



Policy 24

CHILD PROTECTION AND SAFEGUARDING POLICY



M.E.A.T
(Ipswich) Limited

Prepared by:	Hannah Gooby – Business Development Manager and Safeguarding Officer
Status & review cycle:	Annual
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1. Ethos Statement

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.

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 is used it refers to learners under the age of 19 years old. In this policy, adults at risk are included.

2. 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 Designated Safeguarding Lead (DSL) will decide if referral is appropriate and to which agency referral is made.

3. Statutory framework

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) and Working together to Safeguard Children.

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 anti-Bullying Policy and [Part five \(page 105\) of KCSiE](#), copies of which will be provided to all staff on induction.



4. Aims

- 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.

5. Training

As a minimum **all** staff undertakes the following:

- 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.

Designated Safeguarding Leads also undertake 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).

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.

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, 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 for those staff who do not work directly with learners) will be provided to new staff at induction.



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

6. 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 member 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 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 of 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, and the Code of Conduct.

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 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 they are 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 30: Information Sharing, Record Keeping and

Confidentiality). In some cases, staff may be asked to act as the lead professional in undertaking an early help assessment.



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 the DSL/DDSL. If in exceptional circumstances both the DSL and DDSL are not available, this should not delay appropriate action being taken. Staff should speak to a senior member of the team and/or take advice from social care. In this circumstance, any action taken should be shared with the DSL/DDSL as soon as is practically possible.

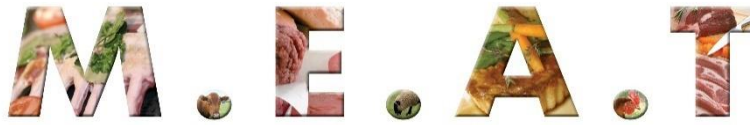
Role:	Name and Contact Details:
Designated Safeguarding Lead (DSL)	Hannah Gooby: 01473 270757
Deputy Designated Safeguarding Lead (DDSL)	Jane Dale: 01473 270757
Chair of Governors	David Couldrey: 01621 860629

7. Equality statement

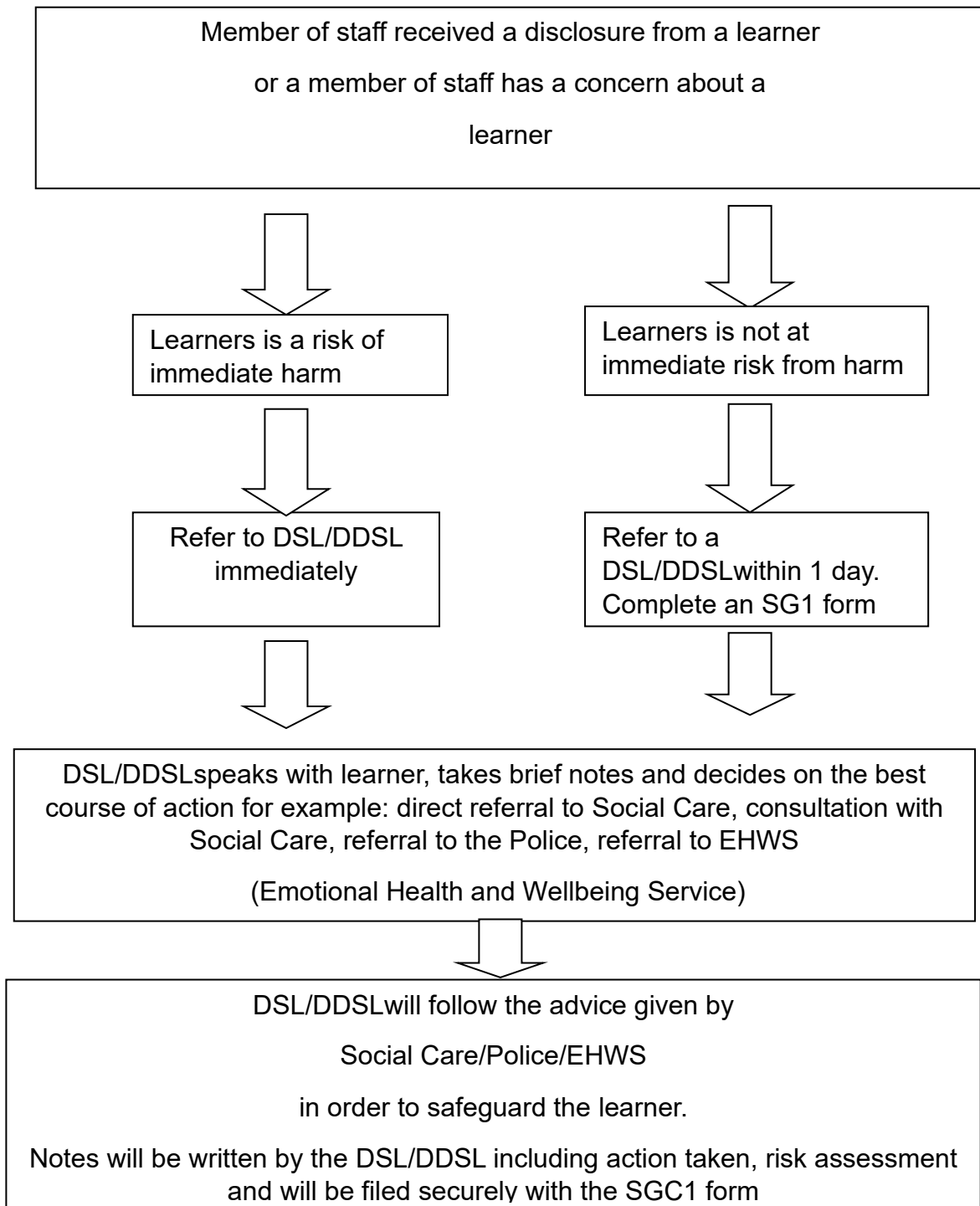
Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise learner's diverse circumstances. We ensure that all learners have the same protection, regardless of any barriers they may face.

