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**SAFEGUARDING YOUNG PEOPLE AT RISK POLICY AND PROCEDURE**

Date approved: 19/5/2020, amended September 2023

Approved by: Sharon Burton

Review date: 04/9/2024

Responsible Manager: Sharon Burton

Accessible to students/customers: Yes

**Consultation**

Consultation undertaken with:- Trans4m Directors / Senior Managers

* Trans4m

**Applicability of Procedure to Organisation**

This policy applies to:-

* Trans4m

**Scope and purpose of policy**

The purpose of this procedure is to ensure that Trans4m meets its statutory and moral obligation to ensure the safety and welfare of children, young people and adults.

Safeguarding and promoting the welfare of children is everyone’s responsibility and all staff working at Trans4m should maintain an attitude of “It Could Happen Here” where safeguarding is concerned.

**Contents**

Introduction

Roles and Responsibilities

The Senior Leadership Team

Nominated Designated Safeguarding Officer

Employers and Work Placement Providers

Third Party Providers

Parents and Carers

Learners

Definitions

Child

Adult at Risk

Safeguarding Concern

Immediate Danger

At Risk of Harm

Physical Abuse

Sexual Abuse

Neglect

Emotional Abuse

Child Criminal and Sexual Exploitation and county lines

Honour based violence including Female Genital Mutilation and forced marriage

Radicalisation & Extremism

Private Fostering

Child on child

Sexual violence and sexual harrassment

Vunlerable Groups

Children missing from education

Children with special educational needs and disabilities

Dealing with Disclosure

Recognise

Respond

Record

Report

Refer

Safer Recruitment Practices

Social Media

Staff Training

Confidentiality

Equal Opportunities

Linked Policy & Procedures

Appendices

Appendix 1 – Safeguarding & Prevent Notification Form

Appendix 2 – Safeguarding Procedure Flow Chart

**INTRODUCTION**

All children, young people and adults at risk, regardless of age, disability, gender, racial heritage, religious belief and sexual orientation or identity have the right to protection from harassment, harm or abuse.

Safeguarding is described as, all agencies working with children, young adults and adults at risk and their families taking all reasonable measures to ensure that the risk of harm to their welfare is minimised. Where there are concerns about any of this group, agencies take appropriate actions to address those concerns, working to agreed local policies and procedures in full partnership with other agencies.

This procedure provides guidance to employees in support of Trans4m Child Protection Policy and Safeguarding Adults at Risk Policy.

This procedure has been developed in accordance with the following guidance and legislation:

* Keeping Children Safe in Education 2023
* Welfare of Children Act 2021
* The Children Act 1989
* The Children Act 2004
* Working Together to Safeguard Children 2018
* What to do if you are worried a child is being abused 2015
* Protection Freedoms Act 2012
* Care Act 2014
* Children & Social Work Act 2017
* Keeping Learners Safe 2015
* Safeguarding Children: Working Together Under the Children Act 2004
* Prevent Duty Guidance
* Modern Slavery Act 2015
* Getting It Right for Every Child (GIRFEC)
* UN Convention on the Right of the Child 1989
* Ofsted
* Education Act 2002
* The Education Act 2011
* Protection of Freedoms Act 2012

**ROLES AND RESPONSIBILITIES**

These procedures for safeguarding children/young people and adults at risk, are consistent with Local safeguarding Children Boards (LSCB) and Local Safeguarding Adults Boards (LSAB).

ALL STAFF have a personal responsibility to have read and abide by the following documents:

* Keeping Children Safe in Education (2023)
* Guidance for safer working practice for those working with children and young people in education settings February 2022 and code of conduct for child protection
* Trans4m Safeguarding Children, Young People and Adults Policies and procedures
* Children missing in Education Checklist

All staff will receive a “Safeguarding in Education Induction” and a copy of part 1 of Keeping Child Safe in Education 2023 and copies of polices at induction.

All staff will receive a copy of part 1 of KCSIE annually and will sign a declaration checklist to confirm the receipt of the updated copy.

The roles and responsibilities of individuals within the organization are provided below:

**The Senior Leadership Team**

Has a duty to understand and fulfil its safeguarding responsibilities. A member of the senior team will be designated safeguarding lead and will receive appropriate advanced training which will be refreshed every 2 years.

