

Central Training Group

Safeguarding Policy

2024 – 2025

Including

Mentoring Guidelines

Confidentiality Policy

Missing Child Protocol Policy

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General Policy Statement

This policy is issued to all members of staff and learners and is available on the Central Training Group website, www.centraltraininggroup.com. The policy is displayed on noticeboards within all training centres and issued to all employers each year (within the Employer's Handbook).

Central Training Group and its partners (CTG) has a statutory and moral duty to ensure that all sites function with a view to safeguarding, health & safety, and promoting the welfare of children, young people and vulnerable adults receiving education and training at CTG or who are visiting CTG. CTG accepts that safeguarding is a shared responsibility and has, in line with guidance such as Working Together, a strong commitment to co-operate in a multi-agency arena and to actively promote and safeguard the welfare of young people as part of the Working Together to Safeguard Children (DfES 2023).

Throughout these policies and procedures, reference is made to 'children and young people'. This term is used in reference 'those under 18 years of age' (The Children Act 1989 and 2004).

CTG recognise that some adults are also vulnerable to abuse; accordingly, the procedures may be applied (with appropriate adaptations) to allegations of abuse and the protection of vulnerable adults. The term 'vulnerable' adult refers to any person aged 18 years and over who is or may need support and community care services by reason of mental impairment, disability or illness and who is or may be unable to fully take care of him/herself or unable to protect him/herself against significant harm or exploitation.

CTG is committed to ensuring that all staff including the Board of Directors and the Non-Executive Director receive appropriate safeguarding and child protection (including online) training at induction and at least annually. This training is aimed at equipping them with the knowledge to provide strategic challenges to test and assure themselves that this policy is robust and appropriate.

CTG is committed to ensuring that:

- all staff, subcontractor staff and employers abide by Safeguarding rules.
- it provides a safe environment for all learners.
- it identifies children, young people and vulnerable adults who are suffering or likely to suffer significant harm from the initial interview stage.
- it takes appropriate action to see that such children, young people and vulnerable adults are kept safe, at home, at CTG, and at all other activities relating to educational learning.
- confidentiality is applied to any information of a personal and/or sensitive nature and that staff will receive guidance on the management and disclosure of confidential information where appropriate.

In pursuit of these aims CTG will approve and annually review policies and procedures with the aim of:

- raising awareness of issues relating to the welfare of children, young people and vulnerable adults, and the promotion of a safe environment for all those within CTG and CTG subcontractors.

- aiding the identification of children, young people and vulnerable adults at risk of significant harm and providing procedures for reporting concerns.
 - establishing procedures for reporting and dealing with allegations of abuse, including those against members of staff.
 - ensuring the safe recruitment of staff.
 - supporting staff to manage vulnerable learners.
 - ensuring that any sensitive matters are dealt with in a confidential manner.
- In developing the policies and procedures CTG will consult with, and take account of, guidance issued by the Department of Education and Skills and other relevant bodies and groups. The procedures have been developed in co-operation with the Local Safeguarding Children Boards in the areas around the CTG sites. The policy and procedures comply with the guidance entitled Keeping Children Safe in Education (2023). In relation to vulnerable adults: Safer Practice, Safer Learning 2007, Local Authority Adult Protection Procedures.

CTG will immediately refer concerns that a child, young person, or vulnerable adult might be at risk of significant harm, to the relevant Department of Social Care/Police and other agencies.

All staff working with children, young people and vulnerable adults will complete the Level 2 Child Protection online awareness course to familiarise them with child protection legislation and procedures. CTG will provide refresher training at least annually. There are two senior members of CTG management team with special responsibility for child protection/safeguarding vulnerable adults and they have completed Safeguarding Awards at Level 3.

CTG will receive an annual report from the designated person, which reviews how these duties have been discharged. CTG recognises the following as definitions of abuse: -

An abuse is a violation of an individual's human and civil rights by another person or persons, and we recognise that for young people high self-esteem, confidence, supportive friends, and clear lines of communication with trusted adults can help to prevent abuse.

Confidentiality

Safeguarding raises difficult issues of confidentiality. Staff have a professional responsibility to share information regarding abuse with one of the Designated Child Protection Officers (Sue Irons or Primrose Campbell).

If a member of staff thinks that a learner might be about to disclose abuse, they must gently point out to the learner that they are willing to listen but that they will have to inform someone else.

CTG staff cannot offer absolute confidentiality to learners. There are clear situations when it is essential that staff share information with their colleagues. In the case of abuse, it is mandatory that staff share information with the Designated safeguarding Leads (DSL).

CTG staff must contact the DSL if:

- There is information or evidence that a learner under the age of 18 is being abused or radicalised. (See also related Prevent Procedures/Policy)

- They suspect that abuse or radicalisation has taken place.
- They are unsure if abuse or radicalisation has taken place.
- In their judgement there is, or could be, a risk of harm or radicalisation.
- They suspect that a crime has been, or is about to be, committed.
- There is a clear breach of college rules.
- It is simply outside your experience to deal with the situation.

It is good practice to be as open and honest as possible with parents/carers about any concerns, however you **must not** discuss concerns with parents/carers in the following circumstances:

- Where sexual abuse or sexual exploitation is suspected
- Where organised or multiple abuse is suspected
- Where fabricated or induced illness (previously known as Munchausen Syndrome by proxy) is suspected.
- Where female genital mutilation is the concern
- In cases of suspected forced marriage
- Where contacting parents/carers would place a young person, yourself or others at immediate risk.

What is Abuse?

The Children Act defines a child as a person under the age of 18 years.

Safeguarding responsibilities also extend beyond the age of 18 to a group of vulnerable adults. A vulnerable adult is defined as a person aged eighteen or over, who has either a dependency upon others or a requirement for assistance in the performance of basic functions. This can be because of a learning or physical disability, a physical or mental illness or an addiction to alcohol.

Abuse is when a child or young person is hurt or harmed in a way that causes **significant harm** to that child and which may have an effect upon the young person's health, development or wellbeing.

Significant harm

Significant harm is ill-treatment that has **severe effects** on the young person's health and development. This could be a single traumatic event e.g., a violent assault, suffocation, or poisoning. More often significant harm is a combination of significant events, both acute and longstanding, which damage the young person's health and development. Where it is believed that a child/young person is suffering from, or is at risk of significant harm or radicalisation, we will follow the procedures set out in this policy.

The following specific issues require a safeguarding response and staff will be provided with guidance on how to recognise the signs and respond in an appropriate way:

Physical Abuse

Physical abuse causes harm to a person. It may involve hitting, shaking, throwing, poisoning, scalding, drowning, or suffocating. It may be done deliberately or recklessly or be the result of deliberate failure to prevent injury occurring.

Neglect

Neglect is the persistent or severe failure to meet a person's basic physical and/or psychological needs. It will result in serious impairment of health or development. This may include ignoring medical or physical care needs.

Sexual Abuse

Sexual abuse involves a person being forced or coerced into participating in or watching sexual activity. It is not necessary for the person to be aware that the activity is sexual, and the apparent consent of the person is irrelevant. Sexual abuse includes grooming and child sexual exploitation.

A child of 13 or under is deemed by the Sexual Offences Act to be unable to give consent.

Child Sexual or Criminal Exploitation (CS/CE)

The sexual exploitation of children and young people under 18 involves situations, contexts, and relationships where young people (or a third person or persons) receive 'something' (e.g., food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of performing, and/or other performing on them, sexual or criminal activities. CS/CE can occur using technology without the young person's immediate recognition, for example the persuasion to post sexual images on the internet/mobile phones with no immediate payment or gain. In all cases those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. **Both girls and boys can be exploited.**

Psychological Abuse

Psychological abuse occurs where there is persistent emotional ill treatment or rejection. It causes severe and adverse effects on the child's, young person's or vulnerable adult's behaviour and emotional development/health, which may result in low self-worth. Some level of emotional abuse is present in all forms of abuse. Psychological abuse may also include threats of harm or abandonment, humiliation, blaming, controlling, intimidation, coercion, verbal abuse, isolation or withdrawal from services or support networks.

