



# CHILD PROTECTION AND SAFEGUARDING POLICY



## **M.E.A.T** **(Ipswich) Limited**

Prepared by: Elaine Wright – General Manager and Safeguarding Officer  
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### **MEAT Learner Protection and Safeguarding Policy**

Safeguarding and promoting the welfare of learners is **everyone's** responsibility. **Everyone** who comes into contact with learners and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is learner-centred. This means that they should consider, at all times, what is the **best interest** of the learner. ([Keeping Children Safe in Education](#))



## **Ethos Statement**

MEAT recognise the moral and statutory responsibility placed on all staff to safeguard and promote the welfare of all learners and adults at risk. MEAT aim to provide a safe and welcoming environment in which learners and adults can learn, underpinned by a culture of openness where both learners and adults feel secure, are able to raise concerns and believe they are being listened to, and that appropriate action will be taken to keep them safe. **Where the word children are used it refers to learners under the age of 19 years old in this policy, adults at risk are included.**

## **MEAT implements the policy in the following ways:**

- Staff must make it clear that they cannot guarantee confidentiality if a young person wishes to disclose a situation of abuse.;
- Staff must refer the young person to a designated member of staff.

## **The 5 Rs of Safeguarding – For All Staff**

- **Recognise** – Ability to recognise behaviour which may indicate abuse;
- **Respond** – Promptly, appropriately and sensitively to the learner and the situation;
- **Report** – Report concerns to a Safeguarding Officer;
- **Record** – Record precisely and promptly what has been alleged, ensuring details are accurate and factual.

Do not ask questions and do not investigate

Do not record yours or others' opinions as your report may be used as legal evidence

Give notes to the Safeguarding Officer

**Refer** - The Safeguarding Officer will decide if referral is appropriate and to which agency referral is made

### **Designated Staff**

Jane Dale

Elaine Wright

## **Introduction**

MEAT recognises the need to ensure that it complies with duties under legislation and this policy has regard to statutory guidance, "Keeping Children Safe in Education" (KCSiE). Working together to Safeguard Children and does the Governing Body.

This policy will be reviewed annually, as a minimum, and will be made available publicly via MEAT website or on request.



Safeguarding and promoting the welfare of learners is defined as: protecting learners from maltreatment; preventing impairment of learner's mental and physical health or development; ensuring that learners grow in circumstances consistent with the provision of safe and effective care; and taking action to enable all learners to have the best outcomes.

The policy is for all staff, parents, governors and consultants. It forms part of the learner's protection and safeguarding arrangements for MEAT and is one of a suite of policies and procedures which encompass the safeguarding responsibilities of MEAT. In particular, this policy should be read in conjunction with MEAT's Code of Conduct/Staff Behaviour Policy, Online Safety Policy, Behaviour and ant-Bullying Policy and [Part five \(page 105\) of KCSiE](#), copies of which will be provided to all staff on induction.

## **Statutory Framework**

### **The aims of this policy are to:**

- Provide staff with a framework to promote and safeguard the wellbeing of learners and young people, and ensure that all staff understand and meet their statutory responsibilities;
- Ensure consistent good practice across MEAT.

Managing Director and Governors will ensure that arrangement is in place for all staff members to receive appropriate safeguarding training which is regularly updated. The Managing Director will ensure that all governors receive appropriate safeguarding training (including online) at induction which is regularly updated.

### **As a minimum all staff undertakes the following (Trainers and Admin staff):**

- ETF Safeguarding in Further Education and Training;
- ETF Prevent for Further Education (FE) and Training;
- ETF Advancing Equality in Further Education Training;
- Radicalisation and Extremism;
- Staying Safe Online;
- British Values.

### **Safeguarding Lead also undertakes the following:**

- Level 2 Certification in Understanding Children and Young People's Mental Health;
- Level 2 Understanding Children and Young People's Specific Learning Difficulties;
- Level 2 Certificate in Equality and Diversity;
- Level 2 Certificate in Understanding Behaviour that Challenges;
- County Lines (Session - Highlighting the growing National crisis and serious threats pose to Britain's young people);
- HM Government Prevent Online Training Course;
- Chair of Governors will ensure that all governors receive appropriate safeguarding training (including online).



## Key Roles and Responsibilities

### Managing Director

The Managing Director will ensure that the policies and procedures are fully implemented and that sufficient resources, time and training are provided to enable staff members to discharge their safeguarding responsibilities and contribute effectively to MEAT'S approach to safeguarding.

The Managing Director will be responsible for ensuring a culture of safety and ongoing vigilance that fosters the belief that 'it could happen here'.

### All Staff

All staff have a responsibility to provide a safe environment in which learners can learn.

All staff working directly with learners must read and ensure they understand at least [Part One](#) of KCSiE. Those staff that do not work directly with learners must read and ensure they understand either at least [Part One](#) or Annex A or KCSiE. MEAT staff were provided with a KCSiE update on review of this policy.

All staff must ensure they are familiar with the systems within MEAT which support safeguarding, the code of conduct/Safeguarding Protocol for Staff.

All staff should be aware of indicators of abuse and neglect so that they are able to identify cases of learners who may be in need of help or protection. All staff should maintain a belief that 'it could happen here' where safeguarding is concerned and if staff have any concerns about a learner's welfare, they must act on them immediately.

All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

All staff should know what to do if a learner tells them he/she is being abused, neglected or exploited, and/or is otherwise at risk of involvement in criminal activity, such as knife crime, or involved in county lines, drug dealing.

All staff should be aware of the early help process <https://learning.nspcc.org.uk/safeguarding-child-protection/early-help-and-early-intervention> and understand their role within it. This includes providing support as a problem emerges, liaising with the DSL, and sharing information with other professionals in order to support early identification and assessment, focussing on providing interventions to avoid escalation of worries and need (see Section 12: Information Sharing). In some cases, staff may be asked to act as the lead professional in undertaking an early help assessment.

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Any learners may benefit from early help, but all MEAT staff should be particularly alert to the potential need for early help for learner who:

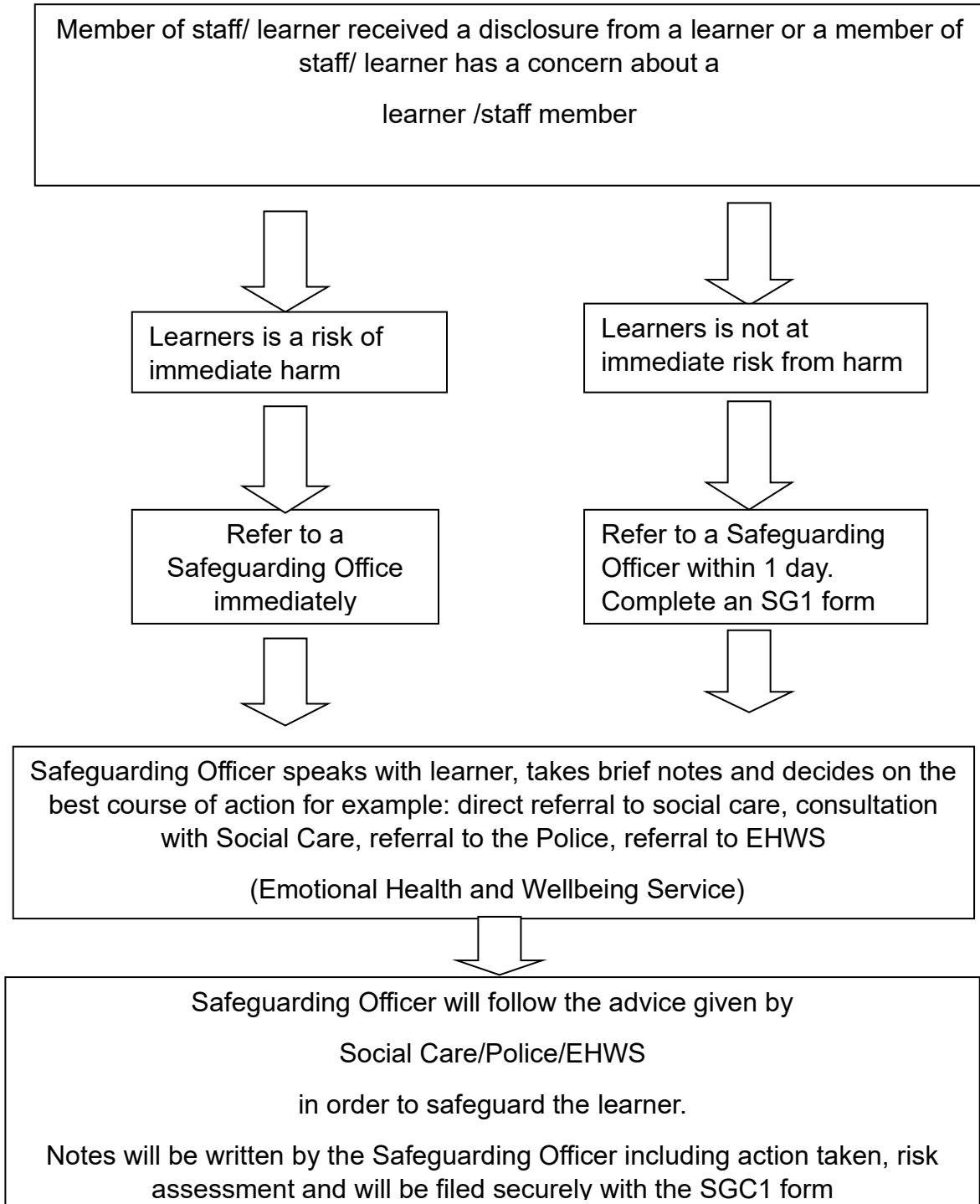
- Is disabled or has certain health conditions and has specific additional needs;
- Has special education needs (SEN) (whether or not they have statutory Education, Health and Care Plan);
- Has a mental health need;
- Is a young carer;
- Is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines;
- Is frequently missing/goes missing from care or from home;
- Is at risk of modern slavery, trafficking or sexual or criminal exploitation;
- Is at risk of being radicalised or exploited;
- Has a family member in prison, or is affected by parental offending young person;
- Is in a family circumstance presenting challenges for the young person, such as drug and alcohol misuse, adult mental health issues or domestic abuse;
- Is misusing alcohol and other drugs themselves;
- Has returned home to their family from care;
- Is at risk of 'honour' – based abuse such as Female Genital Mutilation (FGM) or forced marriage;
- Is a privately fostered learner;
- Is persistently absent.