Any learners may benefit from early help, but all MEAT staff should be particularly alert to the potential need for early help for a 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;
- Has English as a second language
- Is persistently absent.



8. Flow Chat – Staff referral to a DSL/DDSL





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 or has concerns about a member of staff, governor or contractor must refer the concern **immediately to the DSL/DDSL**.

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 DSL as soon as you can

9. 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. 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 in education (also known as child-on-child abuse), 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.

10. Learner-on-Learner Abuse

All staff should be aware that a 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 /DDSL.

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 learners 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 nude and semi-nude 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 MEAT's policy and procedures with regards to learner-on-learner abuse, the important role they have to play in preventing it and responding where they believe a learner may be at risk from it.

11. 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 learners, both male and female and can include learners 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.

Learners 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 learners 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.

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 a learner in the production of sexual images, forcing a learner to look at sexual images or watch sexual activities, encouraging a 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
- 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](#)

12. 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 and www.clevernevergoes.org.

13. 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' homes 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.



14. 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, 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/DDSL, 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 purchasing of illegal drugs on-line and learner sexual abuse and exploitation, 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

15. 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 that different types of relationship are included such as 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](#) 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)

16. Mental Health

Where learners have suffered abuse, neglect, or other potentially traumatic adverse experiences, this can have a lasting impact throughout 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. 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 learners 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 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 MEAT's approach to social and emotional wellbeing, which is tailored to the needs of learners. See [Every Mind Matters](#) for links to all materials and lesson plans.

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.

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

18. 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.

19. 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)

20. 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 DSL making a Prevent referral.

[Radicalisation and Extremism – Examples and Behavioural Traits \(educateagainsthate.com\)](https://www.educateagainsthate.com).

21. 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.

22. 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 provider staff identify and address the risks, as well as build resilience to radicalisation.

23. '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.

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 DSL.

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.

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 DSL and involve 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, emotional or 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.

MEAT staff can contact the Forced Marriage Unit if they need advice or information: Contact 02070080151 or email fmufco.gov.uk.

24. 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 expect 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.

25. SEND and health issues

Learners with SEND (Special Educational Needs 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 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.

26. 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.

27. 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 adopts an 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;
- 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.

28. Online safety

Technology plays a major role in safeguarding risks such as sexual exploitation, radicalisation, and online predation, often acting as the medium through which harm occurs. MEAT takes a comprehensive approach to online safety, embedding it across all policies and procedures. The organisation prioritises protecting learners from harmful online content while educating both learners and staff on safe technology use, and ensures systems are in place to identify, address, and escalate concerns when necessary.

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, 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 a learner is at risk this should be reported to the DSL.

29. Procedures

If staff notice any indicators of abuse/neglect or signs that a learner 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/DDSL without delay.



What to do if you are concerned

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

- Stay calm and listen carefully;
- Accept what is being said;
- Allow the learner to talk freely – do not interrupt or put words in the learner’s mouth;
- Only ask questions when necessary to clarify, do not investigate or ask leading questions (you may use TED – tell me, explain, describe);
- 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/DDSL 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/DDSL, they will record the time and date the record of concern was received. The DSL/DDSL will assess the concern and, taking into account any other safeguarding information known about the learner, consider whether it suggests that the threshold of significant harm, or risk of significant harm, has been reached. If the DSL/DDSL 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/DDSL will complete and submit the Suffolk Safeguarding Partnership (SSP) multi agency referral form (MARF) (available on the SSP website).

Where the DSL/DDSL 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 [MARF](#), the DSL/DDSL 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.

30. 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/ DDSL 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 test 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).

31. 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;
- Behaved towards a learner in a way that indicates they may pose a risk of harm to learners;
- 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 in the workplace.

Concerns that do not meet the harm threshold will be dealt with in accordance with the 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 Chair of Governors.

The Chair of 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 or by using the LADO central telephone number: **0300 123 2044** for allegations against all staff.

32. Use of MEAT premises

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

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.

33. 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 hopes everyone they come into contact will 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

34. Local useful Contacts

We are aware that 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
- 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)

35. 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.
- [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](#).



Marketing Photography and Videos

Many MEAT 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. Particular regard needs to be given when staff are involving younger 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. Images 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 MEAT premises have access.

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

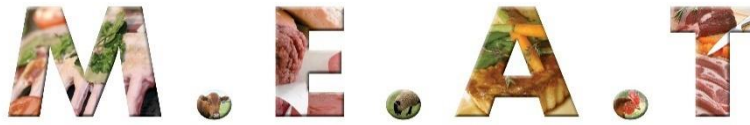
- If the photograph is used, avoid naming the learner;
- If the learner is named, avoid using the photograph;
- MEAT should establish whether the image will be retained for further use;
- Images should be securely stored and used only by those authorised to do so.

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;
- NOT take, display or distribute image of learners unless they have consent to do so;
- NOT use their own personal phone to take pictures or video footage

Internet Use

Under no circumstance should MEAT staff 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, will 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

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 DSL 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 The DSL/DDSL can be contacted at MEAT on 01473 270757 9.00am – 5pm Monday – Friday. If learner is at risk of immediate harm please call the emergency services on 999.

M.E.A.T

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

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?

M.E.A.T

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

Signature of Staff Member:

Signed

JANE DALE

Managing Director

Reviewed: April 2026

To be Reviewed: April 2027