**Designated Safeguarding Officer**

Trans4m has nominated designated safeguarding officers who receive appropriate advanced training and will receive refresher training every 2 years.

Employees and volunteers are required to:

* undertake mandatory safeguarding e-learning training modules during induction, including online safety
* attend further safeguarding training as requested
* attend refresher safeguarding training every two years
* read and consider all communication relating to safeguarding matters and legislation, carrying out actions of additional training as requested
* report all safeguarding concerns/disclosures/incidents using the relevant methods as described in this procedure.
* Complete level 2 safe-guarding award
* Sign up to NSPCC Casper updates

It is statutory requirement that all employees read at least Part 1 of Keeping Children Safe in Education 2023 and all staff will be required to confirm and sign a declaration that they have received and read part 1 of the document.

**Employers and Work Placement Providers**

Are asked to cooperate with Trans4m in putting in place and subscribing to appropriate safeguards. This includes:

* Employers making a commitment to safeguard learners by endorsing an agreed statement of principles.
* Carrying out the required DBS checks.
* Relevant staff receiving safeguarding training.
* Preplacement Health and Safety checks of employer premises and health and safety management arrangements are complete, including insurance details.
* Employers are made aware of relevant policies and procedures.
* Complete Level 2 safe-guarding award
* Sign up to NSPCC Casper updates

It is important to note that ultimate responsibility still sits with Trans4m.

**Parents and Carers**

Are made aware of Trans4m’s responsibilities with regard to child/young person and adults at risk protection procedures these are available by request from Trans4m and on the website.

**Learners**

Learners have a duty to participate in lessons/tutorials relating to safeguarding issues. Learners will be made aware of the referrals process during induction, and have a personal responsibility to make staff members aware should they have a concern relating to themselves or another learner.

**The Centre**

The name of the Designated Safeguarding Officer/s and safeguarding advisors will be clearly displayed throughout the centre, with a safeguarding statement explaining the referring and monitoring of cases of suspected abuse.

**DEFINITIONS**

**Child**

Someone under the age of 18 years.

**Adult at Risk**

aged 18 or over; and

* has need for care and support (whether or not those needs are being met);

and

* is experiencing, or at risk of, abuse or neglect; and
* as a result of those needs is unable to protect him or herself against the abuse or neglect or the risk of it.

**Safeguarding Concern**

The identification that there is potential for a safeguarding issue with an individual.

Signs and symptoms are present which will result in further exploration.

**Immediate Danger**

Where there is an immediate threat of injury or harm to an individual requiring intervention from the emergency services.

**At Risk of Harm**

Where an individual is in danger of being exposed to abuse or harm. There may be no immediate danger, but there is the likelihood that the individual will suffer harm if preventions are not put in place.

**Physical Abuse**

The causing of physical harm to a child. For example: hitting, shaking, throwing, burning/scalding, poisoning, drowning, suffocating, fabricating symptoms of or deliberately inducing illness.

**Sexual Abuse**

Involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child/young person is aware of what is happening, or whether any level of violence is involved. Sexual abuse isn’t solely perpetrated by males and women can also commit acts of sexual abuse.

Sexual abuse may involve: assault by penetration (rape, oral sex), masturbation, kissing, rubbing, touching clothing, watching sexual activities, involving children in sexual activities, encouraging sexual activities, encouraging sexual behaviour, grooming.

In adults, abuse may take the form of direct or indirect involvement of the adult at risk in sexual activity or relationships, which they:

* Do not want or have not consented to
* Cannot understand and lack the mental capacity to be able to give consent to
* Have been coerced into because the other person is in a position of trust, power or authority (for example a care worker)

**Sexual**

**Neglect**

Is the persistent failure to meet a child’s basic physical/psychological needs, likely to result in the serious impairment of the child’s health or development. This may involve the parent carer failing to:

* Provide adequate food, clothing and shelter
* Protect a child from physical or emotional harm
* Ensure access to appropriate medical care or treatment
* Meet or responds to a child’s basic emotional needs

In an adult this may take the form of ignoring medical or physical care needs, failure to provide access to appropriate health, care and support or educational services, the withholding of the necessities of life, such as medication, adequate nutrition and heating.

