

# CLAAS UK Ltd

## Safeguarding Policy

|               |                                 |                   |                                |
|---------------|---------------------------------|-------------------|--------------------------------|
| No:           | AP010                           | Page:             | 1 of 25                        |
| Prepared by:  | Apprentice Coordinator          | Approved by:      | Head of Academy                |
| Effective:    | 1 <sup>st</sup> September 2021  | Last Review Date: | 06th March 2025                |
| Distribution: | CLAAS UK Ltd Apprentice Cohorts | Next Review Date: | 01 <sup>st</sup> February 2026 |

This policy should be read alongside the following CLAAS UK Ltd policies and procedures:

|  |                                      |
|--|--------------------------------------|
| AP001 Complaints                           | AP003 Prevent                        |
| AP005 Equality & Diversity                 | AP006 Health & Safety                |
| AP010 Safeguarding                         | AP014 Apprentice Behaviour & Conduct |
| AP015 Residential Apprentice Accommodation | AP017 E-Safety                       |
| AP018 Bullying and Harassment              |                                      |

### 1. POLICY STATEMENT

CLAAS UK Ltd is committed to promoting and safeguarding the welfare of young people and adults at risk to help protect them from abuse.

CLAAS UK Ltd and its Academy aims to provide a safe and welcoming environment, underpinned by a culture of openness where apprentices feel secure, are able to raise concerns, believe they are being listened to, and that appropriate action will be taken to keep them safe.

### 2. SCOPE

This policy is to inform everyone connected with the CLAAS UK Ltd and its Academy, and with whom it subcontracts or comes into connection with, of our position with regards to the safeguarding of Apprentices.

### 3. OUR COMMITMENT TO APPRENTICES

CLAAS UK Ltd recognises its responsibilities to safeguard the welfare of all apprentices attending CLAAS UK Ltd and during their end-to-end apprenticeship programme. It is the duty of all staff to be aware and implement this Safeguarding policy. It is not the responsibility of staff to investigate suspected abuse, but to identify any alleged/potential

abuse or safeguarding concern and to refer this to the designated Safeguarding lead, who will then take appropriate action that may include referring to an appropriate authority.

All Apprentices undertaking training at CLAAS UK Ltd's Academy have the right to be taught and assessed in a safe and caring environment and where their welfare is paramount. We take responsibility to meet our obligations regarding our duty of care to all Apprentices whilst at our Academy.

We will do this by:

- Ensure the Safer Recruitment processes are adhered to
- Promote this policy through staff induction and at suitable opportunities, e.g. team meetings
- Provide safeguarding training for all staff working with apprentices, including regular refresher training
- Raise awareness of safeguarding with all apprentices at the start of their program through the induction process and through the curriculum delivery
- Provide accessible information and resources for staff and apprentices relating to safeguarding
- Have effective arrangements in place to educate, promote and maintain a safe working and learning environment
- Have robust systems in place to monitor and control the internet access and usage within the Academy
- Have a designated safeguarding lead and deputy in place
- Operate a zero tolerance to bullying by staff and apprentices
- Ensure apprentices know who they can approach within the team if they are concerned or worried and need to talk to someone
- Ensure everyone is aware of this policy and know the procedure to adopt when reporting safeguarding concerns
- Engage with agencies to protect our apprentices. This could include law enforcement or child welfare agencies where necessary
- Ensure all incidents relevant to this policy in respect of all Apprentices undertaking training at the CLAAS UK Ltd to be reported in a timely way both internally and to the appropriate authorities, linked to appropriate recording of the relevant details.

#### 4. SAFEGUARDING LEADS

| Position                            | Name             | Job Role                                   | Contact Number |
|-------------------------------------|------------------|--|----------------|
| Designated Safeguarding Lead        | Kerry Fillingham | Apprentice Coordinator                     | 01284 763100   |
| Deputy Designated Safeguarding Lead | Joe Bonito       | Head of Academy & Apprenticeship Programme | 01284 763100   |
| Deputy Designated Safeguarding Lead | John Kireia      | Technical Training Instructor              | 01284 763100   |
| Safeguarding Governor               | Peter Dewhurst   | Apprenticeship Governor                    | 01284 763100   |

The Designated Safeguarding Lead role is to oversee and ensure that our safeguarding policy is fully implemented and they action the following:

- monitoring and recording concerns
- making referrals to social care, or police, as relevant, without delay
- liaison with other agencies
- arranging training for all staff

At CLAAS UK Ltd, all our direct employees of the apprenticeship programme have been trained to take on the role as Designated Safeguarding Lead.

The Deputy for Safeguarding should be available to support or cover for the Lead. S/he will also handle any complaints or allegations against the Lead for Safeguarding if appropriate.

For apprentices staying in residential accommodation at Saxham and who need to speak to a member of CLAAS UK Ltd outside of training hours in an emergency situation, apprentices are asked to contact the Out of Hours Emergency Safeguarding Number on 01284 777614.

#### 5. LINE OF ACCOUNTABILITY FOR SAFEGUARDING

The responsibility for safeguarding at board level is shared between members.

As part of our ongoing commitment, we will continuously review our approach to Safeguarding. Safeguarding is a standing Board agenda item whereby any areas of concern, risk, policy review, reporting, training and so on are discussed as necessary.

