



# Safeguarding and Prevent Policy

<b>Lead Responsibility</b>	Centre Manager	<b>Approved by</b>	Director
<b>Version</b>	V10	<b>Reviewed</b>	October 2022
<b>Policy applicable to</b>	All Stakeholders	<b>Date of next review</b>	October 2023



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## Policy Statement

Global Skills Training Ltd (Global Skills) is committed to safeguarding and promoting the wellbeing of its learners. We fully recognise that it is the responsibility of all staff to ensure that all learners are safe and feel safe in the Centre environment.

This policy brings together all of the relevant procedures for safeguarding and has particular reference to: safe recruitment; reporting safeguarding issues; establishing a safe environment; promoting safeguarding in the curriculum.

All employees are required to show high standards in their management of risk and in the active protection of children and vulnerable adults from discrimination and avoidable harm by fulfilling their duties for learners under 18 in accordance with:

- [Keeping Children Safe in Education - September 2022](#)
- [Working Together to Safeguard Children 2018](#)
- [Children & Social Work Act 2017 – safeguarding reforms](#)
- [Care Act 2014](#)
- [‘Safeguarding Children and Safer Recruitment in Education’ \(Dept. for Children, Schools and Families 2011\).](#)
- [Prevent Duty Guidance for England issued under section 29 of the Counter terrorism and security Act 2015.](#)
- [Sexual violence and sexual harassment between children in schools and colleges \(publishing.service.gov.uk\)](#)

## Ethos

Global Skills recognises the importance of learners feeling safe and feeling that they are in an environment to disclose abuse. Global Skills will endeavour to support learners by:

- Ensuring the content of the curriculum include relevant information and content.
- Providing a positive secure environment where learners feel valued and supported. Implementing a code of conduct to which learners sign up.

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- All complaints, allegations or suspicions of abuse will be dealt with due regard to our Safeguarding of Children and Vulnerable Adults Policy.

## Definition of Abuse

In order to be able to safeguard children and vulnerable adults/individuals at risk, awareness of signs of possible abuse must be known:

1. Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning or otherwise causing physical harm. Physical injury may occur as a result of injury inflicted by a family member, including a brother or sister, or by another person, or an injury sustained accidentally but as a result of neglect. Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately causes ill health to a child whom they are looking after.

The accurate recording of information is vital following any disclosure or observation of physical injury. **Appendix A** should be used to assist in the accurate recording when a possible injury has occurred.

2. This situation is commonly described using terms such as fabricated or induced illness by proxy, or Munchausen syndrome by proxy.
3. Psychological/Emotional abuse is the persistent emotional ill-treatment of a person such as causing severe and persistent adverse effects on him or her emotional development. It may involve conveying to that child or person that they are worthless or unloved, inadequate or valued only in so far as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on the child or person concerned. It may involve causing that child or person to feel frightened or in danger, or exploitation or corruption. Emotional and other forms of abuse may occur as a result of domestic violence. Some level of emotional abuse is involved in all types of ill-treatment or abuse, though it may occur alone.
4. Domestic abuse is commonly defined as any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence, or abuse between those aged 16 or over who are, or have been intimate partners or family members regardless of gender or sexuality. The abuse can encompass but is not limited to:
  - psychological
  - physical
  - sexual
  - economical abuse
  - emotional



- coercive and controlling – which covers post separation abuse
5. Discriminatory abuse is defined as any form of abuse based on discrimination because of a person’s race, culture, belief, gender, age, disability, sexual orientation, etc.
  6. Peer on peer abuse (child on child) includes but is not limited to physical and emotional abuse. Bullying, which is a form of physical and emotional abuse, plays a major role in peer-on-peer abuse. Bullying needs to be dealt with locally by personal tutors with the assistance of Student Services, with cases reported as per the Anti Bullying Policy. Bullying includes cyberbullying, prejudice-based and discriminatory bullying.
  7. Sexual abuse includes sexual violence such as rape, sexual assaults and sexual harassment (including online sexual harassment) to which the vulnerable adult or child/vulnerable adult has not consented, or could not consent, or was pressurised into. Signs can include changes in behaviour, using sexual language or physical discomfort. It may also include encouraging children and vulnerable adults to behave in sexually inappropriate ways.
  8. Neglect is the persistent failure to meet a child or vulnerable adult’s basic physical and/or psychological need, likely to result in the serious impairment of his or her health or development. It may involve a parent or carer failing to provide adequate food, shelter and clothing, or the failure to ensure access to appropriate medical care or treatment. It may also involve the neglect of basic emotional needs.
  9. Institutional Abuse: this is poor professional practice in an institution designed to safeguard both children and adults, including neglect, and can take the form of isolated incidents right through to ill treatment or gross misconduct.
  10. Financial or Material Abuse: this is when a child/vulnerable adult is exploited for financial gain. It includes theft, fraud, exploitation, misuse or misappropriation of property/finance etc.
  11. Safeguarding issues may also be recognised in the specific circumstances identified below:
    - Child pornography and the Internet.
    - Forced marriage of a child.
    - Child found in accommodation that they have no connection with, often called a ‘trap house’ or ‘cuckooing’ or hotel room where there is drug activity.



- Female Genital Mutilation including practices such as breast ironing/breast flattening.
- Downblousing (the act of taking a photograph or image down somebody's shirt, blouse or top without their consent).
- Looked after children and children living away from home.
- Pregnancy of a child.
- Self-harming and suicidal behaviour.
- Radicalisation and extremism.

### Safeguarding Changes

1. **Keeping Children Safe in Education 2022** – This law requires that all staff be aware of critical aspects of keeping children safe to guide their actions. This can be found in **Appendix B**.
2. **Cyberflashing will become a new criminal offence** ([stated in UK Government Press release ‘Cyberflashing’ to become a criminal offence](#))
  - a. Definition: cyberflashing typically involves an offender sending an unsolicited sexual image to people via social media, dating apps and or by bluetooth for the purpose of their own sexual gratification or to cause the victim humiliation, alarm or distress. It also involves sharing intimate images of a person without their consent to cause them humiliation, harm and or distress.
3. **Upskirting is now a form of abuse and a criminal offence** (listed in paragraph 157 specifically on page 40 of [Keeping Children Safe in Education 2022](#))
  - a. **Definition:** upskirting is typically when a photograph is taken under a person’s clothing without them knowing, for sexual gratification or to cause the victim humiliation, distress or alarm.
4. **New information on serious violent crime**
  - a. All staff need to know the indicators that may signal those children are at risk from, or are involved with, serious violent crime. Including:
    - (a) Unexplained gifts/new possessions – these can indicate children have been approached by/involved with individuals associated with criminal networks/gangs
    - (b) Increased absence from school
    - (c) Change in friendship/relationships with others/groups
    - (d) Significant decline in performance
    - (e) Signs of self-harm/significant change in wellbeing
    - (f) Signs of assault/unexplained injuries



- b. Staff should also be aware of the associated risks and understand the measures in place to manage them.