Financial or Material Abuse

This may include theft, fraud, exploitation, pressure in connection with wills, property or inheritance, or the misappropriation of property, possessions, or benefits.

Discriminatory Abuse

This may include abuse, bullying and harassment based on individuals' Age, Disability, Gender Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion or Belief, Sex or Sexual Orientation.

Loss of Rights as a Citizen

This happens when a person's individual rights as a citizen are refused or prevented (for example, not being able to vote at elections).

Domestic Violence

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

Forced Marriage

A forced marriage is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used. It is an appalling and indefensible practice and is recognised in the UK as a form of violence against women and men,

domestic/child abuse and a serious abuse of human rights. The pressure put on people to marry against their will can be physical (including threats, actual physical violence, and sexual violence) or emotional and psychological (for example, when someone is made to feel like they are bringing shame on their family). Financial abuse (taking your wages or not giving you any money) can also be a factor.

Female Genital Mutilation

Female Genital Mutilation (FGM) comprises all procedures involving the partial or total removal of the external female genitalia or any other injury to the female genital organs for non-medical reasons. FGM has been categorised into four types, ranging from a symbolic prick to the clitoris or prepuce, to the extensive removal and narrowing of the vaginal opening. All these forms of FGM have been found in the UK. FGM is sometimes known as 'female genital cutting' or female circumcision. FGM is considered a grave violation of the rights of girls and women.

Breast Ironing

The mutilation is a traditional practice from Cameroon designed to make teenage girls, usually aged between 9 – 15 years old and from practising communities are most at risk of breast ironing

look less 'womanly' and to deter unwanted male attention, pregnancy, and rape. The practice is commonly performed by family members, 58% of the time by the mother. Signs are:

- Difficulty in lifting arms as the breast area will be tender to move and touch.
- Walking or sitting hunched over.
- Unusual behaviour after an absence from school or college including: ...
- Reluctance in undergoing normal medical examinations.

Prevent (under the Counter Terrorism and Security Act) Under Prevent, the following apply but are not limited to:

- Gun and Knife Crime
- Radicalisation
- Violent Extremism
- Discriminatory Abuse

In respect of safeguarding individuals from radicalisation, CTG works to the Prevent element of the Government's Counter Terrorism Strategy and where deemed appropriate seeks external support for learners through referrals to the Channel Programme. It is recognised that radicalisation can occur to an individual from any section of society and is not particular to any racial, ethnic or social group. It is further recognised that in many instances the process of radicalisation is essentially grooming by others.

Sexual Violence

Children can, and sometimes do, abuse other children in this way and it can take place both inside and outside of college. This section is relation to child-on-child sexual violence.

Rape A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is

sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents. (NOTE sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault).

Casing someone to engage in sexual activity without consent: A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents (NOTE – this could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.)

Consent

Consent to sexual activity may be given to one sort of sexual activity but not another. Consent can be withdrawn at any time during sexual activity and each time activity occurs.

- A child under the age of 13 can never consent to any sexual activity.
- The age of consent is 16.
- Sexual intercourse without consent is rape.

Sexual Harassment

When referring to sexual harassment it means 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of college/employment placement. This reference is also in the context of child-on-child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded, or humiliated and / or create a hostile, offensive or sexualised environment.

Sexual harassment can include but is not limited to:

- Sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names.
- Sexual 'jokes or taunting
- Physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes. Consideration should be taken into whether this crosses a line into sexual violence. Staff must talk to and consider the experience of the victim.
- Displaying pictures, photos, or drawings of a sexual nature
- Upskirting (this is a criminal offence), and
- Online sexual harassment which may be standalone or part of a wider pattern of sexual harassment/violence. ([Refer to KCSIE 24 P14,27,37,43,111](#))

Cyber Flashing

CTG educate young people to recognise that Cyber Flashing is a crime and is related to sexual harassment. The sending of unsolicited sexual images to people via social media / texts / WhatsApp is a crime. Any incident of Cyber Flashing will be investigated and dealt with under the CTG Disciplinary Procedures.

Online Safety & Training Online [Refer to Online Safety Policy 2024-2025](#) Guidance / training links recommended by the DfE:

Teaching about relationships sex and health available at (Gov.UK)

Education for the connected world

Sharing nudes and semi-nudes: advice for education settings working with children and young people

Increased Vulnerability

CTG recognises that in certain circumstances young people/vulnerable adults may be at an increased risk of harm and may require additional safeguarding interventions, such circumstances include but are not limited to:

- Underage sexual activity involving 13-15-year-olds.
- Self-harm
- Forced Marriage
- LGBTQ+
- Disabled Children
- Migrant Children
- Parental disability
- Domestic Violence
- Living away from home
- Begging

Children who are lesbian, gay, bisexual, transgender, Intersex, Queer/Questioning (LGBTIQ+)

The fact that a child or a young person may be LGBTIQ+ is not in itself an inherent risk factor for harm. However, children who are LGBTIQ+ can be targeted by other children. In some cases, a child who is perceived by other children to be LGBTIQ+ (whether they are or not) can be just as vulnerable as children who identify as LGBTIQ+. Risks can be compounded where children who are LGBTIQ+ lack a trusted adult with whom they can be open. It is therefore vital that staff 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. LGBT inclusion is part of the statutory [Relationships Education, Relationships and Sex Education and Health Education](#) curriculum and there is a range of support available to help CTG counter homophobic, biphobia, and transphobic bullying and abuse.

Designated Staff with Responsibility for Child and Vulnerable Adult

Protection Designated Safeguarding Lead (DSL)

The designated members of staff with lead responsibilities for child protection/vulnerable adult issues are Sue

Irons, Director of Learner Progress and Compliance (Safeguarding the Health and Safety Champion) and Sarah Ludlow, Director of Quality. These people are senior members of the CTG Management Team. They have a key duty to take lead responsibility for raising awareness to the staff of issues relating to the welfare of children, young people and vulnerable adults, and the promotion of an environment, which is safe and free from abuse and harm for all those learning within and visiting CTG. They have received training in child protection issues and inter-agency working, as required by the Local Safeguarding Children Board, and will receive refresher training at least every two years. They should keep up to date with developments in child protection/vulnerable adult issues. The lead designated senior members of staff are responsible for:

- Overseeing referrals to any agencies, of cases of suspected abuse or allegations to the Department of Social Care.
- Providing advice and support to other staff on issues related to child protection/vulnerable adults.
- Maintaining detailed records of any child protection/vulnerable adult referral,

- complaint, or concern (even when the concern does not lead to a referral).
- Ensuring that parents/carers of young people and children within CTG are aware of CTG Child Protection/Vulnerable Adults Policy and related documents.
- Carers of vulnerable adults will be made aware of CTG Child Protection/Vulnerable Adults Policy.
- Liaising with the Local Safeguarding Children Board (LSCB) and other appropriate agencies.
- Liaising with agencies which send pupils to CTG to ensure appropriate arrangements are made.
- Liaising with employers and training organisations that receive children, young people, or vulnerable adults from CTG on long term placements to ensure that appropriate safeguards are put in place.
- Ensuring that all staff receive Level 2 Awareness training in child protection/vulnerable adult issues and are aware of CTG child protection/vulnerable adult procedures.
- Ensuring that all mentors, health and safety officers and centre managers have completed training at Level 2 in Safeguarding and undertaken training in Prevent (Channel).
- Ensuring that IT systems are protected from abuse by annually updating protection software via the company employed to maintain IT/internet.