Knowing what to look out for is vital to the early identification of abuse and neglect and specific safeguarding issues such as a learner's criminal exploitation and child sexual exploitation. If staff are unsure, they should always speak to Jane Dale and/or Elaine Wright. If in exceptional circumstances Jane Dale and/or Elaine Wright is not available, this should not delay appropriate action being taken. Staff should consider speaking to a senior member of the team and/or take advice from learner's social care. In this circumstance, any action taken should be shared with Jane Dale and/or Elaine Wright as soon as is practically possible.

<b>Role:</b>	<b>Name and Contact Details:</b>
Designated Safeguarding Lead (DSL)	Elaine Wright 01473 270757
Alternative Safeguarding Lead DSL	Jane Dale 01473 270757
Chair of Governors	



## Flow Chat – Staff referral to a Safeguarding Officer





**Important:** allegations or concerns against a member of staff, governor or consultants

A member of staff who receives any allegation about another member of staff, governor or contractor from a learner/apprentice at risk, or has concerns about a member of staff, governor or contractor must refer the concern **immediately to the Safeguarding Officer.**

If you are concerned that learner may be at risk from immediate harm outside of training hours, please phone the emergency services on 999. Please then inform MEAT's Safeguarding Officer as soon as you can

## Training

Staff sign up to the Education and Training Foundation (ETF) platform and receive appropriate safeguarding training (including online safety) which is regularly updated and in line with advice from SSP. <https://www.suffolksp.org.uk/safeguarding-topics#gsc.tab=0> In addition, all staff members will receive regular safeguarding (including online safety) updates (for example, via email, staff meetings) as required, to provide them with relevant skills and up to date knowledge of emerging and evolving safeguarding issues to safeguard learners effectively and all achieve as below:-

- **ETF Safeguarding in Further Education and Training;**
- **ETF Prevent for Further Education (FE) and Training;**
- **ETF Advancing Equality in Further Education Training.**

All new staff members will undergo safeguarding training during induction. This will include training on MEAT'S safeguarding policy, online safety, the code of conduct/ safeguarding protocol for staff Anti Bullying (including cyberbullying, prejudice-based and discriminatory bullying), Personal Harassment, Additional Training Needs and disability. Copies of MEAT's policies, procedures and [Part One](#) of KCSiE (or Annex A or those staff who do not work directly with learners). Will be provided to new staff at induction.

The DSL will ensure than an accurate record of safeguarding training undertaken by all staff is maintained and updated regularly.

## Recognising Concerns - signs and indicators of abuse

Indicators of abuse and neglect is defined as a form of maltreatment of a learner. Somebody may abuse or neglect a learner by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on learners of all forms of domestic abuse.



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The following indicators listed under the categories of abuse are not an exhaustive list:

**Physical Abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a learner. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a learner.

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

**Sexual Abuse:** involves forcing or enticing a learner or young person to take part in sexual activities, not necessarily involving violence, whether or not the learner is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving learner in looking at, or in the production of, sexual images, watching sexual activities, encouraging learner to behave in sexually inappropriate ways, or grooming a learner 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 another learner. The sexual abuse of learner by other learner is a specific safeguarding issue (also known as child-on-child abuse) in education and all staff should be aware of it and of the MEAT's policy and procedures for dealing with it.

**Neglect:** the persistent failure to meet a learner's basic physical and/or psychological needs, likely to result in the serious impairment of the learner's health or development.

## Specific Safeguarding Issues

All staff should have an awareness of safeguarding issues that can put learner at risk of harm. Behaviours linked to issues such as of drug taking and/or alcohol abuse, serious violence (including that linked to county lines) and consensual and non-consensual sharing of nudes and semi-nude's images





and/or videos can be signs that learners are at risk. Other safeguarding issues all staff should be aware of include:

### **Learner-on-Learner Abuse**

All staff should be aware that learner can abuse other learner (often referred to as learner-on-learner abuse). And that it can happen both inside and outside of the workplace and online. It is important that all staff recognise the indicators and signs of learner-on-learner abuse and know how to identify it and respond to reports.

All staff should understand, that even if there no reports to MEAT it does not mean it's not happening, it may be the case that it is just not being reported. As such, it is important if staff have any concerns regarding learner-on-learner abuse they should speak to the DSL (or deputy).

It is essential that all staff understand the importance of challenging inappropriate behaviours between learners, many of which are listed below, that are abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for learners and in worst case scenarios a culture that normalises abuse leading to learner accepting it as normal and not coming forward to report it.

Learner-on-learner abuse is most likely to include, but may not be limited to:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- Abuse in intimate personal relationships between (sometimes known as ‘teenage relationship abuse’);
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- Sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- Consensual and non-consensual sharing of nudes and semi nude’s images and or videos (also known as sexting or youth produced sexual imagery);
- Upskirting, which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;



- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

All staff should be clear about the MEAT's policy and procedures with regards to learner-on-learner abuse and the important role they have to play in preventing it and responding where they believe a learner may be at risk from it.

### **Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)**

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a learner into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect learner, both male and female and can include learner who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

Some of the following can be indicators of both learner criminal and sexual exploitation where learners:

- Appear with unexplained gifts or new possessions;
- Associate with other young people involved in exploitation;
- Suffer from changes in emotional well-being;
- Misuse alcohol and other drugs;
- Go missing for periods of time or regularly come home late; and
- Regularly miss training or do not take part in training.

### **Child Criminal Exploitation (CCE)**

Some specific forms of CCE can include learner being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Learner can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence, or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As learner involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals (particularly older Learners), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

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It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however staff should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

## **Child Sexual Exploitation (CSE)**

CSE is a form of learner sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving Learner in the production of sexual images, forcing Learner to look at sexual images or watch sexual activities, encouraging Learner to behave in sexually inappropriate ways or grooming a learner in preparation for abuse including via the internet.

CSE can occur over time or be a one-off occurrence, and may happen without the learner's immediate knowledge e.g., through others sharing videos or images of them on social media.

CSE can affect any learner, who has been coerced into engaging in sexual activities. This includes 16- and 17-year-olds who can legally consent to have sex. Some learners may not realise they are being exploited e.g.; they believe they are in a genuine romantic relationship.

Some additional specific indicators that may be present in CSE are learners who:

- Have older boyfriends or girlfriends;
- Suffer from sexually transmitted infections, display sexual behaviours beyond expected sexual development or become pregnant.

Further information on signs of a learner's involvement in sexual exploitation is available in Home Office guidance: [Child sexual exploitation: guide for practitioners](#)

## **Domestic Abuse**

Domestic abuse can encompass a wide range of behaviours and may be a single incident or pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Learners can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

## **Mental Health**

All staff should be aware that mental health problems can, in some cases, be an indicator that a learner has suffered or is at risk of suffering abuse, neglect or exploitation.



Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff, however, may observe learner and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Staff can access a range of advice to help them identify learner in need of extra mental health support, this includes working with external agencies.

If in doubt contact MEAT DSL.

### **Serious Violence**

These may include increased absence, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that learners have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

Governors expects that the Local Authority will share the fact a learner has a social worker, and the DSL will hold and use this information so that decisions can be made in the best interests of the learner's safety, welfare and educational outcomes. This should be considered as a matter of routine.

Where learners need a social worker, this should inform decisions about safeguarding (for example, responding to unauthorised absence refer to DSL and employer).

### **Learners Requiring Mental Health Support**

Mental health problems can, in some cases, be an indicator that a learner has suffered or is at risk of suffering abuse, neglect or exploitation.

The Governors will ensure there is a clear system and process in place for identifying possible mental health problems, including routes to escalate, and a clear referral and accountability system.

Staff can access further advice in a DfE(Department for Education) guidance documents [Preventing and tackling bullying, mental health and behaviour](#) and [mental health behaviour](#) which set out how staff can help prevent mental health problems by promoting resilience as part of an MEAT's approach to social and emotional wellbeing, which is tailored to the needs of Learners.