## **Prevent**

Prevent is 1 of the 4 elements of **CONTEST**, the government’s counter-terrorism strategy. It aims to stop people becoming terrorists or supporting terrorism or being radicalised.

Global Skills Training will educate our learners about extremism and work together to prevent or stop extremism in our Centre. A Prevent Referral Form will be used to record concerns about a learner, staff or another person. See **Appendix C**.

### **The Prevent Strategy:**

1. Responds to the ideological challenge we face from terrorism and aspects of extremism, and the threat we face from those who promote these views.
2. Provides practical help to prevent people from being drawn into terrorism and ensure they are given appropriate advice and support.
3. Works with a wide range of sectors (including education, criminal justice, faith, charities, online and health) where there are risks of radicalisation that we need to deal with.
4. The strategy covers all forms of terrorism, including far right extremism and some aspects of non-violent extremism.
5. Enable Global Skills to carry out its duties under the Counterterrorism and Security Act 2015

The threat levels associated with a terrorist activity can be identified with the following 5 categories:

- a. Critical- an attack is expected imminently
  - b. Severe – an attack is highly likely
  - c. Substantial – an attack is a strong possibility
  - d. Moderate – an attack is possible but not likely
  - e. Low – an attack is unlikely
6. The Home Office works with local authorities, a wide range of government departments, and community organisations to deliver the Prevent strategy. The police also play a significant role in Prevent, in much the same way as they do when taking a preventative approach to other crimes.



- a. We use a range of measures to challenge extremism in the UK, including:
- where necessary, apologists for terrorism and extremism were prevented from travelling to this country
  - giving guidance to local authorities and institutions to understand the threat from extremism and the statutory powers available to them to challenge extremist speakers
  - funding a specialist police unit which works to remove online content that breaches terrorist legislation
  - supporting community-based campaigns and activity which can effectively rebut terrorist and extremist propaganda and offer alternative views to our most vulnerable target audiences - in this context we work with a range of civil society organisations
  - supporting people who are at risk of being drawn into terrorist activity through the Channel process, which involves several agencies working together to give individuals access to services such as health and education, specialist mentoring and diversionary activities

### **Purpose for generating the Prevent Strategy**

Global Skills is a training provider for the 16+ age group including young apprentices who are diverse ethnically, socially and economically and live-in disadvantaged areas. Given the age group and apprentice profile, it has become a statutory requirement for us to come up with a Prevent strategy which focuses on the following 4 core areas:

#### **1. Leadership and Values**

To provide an essence of shared responsibility and wellbeing for all apprentices, staff and visitors will promote respect, equality and diversity and understanding. This will be achieved through:

- Promoting respect, equality and diversity, democratic society, learner voice and participation
- Understanding and resolving apprentice and staff issues
- Engaging with local communities
- Actively working with local schools, local authorities, police and other agencies

#### **2. Teaching and Learning**

To make the apprentices resilient through development of a curriculum which promotes knowledge, skills and understanding that would undermine extremist ideology. This will be achieved through:

- Embedding safeguarding and prevent

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- Embedding equality, diversity and inclusion, wellbeing and community cohesion
- Promoting wider skill development such as social and emotional aspects of learning
- A curriculum adapted to address local needs,
- Encouraging active citizenship/participation and learner voice.

### **3. Apprentice Support**

To ensure that staff are confident to take a proactive approach to the promotion of British Values. This will be achieved through:

- Understanding the needs of the local community, our apprentices and their families
- Developing a robust and effective apprentice support system.
- Executing anti-bullying strategies and challenging discriminatory behaviour
- Supporting apprentices at risk through our safeguarding procedures
- Continuous attention to reduce the attainment rates of the learners at risk

### **4. Managing Risks and Reacting to Incidents**

To monitor risks and be ready to deal appropriately with issues which arise we will:

- Understand the kind of threat arising from violent extremism to gauge its impact directly or indirectly on our organisation and its activities.
- Respond to local events, national or international news that may impact our students and communities
- Ensuring plans are in place to respond aptly to a threat or incident

#### **Possible signs of radicalisation:**

- 1) The individual's views become increasingly extreme regarding another section of society or government policy
- 2) They are observed downloading, viewing or sharing extremist propaganda from the web
- 3) They become withdrawn and focused on one ideology
- 4) The individual becomes increasingly intolerant of more moderate views
- 5) The individual may change their appearance, their health may suffer (including mental health) and they may become isolated from family, friends, peers or social groups
- 6) The individual expresses a desire/intent to take part in or support extremist activity

#### **Promoting British Values**

- 1) Global Skills recognise the important role it can play in helping to prevent people being drawn into terrorism and in providing appropriate advice and support.

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- 2) Global Skills has a vital role in ensuring that groups or individuals within the centre are not subjected to intimidation or radicalisation by those wishing to unduly, or illegally, influence them.
- 3) It follows equal opportunity guidance which guarantees that there will be no discrimination against any individual or group, regardless of faith, ethnicity, gender, sexuality, political or financial status or any protected characteristic.
- 4) Global Skills uphold the acceptance of fundamental British values which it is its responsibility to promote. In doing so its learners will be able to grow as individuals and citizens in the community in which they live.
- 5) The British values are:
  - Democracy
  - The rule of law
  - Individual liberty
  - Mutual respect and tolerance of those with different faiths and beliefs
- 6) Global Skills, seek to create an environment that enables learners to become rounded members of society who treat others with respect and tolerance

## **E-Safety**

- 1) The internet is an important education tool, but also carries risks associated with unwanted contact and bullying, inappropriate content, commercial exploitation and radicalisation toward extremism and terrorism.
- 2) The safeguarding responsibilities extend to the online world so that we can maximise the opportunities of digital technology and help young people and vulnerable adults to use the internet safely and responsibly.
- 3) At Global Skills there is a focus on raising awareness and understanding of e-Safety issues amongst learners via the safeguarding and the assessor/subcontracting team. This will include the availability of e-Safety resources for learners.