The lead designated members of staff will provide an annual report to CTG Board of Directors setting out how CTG has discharged its duties. They are responsible for reporting deficiencies in procedure or policy identified by the LSCB (or others) to the Board at the earliest opportunity.

Deputy Designated Safeguarding Leads (DDSL)

Deputy Designated Safeguarding Leads are:

Samantha Hayter	Business Training Recruitment
Primrose Campbell	Managing Director
Lisa Canone	Curriculum Manager, Aylesbury
Centre. Karen Cox	Centre Manager, Aylesbury Centre.

These designated staff members:

- Report to the appropriate member of staff with lead responsibility.
- Know how to make an appropriate referral.
- Are available to provide advice and support to other staff on issues relating to child protection/vulnerable adults/prevent.
- Have responsibility to be available to listen to children, young people and vulnerable adults studying at CTG.
- Deal with individual cases, including attending case conferences and review meetings as appropriate.
- Have received training in child protection/vulnerable adult/prevent issues and inter agency working as required by the LSCB and will receive refresher training at least every two years.

Dealing with Suspicions or Allegations of Child Abuse/Abuse of Vulnerable

Adults What to do if a young person tells you about abuse or radicalisation

It is important that children, young people, and vulnerable adults are protected from abuse. Learners need to know that they will be listened to, and their concerns will be taken seriously.

Young people will talk about their concerns and problems to people they feel they can trust. The person a child talks to will not necessarily be a senior member of staff. When a member of staff becomes aware of an allegation or alleged incident, they should immediately go to the appropriate DCPO (refer to Section 1). This should take priority over your usual duties and notifying your manager in the first instance.

Where complaints, allegations or suspicions are against the nominated members of staff these should be referred to another member of the Senior Management Team.

CTG aims to ensure the learning environments are supportive and safe, where individuals are treated with courtesy and respect and their contribution to learning is valued. CTG will not tolerate harassment or bullying in any form and will take firm action to protect its learners whenever incidents are identified. In rare incidences staff may be made aware of abuse of learners by other learners. Staff should make themselves familiar with the Bullying and Harassment Policy and Procedure. In such circumstances, it may also be necessary to instigate Vulnerable Adult/Child Protection procedures. and the procedure for dealing with such incidents is outlined below. Designated staff will consider whether the incident requires a referral to the Police or Department of Social Care. The learner mentors can provide a confidential 'listening ear' to victims of abuse/assault and any Learner involved will be offered access to the facility. If the victims of abuse/assault or any Learner involved need more in-depth specialist help they will be referred to the appropriate support agency.

Reporting Allegations or Suspicions of Abuse or Radicalisation

Staff should not investigate concerns or allegations themselves but should report immediately to the Child/Vulnerable Adult designated person(s). Referrals to Department of Social Care or Channel should only be made by the designated person or the named nominees.

If a child, young person, or vulnerable adult tells a member of staff about possible **abuse or radicalisation** the member of staff should:

- Listen carefully to the young people, give them time and your full attention. Allow the young person to give a spontaneous account. Do not stop a young person who is freely recalling significant events. Rather than directly questioning the Learner, just listen and be supportive, and stay calm. Explain that you cannot promise not to speak to others about the information they have shared – do not offer false confidentiality. Inform them that you will have to pass this on to a member of staff responsible for safeguarding.
- Arrange for the person making allegation and person accused of allegation to remain on site.
- Reassure the young person or vulnerable adult that by telling you they have done the right thing.
- Avoid interviewing the young person or vulnerable adult but should clarify without resorting to leading questions and without exerting pressure, what the child, young person or vulnerable adult is saying.
- Not put words into the young person's or vulnerable adult's mouth.
- Inform the young person or vulnerable adult that you must pass information on, but only those who need to know about it will be told. Inform them of to whom you will be reporting the matter.
- Note the points carefully using the young person or vulnerable adult's own words.
- Make a detailed note of the date, time, place, what the young person said, did, questions asked and their body language.
- Report the concerns immediately to the appropriate DCPO and then complete a referral form, attaching a copy of any other notes taken.

Once details of a concern have been received by the appropriate DSL, the following procedures/working practices will be undertaken:

- DSL will request the fully completed Cause for Concern form and that the young person for whom concerns exist be requested to remain in CTG until notified by DSL.
- Case accepted by DSL.
- DSL meets with staff/child/vulnerable adult as applicable – record of meetings taken using record sheets as applicable.
- In the event of an emergency DSL may contact Police and inform the Board of Directors that this has taken place, other less immediate referrals to the Police should be discussed with a director prior to any action.
- A range of additional interventions are considered by the appropriate DSL. When applicable DSL discusses case with another DSL or refers to social services. This could include:
- Primary carer informed of concerns/ action being taken (where appropriate as determined by the appropriate DS;).
- Contact made with relevant First Contact Team or appropriate team for Vulnerable Adults.
- Follow-up referral made to relevant First Contact Team/appropriate team were deemed appropriate and where agreed with Social Care Team.
- Other referrals to be made and advice provided to young person (logged).
- Log updated to reflect action taken and appropriate `traffic light` is to be set on CTG mentoring tracking system.
- File to be made up and stored securely with the appropriate DSL until such times that all required actions are completed.
- File to be transferred to permanent and secure storage area at the Head office in Southend.
- Where no Child Protection/Prevent issues are present but additional needs are identified and, according to the judgement of practitioners, the young person requires extra support to ensure they meet the 5 Every Child matters outcomes.
- Where the appropriate DSL considers additional complexities apply, they may request attendance by a second DSL whose primary role will be to share in decision making, record the incident, and clarify understanding of all involved.

It is important to remember that adult protection guidelines are intrinsically different to those applying to children. Adults have the right to make their own decisions unless there are clear grounds to override this because of their lack of capacity or if a wider public interest is involved.

Reporting and Dealing with Allegations of Abuse/Radicalisation against Members

of Staff Procedure

Introduction

In rare instances, staff of educational institutions have been found responsible for abuse. Due to

their frequent contact with children, young people and vulnerable adults, staff may have allegations of abuse made against them. CTG recognises that an allegation of abuse made against a member of staff may be made for a variety of reasons and the facts of the allegation may or may not be true. It is imperative that those dealing with an allegation maintain an open mind and that the investigation is thorough and not subject to delay.

CTG recognises that the Children Act 2006 and No Secrets (Department of Health 2000/2015) states that the welfare of the child, young person or vulnerable adult is of paramount concern. It is also recognised that hasty or ill-informed decisions in connection with a member of staff can irreparably damage an individual's reputation, confidence, and career. Therefore, those dealing with such allegations within CTG will do so with sensitivity and will act in a careful, measured way.

Safe Care Practices in CTG

In CTG there are times when learners will be seen individually by staff. Safe care practices have several key objectives:

- To keep learners safe from abuse.
- To ensure CTG is a safe environment in which to study and work.
- To minimise the risk of staff receiving false allegations of abuse, strategies for safe care need to be adopted by all staff employed at CTG to achieve the above objectives.
- Maintain good communication with other staff, e.g., if you are about to interview a learner alone, inform other staff.
- Whilst it may be appropriate to verbally reassure a learner, physical affection should be avoided.
- Staff should communicate to their line manager if they feel uncomfortable in the presence of a learner, e.g., male Learner who makes sexualised remarks to a female member of staff. The line manager should raise the issues with the appropriate lead designated person.
- Staff should avoid intimate care, e.g., helping learners' toileting, which should be always the responsibility of the learners' carer.
- Staff must be familiar with the learner code of conduct and reiterate this to learners.