For learners who are care leavers, the DSL should have details of their Advisor appointed to guide and support the care leaver and liaise with them as necessary regarding any issues of concern.

**Learners with SEN and disabilities, or health issues** can face additional safeguarding challenges, both online and offline.



Staff should avoid making assumptions that indicators of possible abuse such as behaviour, mood and injury may relate to the learner's disability or medical condition without further exploration.

Staff should also be aware that these learners may be more prone to peer group isolation or bullying (including prejudice-based bullying) than other learners.

Staff also need to be mindful of learners cognitive understanding, for example, whether they are able to understand the difference between fact and fiction in online content and the consequences of repeating the content/behaviours at their workplace.

### **People who are Lesbian, Gay, Bisexual or Transgender (LGBTQIT)**

A learner or young person may be LGBT is not in itself an inherent risk factor for harm. However, learners who are LGBT can be targeted by other learners. In some cases, a learner who is perceived to be LGBT (whether they are or not) can be just as vulnerable as learners who identify as LGBT.

Risks can be compounded where learners who are LGBT lack a trusted adult with whom they can be open. Staff should therefore endeavour to reduce the additional barriers faced and provide a safe space for them to speak out or share their concerns with members of staff.

### **Opportunities to Teach Safeguarding**

Learners and young people are taught about how to keep themselves and others safe, including online.

The Governors recognise that effective education should be tailored to the specific needs and vulnerabilities of individual learners, including learners who are victims of abuse, and learners with SEND.

Preventative education is most effective in the context of a whole. MEAT approach that prepares learners and young people for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, bi-phobic and sexual violence/harassment.

MEAT's values and standards should be upheld and demonstrated throughout. These will be underpinned by MEAT's policies, procedures and support system. MEAT's approach will be fully inclusive and developed to be age and stage of development appropriate, and will tackle (in age-appropriate stages) issues such as:

- Healthy and respectful relationships;
- Boundaries and consent;
- Stereotyping, prejudice and equality;
- Body confidence and self-esteem;
- How to recognise and abusive relationship, including coercive and controlling behaviour;

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- The concepts of, and laws relating to – sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so called honour-based violence such as forced marriage and FGM, and how to access support;
- What constitutes sexual harassment and sexual violence and why these are always unacceptable.

MEAT will ensure that there are appropriate filters and monitoring systems in place to safeguard learners and young people from potentially harmful and inappropriate online material.

The use of technology has become a significant component of many safeguarding issues such as learner sexual exploitation, radicalisation and sexual predation and technology often provides the platform that facilitates such harm.

MEAT has a whole approach to online safety, and has a clear policy on use of communications technology at MEAT Online safety will be a running and interrelated theme when devising and implementing policies and procedures. This will include considering how online safety is reflected in all relevant policies and procedures.

It is essential that learners are safeguarded from potentially harmful and inappropriate online material. MEATs adopt a whole approach to online safety to protect and educate learners and staff in their use of technology, and establishes mechanisms to identify, intervene in, and escalate any concerns as appropriate.

Online safety issues 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, or radicalisation or extremism;
- **Contact:** being exposed to harmful online interaction with other users, for example, peer to peer pressure, commercial advertising, and adults posing as learners 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 staff feel that either they or Learners are at risk this should be reported.

## Procedures

If staff notice any indicators of abuse/neglect or signs that a learner or young person may be experiencing a safeguarding issue they should record their concerns on a MEAT recording form for safeguarding concerns and pass it to the DSL without delay. *[A suggested recording form is in the front of the message book]*



## What to do if you are concerned

If a learner makes an allegation or disclosure of abuse against an adult or other learner or young person, it is important that you:

- Stay calm and listen carefully;
- Accept what is being said;
- Allow the learner/young person to talk freely – do not interrupt or put words in the learner/young person's mouth;
- Only ask questions when necessary to clarify, do not investigate or ask leading questions;
- Reassure the learner, but don't make promises which it might not be possible to keep;
- Do not promise confidentiality;
- Emphasise that it was the right thing to tell someone;
- Reassure them that what has happened is not their fault;
- Do not criticise the perpetrator;
- Explain what has to be done next and who has to be told;
- Make a written record, which should be signed and include the time, date and your position at MEAT;
- Do not include your opinion without stating it is your opinion;
- Pass the information to the DSL or alternate without delay;
- Consider seeking support for yourself and discuss this with the DSL as dealing with a disclosure can be distressing.

When a record of a safeguarding concern is passed to the DSL, the DSL will record the time and date the record of concern was received. The DSL will assess the concern and, taking into account any other safeguarding information known about the learner/young person, consider whether it suggests that the threshold of significant harm, or risk of significant harm, has been reached. If the DSL is unsure whether the threshold has been met, they will contact the [MASH Professional](#) Consultation Line for advice (0345 606 1499). Where appropriate, the DSL will complete and submit the SSP multi agency referral form (MARF) (available on the SSP website).

Where the DSL believes that a learner or young person may be at imminent and significant should call Customer First immediately and then complete the [MARF](#) within 24 hours to confirm the referral. In these circumstances, it is important that any consultation should not delay a referral to Customer First.

Where a safeguarding concern does not meet the threshold for completion of a [MARE](#), the DSL should record how this decision has been reached and should consider whether additional needs of the learner have been identified that might be met by a coordinated offer of early help.





MEAT staff might be required to contribute to multi-agency plans to provide additional support to learners. This might include attendance at learner protection conferences or core group meetings. MEAT is committed to providing as much relevant up to date information about the learner as possible, including submitting reports for learner protection conferences in advance of the meeting in accordance with procedures and timescales.

MEAT staff must ensure that they are aware of the procedure to follow when a learner goes missing from work.

### **Information Sharing, Record Keeping and Confidentiality**

Information sharing is vital in safeguarding learners by identifying and tackling all forms of abuse and neglect, and in promoting learners' welfare, including in relation to their educational outcomes. MEAT share, hold and use information for these purposes.

As part of meeting a learner's needs, MEAT understands that it is critical to recognise the importance of information sharing between professionals and local agencies and will contribute to multi-agency working. Where there are concerns about the safety of a learner, the sharing of information in a timely and effective manner between organisations can reduce the risk of harm. Whilst the Data Protection Act 2018 places duties on organisations and individuals to process personal information fairly and lawfully, and to keep the information they hold safe and secure, it is not a barrier to sharing information where the failure to do so would result in a learner or vulnerable adult being placed at risk of harm. Similarly, human rights concerns, such as respecting the right to a private and family life would not prevent sharing where there are real safeguarding concerns. Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping learners safe. Staff will have regard to the Government guidance: Information sharing: advice for practitioners providing safeguarding services to learners, young people, parents and carers which supports staff who have to make decisions about sharing information. This advice includes the seven golden rules for sharing information and considerations with regard to the [Data Protection Act 2018](#) and [General Data Protection Regulation \(GDPR\)](#). If in any doubt about sharing information, staff should speak to the DSL.

Well-kept records are essential to good learner protection practice. 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 DSL.

MEAT recognises that confidentiality should be maintained in respect of all matters relating to learner protection. Information on individual learner protection cases may be shared by the DSL or alternate DSL with other relevant members of staff. This will be on a 'need to know' basis and where it is in the learner's best interests to do so.



A member of staff must never guarantee confidentiality to anyone about a safeguarding concern (including parents/carers or Learners), or promise a learner to keep a secret which might compromise the learner's safety or wellbeing.

As well as allowing for information sharing, in circumstances where it is warranted because it would put a learner at risk of serious harm, the [DPA 2018](#) and the GDPR allow MEAT to withhold information. This may be particularly relevant where a learner is affected by domestic abuse perpetrated by a parent or carer, is in a refuge or another form of emergency accommodation, and the serious harm tests is met.

Ordinarily, MEAT will always undertake to share its intention to refer a learner to Social Care with their parents /carers unless to do so could put the learner at greater risk of harm, or impede a criminal investigation. It would be legitimate to share information without consent where: it is not possible to gain consent; it cannot reasonably be expected that a practitioner gains consent; and, if to gain consent would put a learner at risk. If in doubt, staff will consult with [the MASH Professional Consultation Line on this point](#).

Where a learner leaves MEAT, the DSL will ensure their learner protection file is transferred as soon as possible (within the first 5 days).

## **Managing Allegations made against Trainers, including Consultants and Other Staff**

MEAT will follow Arrangements for Managing Allegations of Abuse Against People Who Work with Learners or Those Who Are in A Position of Trust if a safeguarding concern or allegation is raised against an adult in a position of trust.

An allegation that may meet the harm threshold is any information which indicates that a member of staff may have:

- Behaved in a way that has harmed a learner, or may have harmed a learner;
- Possibly committed a criminal offence against or related to a learner; or
- Behaved towards a learner or learners in a way that indicates he/she may pose a risk of harm to learners; and/or
- Behaved or may have behaved in a way that indicates they may not be suitable to work with learners.

This applies to any learner, the member of staff, volunteer or contractor has contact with in their personal, professional or community life. It also applies regardless of whether the alleged abuse took place at MEAT or workplace.

Concerns that do not meet the harm threshold will be dealt with in accordance policy for managing low-level concerns.