The policy applies to all learners and particularly young people and adults who may need support and all staff, volunteers, partners and families living and working at Global Skills, other external facilities, in the workplace or distance or online learning.

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An e-Safety incident is considered to have occurred when a learner or staff member instigates, or is the victim of, an activity which utilizes Information and Communications Technologies (ICT) to endanger the personal safety, mental wellbeing, or financial wellbeing of another individual.

Activities which will be considered e-Safety incidents include, but are not limited to, the use of ICT to:

- Access, view, copy or download illegal content, or materials, including, but not limited to:
  - child pornography
  - materials inciting racial hatred or violence
  - materials that are deemed to be in connection with radicalisation or will place learners at risk of radicalisation.
- Access, view, copy or download inappropriate content, or materials, as defined by Global Skills Acceptable Use of ICT policy.
- Bully or harass an individual or group (Cyber Bullying).
- Commit fraud or identify theft.
- Undertake any activities which would be in violation of the Child Protection, Protection of Vulnerable Adult or Anti-Bullying policies.
- Any other incident where it can be reasonably considered that the personal safety, mental wellbeing, or financial health of an individual has been endangered by the use of ICT.

In this context ICT includes, but is not limited to:

- a) Global Skills owned equipment, including:
  - Desktop PC's
  - Servers
  - Laptop/Tablet devices
  - Telephones, both fixed and mobile
  - Digital video camera or camcorders
  - Digital audio recording devices
  - Reproduction devices (scanners, printers, etc.)
  - Any and all software and IT services provided by Global Skills
- b) Privately owned ICT equipment (including personal mobile phones), when:
  - Connected to any Global Skills owned network
  - Utilised to access Global Skills software and services
  - Made use of on campus, or in the pursuit of Global Skills business.

## Responsibilities

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It is the responsibility of every staff member to give full and active support for the policy by ensuring:

- The policy is accessible, known, understood and implemented.
- All actual and suspected serious e-Safety incidents are reported to the safeguarding team.
- Parents/Guardians, providers, sponsors, employers and other stakeholders have a responsibility to report any e-Safety concerns they may have to Global Skills.
- All learners have a responsibility to:
  - Report any e-Safety concerns they may have to a member of staff, this could be a Trainer/Tutor or Learner Mentor.
  - Not engage at any time in any form of behaviour which would result in the occurrence of an e-Safety incident

### **Actions to Implement and Develop Policy**

1. **Reporting** All e-Safety incidents should be reported to a designated safeguarding person who will log the incident in the safeguarding database, and where necessary will engage with external agencies.
2. **Securing and Preserving Evidence** IT Services should be contacted immediately following the reporting of any serious e-Safety incidents and asked to make copies of relevant access logs, files etc. If it is believed that an immediate risk of exposure to illegal or inappropriate materials, or mental distress exists to staff or learners, the computer or devices should be turned off immediately. *You should not “shutdown” or log off as this may corrupt, delete or overwrite evidence, the power supply should be turned off at the wall or the battery should be physically removed. The equipment should then be moved to a secure location.*
3. **Illegal Material or Activities** Where an e-Safety incident is reported to Global Skills this matter will be dealt with very seriously. Global Skills will act immediately to prevent, as far as reasonably possible, any harm or further harm occurring. If a learner wishes to report an incident, they can do so to their tutor or to the Designated Safeguarding Lead. Where a member of staff wishes to report an incident, they must contact their line manager. Following any incident, Global Skills will review what has happened and decide on the most appropriate and proportionate course of action. Sanctions may be put in place; external agencies may be involved, or the matter may be resolved internally, depending on the seriousness of the incident. Serious incidents will be dealt with by Senior Management, in consultation with appropriate external agencies. The IT Administrator is responsible for involving other senior managers and law enforcement agencies as required. IT Services will assume responsibility for obtaining,

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securing, and preserving appropriate additional evidence. For example, remote screen shots, web filter logs etc. If it is believed that there is a child protection issue, the procedures outlined in the Safeguarding policy should be implemented.

4. **Indecent Imagery** It is a criminal offence to take, show, and share indecent images of children and young people, those under the age of 18 can face prosecution for taking indecent images of themselves and sharing them with others. (Section 1 Protection of Children Act 1978).

*Under no circumstances should any person make copies, including screen shots or print outs, of suspected child/ young person indecent imagery. Taking copies of such materials, even when intended for evidentiary purposes, is a crime.*

5. **Inappropriate Material Or Activities** Inappropriate material or activities are considered to be any materials or activities which are considered as unacceptable by the Acceptable Use of IT policy.
6. **Staff Access to Inappropriate Material** Where it is suspected that a staff member has been accessing inappropriate material, or attempting to access, the time and date of the incident should be noted, and the concerns raised with the Managing Director.
7. **Learner Access to Inappropriate Material** Where it is suspected that a learner has been accessing inappropriate material, or attempting to access, the time and date of the incident should be noted and brought to the attention of the relevant Co-ordinator or Head of Program Delivery. The safeguarding team should be contacted who may then liaise with the IT Services to take copies of relevant access logs etc.
8. **Cyber-Bullying** It can be defined as making use of IT to undertake to bully. Examples of cyber-bullying include, but are not limited to:
  - Sending offensive or abusive e-mails, instant messages, or “text” messages.
  - Inviting selected individuals to a chat room or website to discuss another individual who has not been invited.
  - Posting offensive, defamatory or abusive messages about an individual or group to a public or members only internet forum.
  - Using a digital camera to take humiliating images Incidents of actual or suspected cyber-bullying should be dealt with in accordance with the Anti-Bullying policy.
9. **Virus & Malware Protection** Global Skills will do all that it can to make sure Global Skills’ network is safe and secure. Every effort will be made to keep security software up to date. Appropriate security measures will include the use of enhanced filtering and protection of Firewalls, servers, routers, workstations etc. to prevent accidental or



malicious Access of systems and information. Digital communications, including email and Internet postings over Global Skills network, will be monitored in line with the Network Usage Policy.

IT Services will make all reasonable efforts to ensure current, up to date, anti-virus and malware protection is installed on all Global Skills systems. However, users of the systems have a responsibility to

- Alert IT Services if they discover a fault with their anti-virus and anti-malware software
- Ensure personally assigned devices (i.e. laptops) are connected to the network at least once per month.