It is an offence for a person over 18 (teaching/teaching support staff) to have a sexual relationship with a child/young person under 18 where the person is in a position of trust in respect of that child/young person, even if the relationship is consensual. This applies where the child/young person is in full time education and the person works in the same establishment as the child/young person, even if s/he does not teach the child/young person.

Whistle Blowing

CTG's Whistle Blowing Policy and Procedure is intended to provide safeguards to enable concerns to be raised and to maintain public confidence in the reputation of CTG and should be followed by staff when relevant, in instances related to child/vulnerable adult protection.

Receiving an Allegation from a Child/Young Person/Vulnerable Adult

A member of staff who receives an allegation about another member of staff from a child/young person/vulnerable adult should follow the guidelines in Section 3 for dealing with disclosure. [Staff should refer to Paragraph 19 in Part One of Keeping Children Safe in Education 2024-2025.](#)

The allegation must be reported immediately to the Director of Quality who will confer with the Group Managing Director.

The Managing Director (Quality) will:

- Obtain written details of the allegation from the member of staff who received it which will be signed and dated. The written details should be countersigned and dated by the Managing Director (Quality).
- Record information about times, dates, locations and names of potential witnesses.

Initial Assessment by the Managing Director (Quality)

The Managing Director (Quality) should make an initial assessment of the allegation consulting with the Department of Social Care or Police, as appropriate.

Where the allegation is considered to be either a potential criminal act or indicates that the child/young person/vulnerable adult has suffered, is suffering or is likely to suffer significant harm, the matter will be reported immediately via the Local Authority Designated Officer (LADO) to the Department of Social Care.

In instances where there is no cause to suspect that 'significant harm' is an issue, but a criminal offence may have been committed, the Police must also be consulted.

The initial assessment will be on the basis of the information received and is a decision whether or not the allegation warrants further investigation.

Other potential outcomes are:

- The allegation represents inappropriate behaviour or poor practice by the member of staff and is neither potentially a crime nor a cause of significant harm to the child/young person/vulnerable adult. This matter will be assessed in accordance with CTG Staff disciplinary procedures.
- The allegation can be shown to be false because the fact alleged could not possibly be true. Even in this event the Local Authority Designated Officer should be consulted.

Enquiries and Investigations

Child/Vulnerable Adult protection enquiries by the Department of Social Care or the Police are not to be confused with internal disciplinary enquiries by CTG. CTG may be able to use the outcome of an external agency enquiry as part of its own procedures. The Child/Vulnerable Adult Protection agencies, including the Police, have no power to direct CTG to act in a particular way; however, CTG should assist agencies with their enquiries.

CTG shall normally hold in abeyance its own internal enquiries while the formal Police or Department of Social Care investigations proceed, to do so otherwise may prejudice the investigation. However, in certain circumstances, where the joint evaluation process may deem

that there is sufficient evidence for matters to be taken forward in a disciplinary process parallel with the criminal process, without jeopardising the criminal investigation, all relevant parties may reach an agreement about the way forward regarding these parallel investigations. Any internal investigations shall conform to the existing staff disciplinary procedures.

If there is an investigation by an external agency (e.g., Police) the Director of Quality and the Group Managing Director should normally be involved in it, and contribute to, the inter-agency strategy discussions. The Director of Quality and the Group Managing Director are responsible for ensuring CTG gives assistance to the agency's enquiries. They will ensure that appropriate confidentiality is maintained in connection to the enquiries, in the interests of the member of staff about whom the allegation is made. Subject to no objections from the Police or investigating agency, the Director of Quality and the Group Managing Director shall:

- Inform the child/young person/vulnerable adult or parent/carer making the allegations that the investigation is taking place and what the likely process will involve.
- Ensure the parents/carers of the child/young person making the allegations have been informed that the allegation has been made and what the likely process will involve.
- Where a vulnerable adult is concerned, consent is required from the adult.

The Director of Quality will:

- Inform the member of staff against whom the allegation has been made of the fact that the investigation is taking place and what the likely process will involve.
- Keep a written record of the action taken in connection with the allegation.

The Director of Quality shall inform the Board of Directors of the allegation and the investigation.

Suspension of Staff

Suspension is not automatic. In respect of staff other than the Managing Director, suspension can only be carried out by the Managing Director, or another member of the Board of Directors.

Suspension may be considered at any stage in the investigation. It is a neutral, not a disciplinary, act and shall be on full pay. Consideration should be given to alternatives, e.g., paid leave of absence, an agreement to refrain from attending work, change of or withdrawal of specific duties.

Suspension will only occur for a good reason. For example:

- Where a young person/vulnerable adult is assessed to be at risk.

Where the allegations are potentially sufficiently serious that, if proven, would justify dismissal on the grounds of gross misconduct.

- Where necessary for the good and efficient conduct of the investigation.

If suspension is considered, the member of staff will be encouraged to seek advice. CTG's Suspension procedure will apply. If the Managing Director (or a member of the Board of Directors) considers that suspension is necessary, the member of staff shall be informed that he/she is suspended from duty. Written confirmation of the suspension, with the reasons, shall be

dispatched within three working days.

Where a member of staff is suspended, the Managing Director (or member of the Board of Directors) should address the following issues:

- The Board of Directors are informed of the suspension in writing.
- The Board of Directors will receive a report that a member of staff has been suspended pending investigation; the detail given to the Board should be minimal.
- Where the Managing Director has been suspended, the Chairman of the Board will need to take action to address the management of CTG.
- The parents/carers of the young person/vulnerable adult making the allegation will be informed of the suspension. They will be asked to treat the information as strictly confidential. In the case of a vulnerable adult, the adult's consent is required.
- Consideration will be given to informing the young person/vulnerable adult making the allegation of the suspension.
- Relevant senior staff that need to know the reason for the suspension will be informed by the Managing Director.
- Depending on the nature of the allegation, the Managing Director will consider whether a statement to the Learner of CTG and or parents/carers should be made, taking due regard for the need to avoid unwelcome publicity.

The Managing Director and the Board of Directors shall consider carefully and review the decisions as to who is informed of the suspension. Department of Social Care/Police and external investigation authorities will be consulted. The suspended member of staff will be given appropriate support during the period of suspension. He/she will also be provided with information on progress and developments in the case at regular intervals. The suspension will remain under review in accordance with CTG disciplinary procedures.

The Disciplinary Investigation

The disciplinary investigation will be conducted in accordance with the existing disciplinary procedures. The member of staff will be informed of:

- The allegations against him/her.
- His/her entitlement to be accompanied by a work colleague.

Where a member of staff has been suspended and no disciplinary action is to be taken, the suspension will be lifted immediately, and arrangements will be made for the member of staff to return to work. It may, in certain cases, be appropriate to offer extra support or source counselling. The young person/vulnerable adult making the allegations and their parents should be informed of the outcome of the investigation and proceedings in writing. This should occur prior to the return to CTG of the member of staff (if suspended). In the case of a vulnerable adult, consent is required from the adult.

Action on conclusion of a case

The Managing Director will consider what information should be made available to the general population of CTG. If the allegation is substantiated and the person is dismissed or CTG ceases to use the person's services, or the person resigns or otherwise ceases to provide his/her services, CTG will consider whether a referral to DCSF for consideration of List 99 action or by the GTC is required, or advisable, and the form and content of a referral. In cases where it is decided on the

conclusion of the case that a person who has been suspended can return to work, CTG will carefully consider how best to facilitate and support that return to work.