**Emotional Abuse**

Is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on emotional development. It may involve:

* Conveying that they are worthless or unloved
* Silencing or making fun of the child
* Limiting opportunities for exploration, learning or social interaction
* Imposing inappropriate expectations
* Exposing the child to ill-treatment of another
* Serious bullying
* Exploitation or corruption

In adults, this may take the form of psychological abuse, threats of harm or abandonment, deprivation of contact, humiliation, blaming, controlling, intimidation, coercion, harassment, verbal abuse, isolation or unreasonable and unjustified withdrawal of services or supportive networks.

**Child Criminal (CCE) and Sexual Exploitation (CSE) and county lines**

Both CSE and CCE are forms of abuse that occur where and individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity in exchange for something the victim needs or wants.

**CSE** is a form of child sexual abuse, it may involve physical contact or non-penetrative acts. It may include non-contact activities such as involving children in the production of sexual images, watching sexual activities, behaving in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.

The victim may have been sexually exploited even if the sexual activity appears consensual.

Signs and symptoms of CSE include:

* Changes in behavior – becoming withdrawn or sexually inappropriate
* Changes in appearance, over-sexualised or poor personal hygiene
* Pregnancy
* Sexual transmitted disease / infection
* Soreness / discomfort
* Self-harm and/or substance misuse

**CCE** can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. It can also include forced into committing vehicle crime or threatening /committing serious violence to others. Perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons for protection from harm from others.

**Honour Based Violence including Female Genital Mutilation (FGM) and forced marriage**

FGM comprises all procedures involving partial or total removal of the external female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. If an employee, in the course of their work, discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18 this must be reported to the police and to the Nominated Designated Safeguarding Officer immediately.

There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Indicators include:

* Having difficulty walking, standing or sitting
* Spending longer in the bathroom or toilet
* Appearing withdrawn, anxious or depressed
* Having unusual behaviour after an absence
* Being particularly reluctant to undergo normal medical examinations
* Asking for help, but not being explicit about the problem due to embarrassment or fear

Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

**Radicalisation & Extremism**

The Counter Terrorism and Security Act, places a duty on specified authorities, including local authorities and childcare, education and other children’s services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism (“the Prevent duty”).

Extremism is the holding of extreme political or religious views e.g. animal welfare rights, environmentalists, EDL / white supremacy groups, anti-gay groups, Islam / Christian ideology.

All employees will follow the Prevent Procedures which is available as a separate document.

**NOTE**: at no point should staff carry out investigatory interviews relating to a Prevent concern. The matter should be referred directly to the Designated Safeguarding Office and the Police.

**Child on Child abuse / Peer on peer**

All staff should be aware that children can abuse other children and should be clear as to the centres policy and procedures.

child on child abuse may include:

* bullying including cyberbullying, prejudice-based and discriminatory bullying
* abuse in intimate personal relationships between peers
* physical abuse
* sexual violence including online elements which facilitates, threatens and/or encourages sexual violence
* sexual harassment
* including sexual comments, remarks, jokes and online sexual harassment
* causing someone to engage in sexual activity without consent
* consensual and non-consensual sharing of nudes and semi nudes’ images and or videos, staff should make themselves aware of the UKCIS guidance and advice for identifying and supporting young people at risk
* upskirting
* initiation/hazing type violence and rituals

**Upskirting**

All staff should be made aware that ‘upskirting’ is now a criminal offence. A definition

has been included which describes upskirting as, “taking a picture under a person’s

clothing without them knowing, with the intention of viewing their genitals or buttocks

to obtain sexual gratification, or cause the victim humiliation, distress or alarm” (DfE, 2019a)

**Mental Health**

Staff should be aware that mental health problems may be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation, more information can be found in the mental health and behaviour in schools guidance

**Private Fostering**

A private fostering arrangement occurs when someone other than a parent or a close relative cares for a child for a period of 28 days or more, with the agreement of the child’s parents. It applies to children under the age of 16, or aged under 18 if the child is disabled. Children looked after by the local authority or who are placed in a residential school, children’s home or hospital are not considered to be privately fostered.

Private fostering occurs in all cultures, including British culture and children may be privately fostered at any age.

Most privately fostered children remain safe and well but safeguarding concerns have been raised in some cases so it is important that colleagues are alert to possible safeguarding issues, including the possibility that a child has been trafficked into the country.

By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify Children’s Social Care as soon as possible. If the Organisation becomes aware of a private fostering arrangement for a learner that has not been notified to Children’s Social Care and will share information with Children’s Social Care as appropriate.