## **Roles and Responsibilities**

### **1. The Designated Safeguarding Officers**

A. The Safeguarding Officers are:

**Magda Stasicka –Designated Safeguarding Lead: [magda@global-skills.com](mailto:magda@global-skills.com)**

**Helen Smith – Deputy: [helen@global-skills.com](mailto:helen@global-skills.com)**

**Safeguarding team contact details:**

**[Safeguarding@global-skills.com](mailto:Safeguarding@global-skills.com)**

**02088962889, 07931732827**

B. The Safeguarding Officers will:

- 1) Ensure there is a clearly identifiable, easily accessed, referral process.
- 2) Ensure all members of staff know the names of the Safeguarding Officers.
- 3) Ensure all members of staff understand their responsibilities in referring any concerns to the Safeguarding officers
- 4) Ensure all staff receive training to the required level which is updated as required.
- 5) Records of safeguarding training to be kept centrally by the operations manager



- 6) Ensure all relevant Safeguarding procedures are kept up-to-date in line with legislation.

C. The Designated Safeguarding Officers will be responsible for:

- 1) Gathering statements and information regarding child and vulnerable adult safeguarding issues and ensure that records are kept safely and securely.
- 2) Making decisions, in consultation with the Directors, regarding appropriate action.
- 3) Sharing information and making referrals with Children’s Social Care or the Safeguarding Vulnerable Adult Coordinator at Social Services, where appropriate, to support child protection enquiries and children in need assessments as well as safeguarding vulnerable adult learner enquiries.
- 4) Monitoring learners after a referral is made and ensuring that the Centre is adhering to any work agreed with Social Services or other agencies.
- 5) Liaising with the Local Safeguarding Children Boards.
- 6) Ensuring that everyone with substantial access to children and vulnerable adults will have training on indicators of abuse, good practice, practices never to be sanctioned and any changes in legislation.
- 7) Undertaking annual training on Safeguarding.
- 8) Develop effective links with relevant agencies and cooperate as required with requests.
- 9) Attend Safeguarding meetings and Case Conferences.
- 10) Keep written records of reported Safeguarding issues.
- 11) Ensure all records are kept securely.

**2. The Managing Director**

A. The Managing Director (MD) will:

- 1) On receipt of a completed Form alleging abuse of a child, or vulnerable adult by person(s) known or unknown, the MD will inform the Designated Safeguarding Lead or Deputy and ensure that they receive a copy of the completed Form within 24 hours.



- 2) On receipt of a completed **Appendix D** Form accusing a member of staff of abusing a child or vulnerable adult, the MD will take action in accordance with the staff Disciplinary codes and procedures of the Centre.
- 3) Ensure that everyone with substantial access to children and vulnerable adults will have training on indicators of abuse, good practice, practices never to be sanctioned and any changes in legislation.
- 4) Providing professional advice, support and guidance to staff regarding any suspicion of abuse, if a young person or vulnerable adult makes a disclosure or in relation to the possible abuse of trust.
- 5) Provide professional advice, support and guidance to staff regarding causes for concern other than abuse with regards to children and vulnerable adults.

## **Safeguarding Procedures**

### **1) Handling a concern**

- If staff/employer are concerned about the well-being of a learner/apprentice and are concerned that there may be a safeguarding issue, they should inform one of the designated Safeguarding Officers immediately.
- Staff/employer must discuss concerns directly with a designated safeguarding officer who they will email via their dedicated email address or contact a designated safeguarding officer giving all relevant details. This is needed for record keeping purposes. A referral can only be made to one of the designated Safeguarding Officers.
- A referral form should be completed for every referral made. See **Appendix D**.
- Safeguarding referrals are addressed within 24 hours, or 48 hours if a referral is made on a Saturday.
- It is not the staff's or employer's responsibility to investigate anything themselves. It is their responsibility to make the referral immediately to a Safeguarding Officer.
- Managing a disclosure staff/employers must:
  - Listen carefully
  - Record the conversation in the person's words (handwritten notes)
  - Take note of the time, sign, and date the record
  - Take all allegations or disclosures seriously (never judge). Reassure the individual that they are right to disclose
  - Explain what will happen next. (a safeguarding referral is being made)
  - Safeguarding Officer will attach/upload the notes taken and log them onto the Safeguarding tracker.





- In managing a disclosure staff/employer must not:
  - Ignore any safeguarding allegation or disclosure
  - Ask leading or prompting questions
  - Make promises they are not able to keep in confidence
  - Jump to any immediate conclusions
  - Speculate or accuse anyone
  - Discuss concerns with a parent, carer, guardian, or family member in the first instance.
  - Keep any allegations confidential (every safeguarding concern must be passed over to the safeguarding team)
- Following the disclosure and the referral, staff/employer may be involved in a number of ways:
  - They may have further concerns about the learner and refer additional concerns to the safeguarding team.
  - Asked to provide additional information or be involved in an assessment or multi agency meeting; they may be asked to provide specific support as part of an agreed action plan.

## 2) **Recruitment**

Safeguarding Children and Safer Recruitment in Education came into force on 1 January 2007. All staff employed must undertake training. To ensure current best practice is implemented, this training is regularly updated. Global Skills has adopted all of the recommendations for safer recruitment, selection, induction and on-going professional updating and development.

## 3) **Safe Working Practices**

Global Skills has developed procedures for Codes of Practice for staff to understand and agree in relation to professional conduct with students.

- All staff have access, via OneFile, to "Safe Working Practice for Adults who work with Children and Young People" and a copy is included in the staff handbook.
- Health and Safety and risk assessments are carried out in lessons and indicated on lesson plans, along with all aspects of Every Child Matters.
- Global Skills has a fully operational Health and Safety Policy and Procedures.

## 4) **Record Keeping**

All safeguarding records are kept centrally and securely by the Safeguarding Officers. Staff are aware that they must report all safeguarding issues to the Safeguarding Officers.

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## 5) Allegations against Members of Staff

Global Skills recognises that when allegations are made regarding behaviour by staff which may harm a learner, clear procedure must be followed – referral to MD.

## 6) Working with other Agencies

Global Skills recognises the importance of multi-agency working. Whilst Global Skills is not, legally, an investigating agency it is essential that safeguarding issues are adhered to through agreed procedures.