Allegations without Foundation

False allegations, by the young person/vulnerable adult, may be indicative of problems of abuse elsewhere. The following steps should be taken in such cases:

- A record will be kept, and consideration given to a referral to the Department of Social Care in order that other agencies may act upon the Information.
- In consultation with the Managing Director, the appropriate Director shall inform the member of staff against whom the allegation is made orally and in writing that no further disciplinary or young person/vulnerable adult protection action will be taken.
- Consideration will be given to offering counselling/support.
- The appropriate Director will inform the parents/carers of the alleged victim that the allegation has been made and the outcome. In the case of vulnerable adult, the adult's consent is required.
- Where the allegation was made by a young person/vulnerable adult other than the alleged victim, consideration to be given to informing the parents/carers of that young person.
- The Director will prepare a report outlining the allegation and giving reasons for the conclusion that it had no foundation and confirming the above action has been taken.

Malicious/Vexatious Allegations

When an allegation is unfounded and there is evidence through the investigation that the allegations could potentially be malicious, the Learner Disciplinary Policy will apply if such a malicious/vexatious allegation was from a learner or the Staff Disciplinary Procedure if such an allegation was from a member of staff.

Records

Documents relating to an investigation are retained in a secure place, together with a written record of the outcomes and, if disciplinary action is taken, details retained on the member of staff's personal and confidential file. If a member of staff is dismissed or resigns before the disciplinary process is completed, he/she is informed about CTG's statutory duty to inform the Secretary of State for Education.

Monitoring Effectiveness

When an allegation has been made against a member of staff the Managing Director and the Board of Directors will, at the conclusion of the investigation and any disciplinary procedures, consider whether there are any matters arising from it that could lead to improvement of CTG's procedures and/or policies which should be drawn to the attention of the Local Safeguarding Children Board and/or Department of Social Care. Considerations are also given to the training needs of staff.

Safer Recruitment and Selection Procedures

CTG has a range of checking procedures in place as part of its safer recruitment and selection process such as:

- They apply to staff and volunteers who may work with young people/vulnerable adults.
- The post or role is clearly defined.
- The key selection criteria for the post or role is identified.
- Vacancies are advertised widely to ensure a diversity of applicants.
- Documentary evidence of academic/vocational qualifications is required.
- Professional references are required.
- Previous employment history is verified.
- Disclosure and Barring Service checks are undertaken.
- A variety of selection techniques are used (e.g., qualifications, previous experience, interview, reference checking, etc.).

CTG ensure this process is reviewed regularly to ensure they continue to comply with legislative requirements.

Related Documents

- Keeping Children Safe in Education – Sept 24 Parts One and Two
- Policy Against Harassment
- Learner Disciplinary (Learner Code of Conduct / Learner Handbook)
- Staff Disciplinary (Staff Handbook)
- Equality & Diversity
- Restraint Policy
- Standard Code of Practice for Mentors
- Mentoring Guidelines
- Learning Support Procedures
- Prevent Policy
- Drug and Alcohol Abuse Policy
- Pregnancy Risk Assessment
- Lone Working Risk Assessment

Appendix 1: Guidance Handbook for Mentoring Staff 2024-2025

General Information

The purpose of the mentoring scheme is to provide valuable support and development for new learners of all ages within the training environment. The scheme promotes understanding of the learning process both formal and informal and helps learners to adjust or cope with their employment and the course.

It is important to note that mentoring is separate from the review process, which is provided by the individual tutors.

Statement

Central Training Group has undertaken to:

- Support and encourage all prospective learners during the transition between school and college and school and employment.
- Give learners the confidence to make informed decisions about their career path and encourage learners during completion of their learning programme.
- To make available mentoring support to all learners on Traineeships, Apprenticeships, Study and Adult programmes whilst they learn
- To be available for on-going mentoring support and advice as and when required.

Objective

- To improve the retention and achievement of learners.
- To provide all learners access to a mentor throughout their training
- To provide one-to-one appointments with a mentor to all learners who request one at any time in their training.
- To give learners a 'good' learning experience.

Process

All prospective learners attend an information, advice, and guidance session (IAG) that includes initial assessment, where their academic ability and personal circumstances are reviewed. If required a learner will be assigned a mentor following their interview, who will guide the applicant through the employer interview and induction to programme process.

All staff completing mentoring are DBS checked prior to commencing employment. Suitable work experience/qualifications are mandatory for mentors.

Mentors conduct individual 1-2-1 sessions on an appointment basis. Mentors are also available for contact by telephone during the working week, as required.

Mentors are given the background information gained from the course interview process about their mentees prior to meeting them. All learner background information is kept in a confidential file that is held in the relevant mentor's office.

Mentoring staff will be given this guidance and procedures to assist them in their duties. Support agencies contact sheets and information will be distributed and for further support a manager is in place:

Mary Jasper Learning Mentor

Sue Irons Director of Learner Progress, Compliance and Safeguarding
Lisa Canone Curriculum Manager, Aylesbury Centre.

Mentors are required to keep accurate confidential records detailing learner contact. Records from each 1- 2-1 session should be recorded on the appropriate online documents. Mentees are encouraged to create personal action plans with small achievable goals or actions to take that will enable them to take ownership of their own problems. These action plans are reviewed at each session and any solutions or problems arising discussed.

Mentors may be required to investigate non-attendance at college and/or employment and take appropriate action as requested by the tutors.

At the end of the mentoring period the mentor will ask their mentees to complete an evaluation and offer continued support if required. Feedback from mentees is sought on a regular basis to ensure mentoring systems meet the needs of the learners.

Mentoring cases will be reviewed each month at the supervision and case conference meetings that mentors will attend with Sue and Louise.

Role of the mentor

The role of the mentor is to support learners, this is not available to members of staff who can be referred to appropriate support agencies.

The mentor role involves providing support and guidance to learners through regular meetings. They are expected to facilitate a supportive and developmental relationship with the mentee. However, they are not expected to be an expert or to be able to solve all problems raised and, in some cases, it could be that specialist help is required and the learner is referred to an independent agency.

It is **not** the intention of the scheme for the mentor to work in the same way as a professional counsellor. At times, the mentor may need to refer their mentee to a professional Counselling Service or Social Services Department.

A mentor utilises different skills and approaches depending on the subject and situation. However, some key responsibilities, skills and attributes of mentors are given below.

- Participate in training sessions for the mentoring programme to better understand and support it.
- Initiate first mentoring meeting in which the mentor should ensure the mentee understands the purpose of mentoring scheme.
- Provide friendly professional support and guidance relating to problems raised by the mentee.
- Help to clarify the mentees' learning goals and development needs.
- Arrange introductions to useful contacts and agencies inside and outside the college environment to enable the mentee to begin to solve his/her own issues.

Skills and qualities of a mentor:

- Interest in being a mentor and enthusiasm about the scheme.
- Encouraging of others.
- Cares and respects others.
- Trustworthy and trust in others.
- Has appropriate professional knowledge and skills.
- Non-judgemental, friendly, and approachable.
- Listens actively and effectively– asks open and appropriate questions, maintains good eye contact, acts as a sounding board.
- Reflects back feelings and opinions to demonstrate listening/understanding.
- Gives constructive and positive feedback – focuses on the behaviour and not the person, explores alternatives and ideas for the future without being prescriptive.
- Able to appreciate his/her differing experience and needs.
- Willing and able to consider issues of ethnicity, gender or disability in the context of the learning environment.

Meeting Learners for the First Time

Mentors will be issued with a list of new learners and arrange a suitable time with the Tutors to meet or contact the learners. The Mentor can either casually chat with learners while they are working or meet them on a one-to-one basis in a private room away from the learning environment. Mentors can also provide support remotely via Teams or phone calls, whichever the learner prefers.

Using the Mentoring Contact Sheet / Setting up the ALN Claim (For Apprentices)

The mentor should then set up an ALN claim for each learner they support together with a contact sheet with a short description of the mentee's situation i.e., "Rosie is a quiet young lady who lives at home with her mum and stepfather and works in The Hair Studio". Some learners may not wish to see the Mentor every week whilst others may need to meet with the Mentor on a regular basis throughout their training. The Mentor should note on the Mentor's Contact Sheet each time they do not meet the learner and each time they do. The ALN form should be reviewed at each meeting to ensure that mentoring is still required.