Nominated Safeguarding Officers in the organisation at Board level are;

Trevor Tyrrell, CEO

Nikki Mitcham, Company Secretary & Head of Business Administration

Peter Dewhurst, Safeguarding Lead Governor

## 6. SAFER RECRUITMENT

We will ensure safeguarding considerations are incorporated into every stage of the recruitment process to help deter, reject or identify people who might abuse apprentices or are otherwise unsuited to working with them. We will ensure:

- Our commitment to safeguarding is published at advertisement and application levels
- Applicant identities are checked at interview
- All job offers are subject to appropriate references being supplied
- Having sound procedures and recording for interviewing to ensure we are satisfied, and can evidence that the applicant is appropriate and suitable
- Always taking up two written references, one from the most recent employer or education establishment
- Ensuring at least one person on each interview panel will have undertaken Safer Recruitment training
- A satisfactory criminal records check on appointment, as appropriate to the job role

For further information about our commitment to safe recruitment, please refer to our Safer Recruitment Policy.

## 7. EMPLOYEE CODE OF CONDUCT

CLAAS UK Ltd recognises that we are in a position of trust and have strict professional boundaries in place when interacting with apprentices;

- Individual employees must not socialise with apprentices regardless of age. Organised and authorised social events (such as works function, graduation ceremonies) are permitted upon management authorisation
- Employees must not have personal or intimate relations with apprentices whilst on programme
- Employees must adhere to our Social Media policy and must not initiate, follow or approve to be a 'friend' of individual apprentices whilst on programme on any social media platform
- Not give apprentices personal contact numbers or email addresses of employees
- Employees must not buy or accept gifts from apprentices
- Not use inappropriate language with apprentices e.g. over familiar, abusive, explicit, extremist, prejudiced

- Physical interaction should only be applied if there is a risk to an employee, apprentice or visitor of CLAAS UK Ltd
- Employees should not get emotionally or personally involved in an apprentice's circumstances and should maintain a professional relationship at all times
- Employees should not transport apprentices in their personal cars
- Employees should never visit an apprentice's home address, unless authorised by management

## 8. ALLEGATIONS / COMPLAINTS MADE ABOUT ACADEMY STAFF

Where an allegation of abuse is made against a member of staff the concern must be taken to the Designated Safeguarding Lead who will speak with the Local Authority Designated Officer (LADO) to discuss the next steps.

If the allegation is against the Designated Safeguarding Lead the concern must be taken to the Head of the Academy or Head of HR. No member of staff will conduct their own investigation or pass on information to the alleged perpetrator. In all allegations the LADO will advise on the action to take.

Where a complaint or allegation has been made with regards to any inappropriate behaviour or poor practice, the Lead or Deputy will, in all cases, discuss the situation with social care services (the LADO with regards to children England and Wales only) and / or the police before making an open decision about the best way forward.

In the case where the Lead is implicated, the Deputy should be informed. In the exceptional circumstances that both are involved, the person concerned will inform the Senior Lead. If there is a belief that the concern has not been taken seriously or acted upon then any one can "Whistleblow". Please refer to the separate CLAAS UK Ltd Whistleblowing Policy.

With regards to disciplinary and grievance procedures, we will take no steps until we have fully discussed and agreed a strategy with social care services and / or the police. Any investigation will override the need to implement any such procedures.

Where an allegation of abuse is made against a member of staff, a disciplinary investigation by CLAAS UK Ltd will be conducted in accordance with the existing staff disciplinary procedures, only when any formal police or local authority investigations have been completed.

As part of our whole approach to safeguarding we promote an open and transparent culture in which all concerns about adults working in or on behalf of the Academy (including sub-contractor staff) are dealt with promptly and appropriately. This includes allegations which do not meet the harms threshold, also known as low level concerns.

### **Low level concerns**

We understand that the term 'low-level' concern does not mean that it is insignificant. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the Academy may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work and
- does not meet the harm threshold or is otherwise not serious enough to consider a

referral to the LADO.

Examples of such behaviour could include, but are not limited to:

- being over friendly with apprentices
- having favourites
- taking photographs of young people on their mobile phone
- engaging with a young person on a one-to-one basis in a secluded area
- humiliating apprentices

### **Sharing low-level concerns**

CLAAS UK have created an environment where staff are encouraged and feel confident to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

Low-level concerns should be shared initially with the Designated Safeguarding Lead or Head of Academy. If shared initially with the Designated Safeguarding Lead, they will inform the Head of Academy in a timely manner according to the nature of each particular low-level concern. The Head of Academy is the ultimate decision maker in respect of all low-level concerns, but they may wish to consult with the Designated Safeguarding Lead for a collaborative decision-making approach.

The Designated Safeguarding Lead or Head of Academy may consult with the LADO for further guidance.

### **Recording low-level concerns**

All low-level concerns are recorded in writing. The record should include details of the concern, the context in which the concern arose, and action taken. The name of the individual sharing their concerns should also be noted, if the individual wishes to remain anonymous then that should be respected as far as reasonably possible.

Records of low-level concerns will be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified and responded to.