If any member of staff has concerns that a colleague, volunteer or contractor might pose a risk to learners, it is their duty to report these to the Managing Director. Where the concerns or allegations are about the Managing director, these should be referred to the Governors.

The Governors should report the concern to the Local Authority Designated Officer (LADO) within one working day.

The corporate director for Children and Young People's Services, has identified dedicated staff to undertake the role of LADO. LADOs can be contacted via email on [LADO@suffolk.gov.uk](mailto:LADO@suffolk.gov.uk) or by using the LADO central telephone number: **0300 123 2044** for allegations against all staff.

**Use of MEAT premises** Where MEAT facilities/premises are hired or rented out to organisations or individuals, or service providers to run community or extra-curricular activities appropriate arrangements are in place to keep learners safe.

MEAT will seek assurance that hiring or renting facilities or premises to liaise with staff on these matters where appropriate.

These arrangements will apply regardless of whether or not the learners who attend any of these services or activities are MEAT learners. Where a lease or hire agreement is entered into MEAT will ensure safeguarding requirements are included as a condition of use and occupation of the premises; this will make clear that any failure to comply would lead to termination of the agreement.

## **Whistleblowing**

MEAT recognises that learners cannot be expected to raise concerns in an environment where staff fail to do so. All staff should feel able to raise concerns about poor or unsafe practice and potential failures in MEAT's safeguarding regime and know that such concerns will be taken seriously by the senior leadership team.

Whistleblowing is 'making a disclosure in the public interest' and occurs when a worker raises a concern about danger or illegality that affects others, for example, Learners at MEAT or members of the public.

MEAT hope everyone they come into contact with feel able to report any learner protection/safeguarding concerns through existing procedures within MEAT, including the whistleblowing procedure. However, for members of staff who do not feel able to raise such concerns internally, there is a NSPCC whistleblowing helpline. Staff can call 0800 028 0285 (line available from 8.00am to 8.00pm, Monday to Friday) or email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)



**Local useful Contacts, we are aware MEAT learners are around the whole Country, however helplines will be able to direct you for your location:**

- Multi-agency Safeguarding Hub (MASH) Professional Helpline: 0345 606 1499;
- MASH webchat facility;
- Customer First (Professional Referral Line) for use in emergencies only: 0345 606 6167;
- Customer First: 0808 800 4005;
- Police (emergency only): 999;
- Suffolk Police main switchboard: 01473 613500;
- Suffolk Police Cybercrime Unit: 101;
- Suffolk Local Safeguarding Partnership <https://www.suffolksp.org.uk/#gsc.tab=0>
- Suffolk County Council: <https://www.suffolk.gov.uk/community-and-safety/staying-safe-online/e-safer-suffolk>
- Emotional Health Wellbeing 03456002090 [www.wellbeing.nasds.co.uk](http://www.wellbeing.nasds.co.uk)
- Mental Health referrals for 18 years plus can only be made by a Health Professional e.g.: GP.

**Further information on specific safeguarding issues** (source: Annex B, KCSiE)

### **Child Abduction and Community Safety Incidents**

Learner abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the Learner. Learner abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers.

As learners get older and are granted more independence it is important, they are given practical advice on how to keep themselves safe.

Is it important that learning material focus on building learners' confidence and abilities rather than simply warning them about all strangers. Further information is available at: [www.actionagainstabduction.org](http://www.actionagainstabduction.org) and [www.clevernevergoes.org](http://www.clevernevergoes.org).

Some additional specific indicators that may be present in CSE are learners who:

- Have older boyfriends or girlfriends;
- Suffer from sexually transmitted infections, display sexual behaviours beyond expected sexual development or become pregnant.

Further information on signs of a learner's involvement in sexual exploitation is available in Home Office guidance: [Child sexual exploitation: guide for practitioners](#)



## County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas (within the UK), using dedicated mobile phone lines or other form of “deal line”. This activity can happen locally as well as across the UK – no specific distance of travel is required. Learners and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Learners can be recruited into county lines in a number of locations including any type of learning, further and higher educational institutions, pupil referral units, learners’ home and care homes.

Learners are also increasingly being targeted and recruited online using social media. Learners can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

A number of the indicators for CSE and CCE as detailed above may be applicable to where learners are involved in county lines. Some additional specific indicators that may be present where a learner is criminally exploited through involvement in county lines are learners who:

- Go missing and are subsequently found in areas away from their home;
- Have been the victim or perpetrator of serious violence (e.g., knife crime)
- Are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs;
- Are exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection;
- Are found in accommodation that they have no connection with, often called a ‘trap house or cuckooing’ or hotel room where there is drug activity;
- Owe a ‘debt bond’ to their exploiters;
- Have their bank accounts used to facilitate drug dealing.

Further information on the signs of a young person’s involvement in county lines is available in guidance published by the Home Office.

## Learners with Family Members in Prison

These learners are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. [NICCO](#) provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.



## Cybercrime

Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber-dependent' (crimes that can be committed only by using a computer). Cyber-dependent crimes include:

- Denial of service (Dos or DDos) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources;
- Making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.

Learners with particular skills and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.

If there are concerns about a learner in this area, the DSL (or a deputy), should consider referring into the Cyber Choices programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests.

Note that Cyber Choices does not currently cover 'cyber-enabled' crime such as fraud, purchasing of illegal drugs on-line and learner sexual abuse and exploitation, not other areas of concern such as on-line bullying or general on-line safety.

Additional advice can be found at [Cyber Choices](#), ['NSPCC – When to call the Police'](#) and [National Cyber Security Centre – NCSC.GOV.UK](#)

## Domestic Abuse

The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on learners, as victims in their own right, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures the different types of relationship are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Both the person who is carrying out the behaviour and the person to the behaviour is directed towards must be aged 16 or over and they must be 'personally connected' (as defined in section 2 of the 2021 Act). Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and learner/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home.

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All learners can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on learners. In some cases, a learner may blame themselves for the abuse or may have had to leave the family home as a result.

Young people can also experience domestic abuse within their own intimate relationships. However, as with any learner under 18, where there are concerns about safety or welfare, learner safeguarding procedures should be followed and both young victims and young perpetrators should be offered support.

## Operation Encompass

[Operation Encompass](#) provides an advice and helpline service for all staff members from educational settings who may be concerned about learners who have experienced domestic abuse. The helpline is available 8am to 1am, Monday to Friday on 0204 513 9990 (charged at local rate).

## National Domestic Abuse Helpline

Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Its website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked.

Additional advice on identifying learners who are affected by domestic abuse and how they can be helped is available at:

- [NSPCC-UK domestic-abuse signs symptoms effects](#)
- [Refuge what is domestic violence/effects of domestic violence on children](#)
- [Safe lives: young people and domestic abuse](#)
- [Domestic abuse: specialist sources of support](#) - [GOV.UK](#) (www.gov.uk) (includes information for adult victims, young people facing abuse in their own relationships and parents experiencing child to parent violence/abuse)
- Home: Operation Encompass (includes information for MEAT on the impact of domestic abuse on children)

## Homelessness

Being homeless or at risk of becoming homeless presents a real risk to a learner's welfare.

MEAT will be considering homelessness in the context of learners who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16- and 17-year-olds could be living independently from their family home, and will require a different level of intervention and support. Local authority children's services will be the lead agency for these young





people and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the learner's circumstances. The department and the Department for Levelling Up, Housing and Communities have just published joint statutory guidance on the provision of accommodation for 16 and 17 year olds who may be homeless and/or require accommodation: [here](#)

## **Mental Health**

Where learners have suffered abuse and neglect, or other potentially traumatic adverse learner experiences, this can have a lasting impact throughout learner, adolescence and into adulthood. It is key that staff are aware of how these learners' experiences can impact on their mental health, behaviour, and education.

More information can be found in the [Mental health and behaviour in Colleges guidance](#). Public Health England has produced a range of resources to support secondary College teachers to promote positive health, wellbeing and resilience among learners. See [Every Mind Matters](#) for links to all materials and lesson plans.

## **Modern Slavery and the National Referral Mechanism**

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.

Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in the Modern Slavery Statutory Guidance. Modern slavery: how to identify and support victims – GOV.UK ([www.gov.uk](http://www.gov.uk))

## **Preventing Radicalisation**

Learners are vulnerable to extremist ideology and radicalisation. Similar to protecting learners from other forms of harm and abuse, protecting learners from this risk should be a part of MEAT's safeguarding approach.

However, it is possible to protect vulnerable people from ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in learners' behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying learners who may be at risk of radicalisation and act proportionately which may include the designated safeguarding lead making a Prevent referral.

[Radicalisation and Extremism – Examples and Behavioural Traits \(educateagainsthate.com\)](#).



## **The Prevent Duty**

Training Providers are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty.

MEAT’s DSL should be aware of local procedures for making a Prevent referral.

## **Channel**

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to be drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, who will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from MEAT may be asked to attend the Channel panel to help with this assessment. An individual’s engagement with the programme is entirely voluntary at all stages.

## **Additional Support**

The department has published advice for Training Providers on the [Prevent duty](#). The advice is intended to complement the Prevent guidance and signposts other sources of advice and support.