Dealing with Learner Problems

Learners often confide in their Mentor about a range of situations that may not be related to either their work or college situation. Mentors should listen sensitively and encourage the learner to think about solutions to their situation themselves rather than telling them what to do and how to do it. As a mentor, you are there to be a support whilst the learner deals with their own situation.

The Mentoring Record Tracker

Mentors that are supporting learners with issues that require specialist support or referral to an appropriate agency should forward the details to Louise or Sue who will record the information on the Mentoring Tracking Sheet or Safeguarding log, as appropriate, and code the issues as follows:

- | | |
|-------|---|
| Red | Learner has serious issues that need monitoring. Ensure the learner is contacted each week. |
| Amber | The Learner has moderate issues that need monitoring. Telephone the learner on a bi-weekly basis. |
| Green | Learner's issues have been addressed. |

Learner stress factors that you may encounter:

- Transition from School to College/Work

The transition from school to college can be a stressful time for a young person. The worry about leaving school where they are settled and know the surroundings well, to attend college where they are learning new skills in new surroundings can intimidate even the most confident of young people. Learners beginning an Apprenticeship also have the added stress of starting employment. Mentors will meet young people in the first instance at CTG pre-course events and then again at enrolment. This relationship can then continue following induction for as long as required.

- Academic Skills

The skills required to study a vocational qualification alongside either GCSEs or functional skills can be difficult for some learners. Learners can find the programme worrying and hard. Academic support is always available, and all learners have had their maths and English skills assessed prior to the start of the course but need the extra support from their mentor to be able to cope with the challenge of studying. Learners can be referred to the Essential Skills department for more specialist academic support at any time throughout their programme.

- Financial Worries

Young learners are not experienced in managing their own money; they may be living independently and earning the apprenticeship wage of £5.28 per hour (*April 2023 – March 2024*) without any support from parents or relations. Some learners may be eligible for help from the benefits agency and can be referred to the nearest office for guidance and support.

- Housing Problems

Learners may become homeless whilst completing an Apprenticeship. The mentor should refer the learner to the Housing and Benefit Departments. The Connexions Service (still available in some areas) and YMCA also has access to emergency housing support.

- Relationship Breakdown

Learners can find it difficult to study and deal with relationship breakdowns. The Learner's family unit may separate, and learners may have the added responsibility of coping with their parent's emotions and their siblings. Learners can be referred to specialist counselling. Learners can also have their own personal relationships, with partners or friends, breakdowns that they may find difficult to deal with.

- Bereavement

Extra support will be required if Learners experience the death of someone close to them. It is an emotional time, and it will be difficult for a young person to cope with their emotions whilst working and studying. The mentor can support the learner by liaising between the tutor and the employer whilst giving the learner the opportunity to talk about their feelings and how to deal with them.

- Unemployment

Learners may lose their work placement which is an integral part of their apprenticeship programme. Learners should be referred to their tutor who will assist them in finding new employment.

- Health, Illness or Disability

Learners can find their programme of study difficult if they are also coping with health issues or disability. Learners will have been identified as needing mentoring support at their initial interview but may also need to be referred to a specialist agency by the mentor to ensure they enjoy their course and achieve their goal.

- Social Isolation – Cultural Differences

All learners will benefit from a network of social contacts for support and companionship; some learners may feel isolated due to their confidence in mixing with new people. Other learners may come from differing cultural backgrounds and find it hard to integrate within a diverse group. The mentor and tutor are vital in both scenarios in ensuring the group dynamics welcome all learners equally. Learners will take part in Equality and Diversity awareness throughout their course.

- Language Barriers

Some learners may come from families who may not speak English as their first language and may feel isolated as a result. In the past, learners have had to take holiday from work/college to go home and interpret workmen in the home. The learner can feel stress from being in an interpreter type situation outside of college and therefore need a mentor to guide them in accessing services on behalf of their family.

- Abuse

Learners may be victims of abuse. Mentors should not deal with this situation alone. If a learner discloses that they have been the victim of abuse, you should make a note of the situation using the learner's own words, note their body language and injuries, and immediately contact the Designated Safeguarding Lead (Sue Irons, DSL - 07867 803718 or Elaine Moreline, 01702-671223, **DO NOT** promise to keep the information a secret. **YOU MUST** inform the learner that you can listen, but you may have to refer them to a specialist agency or the police. Refer to the Safeguarding procedures at the front of this document.

- Radicalisation

Learners may be victims of radicalisation. Mentors should not deal with this situation alone. If a learner discloses that they have been encouraged to become involved in terrorism, you should make a note of the situation and immediately contact the Designated Safeguarding Lead (Sue Irons, 07867 803718, or Elaine Moreline, 01702-671223, who will review the information and contact the Police for guidance. **DO NOT** promise to keep the information secret. **YOU MUST** inform the learner that you can listen, but you will have to discuss the situation with a senior colleague.

Strategies for:

Dealing with Learner Distress

One situation most people find difficult to handle is when learners become upset and distressed. It can make people feel embarrassed, inadequate, and uncertain about how to act towards that person, especially if you don't know them very well.

Learners demonstrate negative or difficult emotions through various behaviours. These can be considered socially acceptable or unacceptable, although this may vary between different people depending on their values and beliefs.

To some extent mentors can be led by the learner for their response for example, crying is a form of emotional release that can help the learner and is unlikely to harm anyone else. The mentor can help by just being there and providing the privacy of the mentoring area. It is better not to discourage people from crying.

Mentors may find these situations difficult as it is always hard to know what to say – often, there is little you can say at that moment. This is not a problem – it is better to keep quiet rather than talk for the sake of it. It is a good time to listen and allow the learner to express their feelings.

When distress is resulting in behaviour which could cause harm to themselves or others, Mentors have the responsibility to protect those at risk. Mentors should take care not to put themselves in danger – they should always seek assistance from a manager or someone who is experienced or professionally qualified if they are unable to deal with the situation themselves.

Dealing with Complaints

Hear the person out, take the complaint seriously and do not behave defensively, give them information about how to make an official complaint and pass the concerns to the relevant manager. Record the complaint and follow the situation up with the learner at your next meeting.

Dealing with Shouting, Aggressive or Threatening Behaviour

Learners may shout in frustration at a situation, staff should remain calm, keep the volume of their voice down, acknowledge the strength of the learner's feelings but make it clear that we want to help them, but we cannot tolerate violence, if necessary, gain support from a Senior Manager.

Sometimes Learners may become angry or aggressive. This is upsetting for everyone involved and can become a frightening situation to deal with. The mentor's priorities are to protect everyone's safety and rights and to minimise disturbance.

The following strategies can be effective in such a situation:

- Remain calm.
- Acknowledge the learner's anger, and do not be drawn into an argument as this can provoke the situation.
- Speak slowly at a low volume – DO NOT SHOUT.
- Be aware of the limits of the role, refer to a manager immediately.
- Never give the impression of laughing or trivialising matters.
- Listen carefully to what the learner is saying, answer any questions and provide information if appropriate.

As soon as the situation has been successfully dealt with, write a report of the issue and what has been the outcome and copy to the learner's mentoring file/tutor.

Dealing with quiet and withdrawn learners

Arrange to meet the learner on a 1-2-1 basis and acknowledge that it has been noted that they have become quiet or withdrawn, ask if they have anything on their mind that they would like to discuss and offer to help them to communicate their problem. Learners may not wish to disclose their issue at a first meeting, but the situation should be monitored by the tutor and mentor. When the learner has a feeling of trust in the mentor, they will be more likely to confide the issue. If a learner does not wish to discuss a problem, it is their right to privacy to keep it to themselves.