Where a pattern of behaviour is identified, the Head of Academy will decide on a course of action. This might be internal disciplinary procedures, or referral to the LADO if the harms threshold is met.

The Designated Safeguarding Lead will support the Head of Academy in considering if there are any wider cultural issues in the Academy, that enabled the behaviour to occur and if appropriate policies could be revised or extra training delivered to minimise the risk of recurrence.

## **9. WHISTLEBLOWING**

Whistleblowing is when someone raises a concern externally about a person or practice within the organisation, which will affect others in an illegal and or harmful way.

Our organisation promotes the sharing of any concerns regarding the safeguarding of young people and adults at risk as soon as possible with the Lead or Deputy for Safeguarding.

Please refer to the separate CLAAS UK Ltd Whistleblowing Policy.

If individuals reporting their concerns within our organisation do not feel they have been acted upon then we support their right to report these concerns to the Local Authority Designated Office (LADO) (England and Wales only) social care services, the police, and Ofsted.

All media enquiries will be handled by Trevor Tyrrell, CEO

## 10. **CONFIDENTIALITY**

CLAAS UK Ltd takes its responsibilities to report crime seriously and as a result will not afford confidentiality in the following situations:

- Where it is identified that a child or adult is at risk of harm
- Where we are told that a serious crime has been committed or is about to be committed
- Where information regarding terrorism or drug trafficking is disclosed
- Where we are instructed to disclose something by a court

## 11. **DEFINITIONS**

### **Safeguarding Children**

A 'child' in England, Wales, Ireland and Northern Ireland is anyone who is under 18 years of age. In Scotland it is generally the case that a child is anyone under the age of 16.

CLAAS UK Ltd uses definitions of the term 'safeguarding' from statutory guidance. Safeguarding and promoting the welfare of children is defined in "Working Together to Safeguard Children 2023" and "Keeping Children Safe in Education 2024" as:

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

### **Safeguarding Adults**

The term 'adult at risk' means a person, aged 18 or over and is:

- having needs for care and support, and
- experiencing, or is at risk of, abuse and neglect and
- as a result of those care needs, is unable to protect themselves from either the risk of, or the experience of abuse or neglect.

## 12. SAFEGUARDING ISSUES

Safeguarding actions may be needed to protect apprentices from the following safeguarding issues. Further definitions can be found within Appendix 1.

- Physical Abuse
- Emotional Abuse
- Sexual Abuse
- Neglect
- Peer on Peer Abuse
- Bullying including cyberbullying
- Children missing from education
- Child Sexual Exploitation (CSE)
- Child Trafficking and Modern Slavery
- Child Criminal Exploitation
- Domestic Abuse
- Drugs
- Fabricated or Induced Illness
- Faith Based Abuse
- Gender-Based Violence
- Honor Based Abuse
- Female Genital Mutilation (FGM)
- Forced Marriage
- Breast Ironing
- Mental Health
- Private Fostering
- Radicalisation
- Relationship Abuse
- Sexual Violence & Sexual Harassment
- Sharing nudes and semi-nudes
- Trafficking
- Upskirting
- Youth Violence

## 13. RELEVANT LEGISLATION AND GUIDANCE

This document reflects the following key pieces of legislation and guidance including:

- [Keeping Children Safe in Education \(2024\)](#)
- [Working Together to Safeguard Children \(2023\)](#)
- [What to do if you're worried a child is being abused: Advice for practitioners \(2015\)](#)
- [Children Act \(2004\)](#)

- [Education Act \(2002\)](#)

#### 14. CATEGORIES OF ABUSE

There are four main categories of abuse and neglect as defined in Working Together to Safeguard Children:

##### **Physical Abuse:**

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

##### **Emotional Abuse:**

Emotional abuse is persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child 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 children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

##### **Sexual Abuse:**

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child 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 children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

##### **Neglect:**

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: a. provide adequate food, clothing and shelter (including exclusion from home or abandonment) b. protect a child from physical and emotional harm or danger c. ensure adequate supervision (including the use of inadequate caregivers) d. ensure access to appropriate medical care or treatment It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

## 15. **SPECIFIC SAFEGUARDING ISSUES**

### **DRUGS:**

The term 'drugs' is used to refer to all drugs:

- All illegal drugs
- All illegal drugs, including alcohol, tobacco, and volatile substances

CLAAS UK Ltd has a strict no-tolerance policy to illegal drugs and alcohol for its apprenticeship programmes. This means that all incidents will automatically trigger a disciplinary process. Apprentices under the influence or in possession of them will be suspended whilst the matter is investigated.

Apprentices making disclosures about their own drug misuse will be made aware of support available through external support agencies.

## 16. **RESIDENTIAL APPRENTICES**

Apprentices attending block release training will be supported by the CLAAS UK Ltd team and the individual hotel/s. The specified accommodation provider will take part in safeguarding training approved by CLAAS UK Ltd. Apprentices will be issued with a residential accommodation agreement, which they must sign at the start of the programme, parental consent will be mandatory for those apprentices who are under 18 years old. All apprentices and parents will be briefed on safeguarding procedures at the start of the programme and will be delivered as part of the standard induction. An out of hours telephone number will be provided to apprentices and their parents/guardians for any emergency safeguarding concerns.