### a. Local Authority Safeguarding contact details:

John Churchill - Head of safeguarding, review and quality assurance  
Tel: 020 8825 8364 [churchillj@ealing.gov.uk](mailto:churchillj@ealing.gov.uk)

Nazia Matin – Prevent Coordinator  
Tel: 020 8825 8895 [matinn@ealing.gov.uk](mailto:matinn@ealing.gov.uk)

### b. London Safeguarding Children Partnership (London Councils), 59½ Southwark Street, London SE1 0AL,

Alison Renouf – London Partnership Manager  
[alison.renouf@londoncouncils.gov.uk](mailto:alison.renouf@londoncouncils.gov.uk) Tel: 020 7934 9714

Nilam Taheem – Policy Support Officer [nilam.taheem@londoncouncils.gov.uk](mailto:nilam.taheem@londoncouncils.gov.uk)  
Tel: 020 7934 9683

### c. Other local authority safeguarding contacts across London are in **Appendix E**.

### d. National and Government Bodies:

- Association of Directors of Children Services (ADCS) is the national leadership association in England for statutory directors of children’s services and other children’s services professionals in leadership roles.
- Department for Education (DfE) is responsible for education and children’s services in England.
- Department of Health (DH) leads, shapes and funds health and care in England, making sure people have the support, care and treatment they need, with the compassion, respect and dignity they deserve.



- Home Office leads on immigration and passports, drugs policy, crime policy and counter-terrorism and works to ensure visible, responsive and accountable policing in the UK.
- Ofsted is the Office for Standards in Education, Children's Services and Skills who inspect and regulate services that care for children and young people, and services providing education and skills for learners of all ages. Ofsted is a non-ministerial department.
- Social Care Institute of Excellence (SCIE), improves the lives of people of children and adults of all ages by co-producing, sharing, supporting and training in the use of the best available knowledge and evidence about what works in health and social care, social work, and safeguarding.

## 7) Other Legislation

Some of the other legislation that safeguards children, young people and adults in the UK:

- [Adoption and Children Act 2002](#)
- [Adoption and Children Act 2006](#)
- [Children Act 1989](#)
- [Children Act 2004](#)
- [Data Protection Act](#)
- [Education Act 2002](#)
- [Freedom of Information Act](#)
- [Human Rights Act](#)
- [Protection of Children Act](#)
- [Sexual Offences Act 2003](#)
- [Safeguarding Vulnerable Groups Act 2006](#)
- [Sexual violence and sexual harassment between children in schools and colleges \(publishing.service.gov.uk\)](#)

## Appendix A

### Child, Young Person and Adult's Body Map

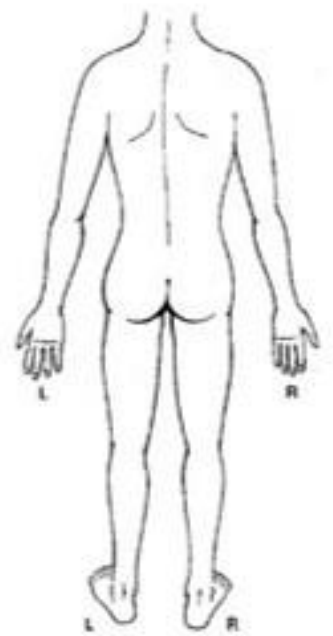
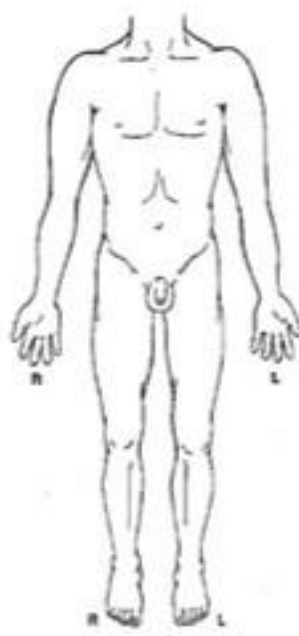
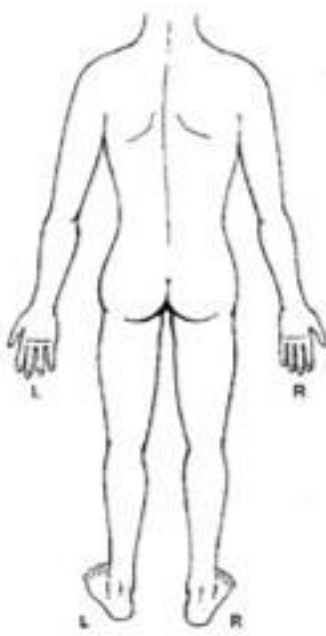
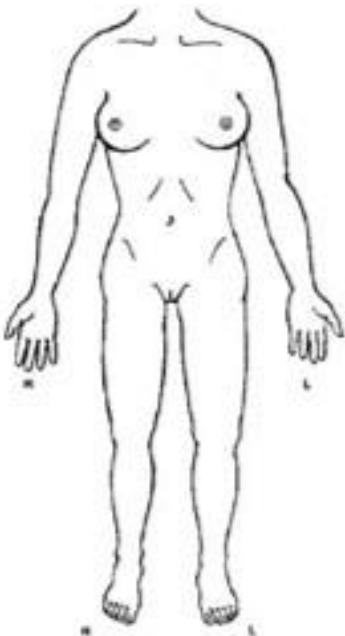
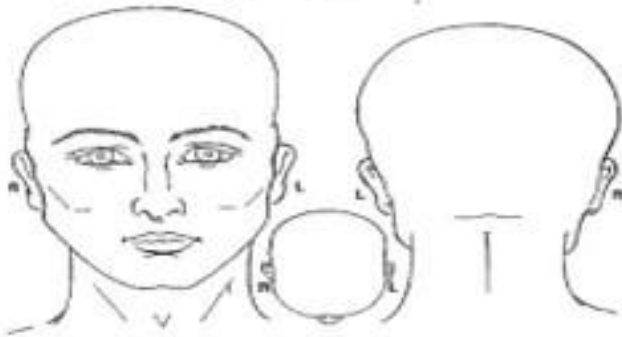
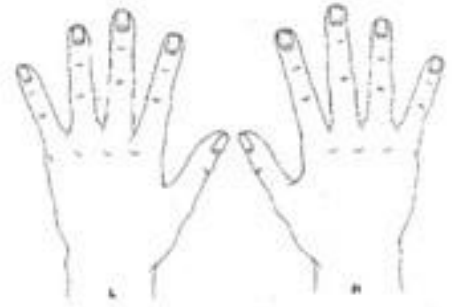
#### Body Map Guidance:

1. A Body Map should be used to document and illustrate visible signs of harm and physical injuries. These forms can be used by anyone reporting a concern.
2. Always use a black pen (never a pencil) and do not use correction fluid or any other eraser. Do not remove clothing for the purpose of the examination unless the injury site is freely available because of treatment.
3. At no time should an individual, trainer, staff member or volunteer take photographic evidence of any injuries or marks to an individual, the body map below should be used. Any concerns should be reported and recorded without delay to the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead.
4. When you notice an injury, try to record the following information in respect of each mark identified e.g. red areas, swelling, bruising, cuts, lacerations, scalds and burns:
  - Exact site of injury on the body, e.g. upper outer arm/left cheek.
  - Size of injury - in appropriate centimetres or inches.
  - Approximate shape of injury, e.g. round/square or straight line.
  - Colour of injury - if more than one colour, say so.
  - Is the skin broken?
  - Is there any swelling at the site of the injury, or elsewhere?
  - Is there a scab/any blistering/any bleeding?
  - Is the injury clean or is there grit/fluff etc.?
  - Is mobility restricted as a result of the injury?
  - Does the site of the injury feel hot?
  - Does the individual feel hot?
  - Does the individual feel pain?
  - Has the individual's body shape changed/are they holding themselves differently?

Importantly the date and time of the recording must be stated as well as the name and designation of the person making the record. Add any further comments as required. Ensure First Aid is provided where required and record.

A copy of the body map should be kept on the individual's concern/confidential file which will be held by the Designated Safeguarding Lead/Deputy.

Diagram For Recording Injuries



<b>Child, young person or vulnerable adult's name:</b>	
<b>Date of birth (if known):</b>	
<b>Name of member of staff who witnessed the injuries:</b>	
<b>Date and time injuries seen:</b>	
<b>Date and time information recorded:</b>	
<b>Date and time injuries and location on body</b> ( <i>Where they are, what they look like, the colour, shape, size and condition. Is the injury healing or worsening?</i> )	
<b>How was the injury sustained according to the child, young person, vulnerable adult and/or parent or carer?</b>	
<b>Are parents/carers aware</b> ( <i>Give details</i> )	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>What action will be taken?</b>	
<b>Date and time reported to DSL:</b>	
<b>Date and time received by DSL/Deputy:</b>	
<b>Name of DSL/Deputy:</b>	

<b>Signed by:</b>	
<b>Signature</b>	
<b>Date:</b>	



## Appendix B

### Part One: Information For All School And College Staff



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## Appendix C

<b>Prevent Referral Form</b>			
<p>This form should be used to record concerns about a learner, staff member or another person. It should be completed as accurately as possible and passed directly to the Designated Safeguarding Lead / Deputy Designated Safeguarding Lead who should take action and then file securely. The GS Centre's policies and procedures should always be followed. Ensure you act in a timely manner when reporting concerns. Any information received will be kept secure and confidential and will only be disclosed to those parties who have a legal and legitimate need to know. Please complete the below details and email this form to: <a href="mailto:safeguarding@global-skills.com">safeguarding@global-skills.com</a> or speak to the Designated Safeguarding Team at Global Skills: Designated Safeguarding Lead (DSL) - Magda Stasicka DSL Deputy – Helen Smith 02088962889, 07931732827 Please complete all details to the best of your knowledge. Leave blank if unknown.</p>			
<b>Referral details (individual you are referring)</b>			
<b>Name:</b>			
<b>Alternative names:</b>			
<b>Date of birth:</b>		<b>Gender:</b>	
<b>Address:</b>			
<b>Nationality:</b>		<b>Ethnicity:</b>	
<b>Language:</b>		<b>Religion:</b>	
<b>Family or carer details:</b>			
<b>Referring person/agency details (Your details)</b>			



<b>Referral author contact details</b> (incl. email address)	
<b>Role:</b>	
<b>Date of referral:</b>	
<b>Referral factors</b>	
<b>Faith / ideology issues</b>	<i>e.g. concerning comments relating to faith or ideology, association extremists</i>
<b>Social mobility issues</b>	<i>e.g. Poverty, lack of social activity, isolation, lack of education employment, immigration issues</i>
<b>Physical or mental issues</b>	<i>e.g. disability, learning difficulties, mental health concerns</i>
<b>Risk or harm factors</b>	<i>e.g. threat posed by family member (i.e. DV issues), victim of hate crime or personal attack</i>
<b>Criminal activity or association</b>	<i>e.g. involved in criminal activity, associating with known criminals</i>
<b>Summary reason for referral</b>	
Outline main reasons for referral	
<b>Existing agency involvement</b>	



If know, outline any agency involvement already in place (that you are aware of) e.g. Early Help/Preventative Services, MAPPA, Safeguarding

**Any other relevant information**

**Name and Signature of person completing the form:**

**Date:**

## Appendix D

### Safeguarding Initial Cause for Concern Form

*This form should be used to record concerns about a learner, staff member or other person at risk. It should be completed as accurately as possible and passed directly to the Designated Safeguarding Lead / Deputy Designated Person who should take action and then file securely. The GS Centre's policies and procedures should always be followed. Ensure you act in a timely manner when reporting concerns, especially if there is an injury noted.*

<b>Date:</b>	
<b>Time:</b>	
<b>Name of individual cause for concern is about:</b>	
<b>DoB/age (if known):</b>	
<b>Address/contact details (if known):</b>	
<b>Describe your concern and action taken:</b>	
<b>Observations to support cause for concern:</b>	
<b>Description and location of any visible marks, bruises etc.</b>	

**Name and Signature of person completing the form:**

**Witness:**

**Date:**

*Safeguarding Team contact details:*

*Designated Safeguarding Lead (DSL) - Magda Stasicka,*

*DSL Deputy – Helen Smith*

*[Safeguarding@global-skills.com](mailto:Safeguarding@global-skills.com), 02088962889, 07931732827*

*<https://www.global-skills.com/safeguarding/>*



**TO BE COMPLETED BY DESIGNATED SAFEGUARDING LEAD/ DEPUTY  
DESIGNATED SAFEGUARDING LEAD**

**AGREED ACTIONS AND ANTICIPATED OUTCOMES:**

*Record all discussions, communications, referrals & decisions made.*

A large empty rectangular box with a black border, intended for recording discussions, communications, referrals, and decisions.