Supervision

Dealing with learners' problems/issues can be emotionally draining for mentors. It is important that mentors meet regularly with their Line Manager to discuss the issues that they are dealing with.

Mentors can find themselves upset by a learner's distress; at such times the mentor should ask another staff member to take over. Learners should not have to cope with the mentor's distress as well as their own.

Mentors may need to release their emotions after dealing with the learner and line managers or other members of the mentoring team will be supportive and provide an opportunity to offload.

The Mentoring Code of Conduct

Mentors will:

- Contact all new learners during their first month of training.
- Observe confidentiality procedures.
- Give work telephone and mobile numbers for learner to contact during office hours.
- Ensure that work mobile phones are switched off at 5.30 each day, and on days off and weekends.
- Support and encourage the learners they mentor.
- Complete mentoring if requested to by learners on an individual basis.
- Maintain detailed mentoring records securely with a password.
- Provide advice and support to other staff on issues related to their learners.
- Avoid physical affection/contact.
- Report any concerns or evidence of possible abuse following the Reporting Allegations or Suspicions in the Safeguarding Policy, Section 2
- Accompany learners to hospital in a taxi, if necessary,
- **Mentors must not:**
 - Meet with learners outside of work hours.
 - Leave work mobile phones on after 5.30 pm.
 - Give out personal mobile numbers or home numbers.
 - Carry out investigations of any concerns or allegations themselves.
 - Promise confidentiality where suspicion of abuse, radicalisation or a criminal act may have taken place.
 - Discuss learner issues with colleagues or family members.
 - Give lifts to learners in either private or company cars.

<p>DrugScope Tel: 020 7928 1211 (Mon-Fri 9am- 5.30pm) E-mail: info@drugscope.org.uk Website: www.drugscope.org.uk</p>	<p>Frank (Drug Support) Helpline: 0800 77 66 00 (24hours) E-mail: frank@talktofrank.com Website: www.talktofrank.com</p>	<p>Narcotics Anonymous Tel: 202 7730 0009 or 08537 33366 Website: www.ukna.org</p>
<p>Drugs & Alcohol Awareness Team – Southend Tel: 01702 534786 Queens Way House Essex Street Southend</p>	<p>Alcoholics Anonymous Tel: 0845 769 755 Website: www.aa.org National alcohol addiction information agency</p>	<p>Alcohol Concern Website: www.alcoholconcern.org.uk National agency on misuse</p>
<p>Drinkline Tel: 0800 917 8282 Drinkline is a national alcohol helpline providing counseling, support, advice and information</p>	<p>Quitting Smoking Tel: 0800 169 0 169 (9am – 11pm daily) Tel: 0800 169 9 169 (noon – 9pm daily) Text Phone: 0800 169 0 171 Website: www.givingupsmoking.co.uk or www.nosmokingday.or.uk</p>	<p>General Health www.nhs.uk</p> <p>NHS Direct Tel: 0845 4647 website: www.nhsdirect.nhs.uk</p>
<p>Sexual Health Helpline Tel: 0800 567 123 Text Phone: 0800 521 361 Website: www.playingsafely.co.uk</p>	<p>Care Confidential – For pregnancy and post-abortion support Tel: 0800 028 2228 or 0845 330 8466 (7 days a week from 7pm – 10pm) and (10am – 2pm Mon – Fri)</p>	<p>Colchester Rape Crisis Line P.O. Box 548, Colchester, Essex, CO3 3JX Helpline: 01206 769795 website: www.crcl.org.uk</p>
<p>Self Harm Support Website: www.selfharmuk.org</p>	<p>Childline Tel: 0800 1111 website: www.childline.org.uk</p>	<p>YoungMinds Tel: 0207 336 8445 Parents Information Service: 0800 0 8 2 38 website: www.youngminds.org.uk/selfharm</p>
<p>Samaritans Tel: 08457 90 90 90 Email: jo@samaritans.org website: www.samaritans.org.uk</p>	<p>National Children’s Bureau 8 Wakley Street, London, EC1V 7QE Tel: 020 7843 6000 Email: selfharm@ncb.org.uk website: www.selfharm.org.uk/database</p>	<p>Mental Health Support ‘See Me’ Campaign website: www.justlikeme.org.uk</p> <p>Mind Tel: 08457 660 163 website: www.mind.org.uk</p>
<p>SHELTER For urgent advice please call: 0808 800 4444 (8am-8pm, seven days a week) Website: www.england.shelter.org.uk</p>	<p>Southend Women’s aid – The Dove Project Tel: 01702 302333 4 West Road, Westcliff on Sea, Essex, SS0 9DA</p>	<p>YMCA Southend: 01702 301301 or 01702 335711 Romford: 01708 766211 Chelmsford: 01245 354873</p>
<p>Southend on Sea Borough Council Children and Families Dept Southend-on-Sea Borough Council Civic Centre Victoria Avenue Southend-on-Sea</p>	<p>Relate Youth Council Service Tel: 01702 433017 or 01702 342901</p>	<p>Integrated Youth Support Service incorporating: Youth Offending Connexions Youth Support Young Person Drug/Alcohol team</p>

Essex SS2 6ER Tel: 01702 215007

Teenage Pregnancy
Community Engagement

Appendix 2: Confidentiality Policy

Confidentiality Statement

Central Training Group offer a confidential service for all learners. Any information that a learner discloses to a member of staff from one of the individual support teams will remain confidential to that team. Issues may be discussed with other team members, if necessary, but with no one else without the explicit consent of the client concerned, unless we believe that harm has or might occur to the learner or others.

Such rare exceptions might include:

- if a learner is at risk of harming themselves or others.
- if a learner discloses details about their involvement in child abuse, terrorism, treason, or any other criminal offence.
- if a learner requests that we pass on information to a third party and signs that he/she agrees to the release of information.

It should be noted that, by law, consent is still required from under 18s in the same way as for adults regarding matters of data protection and confidentiality. However, in accordance with statutory requirements, where child protection issues are involved, it is not possible to offer confidentiality to a person under 18 as any disclosures must be reported.

If the need ever arises for confidentiality to be broken, every attempt will be made to discuss this with the learner beforehand, unless to do so may worsen the situation for the client.

If any third party, for example a tutor, parent, friend, partner or employer, contacts us to ask for information about any learner who may have visited or used the mentoring, we will not disclose this information. The enquirer will be advised to ask the learner. In exceptional circumstances, we may disclose information only if, in our professional judgment, exceptional circumstances apply, as noted above. If this is the case, information would only be disclosed on a 'need to know' basis.

All staff, external agencies/visitors working with learners as part of the college programme are made aware of this policy. It sets out guidance for all staff about learner information that they can regard as confidential and that which they cannot. Any external agencies/visitors to the college who are teaching or working with groups of learners should also abide by this policy.

Confidentiality must be applied to any information of a personal/and or sensitive nature that may be offered or otherwise self-disclosed by a learner or member of staff. In the case of learners between the ages of 14- 18 the issues raised may sometimes also be ones covered by the Safeguarding Policy. Advice and guidance on how to manage such issues may be found in Section 2 of the Safeguarding Policy and Mentoring Guidelines.

Any other general information already held on an enrolled learner in the CTG records and information storage systems may be disclosed to third parties as required, subject to the legislation.

Policy Objectives

- To provide consistent messages at CTG about handling information about learners once it has been received.
- To encourage an ethos of trust within CTG where learners and staff feel safe to confide and share problems.
- To ensure that staff and learners are aware of the CTG confidentiality policy and procedures.

- To reassure learners that their 'best interests' will be at the forefront of any procedures.
- To ensure that learners and parents/carers know that CTG cannot offer unconditional confidentiality.
- To ensure that if there are safeguarding issues then the correct procedure is followed working within the guidelines set out within this policy.
- To ensure that confidentiality is a whole organisation approach.
- To ensure that learners have a right of access to any records CTG may hold about them.