**Domestic Abuse**

Can be psychological, physical, sexual, financial, or emotional

Can impact on children through seeing, hearing or experiencing the effects of domectic abuse and/or experiencing it through their own intimate relationships.

**VULNERABLE GROUPS**

**Children missing from education**

All staff should be aware that children going missing, particularly, repeatedly, can act as a vital warning sign or a range of safeguarding possibilities.

This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage.

Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risk of a child going missing in future. Staff should be aware of Trans4m’s unauthorized absence and children missing from education procedures.

All staff should communicate all unauthorised absences with the Centre Manager and the Designated Safeguarding Officer.

**Children with special educational needs and disabilities**

Children and young people with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Trans4m acknowledges additional barriers can exist when recognising abuse in this group of children and young people.

These can include:

* Assumptions that indicators of possible abuse such as behavior, mood and injury relate to the child’s disability without further exploration;
* The potential for children with SEN and disabilities being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs;
* Communication barriers when making a disclosure

**DEALING WITH A DISCLOSURE**

Trans4m understands that to fulfil its responsibility to safeguard children/young people and adults at risk, all employees and volunteers are required to appropriately share any concerns that are identified or disclosed.

There are 5 steps to dealing with safeguarding issue which must be followed by ALL staff:

1. **Recognise** the signs of abuse
2. **Respond** and react accordingly
3. **Record** the facts of the disclosure
4. **Report** the disclosure to a Safeguarding Advisor as soon as possible/within 48 hours.
5. **Refer** (to the emergency services or Social Services or through the Channel process) in situations where an individual may be at risk of immediate harm – and ensure that the information is reported to the Designated Safeguarding Officer on the same day and a report submitted within 48 hours

**Recognise**

The main types of abuse, signs and symptoms are provided under ‘Definitions’ in this document.

All staff should be vigilant in observing the young people they work with to identify whether an individual is at risk and is showing signs of abuse.

All staff will have received adequate training in the identification of potential abuse or safeguarding issues.

**Respond**

Approach the individual you suspect as being at risk and seek to obtain a disclosure.

People are often reluctant to talk about abuse. Many perpetrators may tell people to keep the abuse a secret and frighten them with unpleasant consequences. Listed below are some ways as to respond to issues or concerns:

* Stay calm and listen carefully to what is being said
* Reassure the person that they have done the right thing by telling you, but not that everything will be okay; sometimes things get worse before they get better
* Find an appropriate early opportunity to explain that it is likely the information will need to be shared with others, but that this will be on a need to know basis
* Allow the person to continue at his/her pace – asking questions for clarification only; try to ask “Tell me, Explain to me, Describe to me” so as to avoid leading for a particular answer
* Tell them what you will do next and with whom the information will be shared
* Do not delay in discussing your concerns and if necessary passing this information on

If you are suspicious but no disclosure has taken place:

* Discuss your concerns with a safeguarding advisor
* If a person approaches you to make allegations of inappropriate behavior or misconduct against a member of staff:
* Contact your line manager, Safeguarding Advisors or the Designated Safeguarding Officer

If you feel that anyone is at immediate risk, take any reasonable steps within your role to protect any person from immediate harm, for example:

* Call an ambulance or a GP if someone needs medical attention
* Call the emergency services / police if a crime is taking place or has taken place
* Separate the alleged perpetrator and victim – but only if it is safe to do so

**Inform the designated safeguarding officer as soon as possible on the same day / and complete a report within 48 hours.**

The Prevent and Safeguarding Notification Form is available as appendix 1 of this document.

NOTE: Any violence by a learner or a member of staff MUST be reported to the Designated Safeguarding Officer.

* Follow guidelines in the managing allegations against staff policy
* Do not question the person making the allegation or investigate the matter yourself

**Record**

A safeguarding report form MUST be completed.

Where a safeguarding report form is not readily available, please ensure that the following information is noted:

* Your details
* Name of those involved
* Date of incident(s) / disclosure / suspicion
* Details of incidents(S) / disclosure / suspicion
* Background information
* Actions taken

Whilst you can record observations, do not interpret or give opinion as this may bias the information provided and jeopardise any future investigation into the allegation.

The Safeguarding report form should be kept securely and forwarded to the Designated Safeguarding Officer.

