



The GTA Safeguarding & Child Protection Policy

This policy applies to all members of GTA (including staff, learners, volunteers, parents/carers, contractors and visitors) who access the GTA.

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Note: This policy was formerly part of CP5.5 The GTA Safeguarding Prevent & British Values Policy v8.3 which has now been replaced with CP5.5 The GTA Prevent Policy v8.8

Introduction

This policy has been written based on current legislation, policy and guidance that seeks to protect children in England.

Although the policy has primarily been written using guidance from 'Keeping Children Safe in Education 2022', the content of this policy can apply to anyone who may engage with Doncaster, Rotherham, and District Motor Trades GTA Ltd (GTA).

This policy also applies to anyone working on behalf of the GTA including senior managers, board of trustees, employees, volunteers, apprentices, sub-contractors, and visitors.

The persons of responsibility for Safeguarding within the organisation are:

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Overview of Safeguarding

This policy is to define the meaning of safeguarding within the organisation. The promotion of both safeguarding and the welfare of a child¹ and vulnerable adults is a priority of the GTA. All teaching staff provide a holistic approach to safeguard the welfare of every young person and vulnerable adult within the organisation's care.

GTA staff are encouraged to adopt a child-centred approach this means that staff should consider, always, what is in the best interests of the child. As staff are in contact with children and vulnerable adults in varying capacities it is important to identify concerns early, provide help for children, and vulnerable adults and provide a safe environment for both. It is also recognised that some adults are vulnerable to abuse.

Vulnerable Adults

Accordingly, the procedures are also applied to allegations of abuse and the protection of vulnerable adults. Guidance on who is a 'vulnerable adult' is taken from the Care Act 2014 which defines vulnerable adults as any person who is aged 18 years or over and at risk of abuse or neglect because

¹ Child (definition) is someone under the age of 18 in England

of their needs for care and or support. The Department of Health defines a vulnerable adult as a person aged 18 or over who may need community care services because of a disability (mental or other), age, or illness. A person is also considered vulnerable if they are unable to look after themselves, protect themselves from harm or exploitation or are unable to report abuse.

As part of the organisation's safeguarding policy, the organisation will always:

- listen to and respect young people's concerns.
- Appoint a Designated Safeguarding Lead (DSL) for children and young people, a deputy, and a board member for safeguarding within GTA.
- Adopt safeguarding best practices through our policies, procedures, and code of conduct for staff and volunteers.
- Reviewing and revising an effective online safety policy and related procedures.
- Providing sufficient firewalls online to protect learners from inappropriate access to websites or blocking.
- Regular meetings for staff and volunteers to support, training and quality assurance measures.
- Recruiting staff and volunteers safely, ensuring all necessary checks are made.
- Record and store both disclosures and information professionally and securely.
- Distributing new information about safeguarding and good practice with children, their families, staff and volunteers via leaflets, posters, group work and one-to-one discussions.
- Designated Safeguarding Leads and Deputies to follow local board procedures to share concerns and relevant information with agencies who need to know, and involve children, young people, parents, families, and carers appropriately.
- Using our policies to manage any allegations against staff and volunteers appropriately.
- Promoting an anti-bullying environment and ensuring that we have a policy and procedure to help us deal effectively with any bullying that does arise.
- Ensuring that we have effective complaints and whistleblowing measures in place
- Ensuring that we provide a safe environment for our children, young people and members working with or on behalf of the GTA.
- Ensuring we have effective procedures in place to prevent and respond to concerns about radicalisation and extremism.
- Keeping staff up to date with Safeguarding by providing up-to-date training and newsletters and meetings to share significant safeguarding updates.
- Provide local authority training and resources for staff who are involved in regulated activity as part of the GTA's alternative provision programme.
- Promote take a zero-tolerance approach to abuse, and it should never be passed off as "banter", "just laughing", "part of growing up" or "boys being boys" as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.

When to be concerned

Listed below is guidance to support staff and other members to identify possible early signs of the various forms of abuse. This is for guidance only, please speak to a member of the Safeguarding team if you are unsure or require help with a concern. Children's Human Rights may be breached if they are subjected to harassment, violence or abuse.

