what has been said or make assumptions/judgements about the situation or events;
- Contact parents or carers before seeking advice;
- Talk to the alleged perpetrator(s) or pass on any information about the learner.

The Designated Safeguarding Lead must report the matter to the Local Safeguarding Children's Board (LSCB) as a matter of urgency, whether or not they feel this action is justified in the particular circumstances of the case. The matter will be reported over the telephone to the Local Authority First Contact Team or Local Authority Designated Officer (LADO) (or such other person as required by the local Area Child Protection Committee (ACPC) procedures). In the unlikely event that the relevant local authority contact cannot be reached the DSL will contact the relevant police safeguarding team for the area.

A written record of the report will be retained by the Designated Safeguarding Lead. The written record will note the date and time of the report and must include the name and position of the person to whom the matter is reported. The Designated Safeguarding Lead should discuss with the LADO/LSCB what action will be taken to inform the parents / guardians of the child, young person, learner or adult at risk and a note of that conversation should be made.

If anyone other than the designated safeguarding lead makes the referral, they should inform the Designated Safeguarding Lead as soon as possible. The local authority should make a decision within one working day of a referral being made about what course of action they are taking and should let the referrer know the outcome. Staff should follow up on a referral should that information not be forthcoming. [www.teescpp.org.uk](http://www.teescpp.org.uk) directs staff to their local children's social care contact number.

[QP38 Safeguarding](#) outlines the process for staff when they have concerns about a child/learner or adult at risk.

If, after a referral, the child's situation does not appear to be improving, the Designated Safeguarding Lead (or the person who made the referral) should press for re-consideration to ensure their concerns have been addressed and, most importantly, that the child's situation improves.

If early help is appropriate, the Designated Safeguarding Lead should support the staff member in liaising with other agencies and setting up an inter-agency assessment as appropriate.

If early help or other support is appropriate, the case should be kept under constant review and consideration given to a referral to children's social care if the child's situation does not appear to be improving.

If a **TTE member of staff**, in the course of their work in the profession, discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18, the **TTE staff member** must report this to the police.

Where a **TTE member of staff** has any concerns about the risk of possible or actual radicalisation of an individual, then they must report the matter to the Designated Safeguarding Lead or Deputy immediately.

The DSL will then refer the concern via CHANNEL, which uses existing collaboration between local authorities, the police and the local community to identify individuals at risk of being drawn into terrorism, assess the nature and extent of that risk and develop the most appropriate support for the individuals concerned.

### **Record keeping**

All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing. If in doubt about recording requirements, staff should discuss with the Designated Safeguarding Lead.

### **Why is all of this important?**

It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Research and Serious Case Reviews have repeatedly shown the dangers of failing to take effective action.

Poor practice includes:

- Failing to act on and refer the early signs of abuse and neglect;
- Poor record keeping;
- Failing to listen to the views of the child/adult at risk;
- Failing to re-assess concerns when situations do not improve;
- Not sharing information;
- Sharing information too slowly;
- A lack of challenge to those who appear not to be taking action.

### **What TTE staff should do if they have concerns about another staff member**

If staff members have concerns about another staff member, or in any event where there is any suspicion, allegation or apparent abuse of a child, young person, learner, or adult at risk by a member of staff the matter should be reported to the Group Managing Director as soon as possible.

Where there are concerns/allegations about the Group Managing Director this should be referred to the chair of the TTE Group Board of Directors

On being notified of any such matter the Group Managing Director shall:

- Take such steps as they consider necessary to ensure the safety of the child, young person, learner, or adult at risk in question;

- Liaise with the person who reported the original concern and ensure that a report of the matter is completed;
- Notify the Designated Safeguarding Lead who has the responsibility to ensure that matter is reported to the LADO/Local Safeguarding Children's Board in accordance with the procedure set out above if not already done so;
- If the Designated Safeguarding Lead is subject of the allegation or complaint then the matter must be reported directly to the Group Managing Director.

All staff should be aware of the fact that allegations may be made against them, and that the allegation may have grounds for substantiation or not. Any such notification may result in immediate suspension of the member of staff, and may result in the enforcement of the company's disciplinary procedure where it is considered appropriate.