**Name and Signature of Designated Safeguarding Lead/ Deputy:**

**Date:**



**TO BE COMPLETED BY DESIGNATED SAFEGUARDING LEAD/ DEPUTY  
DESIGNATED SAFEGUARDING LEAD**

**AGREED ACTIONS AND ANTICIPATED OUTCOMES:**

*Record all discussions, communications, referrals & decisions made.*

A large empty rectangular box with a black border, intended for recording discussions, communications, referrals, and decisions.

**Name and Signature of Designated Safeguarding Lead / Deputy:**

**Date:**



## Appendix E

### Children’s Safeguarding Contacts London

If you have concerns about the safety or the well-being of a child, please contact the local authority children’s social care team. Contact details are available below:

#### Barking & Dagenham

**Telephone:** 020 8227 3811

**Out of hours:** 020 8594 8356

**Secure Email:** [childrenservices2@lbbd.gov.uk](mailto:childrenservices2@lbbd.gov.uk)

#### Barnet

**Telephone:** 020 8359 4066

**Fax:** 08715948766

**Email:** [MASH@Barnet.gov.uk](mailto:MASH@Barnet.gov.uk)

**Secure Email:** [mash@barnet.gcsx.gov.uk](mailto:mash@barnet.gcsx.gov.uk)

#### Bexley

**Telephone:** (Mon-Fri, 9am – 5pm) 020 3045 5440

**Out of hours (including weekends):** 020 8303 7777 or 020 8303 7171

**Secure Email:** [Childrensocialcare.admin@bexley.gov.uk](mailto:Childrensocialcare.admin@bexley.gov.uk)

#### Brent

**Telephone:** 020 8937 4300

**Out of hours:** 020 8863 5250

**Fax:** 020 8397 1986

**Secure Email:** [Family.FrontDoor@brent.gov.uk](mailto:Family.FrontDoor@brent.gov.uk)

**Web link:** <https://www.brent.gov.uk/services-for-residents/children-and-family-support/child-protection-and-care/child-protection/contact-our-protection-team/>

#### Bromley

**Telephone Children’s Services (Mon-Fri 8.30 5.00pm):** 020 8461 7373 / 7379 / 7026

**Out of hours/weekends/public holidays:** 0300 303 8671

**Email (MASH):** [mash@bromley.gov.uk](mailto:mash@bromley.gov.uk)

#### City of London

**Telephone Children’s Services :** 020 7332 3621 (9.00am- 5.00pm, Mon – Fri)

**Email:** [children.duty@cityoflondon.gov.uk](mailto:children.duty@cityoflondon.gov.uk)

**Secure email:** [Children.Duty@cityoflondon.cjsm.net](mailto:Children.Duty@cityoflondon.cjsm.net)

**Out of hours:** 020 8356 2710

**Email:** [emergency.duty@hackney.gov.uk](mailto:emergency.duty@hackney.gov.uk)

#### Camden

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**Telephone:** 020 7974 3317 (9.00am- 5.00pm)  
**Out of hours:** 020 7974 4444  
**Email:** [LBCMASHadmin@camden.gov.uk](mailto:LBCMASHadmin@camden.gov.uk)  
**Secure email:** [LBCMASHadmin@camden.gov.uk.cjsm.net](mailto:LBCMASHadmin@camden.gov.uk.cjsm.net)

**Croydon**  
**Croydon MASH Team**  
**Tel:** 020 8726 6400  
**Email:** [childreferrals@croydon.gov.uk](mailto:childreferrals@croydon.gov.uk)

**Ealing**  
**Telephone:** 020 8825 8000  
**Out of hours:** 020 8825 8000  
**Fax:** 020 8825 5454  
**Email:** [ECIRS@ealing.gov.uk](mailto:ECIRS@ealing.gov.uk)  
**Secure Email:** Via Egress – please telephone if unable to access Egress directly.

**Enfield**  
**Telephone:** 020 8379 5555  
**Out of hours:** 020 8379 1000  
**Email:** [spe@enfield.gov.uk](mailto:spe@enfield.gov.uk)  
**Secure Email:** [spe@enfield.gcsx.gov.uk](mailto:spe@enfield.gcsx.gov.uk)

**Greenwich**  
**Telephone referrals:** 020 8921 3172 (Mon-Thur, 9.00-5.30pm, Fri 9.00-4.30pm)  
**Out of hours:** 020 8854 8888  
**Fax:** 020 8921 3180  
**Secure Email:** [MASH-referrals@royalgreenwich.gov.uk](mailto:MASH-referrals@royalgreenwich.gov.uk)

**Hackney**  
**Hackney First Access Screening Team (FAST)**  
**Email:** [fast@hackney.gov.uk](mailto:fast@hackney.gov.uk)  
**Secure Email:** [fast@hackney.gov.uk](mailto:fast@hackney.gov.uk) or [fast.account@hackney.cjsm.net](mailto:fast.account@hackney.cjsm.net)  
**Tel:** 020 8356 5500  
**Tel:** 020 8 356 2710 (Out of Hours)  
**Fax:** 020 8356 5516 / 17

**Hammersmith and Fulham**  
**Telephone:** 020 8753 6600  
**Out of hours:** 020 8748 8588  
**Fax:** 020 8753 4209  
**Email:** [familyservices@lbhf.gov.uk](mailto:familyservices@lbhf.gov.uk)

**Haringey**  
**MASH Telephone:** 020 8489 4470  
**MASH email:** [MASHReferral@haringey.gov.uk](mailto:MASHReferral@haringey.gov.uk)  
**Out of hours:** 020 8489 0000

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**LSCB Telephone:** 020 8489 3145 / 5837  
**LSCB Email:** [lscb@haringey.gov.uk](mailto:lscb@haringey.gov.uk)  
**Harrow**  
**Telephone:** 020 8901 2690  
**Out of hours:** 020 8424 0999  
**Fax:** 020 8861 1816  
**Secure Email:** [duty&assess@harrow.gov.uk.cjism.net](mailto:duty&assess@harrow.gov.uk.cjism.net)

**Havering**  
**Telephone:** 01708 433 222  
**Out of hours:** 01708 433 999  
**Fax:** 01708 433 375  
**Email:** [tmash@havering.gov.uk](mailto:tmash@havering.gov.uk)  
**Secure email:** [tmash@havering.gcsx.gov.uk](mailto:tmash@havering.gcsx.gov.uk)