The Home Office has developed three e-learning modules:

- [Prevent awareness](#) e-learning offers an introduction to the Prevent duty.
- [Prevent referrals](#) e-learning supports staff to make Prevent referrals that are robust, informed and with good intention.
- [Channel awareness](#) e-learning is aimed at staff who may be asked to contribute to or sit on a multi-agency Channel panel.

[Educate Against Hate](#), is a government website designed to support Training Providers and leaders to help them to safeguard their Learners from radicalisation and extremism. The platform provides free information and resources to help Training Providers staff identify and address the risks, as well as build resilience to radicalisation.

## **So-called ‘honour’-based abuse (including Female Genital Mutilation and Forced Marriage)**

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



and groups in relevant communities, need to be alert to the possibility of a learner being at risk of HBV, or already having suffered HBV.

## **Actions**

If staff have a concern regarding a learner that might be at risk of HBV or who has suffered from HBV, they should speak to the designated safeguarding lead.

## **FGM**

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of abuse with long-lasting harmful consequences.

## **FGM Mandatory Reporting Duty for Teachers**

Information on when and how to make a report can be found at: [Mandatory reporting of female genital mutilation procedural information](#).

Trainers **must** personally report to the police any case where they discover that an act of FGM appears or have been carried out. Unless the trainer has a good reason not to, they should consider and discuss any such case with MEAT's designated safeguarding lead and involve local authority learner's social care as appropriate.

## **Forced Marriage**

Forcing a person into marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have a learning disability, for example). Nevertheless, some perpetrators use perceived cultural practices as a way to coerce a person into marriage, Training Providers can play an important role in safeguarding learners from forced marriage.

The Forced Marriage Unit has published: Multi-agency practice guidelines: handling cases of forced marriage and multi-agency statutory guidance for dealing with forced marriage, which can be found at [The right to choose: government guidance on forced marriage](#) – GOV.UK [www.gov.uk](http://www.gov.uk). MEAT staff can contact the Forced Marriage Unit if they need advice or information: Contact 02070080151 or email [fmufco.gov.uk](mailto:fmufco.gov.uk).



## SUMMARY

If a member of staff has any concerns regarding the welfare of any learner, they must contact MEAT's DSL and discuss.

## Additional Advice and Support

There is a wealth of information available to support MEAT and colleagues. The following list is not exhaustive but should provide useful starting point:

### Abuse

- [Supporting practice in tackling child sexual abuse – CSA Centre](#). Centre of Expertise on Child Sexual abuse has free evidence-based practice resources to help professionals working with learners and young people to identify and respond appropriately to concerns of child sexual abuse
- [What to do if you're worried a child is being abused](#) – DfE advice
- [Domestic abuse: Various Information/Guidance](#) – Home Office (HO)
- [Faith based abuse: National Action Plan](#) – DfE advice
- [Disrespect NoBody campaign](#) – GOV.UK – Home Office website
- [Tackling Child Sexual Abuse Strategy](#) – Home Office policy paper
- [Together we can stop child sexual abuse](#) – HM Government campaign

### Bullying

- [Preventing bullying including cyberbullying](#) – DfE advice

### Children Missing from Education, Home or Care

- [Children missing education](#) – DfE statutory guidance
- [Child missing from home or care](#) - DfE statutory guidance
- [Children and adults missing strategy](#) - Home Office strategy

### Children with Family Members in Prison

- [National Information Centre on Children of Offenders](#) - Barnardo's in partnership with HM Prison and Probation Service

### Child Exploitation

- [Trafficking: Safeguarding children](#) – DfE and Home Office guidance
- [Care of unaccompanied and trafficked children](#) - DfE statutory guidance
- [Modern slavery: how to identify and support victims](#) - HO statutory guidance



- [Child exploitation disruption toolkit](#) - HO statutory guidance
- [Country Lines Toolkit For professionals](#) - The Children's Society in partnership with Victim Support and National Police Chiefs' Council

## Confidentiality

- [Gillick competency Fraser guidelines](#)- Guidelines to help with balancing children's rights along with safeguarding responsibilities.

## Drugs

- [Drug strategy 2021](#) - Home Office strategy
- [Information and advice on drugs](#) - Talk to Frank website
- [Drug and Alcohol education](#) — teacher guidance & evidence review – PSHE Association

## (so called) “Honour Based Abuse” including FGM and forced marriage

- [Female genital mutilation: information and resources](#) - Home Office guidance
- [Female genital mutilation: multiagency statutory guidance](#) -DfE, Department for Health, and Home Office
- [Forced marriage](#) - Forced Marriage Unit (FMU) resources
- [Forced marriage](#) - Government multi-agency practice guidelines and multi-agency statutory guidance
- [FGM resource pack](#)– HM Government guidance

## Health and Wellbeing

- [Rise Above: Free PSHE resources on health, wellbeing and resilience](#) – Public Health England
- [Supporting Students at Colleges with medical conditions](#) - DfE statutory guidance
- [Mental health and behaviour in Colleges](#) - DfE advice
- [Overview – Fabricated or induced illness](#) – NHS advice

## Homelessness

- [Homelessness code of guidance for local authorities](#) - Department for Levelling Up, Housing and Communities guidance

## Information Sharing

- [Government information sharing advice](#) - Guidance on information sharing for people who provide safeguarding services to children, young people, parents and carers.
- [Information Commissioner's Office: Data sharing information hub](#) - Information to help Colleges and colleges comply with UK data protection legislation including UK GDPR.



## Online Safety Advice

- [Childnet](#) provide guidance on cyberbullying
- [Educateagainsthate](#) provides practical advice and support on protecting children from extremism and radicalisation
- [London Grid for Learning](#) provides advice on all aspects of online safety arrangements
- [NSPCC E-safety](#) for colleges, provides advice, templates, and tools on all aspects of a college or college's online safety arrangements
- [Safer recruitment consortium "guidance for safe working practice"](#) which may help
- ensure staff behaviour policies are robust and effective
- [Searching screening and confiscation](#) is departmental advice on searching children and confiscating items such as mobile phones
- [South West Grid for Learning](#) provides advice on all aspects of online safety arrangements
- [Use of social media for online radicalisation](#) - A briefing note on how social media is used to encourage travel to Syria and Iraq
- [Online Safety Audit Tool](#) from UK Council for Internet Safety to help mentors of trainee teachers and newly qualified teachers induct mentees and provide ongoing support, development and monitoring
- [Online Safety guidance if you own or manage an online platform](#) DCMS advice
- [A business guide for protecting children on your online platform](#) DCMS advice
- [UK Safer Internet Centre](#) provide tips, advice, guides and other resources to help keep
- children safe online

## Online safety- Remote education, virtual lessons and live streaming

- [Guidance Get help with remote education](#) resources and support for teachers and College leaders on educating Students and students
- [Departmental guidance on safeguarding and remote education](#) including planning remote education strategies and teaching remotely
- [London Grid for Learning](#) guidance, including platform specific advice
- [National cyber security centre](#) guidance on choosing, configuring and deploying video Conferencing
- [UK Safer Internet Centre](#) guidance on safe remote learning

## Online Safety- Support for children

- [Childline](#) for free and confidential advice
- UK Safer Internet Centre to report and remove harmful online content
- [CEOP](#) for advice on making a report about online abuse



## Online Safety- Parental Support

- [Childnet](#) offers a toolkit to support parents and carers of children of any age to start discussions about their online life, and to find out where to get more help and support
- [Commonsensemedia](#) provide independent reviews, age ratings, & other information about all types of media for children and their parents
- [Government advice](#) about protecting children from specific online harms such as child sexual abuse, sexting, and cyberbullying
- [Internet Matters](#) provide age-specific online safety checklists, guides on how to set parental controls, and practical tips to help children get the most out of their digital world
- [London Grid for Learning](#) provides support for parents and carers to keep their children safe online, including tips to keep primary aged children safe online
- [Stopitnow](#) resource from The Lucy Faithfull Foundation can be used by parents and carers who are concerned about someone's behaviour, including children who may be displaying concerning sexual behaviour (not just about online)
- [National Crime Agency/CEOP Thinkuknow](#) provides support for parents and carers to keep their children safe online
- [Net-aware](#) provides support for parents and carers from the NSPCC and O2, including a guide to social networks, apps and games
- [Parentzone](#) provides help for parents and carers on how to keep their children safe online
- [Talking to your child about online sexual harassment: A guide for parents](#) - This is the Children's Commissioner's parent guide on talking to your children about online sexual harassment
- [#Ask the awkward](#) - Child Exploitation and Online Protection Centre guidance to parents to talk to their children about online relationships

## Private Fostering

- [Private fostering: local authorities](#) - DfE statutory guidance

## Radicalisation

- [Prevent duty guidance](#) - Home Office guidance
- [Prevent duty: additional advice for colleges and childcare providers](#) - DfE advice
- [Educate Against Hate website](#) - DfE and Home Office advice
- [Prevent for FE and Training](#) - Education and Training Foundation (ETF)
- [Extremism and radicalisation Safeguarding Resources](#) - Resources by London Grid for Learning

## Serious Violence

- [Serious violence strategy](#) - Home Office Strategy
- [Factors linked to serious violence and how these factors can be used to identify individuals for intervention](#) - Home Office
- [Youth Endowment fund](#) – Home Office





- [Gangs and youth violence: for colleges and colleges](#) - Home Office advice
- [Tackling violence against women and girls' strategy](#) - Home Office strategy
- [Violence against women and girls: national statement of expectation for victims](#) - Home Office guidance

## Sexual Violence and Sexual Harassment - Specialist Organisations

- [Barnardo's](#) - UK charity caring for and supporting some of the most vulnerable children and young people through their range of services.
- [Lucy Faithful Foundation](#) - UK-wide child protection charity dedicated to preventing child sexual abuse. They work with families affected by sexual abuse and also run the confidential Stop it Now! Helpline.
- [Marie Collins Foundation](#) - Charity that, amongst other things, works directly with children, young people, and families to enable their recovery following sexual abuse.
- [NSPCC](#) - Children's charity specialising in child protection with statutory powers enabling them to take action and safeguard children at risk of abuse.
- [Rape Crisis](#) - National charity and the umbrella body for their network of independent member Rape Crisis Centres.
- [UK Safer Internet Centre](#) - Provides advice and support to children, young people, parents, carers and Colleges about staying safe online.