### **What TTE staff should do if they have concerns about safeguarding practices within TTE**

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures within TTE's safeguarding regime and know that such concerns will be taken seriously by the Executive Director Team.

Appropriate whistle blowing procedures (see [Grievance Policy](#)), which are suitably reflected in staff training and staff behaviour policies, are in place for such concerns to be raised with Senior Management and Executive Director Teams

Where a staff member feels unable to raise an issue with any of the above, or feels that their genuine concerns are not being addressed, other whistle blowing channels are open to them:

- General guidance can be found online at - Advice on whistle blowing.
- The NSPCC whistle blowing helpline is available for staff who do not feel able to raise concerns regarding safeguarding and child protection failures internally. Staff can call 0800 028 0285 – line is available from 8.00 am to 8.00 pm, Monday to Friday and email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

### **Abuse of Positions of Trust**

The Sexual Offences (Amendment) Act, 2000 specifies that an adult who is in a position of trust – for example as a tutor/trainer or supervisor/line manager – may not engage in any sexual activity with a young person under the age of 19 who is in their care. The offence applies even where the sexual activity is consensual. Such an activity is likely to constitute gross misconduct under the TTE Disciplinary procedures. All social contact between staff and learners, outside events organised and supervised by TTE, is strongly discouraged. Contact between staff and learners through Internet social networking sites is open to misinterpretation and is also strongly discouraged. Staff should be aware that time spent alone with a learner, or physical contact, could place them in a vulnerable position.

- **Do not** spend excessive amounts of time alone with children, young persons, learners and adults at risk, away from others. Meetings with individual children, young persons, learners and adults at risk should be avoided or take place within

sight of others. If privacy is needed, the door should remain open and other staff, should be aware of the meeting;

- You are advised **not to** make unnecessary physical contact with children, young persons, learners and adults at risk. However, there may be occasions when physical contact is unavoidable, eg providing comfort at times of distress. In all such cases contact should only take place with the consent of the child, young person or learner;
- It is **not good practice** to take children, young persons, learners and adults at risk alone in a car, however short the journey. Where this is unavoidable, it should be with the full knowledge and consent of the parents (or guardian) and discussed with your line manager;
- You **should not** meet children, young persons, learners, and adults at risk outside of the work environment;
- You **should not** start an investigation or question anyone after an allegation or concern has been raised. This is the job of the authorities. You should record the facts and report these to the Designated Safeguarding Lead or Deputy;
- You should **never** (even in fun):
  - Initiate or engage in sexually provocative conversations or activity;
  - Allow the use of inappropriate language to go unchallenged;
  - Do things of a personal nature for children, young persons and learners that they can do themselves;
  - Allow any allegations made by a child, young person or learner go without being reported and addressed;
  - Trivialise or exaggerate child, young person or learner abuse issues;
  - Make promises to keep any disclosures confidential from relevant authorities;
  - You **should not** show favouritism to any one child, young person or learner, nor should you issue or threaten any form of physical punishment.

You must:

- **Respect** children, young persons, learners' and adults at risk rights to privacy and encourage them to feel comfortable enough to report attitudes or behaviour they do not like;
- **Be expected** to act with discretion with regards to their personal relationships. They should ensure their personal relationships do not affect their leadership role within the organisation. All pre-existing relationships between staff, children, young persons, learners and adults at risk **must** be declared;
- **Be aware** of the procedures for reporting concerns or incidents, and familiarise yourself with the contact details of the Designated Safeguarding Lead and Deputies;
- If you find yourself the subject of inappropriate affection or attention from a child, young person, learner or adult at risk, **you should** make your line manager aware of this;

- If you have any concerns relating to the welfare of a child, young person, learner or adult at risk in your care, be it concerns about actions / behaviours of another staff member or concerns based on any conversation with the child, young person, learner or adult at risk; particularly where a child or adult at risk makes an allegation, they should report this to the Designated Safeguarding Lead or Deputy.

### **TTE Safeguarding Team**

Designated Safeguarding Lead:

- Ian Ward – The TTE Group Health, Safety, Security, Environmental and Facilities Manager;

Deputy Designated Safeguarding Persons (DDSP's):

- Craig Brannigan - Health and Safety Adviser;
- Nicola Jones – Welfare Officer.