**Hillingdon**  
**Telephone:** 01895 556633  
**Out of hours:** 01895 556633  
**Email:** [lbhmash@hillingdon.gov.uk](mailto:lbhmash@hillingdon.gov.uk)

**Hounslow**  
**Team number:** 0208 583 6600 (option 2 and then 3)  
**Out of hours:** 0208 583 2222  
**Team email:** [childrensocialcare@hounslow.gov.uk](mailto:childrensocialcare@hounslow.gov.uk)

**Islington**  
**Telephone:** 020 7527 7400  
**Out of hours:** 020 7226 0992  
**Email:** [CSCreferrals@islington.gov.uk](mailto:CSCreferrals@islington.gov.uk)  
**Secure Email:** [CSCreferrals@islington.gov.uk](mailto:CSCreferrals@islington.gov.uk)

**Kensington and Chelsea**  
**Telephone:** 020 7361 3013  
**Out of hours:** 020 7373 3227  
**Fax:** 020 7368 0228  
**Email:** [socialservices@rbkc.gov.uk](mailto:socialservices@rbkc.gov.uk)

**Kingston Upon-Thames**  
**Contact our children's Single Point of Access (SPA) Team (Open 8.00-6.00 pm, Mon-Fri)**  
**Telephone:** 020 8547 5008  
**Secure Email:** [spa.referrals@achievingforchildren.org.uk](mailto:spa.referrals@achievingforchildren.org.uk)  
**Out of Hours Duty Social Worker:**  
If you need to speak to someone urgently outside of hours, please ring the Duty Social Worker on:-  
**Telephone:** 020 8770 5000

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**Lambeth**

**Telephone:** 020 7926 5555 (24 hours)

**Email:** [helpandprotection@lambeth.gov.uk](mailto:helpandprotection@lambeth.gov.uk)

**Secure Email:** [helpprotection@lambeth.cjsm.net](mailto:helpprotection@lambeth.cjsm.net)

**Lewisham**

**Telephone:** 020 8314 6660

**Out of hours:** 020 8314 6000

**Secure Email:** [mashagency@lewisham.gov.uk](mailto:mashagency@lewisham.gov.uk)

**Merton**

**Telephone:** 020 8545 4866/3736

**Out of hours:** 020 8770 5000

**Fax:** 020 8545 4198

**Email:** [mertonLSCB@merton.gov.uk](mailto:mertonLSCB@merton.gov.uk)

**Merton MASH:** 020 85454227 (Out of Hours: 020 8770 5000)

**Secure Email:** [MertonLSCB@merton.gov.uk.cjsm.net](mailto:MertonLSCB@merton.gov.uk.cjsm.net)

**Newham**

**Telephone:** 020 8430 2000

**MASH Golden Number:** 020 3 373 4600 – Option 3

**EDT:** 020 8430 2000

**Secure Email:** [MASH@newham.gov.uk](mailto:MASH@newham.gov.uk)

**Redbridge**

**Telephone:** 020 8708 3885

**Out of hours:** 020 8708 5897 (after 5.00pm and weekends)

**Email:** [cpat.referrals@redbridge.gov.uk](mailto:cpat.referrals@redbridge.gov.uk)

**Richmond**

**Contact our children's Single Point of Access (SPA) Team (8.00-6.00pm, Mon-Fri)**

**Telephone:** 020 8547 5008

**Out of hours:** 020 8770 5000

**Secure Email:** [spa.referrals@achievingforchildren.org.uk](mailto:spa.referrals@achievingforchildren.org.uk)

**Southwark**

**Telephone:** 020 7525 1921

**Out of hours:** 020 7525 5000

**Fax:** 020 7525 7992

**Secure Email:** [MASH@southwark.gov.uk](mailto:MASH@southwark.gov.uk)

**Sutton**

**Telephone:** 020 8770 6001

**Out of hours:** 020 8770 5000

**Email:** [mash@sutton.gov.uk](mailto:mash@sutton.gov.uk)

**Secure Email:** [mash@sutton.gov.uk.cjsm.net](mailto:mash@sutton.gov.uk.cjsm.net)

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**Tower Hamlets**

**Telephone:** 020 7364 5606 / 5601

**Out of hours:** 020 7364 4079

**Fax:** 020 7364 2656 / 2655

**Secure Email:** MASH @towerhamlets,gcsx.gov.uk

**Waltham Forest**

**Telephone:** 020 8496 2310

**Out of hours:** 020 8496 3000

**Fax:** 020 8496 2313

**Secure Email:** [MASH requests@walthamforest.gov.uk](mailto:MASH_requests@walthamforest.gov.uk)

**Wandsworth**

**Telephone:** 020 8871 6622

**Out of ours (after 5pm):** 020 8871 6000

**Email:** [IPOC@wandsworth.gov.uk](mailto:IPOC@wandsworth.gov.uk)

**Secure Email:** [ipoc@wandsworth.cjsm.net](mailto:ipoc@wandsworth.cjsm.net)

**Westminster**

**Telephone:** 020 7641 4000

**Out of hours:** 020 7641 6000

**Fax:** 020 7641 7526

**Email:** [acesstochildrenservices@westminster.gov.uk](mailto:acesstochildrenservices@westminster.gov.uk)

**Or Contact the London Safeguarding Children Partnership**

**London Safeguarding Children Partnership**

59½ Southwark Street,

London SE1 0AL, [Map](#)

**Alison Renouf – London Partnership Manager**

[alison.renouf@londoncouncils.gov.uk](mailto:alison.renouf@londoncouncils.gov.uk)

Tel: 020 7934 9714

**Nilam Taheem – Policy Support Officer**

[nilam.taheem@londoncouncils.gov.uk](mailto:nilam.taheem@londoncouncils.gov.uk)

Tel: 020 7934 9683

For the London Safeguarding Children Partnership website please click [here](#)



### **Review of Policy**

This policy was last reviewed in October 2022. The next review date is October 2023 and this will be completed by the Centre Manager. The policy will then be approved and signed off by the Director.

### **Policy Approval Director's Name:**

**Nasir Warsama**

### **Director's Signature**

A handwritten signature in black ink, appearing to read "Nasir Warsama", is written over a light blue horizontal line.

**Date: 12<sup>th</sup> October 2022**

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