## Harmful Sexual Behaviour

- [Rape Crisis \(England & Wales\)](#) or [The Survivors Trust](#) for information, advice and details of local specialist sexual violence organisations
- [NICE](#) guidance contains information on, amongst other things: developing interventions; working with families and carers; and multi-agency working.
- [HSB toolkit](#) The Lucy Faithfull Foundation - designed for parents, carers, family members and professionals, to help everyone play their part in keeping children safe. It has links to useful information, resources, and support as well as practical tips to prevent harmful sexual behaviour and provide safe environments for families.
- [NSPCC Learning Protecting children from harmful sexual behaviour](#) and [NSPCC - Harmful sexual behaviour framework](#) - free and independent advice about HSB.
- [Contextual Safeguarding Network – Beyond Referrals \(Colleges\)](#) provides a self-assessment toolkit and guidance for addressing HSB in Colleges.
- [Preventing harmful sexual behaviour in children – Stop It Now](#) provides a guide for parents, carers and professionals to help everyone do their part in keeping children safe, they also run a free confidential helpline.

## Support for Victims

- [Anti Bullying Alliance](#) - Detailed information for anyone being bullied, along with advice for parents and Colleges. Signposts to various helplines and websites for further support.

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- [Rape Crisis](#) Provide and signpost to a range of services to support people who have experienced rape, child abuse or any kind of sexual violence.
- [The Survivors Trust UK](#) - wide national umbrella agency with resources and support dedicated to survivors of rape, sexual violence and child sex abuse.
- [Victim support](#) - Supporting children and young people who have been affected by crime. Also provides support to parents and professionals who work with children and young people – regardless of whether a crime has been reported or how long ago it was.
- [Childline](#) provides free and confidential advice for children and young people.

## Toolkits

- [Ask AVA](#) - The Ask AVA prevention platform has been created to support education practitioners across the UK to develop and deliver a comprehensive programme to stop Violence Against Women and Girls.
- [NSPCC](#) - Online Self-assessment tool to ensure organisations are doing everything they can to safeguard children.
- [NSPCC](#) - Resources which help adults respond to children disclosing abuse.
- NSPCC also provides free and independent advice about HSB: NSPCC [Harmful sexual behaviour framework](#)
- [Safeguarding Unit, Farrer and Co. and Carlene Firmin, MBE, University of Bedfordshire](#) - Peer-on-Peer Abuse toolkit provides practical guidance for colleges on how to prevent, identify early and respond appropriately to peer-on-peer abuse.
- [Contextual Safeguarding Network](#) – self-assessment toolkit for colleges to assess their own response to HSB (Harmful sexual behaviour).
- [Childnet - STAR SEND Toolkit](#) equips, enables and empowers educators with the knowledge to support young people with special educational needs and disabilities.
- [Childnet - Just a joke?](#) provides lesson plans, activities, a quiz and teaching guide designed to explore problematic online sexual behaviour with 9–12-year-olds.
- [Childnet - Step Up, Speak Up](#) a practical campaign toolkit that addresses the issue of online sexual harassment amongst young people aged 13-17 years old.
- [NSPCC - Harmful sexual behaviour framework](#) an evidence-informed framework for children and young people displaying HSB.
- [Contextual Safeguarding Network – Beyond Referrals](#) - Colleges levers for addressing HSB in Colleges.

## Sharing Nudes and Semi-Nudes

- [London Grid for Learning-collection of advice](#) - Various information and resources dealing with the sharing of nudes and semi-nudes.
- [UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people](#) - Advice for Colleges on responding to incidents of non-consensual sharing of nudes and semi-nudes.



## Support for Parents/Carers

- NCA CEOP [Thinkuknow](#): Advice/resources on how to deal with concerns about what children may be doing online including advice on how to help challenge harmful sexual attitudes and start a conversation to [support positive sexual behaviour](#).

## SAFEGUARDING

### PROTOCOL FOR STAFF

#### Introduction

As an employee of MEAT and any other organisation working with learners, staff are required to demonstrate high standard in their exercise of authority, their management of risk and in the active protection of learners from discrimination and avoidable harm. This document is designed both to be useful to staff in avoiding situations that might lead to allegations against them and to reassure other parties, e.g., parents, schools, Ofsted, DFE, LEA, and ESFA, that a strategy exists to safeguard learners.

The vast majority of adults who work with learners in education settings act professionally. They seek to provide a safe and supportive environment, which secures the wellbeing and very best outcomes for children, young people and vulnerable adult learners in their care. It is recognised that achieving these aims is not always straightforward. Much relies on learners and staff interactions where tensions and misunderstanding can occur. It is here that staff behaviours can give rise to allegations being made against them. Allegations may be genuine, malicious or misplaced. They may arise from differing perceptions of the same event, but when they occur, they are inevitably distressing and difficult for all concerned.

Staff need to be prudent about their own conduct and vigilant about the conduct of others, so that their relationships with learners remain, and are seen to remain entirely appropriate and professional. Staff working with learners may feel vulnerable and require advice on what constitutes acceptable behaviours and what might be considered misconduct. This document addresses this and seeks to ensure that the duty of care towards learners and staff is promoted by raising awareness of unacceptable, unsafe and unwise behaviour.

#### Underpinning Principles

- The welfare of the learner is paramount;
- Staff must promote the general progress and wellbeing of individual learners and of any class or group of learners assigned to them.



## **Confidentiality**

Members of staff may have access to confidential information about learners in order to undertake their everyday responsibilities. In some circumstances staff may be given additional highly sensitive or private information. They should never use confidential or personal information about a learner or his/her family for their own, or others' advantage (including that of partners, friends, relatives or other organisations). Information must never be used to intimidate, humiliate, or embarrass the learner.

Confidential information about a learner must never be used casually in conversation or shared with any person other than on a strictly need to know basis. In circumstances where the learner's identity does not need to be disclosed the information should be used anonymously.

There are some circumstances in which a member of staff may be expected to share information about a learner, for example when abuse is alleged or suspected. In such cases, individuals have a duty to pass information on without delay to a Safeguarding Office or Designated Lead.

If a member of staff is in any doubt about whether to share information or keep it confidential, he or she should seek guidance from the Designated person. Any media or legal enquiries should be passed to senior management.

This means that staff:

- Are expected to treat information they receive about a learner in a discreet and confidential manner;
- In any doubt about sharing information, they hold or which has been requested of them should seek advice from their manager;
- Need to be cautious when passing information to others about a learner;
- Must never give an undertaking of absolute confidentiality. If staff do give an undertaking of absolute confidentiality, this could be regarded as an act of misconduct which would be addressed under MEAT's disciplinary procedure.

## **Propriety and Behaviour**

All staff have a responsibility to maintain public confidence in their ability to safeguard the welfare and best interest of learners. They must adopt high standards of personal conduct in order to maintain the confidence and respect of their peers, learner's and the public in general.

An individual's behaviour should not compromise his/her position within the work setting.

### **This means that staff must not:**

- Behave in a manner which would lead any reasonable person to question their suitability to work with learners or act as a role model;

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- Make sexual remarks to a learner via any means (including email, text messages, phone or letter). Remarks about a learner's physical appearance or clothing are only justified in the context of the requirements of curriculum of health and safety. Learners may find any other such remarks intrusive or offensive;
- Discuss their own sexual relationships with or in the presence of learners;
- Discuss a learner's sexual relationship in inappropriate settings or contexts;
- Make (or encourage others to make) unprofessional personal comments which scapegoat, demean or humiliate, or might be interpreted as such.

## **Dress and Appearance**

A person's dress and appearance are matters of personal choice and self-expression. However, staff must consider the manner of dress and appearance appropriate to their professional role which may be different to that adopted in their personal life. Staff must ensure they are dressed decently, safely and appropriately for the tasks they undertake. Those who dress or appear in a manner which could be considered as inappropriate could render themselves vulnerable to criticism or allegations.