**Report**

Any issues or concerns, allegations or suspicions relating to safeguarding must be taken seriously and reported to the Designated Safeguarding Officer immediately, in their absence please contact a Safeguarding Advisor. This needs to be done as soon as possible on the same day / and complete a report within 48 hours.

**NOTE**: If an individual is at **immediate risk of harm** contact the emergency services.

**Refer**

Where required, the Designated Safeguarding Officer will refer or support you with guidance on next steps and/or signposting the relevant external agency.

There may be some circumstances where a situation may need to be reported directly these are:

* Any referral to social services or through the Channel process
* Should there be a disagreement between members of employees and the Designated Safeguarding Officer about a need to make a referral, advice should be sought directly from the relevant social services department by the employee who has made the concern
* Any concerns about a young person who is part of a programme that Trans4m is linked to should be relayed to the Trans4m’s Designated Safeguarding Officer
* Concerns about a young person subject to a child protection order should be relayed to the keyworker immediately, in the absence of a key worker refer to Social care

**SAFER RECRUITMENT PRACTICES**

Trans4m’s selection and recruitment procedure adheres to the principles of safe recruitment outlined in Keeping Children Safe in Education 2023 and includes all appropriate checks on employees’ suitability through the DBS process as appropriate.

Trans4m will prevent people who pose a risk of harm from working with children, young people and adults at risk, by adhering to statutory responsibilities to check employees who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required; and ensuring volunteers are appropriately supervised.

Trans4m has created a culture of safer recruitment and, as part of that, have adopted recruitment procedures that help deter, reject or identify people who might abuse children, young people and adults at risk. We will act reasonably in making decisions about the suitability of the prospective employee / volunteer based on checks and evidence including: criminal record checks (DBS checks), barred list checks and prohibition checks together with references and interview information. The interview panel for recruitment will include an individual who has completed “Safer Recruitment” training. Online searches will be completed as part of due diligence for short-listed candidates, applicants will be notified of this practice at interview.

The level of DBS certificate required, and whether a prohibition check is required, will depend on the role and duties of an application to work for Trans4m. For most appointments, an enhanced DBS certificate, which includes barred list information, will be required as the majority of employees will be engaging in regulated activity.

A person will be considered to be engaging in regulated activity if as a result of their work they:

* Will be responsible, on a regular basis, for teaching, training instructing, or supervising children, young people and/or adults at risk; or
* Will carry out paid, or unsupervised unpaid, work regularly for Trans4m where that work provides an opportunity for contact with children, young people and/or adults at risk

Trans4m will prevent people who pose a risk of harm from working with children, young people and adults at risk, by adhering to statutory responsibilities to check employees who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required; and ensuring volunteers are appropriately supervised.

**SOCIAL MEDIA**

Trans4m acknowledges that colleagues may use a number of social media platforms as individuals outside of work.

It Is imperative that colleagues do not contact any learners/ex-learners via personal social media accounts. If learners/ex learners attempt to contact colleagues on social media, this should de declined and reported to their line manager.

If a colleague is found to have entered into communication with learners/ex-learners via a personal social media account, this will be considered a breach of safeguarding policy and the individual will face disciplinary action.

Trans4m uses social media to engage with learners, this is via a generic centre based account with the log-in details shared with key staff members only. Any staff accounts associated which are used for contacting learners should clearly be identified with both the user and Trans4m’s name.

Staff are encouraged to ensure they apply the highest level security features to all social media accounts they use for their personal safety. Information and advice on privacy and security settings can be found in the help section of the social media platform.

**STAFF TRAINING**

All employees are required to undertake mandatory e learning and, where possible as good practice, face to face training, this provides employees with information on how to refer a concern using the Channel process.

Staff are required to undertake update training at least every 2 years.

Staff have a responsibility to familiarise themselves with new legislation and guidance as it becomes available and is communicated by Trans4m.

**CONFIDENTIALITY**

It is Trans4m’s responsibility to ensure that any written records relating to safeguarding issues and disclosures are stored appropriately and securely. This is a locked filing cabinet with limited access to key holders and on a secure server managed by the Trans4m. Safeguarding records should be stored in isolation from other student records.

There may be some circumstances where the welfare or safety of an individual may take precedence over confidentiality.