Possible signs of physical abuse include:

- Unexplained injuries or burns, particularly if they are recurrent
- Refusal to discuss injuries
- Improbable explanations for injuries
- Untreated injuries or lingering illness not attended to
- Admission of punishment which appears excessive
- Shrinking from physical contact
- Fear of returning home or of parents being contacted
- Fear of Undressing
- Fear of medical help
- Aggression/Bullying
- Over-compliant behaviour or a 'watchful' attitude
- Running away
- Significant change in behaviour without explanation
- Deterioration of work
- Unexplained pattern of absence which may be to hide bruises or other physical injuries

Early help

If early help is appropriate, the designated safeguarding lead (or deputy) will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner. Any such cases should be kept under constant review and consideration given to a referral to children's social care for assessment for statutory services if the child's situation does not appear to be improving or is getting worse.

Any child may benefit from early help, but all GTA staff should be particularly alert to the potential need for early help for a child who:

- Is disabled or has certain health conditions and has specific additional needs.
- Has special educational needs (whether they have a statutory Education, Health and Care Plan).
- Has a mental health need.
- Is a young carer.
- Is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines.
- Is frequently missing/goes missing from care or home.
- Is at risk of modern slavery, trafficking, sexual or criminal exploitation.
- Is at risk of being radicalised or exploited.
- Has a family member in prison or is affected by parental offending?
- Has witnessed seen, heard or experienced the effects of domestic abuse and/or experienced it through their intimate relationships.
- Is in danger of psychological, physical, sexual, financial, or emotional abuse.
- Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse.
- Is misusing drugs or alcohol themselves.
- Has returned home to their family from care.
- Is at risk of 'honour' -based abuse such as Female Genital Mutilation or Forced Marriage.
- Is a privately fostered child.
- Is persistently absent from education, including persistent absences for part of the school day.

All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face-to-face. In many cases, abuse will take place concurrently via online channels and in daily life. Children can also abuse other children online, this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

Indicators of Abuse and Neglect

Below is guidance taken from Keeping Children Safe in Education 2022 regarding the various forms of abuse that may take place.

Note: Vulnerable adults may also fall within these categories.

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

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

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children.

These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue (also known as child-on-child abuse) in education and all staff should be aware of it and of their school or college's policy and procedures for dealing with it.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, because of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

provide adequate food, clothing, and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Peer-on-Peer Abuse: All staff must recognise the indicators and signs of peer-on-peer abuse and know how to identify it and respond to reports.

All staff should understand, that even if there are no reports from within the organisation it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding peer-on-peer abuse, they should speak to the designated safeguarding lead (or deputy).

It is essential that all staff understand the importance of challenging inappropriate behaviours between children, many of which are listed below, that are abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it. Staff need to recognise that it is more likely that girls will be victims and boys perpetrators, but that all peer-on-peer abuse is unacceptable and will be taken seriously.

Peer-on-peer abuse is most likely to include, but may not be limited to:

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

Responding to peer-on-peer sexual abuse

If a child experiences peer-on-peer sexual abuse or there are concerns a child might be displaying harmful sexual behaviour (HSB), you need to take child protection action.

Reporting child-on-child abuse

If you think a child or vulnerable adult is in immediate danger, contact the police on **999**. If you're worried about a child but they are not in immediate danger, you should share your concerns.

- Contact the GTA Safeguarding Lead or Deputy immediately, below are procedures the GTA will do after a referral has been made.
- Report to the police as appropriate (for example, if an allegation of rape, sexual assault or sexual offence is made). This will happen alongside making a referral to children's social care, following local authority guidelines.
- Contact the NSPCC Helpline on 0808 800 5000 or by emailing help@nspcc.org.uk. Our trained professionals will talk through your concerns with you and give you expert advice.
- Contact the local Safeguarding board relevant to where the child lives.

Protecting all the children involved

The designated safeguarding lead and deputy will provide the child who has experienced abuse with the need to support the child who has displayed harmful sexual behaviour. Children who witnessed the abuse or are friends of those involved may also be affected and need support.

Each incident of or concern about child-on-child abuse will be different all incidents will be dealt with individually. The Safeguarding lead and deputy will gather all the facts, assess any risks, and make decisions on a case-by-case basis. This will help you understand who needs to be involved to make sure all children are appropriately protected and supported.

Any child who has experienced or been involved in sexual abuse in a school setting can contact our Report Abuse in Education Helpline on *0800 136 663* or by *emailing help@nspcc.org.uk*.