This means that staff must wear clothing which:

- Promote a positive and professional image;
- Is appropriate to their role;
- Is not likely to be viewed as offensive, revealing, or sexually provocative;
- Does not distract, cause embarrassment or give rise to misunderstanding;
- Is absent of any political or otherwise contentious slogans;
- Is not considered to be discriminatory.

## **Gifts and Money**

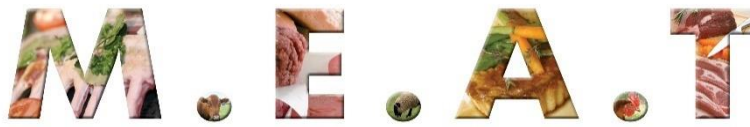
It is against the law for public servants to take bribes. Staff need to take care that they do not accept any gift that might be construed as a bribery by others, or lead the giver to expect preferential treatment.

There are occasions when learners or parents wish to pass small tokens of appreciation to staff e.g., at Christmas or as a thank you and this is acceptable. However, it is unacceptable to receive gifts on a regular basis of any significant value.

Similarly, it is strongly inadvisable to give personal gifts or money (loan or given) to learners. This could be misinterpreted as a gesture either to bribe, or single out a learner. It might be perceived that a 'favour' of some kind is expected in return.

### **This means that staff must:**

- Ensure gifts received or given in situations which may be misconstrued are declared;
- Generally, only give gifts to an individual learner as part of an agreed reward system;



- Ensure, that when giving gifts other than those above, that these are of insignificant value and given to learners equally;
- Ensure that you managers are made aware of gifts received;
- Ensure that they do not lend or give money to learners.

## **Infatuations**

Staff need to be aware that it is not uncommon for learners to be strongly attracted to a member of staff and/or develop heterosexual or homosexual infatuation. As situations must be responded to sensitively to maintain the dignity of all concerned. Staff must also be aware that such circumstances always carry a high risk of words or actions being misinterpreted and for allegations to be made against staff.

A member of staff who become aware that a learner may be infatuated with themselves or a colleague must discuss this at the earliest opportunity with their manager so that appropriate action can be taken. In this way, steps can be taken to avoid hurt and distress for all concerned.

### **This means staff must: -**

Report to management and indications (verbal, written or physical) that suggest a learner may be infatuated with a member of staff.

## **Social Contact**

Staff must not establish or seek to establish social contact with learners for the purpose of securing a friendship or to pursue or strengthen a relationship. Even if a learner seeks to establish social contact, or if this occurs coincidentally, the member of staff must exercise his/her professional judgement in making a response and be aware that such social contact could be misconstrued.

The use of social networking sites such as Facebook, Twitter (X) and Instagram has raised new challenges for staff working with learners. Individuals are encouraged to post information of a personal and, sometimes, intimate nature, which in former times, would have been considered private and only accessible to close confidants. By posting this information it is now available to a wider public, including learners, and can no longer be valid to hold that, because the activity takes place outside the workplace, it is personal and private and nothing to do with third parties such as employers or the authorities. Where the information is potentially compromising – for example, when it touches upon aspect of a member of staff's private life in the areas of sexual behaviour, alcohol or drug misuse, activity that may be construed as being violent or illegal etc. – there is a real danger that it will become common knowledge and, as a result, seriously impact upon the member of staff's professional relationship with learners and they will become compromised.



### **This means that staff must:**

- Always approve any planned contact with learners outside of MEAT with their manager, for example, when it is part of an award or pastoral care;
- Advise manager of any regular contact they have with a learner which may give rise to concern from any other person – work colleague, manager, other learners, or the public generally;
- Record and report to their line manager any situation which they feel might compromise the college or their own professional standing;
- Be aware of the potential ramification of posting private information onto a social networking site;
- Not invite/follow learners to “be their friend” or follow them on social media or access the learner pages/social media account.

### **Physical Contact**

As a general principle, staff should not engage in physical contact with their learners. However, there may be occasions when it is appropriate for staff to have physical contact with learners but it is crucial that they only do so in ways appropriate to their professional role.

When physical contact is made with learners this should be in response to their needs at the time, of limited duration and appropriate given their age, stage or development, gender, ethnicity and background. It is recognised, for example, that some learners may require physical assistance, where feasible, staff should seek the learner’s permission before imitating contact. Staff should listen, observe and take note of the learner’s reaction or feelings and so far, as is possible, use a level of contact which is acceptable to the learner for a minimum time necessary.

Physical contact must never be secretive or for the gratification of the member of staff, or represent a misuse of authority. If a member of staff believes that an action could be misinterpreted, the incident and circumstance must be reported to a manager as soon as possible.

It is not possible to be specific about the appropriateness of each physical contact but shouldn’t not take place unless in exceptional circumstances.

A member of staff must never be alone with a learner unless in an open plan office. Therefore, using their professional judgement at all times. The door to a meeting room is wide open, any binds/curtains pulled allowing learner and trainer in full view.

Extra caution is required where it is known that a learner has suffered previous abuse or neglect. In the learner’s view, physical contact might be associated with such experiences and lead to staff being vulnerable to allegation of abuse. It is recognised that a learner might be needy and seek out inappropriate physical contact. In such circumstances staff must deter the learner sensitively by helping them to understand the importance of personal boundaries.





Generally, no touch unless in exceptional circumstances.

### **This means that staff must:**

- Be aware that even well-intentioned contact may be misconstrued by the learner, an observer or by anyone to whom this action is described. Staff must not assume that because a learner does not react adversely to physical contact that they either want or welcome it. Teenagers, in particular, may dislike physical contact from an adult but be too embarrassed to say;
- Never touch a learner in a way which may be considered indecent;
- Always be prepared to explain actions and accept that all physical contact be open to scrutiny;
- Never get involved in horseplay, tickling or fights;
- Be aware that any form of physical punishment of learners is unlawful as is any form of physical response to misbehaviour unless it is by way of restraint. It is particularly important that staff understand this, both to protect their own position and that of the organisation.

In extremely exceptional circumstances a member of staff to physically restrain a learner to prevent him/her from inflicting injury to himself/herself or others. In such circumstances, only the minimum force necessary must be used and any action taken must be to restrain the learner. Where the member of staff has taken action to restrain a learner, he/she must report the matter to management without delay.

### **Activities which may require Physical Contact**

Some staff are likely to come into physical contact with their learners from time to time in the course of their training activities, for example when showing a learner how to use a knife or a piece of equipment. Staff must be aware of the limits within which such contact should properly take place and must consider the possibility of such contact being misinterpreted by the learner.

### **This means that staff must:**

- Consider alternatives, where it is anticipated that a learner might misinterpret any such contact, perhaps involving another member of staff, or a less vulnerable learner in the demonstration;
- Always explain to a learner the reason why contact is necessary and what for that contact will take;

### **Behaviour Management**

All learners have a right to be treated with respect and dignity. Staff must not use any form of degrading treatment to punish a learner. The use of humour can help to defuse a situation. The use of sarcasm, demeaning or insensitive comments towards learners is not acceptable in any situation.

### **This means that staff must:**

- Not use force as a form of punishment;
- Try to defuse situations before they escalate;



- Keep parents informed of any sanctions – (high needs/under 19 years of age learners);
- Adhere to the discipline procedures.

## **Physical Intervention**

Physical intervention can be defined as ‘the reasonable application of the minimum necessary force to overpower a learner with the intention of preventing them from harming themselves or others, or from causing serious damage of property’.

Physical intervention must not be used as a form of punishment or, in normal circumstances, to enforce compliance with instructions. It must not be attempted where the member of staff is put at undue risk.

The circumstances which staff can intervene with a learner is covered by the 1996 Education Act. Staff may legitimately intervene to prevent a learner from committing a criminal offence, injuring themselves or others, causing damage to property, engaging in behaviour prejudicial to good order and to maintain good order and discipline. Staff must have regard to the health and safety of themselves and others.

Under no circumstance should physical force be used as a form of punishment. The use of unwarranted physical force is like to constitute a criminal offence.

Incident of physical intervention must, where appropriate, be subject to de-briefing for staff involved and lead a review of strategies for managing the behaviour of learners.

Staff must always seek to defuse situations. Where physical intervention is deemed necessary, it is advised that two staff be involved. Minimum force must be used for the shortest period necessary.

In all cases where physical intervention is deemed necessary, the incident and subsequent actions must be documented and reported. All physical intervention should be recorded and submitted to the manager within one working day of the physical intervention.

## **One-to-One Situations**

Staff working in one-to-one situations with learners may be more vulnerable to allegations. Trainers/assessors and others must recognise this possibility and plan and conduct such meetings accordingly. Every attempt must be made to ensure the safety and security needs of both staff and learners are met.

Risk assessments maybe necessary, refer to Safeguarding Officer or Management.

Pre-arranged meetings with learners away from the college must not take place unless approval is obtained from their parent if under 18 years or age and in all cases management.



### **This means that staff must:**

- Never meet with learners in remote, secluded areas;
- Ensure there is visual access and/or an open door in one-to-one situations;
- Inform other staff of the meeting beforehand, assessing the need to have them present or close by;
- Avoid use of 'engaged' or equivalent signs wherever possible. Such signs may create an opportunity for secrecy or the interpretation of secrecy;
- Always report any situation where a learner becomes distressed or any to management;
- Consider the need and circumstance of the learners involved.