When sharing information there are Seven Golden Rules

1. The Data Protection Act is not a barrier to sharing information
2. Be open and honest
3. Seek advice
4. Share with informed consent where appropriate (There may be some circumstances where seeking consent including parental consent is not required)
5. Consider safety and well-being
6. Ensure that information sharing is appropriate and secure
7. Keep a record

(Source: Information sharing – Advice for Practitioners provides safeguarding services to children, young people, parent and carers (2015).

The safety and well-being of the child or adult at risk is paramount. Employees may have access to confidential information about the learners in order to undertake their everyday responsibilities. In some circumstances, employees may be given highly sensitive and private information about a learner of his/her family for their own or others’ advantage. Information must never be used to intimidate, humiliate, or embarrass a learner.

* The Designated Safeguarding Officer will disclose personal information about a learner to other employees on a need to know basis only. They will make a judgement in each individual case about who needs and has a right to access particular information.
* All employees must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children/young people and adults at risk, in consultation with a Safeguarding Advisor.
* All safeguarding records are subject to Freedom of Information Act and Data Protection. If there is any doubt as to the rights of any party to access information, we may seek legal advice prior to releasing any information.
* Trans4m complies with the requirements of the Data Protection Act (DPA) the DPA does not prevent employees from sharing information where this is necessary to protect the safety and well-being of the child or adult at risk.
* All employees must be aware that they cannot promise a child/young person or adult at risk confidentiality which might compromise the safety or well-being of the learner or that of another.

**EQUAL OPPORTUNITIES**

This policy will be implemented in accordance with Trans4m’s Equality Strategy.

**LINKED POLICIES AND PROCEDURES**

* Child Protection Policy and Safeguarding Adults at Risk Policy
* Trans4m Disclosure Policy
* Behaviour Policy
* Bullying and harassment policy
* Health & Safety
* Safer Recruitment
* SEND
* Data Protection Policy
* Trans4m Staff Handbook

**KEY CONTACTS**

Sharon Burton – Centre Manager – Designated Safeguarding Lead

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**Appendix 1**

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**PREVENT AND SAFEGUARDING NOTIFICATION FORM**

**Strictly Confidential**

This form is to be used by employees or volunteers to record any Prevent issues and safeguarding incidents, disclosures or suspicions of abuse or potential risk of harm relating to a child (under 18 years), young person or adult at risk.

The completed form should be sent to the **Safeguarding and Inclusion Administrator** immediately to the referrals e-mail: [sburton@trans4mcic.com](mailto:erika.mendonca@rathboneuk.org)

|  |  |  |  |
| --- | --- | --- | --- |
| **Division:** |  | **Name of person making this referral:** |  |
| **Job title of referrer:** |  | **Contact phone number** |  |
| **Place of work of referrer:** |  | **Email of referrer:** |  |
| **Is this a safeguarding incident?** |  | **Is this a Prevent incident?** |  |
| **The Learner’s details** | | | |
| **Age group:** | | **Child or young person**  **(under 18 years of age)**  **Adult** | |
| **Name of learner/customer:** | |  | |
| **Learner/customer number (if applicable):** | |  | |
| **Address** | |  | |
| **Telephone number:** | |  | |
| **Date of birth:** |  | **Was interpreter: required?**  **arranged?** | Yes  No |
| **First preferred language:** |  | | |
| **Any specific needs:**  (if no, then state ‘none’) |  | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Other relevant details about the person involved**  Include family circumstances (e.g. substance misuse, domestic abuse, parental mental health issues, or any other factor which may impact on parenting), physical and mental health of the person concerned, any communication or learning difficulties they may have. | | | | | |
| **Details of the allegation/suspicions/concerns** *State exactly what you were told/observed, the nature of any injuries and what was said. Use the person’s own words as much as possible* | | | | | |
| **Is the person in danger of further abuse?** | | |  | | |
| **Is the person any risk to others?** | | |  | | |
| **Parent/guardian/carer’s contact details:** | | |  | | |
| **Relationship to person concerned:** | | |  | | |
| **Any siblings/children/dependents:**  **(Please provide information, if known)** | | |  | | |
| **Name** |  | **D.o.B.** |  | **Gender** |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
| **Name and address of GP if known:** | | |  | | |
| If the child, young person or adult at risk is in work-based learning or completing a work placement, please provide details of the employer: | | | | | |
| **Name of Employer:** | | |  | | |
| **Contact details:** | | |  | | |
| **Details of the allegation/suspicions** | | | | | |
| **Are you recording:**  (*tick as appropriate)* | | | **A disclosure made directly**  **to you by the learner?**  **A disclosure or suspicions from a third party?**    **Your suspicions or concerns?** | | |
| **Date and time of disclosure:** | | |  | | |
| **Date and time of incident:** | | |  | | |
| **Are there any previous reports?** | | |  | | |
| **Date(s) of any previous reports** (if applicable) | | |  | | |
| **Is there a Risk Assessment in place for any learners involved in the disclosure?** | | |  | | |
| **What is the risk?** | | |  | | |
| **Name of learner (if different to report name):** | | |  | | |
| **Date of risk assessment:** | | |  | | |
| **Risk status:** *(please tick as appropriate)* | | Pregnant  Has responsibility for children  Current or recent suicide attempts  History of self-harm/self-injury  Self-neglect  Threats or violence to others  Misusing substances  Currently receiving medication  Mental health problems  Other (*please state)* | | | |
| **Action taken to date:**  **Was A & E attended?** | | Referral to social services  Discussion with Inclusion Lead  Were police or other emergency  services involved?  Were any other external agencies  contacted?  Name of agency/service contacted:  Yes  No | | | |
| **Was first aid administered?** | | Yes  No | | | |
| **Details of first aid administered:** | |  | | | |
| **Has the person concerned been informed and do they consent to the sharing of this information with other professionals/organisations:** | | Yes  No  Verbal  Written  (If written, please forward with report) | | | |
| **Information shared with:**  *(please include contact details)* | |  | | | |
| **The person concerned is now:**  (*describe current condition and whereabouts)* | |  | | | |