Confidentiality and Record Keeping

Each member of staff who has contact with learners will keep records of appointments or conversations with them in accordance with their professional judgement. Both paper and computer records are the property of Central Training Group. Central Training Group's obligation to maintain confidentiality and the learner's right to decide who should have access to confidential information must be explained to the learner and made clear to clients on appropriate application and assessment forms.

Scope

Personal information may be held about learners at many stages of the learner journey, including:

- At enrolment, for purposes of funding.
- When disclosing information about a disability or learning need.
- During information, advice or guidance sessions or discussions.
- When being referred for additional or specialist information or support.
- When disclosing financial or residency information for Learner Support Fund applications.
- When disclosing financial information regarding application and processing of discretionary funds.
- During assessment and review.
- During completion of Individual Learning Plans.
- When giving feedback.
- During Mentoring sessions.

Learners have rights under the Data Protection Acts 1984 and 1998 and General Data Protection Regulation (GDPR). These protect personal information from being used inappropriately. Under the Acts, this information must be destroyed when it ceases to be relevant. Everyone also has a right to see information held about them if they ask.

Confidential information may also be disclosed in some classroom situations particularly where learners are discussing personal issues, this Confidentiality Policy applies in these situations.

Procedures for confidentiality within Central Training Group (CTG)

Any information that a learner discloses to a member of staff or visitor should not be passed on to other

colleagues indiscriminately but should only be discussed on a 'need to know basis'. Members of staff must not offer learners, or their parents/guardians, unconditional confidentiality.

Any information concerning a learner's behaviour or conduct that is likely to cause harm to themselves or to others should be passed on to the Designated Safeguarding Lead.

When starting a lesson that may well touch on sensitive and/or controversial issues such as equality and diversity/dealing with clients, tutors should ensure that learners understand the confidentiality issues.

Tutors and Mentors need to be aware that the mentoring/review systems may bring an understanding of what is not acceptable in a relationship and can lead to disclosure of a child protection issue where the Safeguarding Policy should be referred to. If a personal disclosure is made, the tutor/mentor should explain that such information can, and should, be kept confidential within the classroom, but that it will need to be passed onto the Designated Safeguarding Lead.

Where a learner discloses information about physical or sexual abuse, neglect or emotional abuse, the member of staff must follow the guidelines in Section 2 of the Safeguarding Policy.

If a member of staff believes a young person or vulnerable adult may be suffering or at risk of suffering significant harm, then they should always refer these concerns to the appropriate the Designated Safeguarding Lead immediately.

If such disclosed information is to be passed on the learner should be informed of this and know whom CTG are passing the information onto and who else in the college or externally will have access to the information.

In the case of illegal activity of a non-child protection nature, any action that the college takes will always be in the best interests of the learner, although it will also be referred to the Board of Directors for a final decision about involving the Police.

Tutors should not pass on information about learners to their parents unless it is a child protection or criminal issue, in which case, CTG has a duty of care to inform the parents/guardians of learners under the age of 18 about such issues.

Where the parent/carers are involved in the situation of child protection they should not be contacted unless it has been agreed with First Contact or the Police.

Learners should be informed about where they might seek confidential help – see mentoring guidelines.

Appendix 3: Missing Child Protocol Policy 2024-2025

General Policy Statement

This policy is issued to all members of staff and learners and is available on the Central Training Group website, www.centraltraininggroup.com. The policy is displayed on noticeboards within centres and issued to work experience employers.

Central Training Group and its partners (CTG) has a statutory and moral duty to ensure that all sites function with a view to safeguarding, health & safety, and promoting the welfare of children, young people and vulnerable adults receiving education and training at CTG or who are visiting CTG. CTG accepts that safeguarding is a shared responsibility and has, in line with guidance such as Working Together, a strong commitment to co-operate in a multi-agency arena and to actively promote and safeguard the welfare of young people as part of the Working Together to Safeguard Children (DfES 2022).

Definition of Missing

Anyone whose whereabouts cannot be established will be considered as missing until located and his or her well-being confirmed.

(College of Policing Authorised Professional Practice

guidance) Young Person – child between 16-18 years

Vulnerable Adult – adult with Education Healthcare Plan 18-25 years

Introduction

This guidance sets out the procedures to follow when young people/vulnerable adults go missing from college and other educational settings, hereafter referred to as educational settings.

Missing young person/vulnerable adult are among the most vulnerable in our community. Sometimes young person/vulnerable adult go missing from educational settings; when this occurs, it is important that action is taken quickly to address this, and in line with local procedures.

This document should be read in conjunction with Central Training Group Safeguarding Policy, and the relevant Local Authority Safeguarding Board.

A young person/vulnerable adult going missing could be a 'one-off' incident that following investigation does not need further work. However, a young person/vulnerable adult going missing frequently could be an indicator of underlying exploitation or other forms of child abuse.

Educational settings should consider missing episodes like any other child protection concern and act as appropriate, e.g., by contacting parents/carers, the Children & Families Hub consultation line, and in an emergency, the priority line or the police. It may be appropriate to use the Early Help Procedures (including holding a Team Around the Family meeting) to address the issues and prevent escalation. Concerns should be escalated if there is no improvement.

Where young person/vulnerable adult missing frequently are open to Children's Social Care, a Missing Prevention Plan may be in place. Where this is the case, the educational setting may be set actions as part of the Missing Prevention Plan and should receive a copy if consent has been provided.

When a young person/vulnerable adult goes missing

When it is suspected that a young person/vulnerable adult is missing from an educational setting this must be addressed immediately. Active steps to locate the young person/vulnerable adult should be taken, e.g., searching the premises and surrounding areas, contacting the young

person/vulnerable adult by phone, text, and social media, and contacting their parents/carers. If none of these actions locate the young person/vulnerable adult, then they must be reported missing to the Police by dialling 101, **or 999 if there is a belief that the child is immediately suffering significant harm.**

It is important that the police are informed of any checks already completed as it may save time and prevent duplication of tasks set by the police to locate a young person/vulnerable adult.

Staff at the educational setting must inform the young person/vulnerable adult's parents/carers that the young person/vulnerable adult has been reported missing. Where there is a Social Worker allocated to the young person/vulnerable adult, they should also be informed.

After a young person/vulnerable adult has been reported missing, any further information should be communicated to the police by telephoning 101 and quoting the incident number that the police would have provided following the initial report. Further information must be passed to the police as soon as possible, as officers will continue to search for the young person/vulnerable adult until informed of their return.

When the young person/vulnerable adult is found

If the young person/vulnerable adult is found by educational setting staff, or if the young person/vulnerable adult returns to the premises of their own accord, the police must be notified immediately by dialling 101 or 999 if the matter is an emergency. It is important that this action is prioritised, as the young person/vulnerable adult will remain classified as a missing person until seen by the police.

The Police

On receiving a report of a missing young person/vulnerable adult, Police will classify the young person/vulnerable adult as missing and will respond based on the level of risk involved.

Police will conduct a vulnerability interview for all children/young people who have been missing and have returned. It may be that the young person/vulnerable adult refuses to engage or speak with police. On these occasions the parents/carers can assist by reporting to officers their observations on the young person/vulnerable adult's return, e.g., did the young person/vulnerable adult shower, have gifts, appear unwell or under the influence of any substance, etc. The setting may also be able to contribute to this process and should provide the police with any relevant information or observations.

Each young person/vulnerable adult that returns from missing will automatically be referred to Barnardo's "R U Safe" or the SWAN Exploitation Hub. This will be facilitated by the Local Authority with responsibility for the young person/vulnerable adult.