### **Transporting Learners**

In certain situations, e.g., out of work/training activities and visits, staff may be required to transport learners. A designated member of staff must be appointed to plan and provide oversight of all transporting arrangement and respond to any difficulties that may arise.

It is advisable that transport is undertaken in roadworthy vehicles which are appropriately insured and that the maximum capacity is not exceeded.

### **This means that staff must:**

- Plan and agree arrangements for transport with all parties' parents/carers (for under 18-year-olds) in advance;
- Carry out a risk assessment for the transport/journey;
- Ensure that they are alone with a learner for the minimum time possible;
- Be aware that the safety and welfare of the learner is their responsibility;
- Report the nature of the journey, the route and the expected time of arrival;
- Ensure that their behaviour and all arrangements ensure vehicle, passenger and driver safety;
- Take into account any specific needs that the learner/s may have.

### **In exceptional circumstances it may be necessary for a staff member to transport learner/s alone and/or in their own vehicle. The staff member and management must:**

- Gain the written consent from the learners' parents – if the learner is under 18 years or up to 25 years if they have SEND;
- Gain the written consent of the learner if they are over 18 years old;
- Record with management, the reason for the journey;
- Be aware of potential concerns which may arise from transporting a learner using their own vehicle;
- Ensure that their private vehicle is road worthy and has relevant insurance;
- Be aware that the safety and welfare of the learner is their responsibility until this is safely over to a parent/carer;



- Plan and agree arrangements with all parties in advance, responding sensitively and flexibly to disagreements;
- Ensure that they are alone with a learner for the minimum time possible;
- Report the nature of the journey, the route and the expected time of arrival;
- Ensure that their behaviour and all arrangements ensure, vehicle passenger and driver safety;
- Take into account any specific needs that the learner may have.

### **Educational Visit/s and Residential**

Staff must take particular care when supervising learners in the less formal atmosphere of a residential setting (Roskilde) or educational visits.

During activities that take place off the training sites or out of normal hours, a more relaxed discipline or informal dress and language code may be acceptable. However, staff remain in a position of trust and need to ensure that their behaviour cannot be interpreted as seeking to establish an inappropriate relationship or friendship.

Where out of training activities include overnight stays, careful consideration needs to be given to sleeping arrangements. Learners, staff and parent must be informed of these prior to a start of the trip.

Health and Safety arrangements require members of staff to keep colleagues/employers aware of their whereabouts, especially when involved in out of Training Centre. Staff must be aware of and follow guidance.

#### **This means that staff must:**

- Always have another adult present in out of college activities, unless otherwise agreed with management;
- Undertake risk assessments if appropriate;
- Have parental consent to the activity if the learner is under 18 years of age;
- Ensure that their behaviour remains professional at all times.

### **First Aid and Administration of Medication**

If a learner complains of injury or sickness, a judgement must be made as to whether she/he should be referred to a person qualified in First Aid or advised to see her/his own doctor. MEAT has trained first aiders who are responsible for administering first aid to learners and staff. These first aiders are not permitted to administer medication.

Staff who have to administer first aid are advised that, wherever possible, another adult is present, if they are in any doubt as to whether necessary physical contact could be misconstrued.



## **Medical Advice treatment or Transfer to Hospital**

If the learner is under 18 the parent/guardian must be contacted. Wherever possible, the person should be accompanied to the hospital. If the learner has learning difficulties, parents, guardian or a carer must be contacted and the learner must be accompanied to hospital.

In both cases this is the responsibility of management.

A casualty may be transported to the hospital by ambulance or taxi, depending upon the severity and nature of the injury.

If the learner is under the age of 18 and requires further medical advice/treatment, for example from GP or Walk in Centre, the First Aider attending must advise the relevant trainer so they can determine whether or not they need to be accompanied.

If a learner needs to be accompanied this is the responsibility of management to arrange.

Some learners may need medication during training hours. In circumstances where learners need medication regularly, the relevant manager must ensure that information is on file to ensure the safety and protection of learners and staff. With the permission of the parents, learners must be encouraged to administer the medication themselves.

## **Provision of Wellbeing Support**

Staff may from time to time be approached by learners for advice. Learners may also appear distressed and staff feel the need to ask if all is well. In such cases staff must judge whether it is appropriate for them offer advice or whether to refer to the safeguarding team who have experience or responsibility for welfare or safeguarding.

Staff are advised never to stop a free-flowing account/disclosure of abuse but to make sure that at an appropriate point they inform the learner that they cannot keep such information confidential and they must tell someone else to get help.

A learner may ask a member of staff to 'keep a secret' or to promise not to tell other people what they are about to tell them or have told them; where this happens, the member of staff must explain that they are not able to promise confidentiality as they may need to tell someone else if they are to help the learner.

Staff must never give an undertaking of absolute confidentiality. If staff do give an undertaking of absolute confidentiality, this could be regarded as an act of misconduct which would be addressed under MEAT's disciplinary procedure.



## **Structure of learning**

Areas of the curriculum can include or raise subject matter which is sexually explicit, or of an otherwise sensitive nature. For example, discussions around radicalisation. Care must be taken to ensure that resource materials cannot be misinterpreted and clearly relate to the learning outcomes identified by the lesson plan. This plan must highlight particular areas of risk and sensitivity. The curriculum can sometimes include or lead to unplanned discussion about subject matter of a sexually explicit or otherwise sensitive nature. Responding to learners' questions can require careful judgement.

Care must be taken to abide by MEAT's Equality and Diversity policy.

## **This means that staff must:**

- Have clear written lesson plans;
- Be aware and sensitive to learners who may be affected by these topics and discussion and refer the learner to safeguarding for additional support.

## **Marketing Photography and Videos**

Many college activities involve recording images. These may be undertaken as part of the curriculum, for marketing and publicity, or to celebrate achievement.

Staff need to be aware of the potential for these aspects for teaching to be misused for pornographic or 'grooming' purposes. Careful consideration must be given as to how these activities are organised and undertaken. Learners' particular regard needs to be given when they are involving with young or vulnerable learners who may be unable to question why or how the activities are taking place.

Learners who have been previously abused in this way may feel threatened by the use of photography, filming etc. in the teaching environment.

Staff must remain sensitive to any learners who appear uncomfortable and recognise the potential for misinterpretation.

Using images of learners for publicity purposes will require the age-appropriate consent of the individual concerned and their legal guardians. Image must not be displayed on websites, in publications or in a public place without such consent. The definition of a public place includes areas where visitors to the college have access.

## **It is recommended that when using a photograph, the following guidance must be followed:**

- If the photograph is used, avoid naming the learner;
- If the learner is named, avoid using the photograph;
- MEAT should establish whether the image will be retained for further use;
- Images should be securely stored and used only by those authorised to do so.



### **This means staff must:**

- Be clear about the purpose of the activity and about what will happen to the photographs when the lesson/activity is concluded;
- Ensure management is aware that the photography/image equipment is being used and for what purpose;
- Ensure that all images are available for scrutiny in order to screen for acceptability;
- Be able to justify images of learners in their possession.;
- Avoid making images in one-to-one situations.

### **This means: -**

- Take, display or distribute image of learners unless they have consent to do so.

### **Internet Use**

Under no circumstance should MEAT access inappropriate images. Accessing child pornography or indecent image of children on the internet, and making, storing or disseminating such material, is illegal and, if proven, will invariably lead to the individual being barred from working with children and young people.

Using MEAT equipment to access inappropriate or indecent material, including adult pornography, is likely to give cause for concern particularly if as a result learner might be exposed to inappropriate or indecent material.

### **This means: -**

- Follow MEAT policy on IT. There is a new IT infrastructure which will monitor IT usage.

### **Access to the Policy**

All staff must be familiar with all policies and procedures relating to safeguarding, these are held at MEAT.





## Safeguarding Concerns 1 Record Form

MEAT IPSWICH LTD

Trainers and others must recognise this possibility

***To be completed by the staff member who has a concern or received a disclosure of concern from a learner/third party***

### When should I complete this form?

This form should be completed when you have a Safeguarding Concern about a learner or have received a disclosure and the learner is **not** at risk from immediate harm.

This form must be submitted to Safeguarding **within one working day** of the disclosure/concern.

### Submitting the form

**If the learner is at immediate risk from harm, please contact MEAT immediately. Once the Safeguarding Officer is handling the case and the learners is safe you will be asked to complete this form.**

Please submit this form to MEAT:

***By phone Safeguarding can be contacted on 01473 270757 9.00am – 5pm Monday - Friday, if learner is at risk please call the emergency services on 999.***

Details of Concern/Disclosure Date	
Time	
Name of Learners /s	
Learner Number	
Learner D.O.B	
Learner Age	
Learner Course	
Staff Member Name:	

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Details of concern/disclosure: (Please attach extra further sheets if required)

Record the following factually using the learner's words:

Who? What? When (date and time of any incident/s), Any Witnesses?

What has been done to ensure the immediate safety of the learner?

Signature of Staff Member:

# M.E.A.T

Signed



**JANE DALE**

Managing Director

Reviewed: April 2024

To be Reviewed: June 2025