|  |  |
| --- | --- |
| **Signed:** | **Date:** |

|  |
| --- |
| **Ethnicity** *(please tick as appropriate)* |
| **White**   * Welsh / English / Scottish / Northern Irish / British * Irish * Gypsy or Irish Traveller   Any other White background, please describe    **Mixed / Multiple ethnic groups**   * White and Black Caribbean * White and Black African * White and Asian   Any other Mixed / Multiple ethnic background, please describe  **Asian / Asian British**   * Indian * Pakistani * Bangladeshi * Chinese   Any other Asian background, please describe  **Black / African / Caribbean / Black British**   * African * Caribbean   Any other Black / African / Caribbean background, please describe  **Other ethnic group**   * Arab   Any other ethnic group, please describe |

**Please ensure this form is checked and any further action required is taken.**

**Please ensure this form is stored in a secure file and a copy has been forwarded to your safeguarding representative. Email this form to the Designated Safeguarding Officer:** [**sburton@trans4mcic.com**](mailto:sburton@trans4mcic.com)

**Appendix 2 Disclosures Flow Chart**

Learner /client approaches employee with a concern.

Employee/volunteer does not delay in acting, allows the learner/client to discuss their concerns in a confidential environment

Employee/volunteer listens carefully to what is said, allow the learner/client to talk at their own pace, and ask questions only for clarification. Do not ask questions that suggest a particular

answer

Do not promise to ‘keep it a secret’. Use the first opportunity you have to say that you will need to share the information with others. Make it clear that you will only tell the people who need to know and should be able to help.

Reassure the learner/client that ‘they did the right thing’ in telling someone. Tell the learner/client what you are going to do next i.e. seek advice and revert to them

As soon as possible after the disclosing conversation, make a note of what was said, using the learner/client’s own words on the Safeguarding Report Form. Note the date, time, and any names that were involved or mentioned. Do not use this as an opportunity to interrogate the learner/client. Make sure you sign and date your record

If the concern relates to a staff member or volunteer contact managing directors

without delay

If the concern does not relate to a staff member or

volunteer contact your local designated person without delay

Director to liaise with line manager and Designated Person to discuss

appropriate action to take

Designated person to review Safeguarding Form and determine whether a formal referral or whether additional support or signposting is required

Formal referral required designated person to make referral to

appropriate

agency and

update

Safeguarding

Report Form

Where appropriate Investigating Manager to be allocated and Investigation conducted in line with Trans4m’s Disciplinary Policy. Pending outcome of Investigation appropriate action to be taken and ISA/DS referral to be made where appropriate

No formal referral

required, matter to

be referred back

to staff member

and appropriate

support and

signposting to be

communicated