Supporting the child who has experienced abuse

Every child who has experienced abuse will receive tailored support to meet their needs. Examples of this may include:

- Listen carefully to the child and reassure them that you are taking them seriously.
- Record the incident, noting all the relevant facts as fully as possible. Write down the language used by the child. This will help you record precisely what happened and understand how the child has been affected.
- Consider what support the child may need in the short-term, for example making sure they won't encounter the child who has displayed abusive behaviour.
- Consider what long-term support the child may need to help them recover from the trauma of what they have experienced. This may include therapeutic support.
- Understand the child's support network and consider what help they need to protect and care for the child.
- Include the child in any decisions that affect them.

Supporting the child who has displayed abusive or harmful sexual behaviour

It is important that the GTA aims to protect and support children who have displayed abusive or harmful sexual behaviour. Examples of this may include:

- Consider any risks to the child's safety and what multi-agency responses are needed to support the child and their family.
- Talk calmly to the child. Remember that they may not realise they have behaved abusively and avoid using language that may make them feel judged or criminalised.
- Consider appropriate sanctions considering your organisation's behaviour policy.
- Work with the child and their support network to put measures in place that will help the child change their behaviour.
- Consider what targeted therapeutic support the child may need.

Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age-appropriate guides to support children 5-11-year-olds and 12-17-year-olds. The guides explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained. Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers. The guide can be found online to ensure an up-to-date guide is used.

Children missing from education

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of 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 risks of a child going missing in future. Staff should be aware of the GTA's unauthorised absence and children missing from education procedures where learners on the concern meet a regular check for progress.

Children with family members in prison

Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation, and poor mental health. NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

Child sexual exploitation is a form of child sexual abuse

It occurs when an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity:

- (a) in exchange for something the victim needs or wants, and/or
- (b) for the financial advantage or increased status of the perpetrator or facilitator.

The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact: it can also occur using technology. Like all forms of child sex abuse, child sexual exploitation:

- Can affect any child or young person (male or female) under the age of 18 years, including 16- and 17-year-olds who can legally consent to have sex.
- Can still be abused even if the sexual activity appears consensual.
- Can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity.
- can take place in person via technology, or a combination of both.
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.
- may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media).
- can be perpetrated by individuals or groups, males or females, and children or adults.
- The abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse.
- is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and or alcohol misuse, deliberately missing education, and consensual and non-consensual sharing of nude and semi-nude images and/or videos can be signs that children are at risk. Other safeguarding issues all staff should be aware of include:

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

Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in 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, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

Child Criminal Exploitation (CCE): Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting, or pickpocketing. They can also be forced or manipulated into committing vehicle crimes or threatening/committing serious violence to others. Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

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

Child Sexual Exploitation (CSE): CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet. CSE can occur over time or be a one-off occurrence and may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on social media.

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

Female Genital Mutilation (FGM): Whilst all staff should speak to the designated safeguarding lead (or deputy) regarding any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police.

Mental Health: All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect, or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Education staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

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

Forced marriage: Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter a marriage. Threats can be physical emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage. The Forced Marriage Unit has published statutory guidance and multi-agency guidelines, pages 35-36 of which focus on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information: 020 7008 0151 or [email fmu@fco.gov.uk](mailto:fmu@fco.gov.uk) for advice for staff dealing with disclosures from learners.

Serious violence: All staff should be aware of the indicators, which may signal children are at risk from or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm a significant change in wellbeing, or signs of assault or unexplained injuries.

Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation (see sections on CCE and CSE). All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery. Advice for schools and colleges is provided in the Home Office's Preventing Youth Violence and Gang Involvement and its Criminal Exploitation of Children and Vulnerable Adults along with guidance on county lines involvement. The documents can be found in the Safeguarding file located in the main office or speak with the Safeguarding lead or deputy.

Further guidance on other forms of abuse can be found in the KCSIE 2022 document that is available in the Safeguarding File in the main office and found on Microsoft Teams. Staff are encouraged to refer to their own copy of KCSIE 2022, with particular attention paid to Part One. For anyone else such as apprentices who do not have direct access to these documents, please make contact with either of the GTA Safeguarding representatives whose contact details are on the first page of this policy.

Reporting

Reporting Safeguarding issues, and concerns and making disclosures: Staff working with children are advised to maintain an attitude of '*it could happen here*' where safeguarding is concerned. When concerned about the welfare of a child, staff should always act in the best interests of the child and remember that the child may not feel ready or know how to tell someone they are being abused.