Out of Hours Emergency Safeguarding Number: 01284 777614.

Preventative Measures:

- Same gender room allocations
- Under 18's and Over 18's to be allocated separate rooms
- All apprentices are required to sign in and out of the hotel
- Curfew in place for all apprentices

## 17. **RECORD KEEPING, MONITORING AND REVIEW**

- All records relating to the safeguarding of apprentices will be kept in a secure confidential file separate from the learner files by the designated safeguarding lead
- All records must be clear, accurate and concise with decisions and outcomes clearly recorded
- The Apprentice Management team will ensure safeguarding is a permanent agenda item to be discussed at team meetings
- All safeguarding instances and referrals will be reported to the board on an annual basis
- The Safeguarding policy will be reviewed on an annual basis

- Designated Safeguarding Lead to meet quarterly with the Designated Safeguarding Governor
- Safeguarding to be discussed as a permanent agenda item in the quarterly Apprentice Governance Board

**Procedures related to this policy:**

- Appendix 1: Types of abuse and its signs
- Appendix 2: The seven golden rules top sharing information
- Appendix 3: Procedure on handling a safeguarding disclosure
- Appendix 4: Safeguarding Procedure Flowchart
- Appendix 5: Record of concern about an apprentice’s safety and welfare
- Appendix 6: Safeguarding agencies and referral contacts
- Appendix 7: Where to get help and information
- Appendix 8 Glossary of terms

**Version Information**

| <b>Date</b> | <b>Section(s) amended</b>      | <b>Brief Description</b>  |
|-------------|--------------------------------|---|
| 01/11/2022  | 9: Relevant Legislation        | Keeping Children safe in Education (2022) - Statutory guidance updated                            |
| 17/01/2023  | 4. Safeguarding Lead           | Section Added   |
|             | 7. Confidentiality             | The word vulnerable changed to adult at risk  |
|             | 8. Definitions                 | Safeguarding Adults: meaning amended  |
|             | 9. Safeguarding Issues         | Amended issues: Faith Abuse & Honor Based Violence  |
|             | 10. Relevant Legislation       | Removed:<br>Safeguarding Children (2006)<br>Suffolk Safeguarding Partnership                      |
|             | 13. Residential Learners       | Added to preventative measures and included reference to accommodation agreement<br>Section Added |
|             | 15. Allegations and Complaints |   |

|            |   |  |
|------------|---|--|
|            | Appendix 1: Types of Abuse  | Peer on Peer Sexual Abuse changed to Child on Child Sexual Abuse<br><br>Sexting changed to sharing nudes and semi-nudes  |
| 05/12/2023 | 9. Relevant Legislation<br><br>11. Definitions  | Updated hyperlink to new legislation KCSIE 2023<br><br>Definition of a child within the delovd nations   |
| 06/02/2024 | 18. Residential Apprentices   | Curfew changed to all apprentices  |
| 11/07/2024 | 4. Safeguarding Leads   | Contacts updated with new staff members  |
| 11/07/2024 | 6. Safer Recruitment  | Reference to the seperate Safer Recruitment Policy   |
| 11/07/2024 | 8. Allegations / Complaints   | Wording adjustment<br>Low Level Concerns infomation added  |
| 19/11/2024 | All sections referring to KCSIE 2023<br><br>4. Safeguarding Leads<br><br>8. Allegations about Academy Staff<br><br>15. Specific Safeguarding Issues<br><br>17. Record Keeping | Changed to KCSIE 2024<br><br>Peter Dewhurst added to list<br><br>Low Levels concerns updated<br><br>All over the counter and prescription medicines removed<br><br>Added Goverance |

## Appendix 1

### Types of Abuse and its signs

Source: NSPCC

| Bullying and Cyberbullying   |   |
|--|---|
| <p>Bullying is behaviour that hurts someone else. It includes name-calling, hitting, pushing, spreading rumours, threatening or undermining someone. It can happen anywhere – in education, at home or online. It is usually repeated over a long period of time and can hurt a child both physically and emotionally. Cyberbullying is bullying that takes place online. Unlike bullying offline, online bullying can follow the child wherever they go, via social networks, gaming and mobile phone.</p>  | <p>No single sign will indicate for certain that a child or young person is being bullied, but watch out for:</p> <ul style="list-style-type: none"><li>• Belongings getting 'lost' or damaged</li><li>• Physical injuries, such as unexplained bruises</li><li>• Being afraid to go to different places</li><li>• Not doing as well in education</li><li>• Asking for, or stealing, money (to give to whoever's bullying them)</li><li>• Being nervous, losing confidence, or becoming distressed and withdrawn</li><li>• Problems with eating or sleeping</li><li>• Bullying others</li></ul>       |
| Child Sexual Exploitation  |   |
| <p>Child sexual exploitation (CSE) is a type of sexual abuse. When a child or young person is exploited they are given things, like gifts, drugs, money, status and affection, in exchange for performing sexual activities. Children and young people are often tricked into believing they're in a loving and consensual relationship. This is called grooming. They may trust their abuser and not understand that they are being abused.</p> <p>Children and young people can be trafficked into or within the UK to be sexually exploited. They're moved around the country and abused by being forced to take part in sexual activities, often with more than one person. Young people in gangs can also be sexually exploited.</p> <p>Sometimes abusers use violence and intimidation to frighten or force a child or young person, making them feel as if they have no choice. They may lend them large sums of money they know cannot be repaid or use financial abuse to control them.</p> | <p>Sexual exploitation can be difficult to spot and sometimes mistaken for "normal" teenage behaviour.</p> <ul style="list-style-type: none"><li>• Unhealthy or inappropriate sexual behaviour</li><li>• Being frightened of some people, places or situations</li><li>• Being secretive</li><li>• Sharp changes in mood or character</li><li>• Having money or things they can't or won't explain</li><li>• Physical signs of abuse, like bruises or bleeding in their genital or anal area</li><li>• Alcohol or drug misuse</li><li>• Sexually transmitted infections</li><li>• Pregnancy</li></ul> |

| <b>Child Trafficking</b>  |   |
|---|---|
| <p>Trafficking is where children and young people tricked, forced or persuaded to leave their homes and are moved or transported and then exploited, forced to work or sold. Children are trafficked for sexual exploitation, benefit fraud, forced marriage, domestic slavery, committing crimes or forced labour.</p>   | <p>It may not be obvious that a child has been trafficked but you might notice unusual or unexpected things. They might:</p> <ul style="list-style-type: none"> <li>• Spend a lot of time doing household chores</li> <li>• Have no access to their parents or guardians</li> <li>• Have money or things you wouldn't expect them to</li> <li>• Can't or are reluctant to share personal information</li> <li>• Live in low-standard accommodation</li> </ul>   |
| <b>Criminal Exploitation and Gangs</b>  |   |
| <p>Criminal exploitation is child abuse where children and young people are manipulated and coerced into committing crimes.</p> <p>Children and young people who may be affected by gang activity. It's not illegal for a young person to be in a gang – there are different types of 'gang' and not every 'gang' is criminal or dangerous. However, gang membership can be linked to illegal activity, particularly organised criminal gangs involved in trafficking, drug dealing and violent crime.</p> <p>County Lines is the police term for urban gangs exploiting young people into moving drugs from a hub, normally a large city, into other markets - suburban areas and market and coastal towns - using dedicated mobile phone lines or "deal lines".</p> | <p>There are some signs to look out for if you are worried a child or young person has joined a gang, or is being criminally exploited.</p> <ul style="list-style-type: none"> <li>• Frequently absent from work or education</li> <li>• Going missing from home or travelling for unexplained reasons</li> <li>• In a relationship or hanging out with someone older than them</li> <li>• Being angry, aggressive or violent</li> <li>• Being isolated or withdrawn</li> <li>• Using new slang words</li> <li>• Taking drugs and abusing alcohol</li> <li>• Self-harming and feeling emotionally unwell</li> </ul> |
| <b>Domestic Abuse</b>   |   |
| <p>Domestic abuse is any type of physical or sexual abuse; violent or threatening behaviour; controlling or coercive behaviour; economic abuse; psychological, emotional or other abuse. It does not matter whether the behaviour consists of a single incident or a course of conduct.</p>   | <p>It can be difficult to tell if domestic abuse is happening and those carrying out the abuse can act very different when other people are around.</p> <ul style="list-style-type: none"> <li>• Afraid of their partner or family member</li> <li>• Withdrawal</li> <li>• Eating Disorder</li> <li>• Drug or alcohol use</li> <li>• Problems in work or education</li> </ul>   |

| <b>Emotional Abuse</b>  |  |
|---|--|
| <p>Emotional abuse is any type of abuse that involves the continual emotional mistreatment. Emotional abuse includes criticizing, embarrassing, blaming, shaming, or otherwise manipulate another person. Using a consistent pattern of abusive words and bullying behaviours that wear down a person's self-esteem and undermine their mental health.</p>  | <ul style="list-style-type: none"> <li>• Seem unconfident or lack self-assurance</li> <li>• Struggle to control their emotions</li> <li>• Have difficulty making or maintaining relationships</li> <li>• Act in a way that's inappropriate for their age</li> </ul>  |
| <b>Female Genital Mutilation (FGM)</b>  |  |
| <p>FGM is when a female's genitals are deliberately altered or removed for non-medical reasons. It is also known as 'female circumcision' or 'cutting', but has many other names. FGM is a form of child abuse. It is dangerous and a criminal offence in the UK.</p>   | <p>Signs FGM might happen:</p> <ul style="list-style-type: none"> <li>• A family arranges a long holiday overseas or visits a family abroad during the summer holidays</li> <li>• A girl runs away – or plans to run away - from home</li> <li>• A special occasion or ceremony takes place where a girl 'becomes a woman' or is 'prepared for marriage'</li> </ul> <p>Sign FGM might have taken place:</p> <ul style="list-style-type: none"> <li>• Having difficulty walking, standing or sitting</li> <li>• Spending longer in the bathroom or toilet</li> <li>• Appearing quiet, anxious or depressed</li> <li>• Reluctance to go to the doctors or have routine medical examinations</li> </ul> |
| <b>Grooming</b>   |  |
| <p>Grooming is when someone builds a relationship, trust and emotional connection with a child or young person so they can manipulate, exploit and abuse them. Children and young people who are groomed can be sexually abused, exploited or trafficked. Anybody can be a groomer, no matter their age, gender or race. Grooming can take place over a short or long period of time – from weeks to years.</p> | <p>Some signs you might see:</p> <ul style="list-style-type: none"> <li>• being very secretive about how they're spending their time, including when online</li> <li>• having an older boyfriend or girlfriend</li> <li>• having money or new things like clothes and mobile phones that they can't or won't explain</li> <li>• being upset, withdrawn or distressed</li> </ul>  |