If staff have any concerns about a child's welfare, they should act on them immediately. See 'Overview of Reporting' for a flow chart setting out the process for staff when they have concerns about a child.

When a member of staff makes a disclosure the information of the Safeguarding concern must only be reported using the Initial disclosure form SG6. This form can be accessed from the GTA Safeguarding file section on Microsoft Teams or a hard copy can be accessed from the Safeguarding file located in the main administration office.

Please remember to download a copy of the safeguarding form before populating the document. The form must be handed into a member of the Safeguarding team within 24 hours. If the person making the disclosure is in immediate danger, please contact the police and the 24-hour safeguarding team number.

Options will then include:

- Managing any support for the child internally via the training centre's own pastoral support processes.
- Undertaking an early help assessment.
- Making a referral to statutory services, for example as the child might be in need, is in need or suffering or is likely to suffer harm.

Advice for GTA staff when disclosures are made:

DO

Do listen very carefully to what they tell you.

Do take what is said seriously and accept what you are told.

Do stay calm and reassure the students that they have done the right thing in talking to you.

Write down as soon as you can exactly what you have been told.

Do tell them that you must pass this information on but that only those that need to know will be told. Tell them to whom you will report the matter.

DO NOT

Do not panic.

Do not promise to keep things secret. You have a duty to refer a child/young person or vulnerable adult who is at risk.

Do not lie or say that everything will be fine now that they have told you.

Do not criticise the abuser, especially if it is a parent/carer

Do not ask lots of detailed or leading questions such as: 'What did he do next?' Instead, ask open questions such as: 'Anything else to tell me?', 'Yes', or 'And...?'. Do not press for answers the student is unwilling to give.

It is important that the person to whom disclosure is made **does not investigate** or question the person concerned except to clarify what they have heard. This is particularly important in cases of sexual abuse.

It is very important to record, as accurately as possible, what was said to you when you received the disclosure of abuse. Clearly, all written records should be handled confidentially.

If a child/young person or vulnerable adult discloses to you that they or another child have been abused/radicalised, or if you suspect from what you observe that they are being abused, you must report this to the Police and Safeguarding team ASAP.

Refer all disclosures to the GTA Safeguarding team within 24 hours, using contact details

Charlotte McLaughlin - Safeguarding and Prevent Lead DSL

01302 832 831

07904 723 529

safeguarding@doncastergta.co.uk

Record Keeping

When staff report a concern, this is then passed to a member of the Safeguarding team. The Safeguarding officer will then make the decision whether to escalate the referral to external services for example social care or the police. The disclosure form is then to be kept confidential and stored in a locked filing cupboard located in the CEO's office.

This is to be separate from any other files and marked Safeguarding Confidential. Records are to be archived on a yearly basis. All disclosures that require referral to the Local Safeguarding Board are to be done within a 24-hour period following the referral procedure for each Local board. All referrals are to be done by the Designated Safeguarding Lead or Designated Safeguarding Deputy **unless the young person is in immediate danger.**

Information Sharing: Information sharing is vital in identifying and tackling all forms of abuse and neglect, and in promoting children's welfare, including their educational outcomes. Schools and colleges have clear powers to share, hold and use information for these purposes.

As part of meeting a child's needs, it is important for governing bodies and proprietors to recognise the importance of information sharing between practitioners and local agencies. This should include ensuring arrangements are in place that set out clearly the processes and principles for sharing information within the school or college and with children's social care, the safeguarding partners, other organisations, agencies, and practitioners as required.

GTA staff should be proactive in sharing information as early as possible to help identify, assess, and respond to risks or concerns about the safety and welfare of children, whether this is when problems are first emerging, or when a child is already known to the local authority children's social care.

The GTA is aware that among other obligations, the Data Protection Act 2018, and the UK General Data Protection Regulation (UK GDPR) place duties on this and other organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure.

Remember that sharing information in the context of Safeguarding is where practitioners need to share special category personal data, they should be aware that the Data Protection Act 2018 includes 'safeguarding of children and individuals at risk' as a condition that allows practitioners to share information without consent.

Information can be shared legally without consent, if a practitioner is unable to, cannot be reasonably expected to gain consent from the individual, or if to gain consent could place a child at risk.