| <b>Neglect</b>  |   |
|---|---|
| <p>Neglect is the ongoing failure to meet a child's basic needs and the most common form of child abuse. A child might be left hungry or dirty, or without proper clothing, shelter, supervision or health care. This can put children and young people in danger. In addition, it can also have long-term effects on their physical and mental wellbeing.</p> <p>Four types of neglect are, physical, educational, emotional and medical.</p>                                | <p>Neglect can be really difficult to spot. Having one of the signs does not necessarily mean a child is being neglected. But if you notice multiple signs that last for a while, they might show there's a serious problem. Some signs might be:</p> <ul style="list-style-type: none"> <li>• Poor appearance and hygiene</li> <li>• Health and Development problems</li> <li>• Housing and family issues</li> <li>• Change in behaviour</li> </ul>  |
| <b>Online Abuse</b>   |   |
| <p>Online abuse is any type of abuse that happens on the internet. It can happen across any device that is connected to the web, like computers, tablets and mobile phones. It can happen anywhere online including: social media, text messages, online chats or gaming and emails. Different types of online abuse can include cyberbullying, emotional abuse, grooming, sharing nudes and semi-nudes, sexual abuse and sexual exploitation.</p>                            | <p>Sign that a young people experiencing online abuse could include:</p> <ul style="list-style-type: none"> <li>• seem distant, upset or angry after using the internet or texting</li> <li>• have lots of new phone numbers, texts or email addresses on their mobile phone, laptop or tablet</li> <li>• be secretive about who they're talking to and what they're doing online or on their mobile phone</li> </ul>   |
| <b>Child on Child Sexual Abuse</b>  |   |
| <p>Child on child sexual abuse is sexual abuse that happens between children of a similar age or stage of development. It can happen between any number of children and can affect any age group.</p> <p>It can be harmful to the children who display it as well as those who experience it.</p> <p>Children can experience child on child sexual abuse in a wide range of settings, including at school, at home or in someone else's home, in public spaces and online</p> | <p>It can be difficult to work out if a child is displaying appropriate, inappropriate, problematic or abusive sexual behaviour. Examples of sexually abuse behaviour may include:</p> <ul style="list-style-type: none"> <li>• inappropriate of unwanted sexualised touching</li> <li>• pressurising, forcing or coercing others to perform or take part in sexual acts</li> <li>• sharing sexual images of a person without their consent</li> <li>• pressurising, forcing or coercing someone to share nude and/or semi-nude images</li> <li>• taking a picture under a person's clothing, without their consent ('upskirting')</li> </ul> |

## Physical Abuse

Physical abuse is when someone hurts or harms a child or young person on purpose such as poisoning, kicking, hitting, breaking bones and drowning.

It's important to remember that physical abuse is any way of intentionally causing physical harm to a child or young person. It also includes making up the symptoms of an illness or causing a child to become unwell.

Bumps and bruises don't always mean a child is being physically abused. All children have accidents, trips and falls. And there isn't just one sign or symptom to look out for. But it's important to be aware of the signs.

If a child regularly has injuries, there seems to be a pattern to the injuries or the explanation doesn't match the injuries, then this should be reported.

Physical abuse symptoms can include:

- Bruises
- Broken or fractured bones
- Burns or scalds
- Bite marks

## Sexual Abuse

When a child or young person is sexually abused, they're forced or tricked into sexual activities. They might not understand that what's happening is abuse or that it's wrong. And they might be afraid to tell someone. Sexual abuse can happen anywhere – and it can happen in person or online. There are 2 types of sexual abuse – contact and non-contact abuse.

Contact abuse is where an abuser makes physical contact with a child. This includes, sexual touching of any part of a child's body, whether they're clothed or not, using a body part or object to rape or penetrate a child, making a child undress or touch someone else. Contact abuse can include touching, kissing and oral sex – sexual abuse isn't just penetrative.

Non-contact abuse is where a child is abused without being touched by the abuser. This can be in person or online and includes exposing, showing pornography, making them masturbate, forcing a child to take part in sexual activities or conversation online or through a smartphone.

Knowing the signs of sexual abuse can help give a voice to children. Sometimes children won't understand that what's happening to them is wrong. Or they might be scared to speak out. Some of the signs you might notice include:

- Alcohol or drug misuse
- Self-harm
- Changes to their mood, feeling irritable and angry
- Sexually transmitted infections
- Bruises
- Spend a lot more or a lot less time than usual online, texting, gaming or using social media

## Appendix 2

### The seven golden rules to sharing information

Source: HM Government, Information Sharing, Advice for practitioners providing safeguarding services to children, young people, parents and carers

1. Remember that the UK General Data Protection Regulation (GDPR), Data Protection Act 2018 and human rights law are not barriers to justified information sharing, but provide a framework to ensure that personal information about living individuals is shared appropriately.
2. Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
3. Seek advice from other practitioners, or your information governance lead, if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.
4. Where possible, share information with consent, and where possible, respect the wishes of those who do not consent to having their information shared. Under the GDPR and Data Protection Act 2018 you may share information without consent if, in your judgement, there is a lawful basis to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be clear of the basis upon which you are doing so. Where you do not have consent, be mindful that an individual might not expect information to be shared.
5. Consider safety and well-being: base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.
6. Necessary, proportionate, relevant, adequate, accurate, timely and secure: ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up to-date, is shared in a timely fashion, and is shared securely (see principles).
7. 7. Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

## Appendix 3

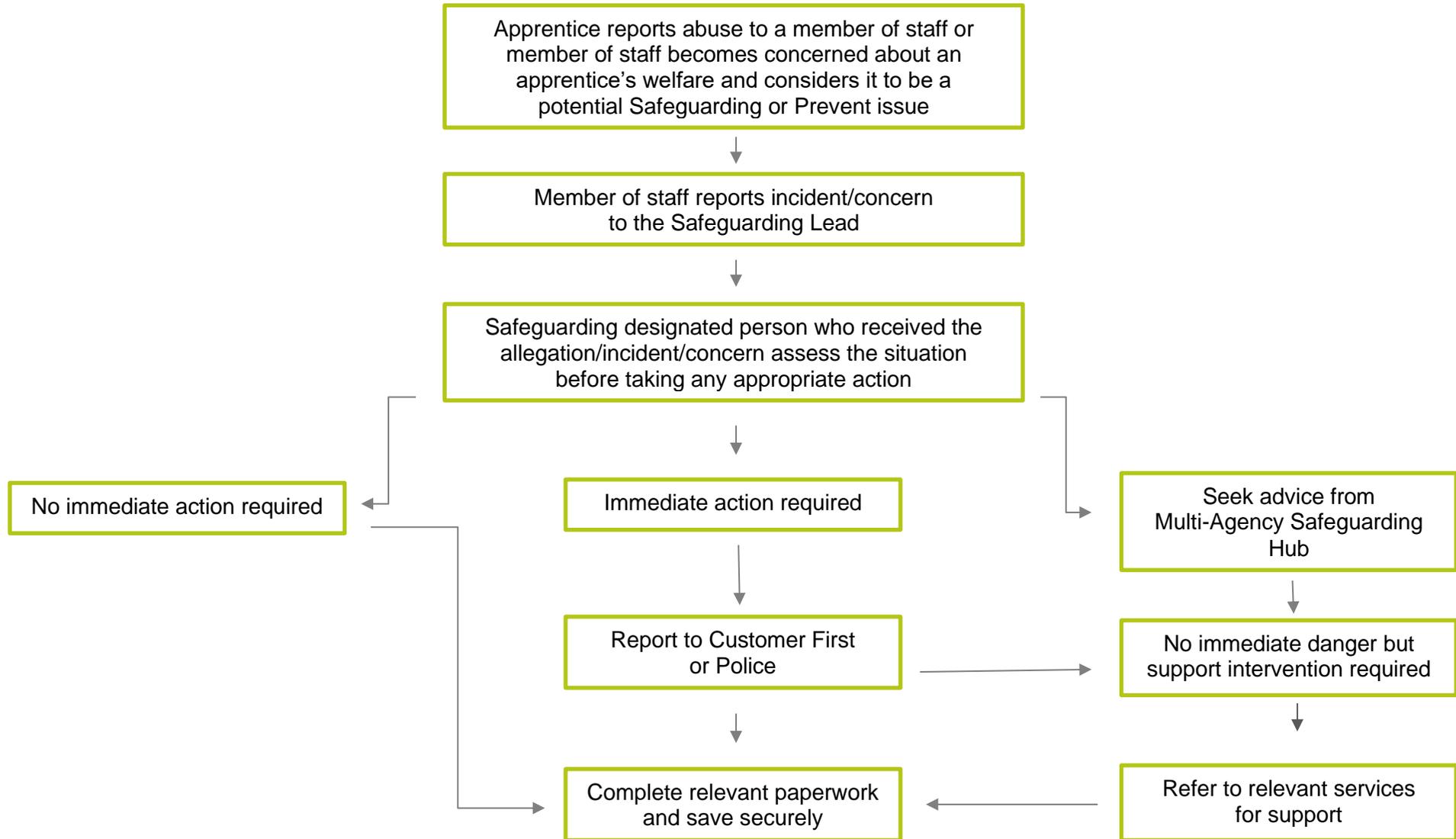
### Procedure on handling a safeguarding disclosure

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

|                |   |
|----------------|---|
| Stay           | Stay calm and listen carefully, offer reassurance to the young person |
| Use            | Use reflective listening and ask open-ended questions                 |
| Do not promise | Do not promise confidentiality  |
| Record         | Record what you have seen or heard that has caused concern            |
| Accuracy       | Record what the young person has said and how you responded           |
| Sign and Date  | Always sign, date and time stamp documents                            |
| Use            | Use a body map when recording a concern about physical injury         |
| Seek           | Seek further advice from Professionals                                |