Allegations against Staff

Any allegations made against staff must be referred to Richard Appleyard who is trained specifically to deal with allegations of abuse. If the allegations are CEO, this should be referred to the board of directors for the organisation. Mr Geoff Thompson is the Chairman of the board of directors and trustees and should be contacted by writing to:

Geoff Thompson
Doncaster, Rotherham, and District Motor Trades GTA
Rands Lane Industrial Estate
Armthorpe
DN3 3DY

If the allegations of abuse involve members of the board, then the allegation should be escalated to the Local Authority Designated Officer (LADO). This is the person who should be notified when it has been alleged that a person who works with children has:

- Behaved in a way that has harmed a child or may have harmed a child.
- Possibly committed a criminal offence against or related to a child.
- Behaved towards a child or children in a way that indicates she or he may pose a risk of harm to children.

The LADO may also become involved if:

A complaint or an allegation is made against a person in relation to his/her work with adult service users, which causes concern about the welfare of an adult service user's children or if the person also has another role working with children.

For further information please read the Managing Allegations of Abuse policy.

Sheffield LADO – Andrew Adedoyin 0114 2734855

Doncaster LADO 01302 737748 / 01302 737332 or email LADO@dcstrust.co.uk

What staff should do if they have concerns about Safeguarding practices and procedures within the organisation?

Any member of GTA staff, volunteer or sub-contractor who is working on behalf of the organisation should feel able to raise a concern. If they notice signs of unsafe, poor procedures or failings within the organisation's safeguarding practice then all concerns will be taken seriously by senior management.

Appropriate whistle-blowing procedures can be found in the organisation's whistleblowing policy.

Further guidance is also available by contacting the NSPCC whistleblowing helpline as an alternative route for staff to raise concerns about the organisation.

Staff can call 0800 0280285 line is available from 8:00 am – 8:00 pm Monday to Friday and email help@nspcc.org.uk.

Use of the GTA premises for non-school/college activities

There may be instances when the GTA agrees to hire out the facilities/premises to organisations or individuals (for example to community groups, industry technical training and corporate events) the GTA will ensure that appropriate arrangements are in place to keep children safe.

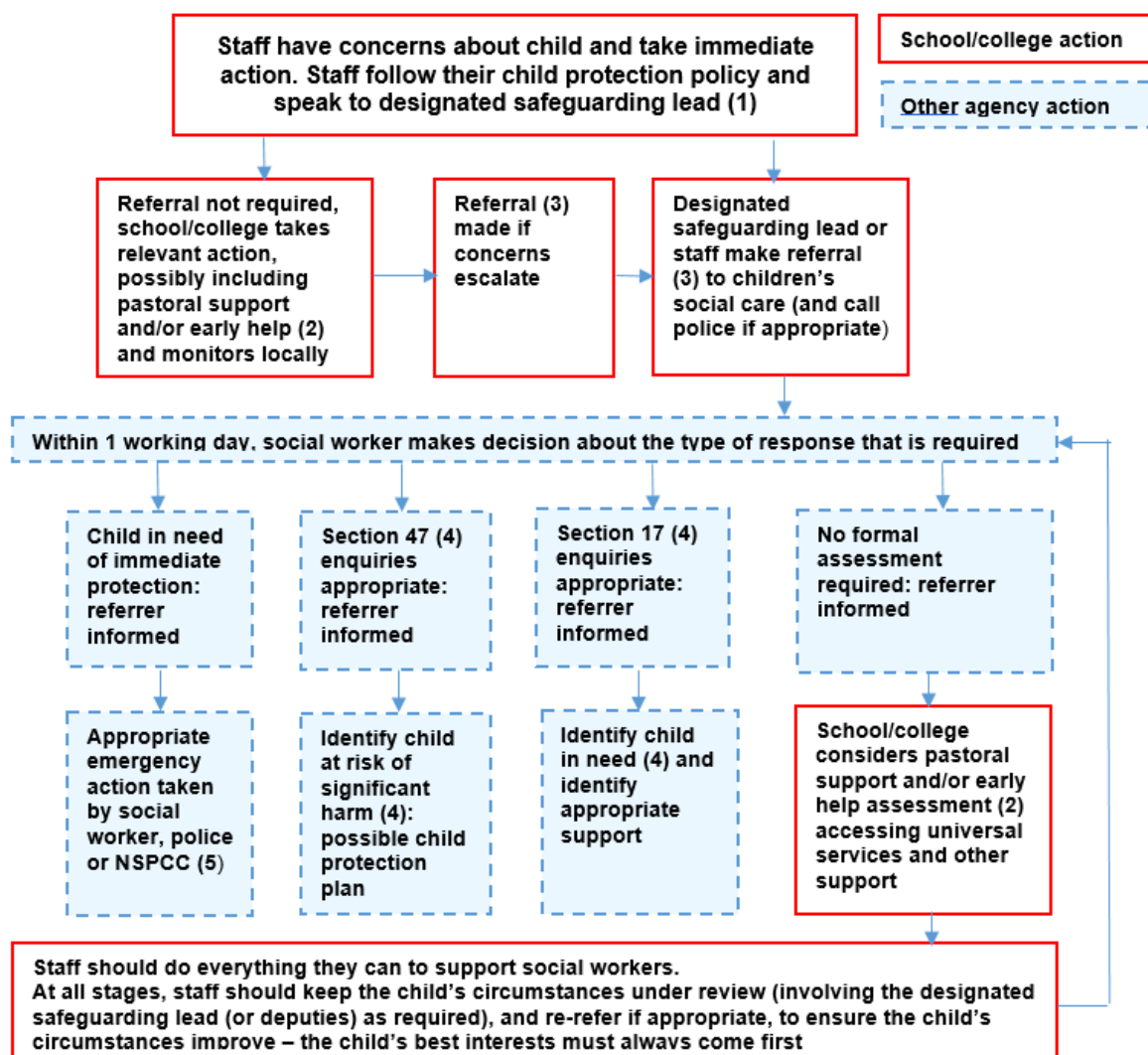
When services or activities are provided by the GTA under the direct supervision or management of their staff, their arrangements for child protection will apply.