## Appendix 4

### Safeguarding Procedure Flowchart



## Appendix 5

Record of concern about an apprentice's safety and welfare:

| <b>Section 1 – Details of Apprentice</b>                         |                                 |                                 |
|--|---------------------------------|---------------------------------|
| <b>Apprentice's name:</b>  | <b>Date of Birth:</b>           | <b>Programme Year:</b>          |
| <b>Dealer:</b>   | <b>Name of Service Manager:</b> | <b>Name of Parent/Guardian:</b> |
| <b>Section 2 – Outline of Safeguarding concern or disclosure</b> |                                 |                                 |
| <b>Use the apprentices own words</b>                             |                                 |                                 |

**Section 3 – Member of Staff completing the form**

|                                   |   |
|-----------------------------------|---|
| <b>Name:</b>                      | <b>Date &amp; Time of disclosure:</b>           |
| <b>Signature of staff member:</b> | <b>Date &amp; Time of completing this form:</b> |

**Section 4 – Designated Safeguarding Lead Notes**

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**Section 5 – Next steps and action required**

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**Section 6 – To be completed by the Designated Safeguarding Lead**

|                    | Yes / No | If yes, person discussed with? | Date & Time | Outcome |
|--------------------|----------|--------------------------------|-------------|---------|
| <b>MASH Team</b>   |          |                                |             |         |
| <b>Social Care</b> |          |                                |             |         |
| <b>Other</b>       |          |                                |             |         |

**Section 7 – Completion**

|                                   |  |              |  |
|-----------------------------------|--|--------------|--|
| <b>Head of Academy Signature:</b> |  | <b>Date:</b> |  |
|-----------------------------------|--|--------------|--|

## Appendix 6

### Safeguarding agencies and referral contacts:

| Agency                                      | When to use   | Contact Numbers |
|---|---|-----------------|
| MASH – Professional Consultation Line       | To discuss with a Social Worker whether or not a referral is required                         | 0345 6061499    |
| Customer First                              | Concerned about an immediate risk to the safety of a young person                             | 0808 800 4005   |
| Police                                      | In an emergency   | 999             |
| LADOs – Local Authority Designated Officers | In relation to safeguarding issues where an allegation have been made about a member of staff | 0300 123 2044   |

## Appendix 7

### Where to get help and Information?

| Concern                      | Organisation         | Number        | Website  |
|------------------------------|----------------------|---------------|--|
| Alcohol                      | Alcoholics Anonymous | 0800 9177 650 | <a href="http://www.alcoholics-anonymous.org.uk">www.alcoholics-anonymous.org.uk</a> |
|                              | Drink Aware          | 020 7766 9900 | <a href="http://www.drinkaware.co.uk">www.drinkaware.co.uk</a>                       |
|                              | Open Road            | 0844 499 1323 | <a href="http://www.openroad.org.uk">www.openroad.org.uk</a>                         |
|                              | Healthy Suffolk      | 0300 123 0872 | <a href="http://www.healthysuffolk.org.uk">www.healthysuffolk.org.uk</a>             |
| Drugs                        | Frank                | 0300 123 6600 | <a href="http://www.talktofrank.com">www.talktofrank.com</a>                         |
|                              | Healthy Suffolk      | 0300 123 0872 | <a href="http://www.healthysuffolk.org.uk">www.healthysuffolk.org.uk</a>             |
|                              | Open Road            | 0844 499 1323 | <a href="http://www.openroad.org.uk">www.openroad.org.uk</a>                         |
| Bullying                     | Bullying UK          | 0808 800 2222 | <a href="http://www.bullying.co.uk">www.bullying.co.uk</a>                           |
|                              | Childline            | 0800 11111    | <a href="http://www.childline.org.uk">www.childline.org.uk</a>                       |
| Child Abuse & Neglect        | Samaritans           | 116 123       | <a href="http://www.samaritans.org">www.samaritans.org</a>                           |
|                              | Childline            | 0800 11111    | <a href="http://www.childline.org.uk">www.childline.org.uk</a>                       |
| Domestic Abuse               | Leeway               | 0300 561 0077 | <a href="http://www.leewaysupport.org">www.leewaysupport.org</a>                     |
|                              | Refuge               | 0808 2000 247 | <a href="http://www.refuge.org.uk">www.refuge.org.uk</a>                             |
| Emotional Health & Wellbeing | MIND                 | 0300 123 3393 | <a href="http://www.mind.org.uk">www.mind.org.uk</a>                                 |

|                |             |            |  |
|----------------|-------------|------------|--|
| Radicalisation | Childline   | 0800 11111 | <a href="http://www.childline.org.uk">www.childline.org.uk</a>   |
| Self-Harm      | Alumina     | Online     | <a href="http://www.selfharm.co.uk">www.selfharm.co.uk</a>       |
|                | Young Minds | Online     | <a href="http://www.youngminds.org.uk">www.youngminds.org.uk</a> |