However, where services or activities are provided separately by another body this is not necessarily the case. The GTA should if required, therefore seek assurance that the body concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed); and ensure that there are arrangements in place to liaise with the senior leadership team and Safeguarding Lead within these matters where appropriate.

The GTA will also ensure safeguarding requirements are included in any transfer of control agreement (i.e. lease or hire agreement), as a condition of use and occupation of the premises; and that failure to comply with this would lead to termination of the agreement.

Overview of Reporting

Actions where there are concerns about a child



(1) In cases which also involve a concern or an allegation of abuse against a staff member, see Part Four of KCSIE 2022.

(2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from coordinated early help, an early help inter-agency assessment should be arranged. Chapter One of Working Together to Safeguard Children provides detailed guidance on the early help process.

(3) Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter One of Working Together to Safeguard Children.

(4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority

has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter One of Working Together to Safeguard Children.
(5) This could include applying for an Emergency Protection Order (EPO).

Links to further guidance and the framework that relates to this policy:

Children Act 1989

Children Act 2004

Education Act 2002

Working together to Safeguard Children 2018

Keeping Children Safe in Education 2022

Prevent Duty for England and Wales update 2019 under section 26 of the Counter-Terrorism and Security Act 2015

Section 5B of the Female Genital Mutilation Act 2003

Local Safeguarding boards

<https://dscp.org.uk/report-concern> Doncaster safeguarding board 01302 734 214 Email: dscp@dcstrust.co.uk

<https://www.safeguardingsheffieldchildren.org/sscb/safeguarding-information-and-resources/referring-a-safeguarding-concern-to-childrens-social-care>
Sheffield Safeguarding Board 0114 273 4450 Email: scsp@sheffield.gov.uk

<https://www.sheffield.gov.uk/home/pollution-nuisance/prevent-counter-terrorism-strategy>
South Yorkshire Police Prevent Team by ringing 101 or call the Anti-Terrorist Hotline (can be anonymous) on 0800 789321.

www.thinkuknow.co.uk Advice and guidance on child exploitation and online safety

www.nspcc.org.uk Advice and guidance on signs of abuse, support on protecting children. 0808 800 5000

www.savethechildren.org.uk Advice and guidance on promoting the welfare of children
020 7012 6400

www.getsafeonline.org/safeguarding-children Advice and guidance for online safety

www.preventforfeandtraining.org.uk Advice and guidance on complying the with Prevent duty

www.nspcc.org.uk Advice and guidance for dealing with reports of Female genital mutilation (FGM)

The Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fm@fco.gov.uk

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